

Shawsheen Valley Vocational Technical  
High School  
Student Handbook



2019-2020

Jessica Cook, Principal

## STUDENT SCHEDULE

NAME					
SHOP/GRADE					
HOMEROOM					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					
Period 6					
Period 7					
Period 8					

### Notice of Non-Discrimination

Shawsheen Valley Technical High School does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities on the basis of race, color, or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act). Nor does it discriminate on the basis of race, color, sex, national origin, sexual orientation or gender identity, religion, disability, or homelessness status in accordance with Chapter 622 of the Acts of 1971 (M.G.L. c.76 §5) and Chapter 151B of the General Laws.

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## WELCOME

On behalf of Shawsheen Valley Regional Vocational Technical School District, the School Council would like to welcome all incoming freshmen.

A new adventure is beginning for you at Shawsheen. Your high school years can be both exciting and enjoyable, if you let them. You will remember this period of time for the rest of your life.

Shawsheen is a stepping stone to your future. You will obtain a great deal of academic knowledge as well as occupational knowledge. You will reap the benefits from the “hands on” training of all shops offered at Shawsheen. You are investing in your future. When you attend school each day, do so with an eagerness to learn and a willingness to work hard. The rewards that can be achieved by attending Shawsheen are unlimited and will be well worth the time and effort you invest in this experience.

Since Shawsheen’s doors are open to other district students, you will at first, see many unfamiliar faces. Over time you will build close and lasting friendships.

If you have any questions regarding this Handbook, please contact any of the following staff members

Christine Tobin, <i>Dean of Students</i>	X 638
Jessica Cook, <i>Principal</i>	X 640
Jenna Lesko, <i>Assistant Principal</i>	X 636
Tracy Lucci, <i>School Psychologist</i>	X 635
Matthew Baione, <i>Director of Guidance and Health Services</i>	X 612
Kevin Pierce, <i>Director of Support Services</i>	X 647
Andrea Gobbi, <i>Director of Academics Programs</i>	X607
David Norkiewicz, <i>Director of Vocational-Technical Programs</i>	X642
Melanie Hagman, <i>Interim Superintendent-Director</i>	X 603

We wish you the best of luck as you begin “climbing the ladder” to your future.

## **PART 1. INTRODUCTION**

The purpose of this handbook is to provide information to students and parents regarding Shawsheen Valley Regional Vocational Technical School District (SVRVTSD) policies, activities, rules, regulations and schedules. We hope that throughout the year you will refer to this document to help answer any questions you may have. Since you will be required to comply with the conduct and discipline procedures as documented herein, please read this handbook carefully.

You will be provided (on separate sheets of paper) with:

- an acknowledgement statement to be signed by both students and parents/guardians stating you have read, understand and will abide by the rules and regulations of SVRVTSD;
- a release to be signed by the parent/guardian regarding videotaping and photographing during the school year;
- an agreement for an electronic communication system account based on the district's computer network & internet acceptable use policy to be signed by both students and parents/guardians;
- a travelers' code of conduct form to be signed by the parent/guardian.

Copies of these forms are provided for your reference at the end of this handbook.

Shawsheen Valley Technical High School admits students and makes available to them its advantages, privileges, and course of study without regard to race, religion, color, sex, gender identity, sexual orientation, age, national origin, disability, pregnancy or parenting status, veteran status, or any other status or condition protected by law.

### **1-1 Members of the Shawsheen Valley Regional Vocational Technical School District Committee are:**

- Nancy Asbedian, Secretary Bedford
- Glenn McIntyre Bedford
- Paula McShane Lambert Billerica
- TBD Billerica
- Robert Gallagher, Chair Burlington
- Paul V. Gedick Burlington
- Patricia W. Meuse, Esq., Treasurer Tewksbury
- Lisa Puccia Tewksbury
- James M. Gillis Wilmington
- Robert G. Peterson, Esq. Vice Chair Wilmington

To contact a member of the School Committee please call (978) 667-2111 Ext. 603 and ask for Mrs. Karen Faiola, Executive Administrative Assistant.

# 1-2 2019-2020 School Calendar

## AUGUST/SEPTEMBER 2019

S	M	T	W	T	F	S
	26	27	28 <sup>P</sup>	29 <sup>P</sup>	30	31
<b>September</b>						
1	1	2	3 <sup>9</sup>	4 <sup>all</sup>	5	6
2	8	9	10	11	12	13
1	15	16	17	18	19	20
2	22	23	24	25 <sup>W</sup>	26	27
1	29	30				

## FEBRUARY 2020

S	M	T	W	T	F	S
						1
2	2	3	4	5	6	7 <sup>W</sup>
1	9	10	11	12	13	14
	16	17	18	19	20	21
2	23	24 <sup>P</sup>	25	26	27	28
						29

## OCTOBER 2019

S	M	T	W	T	F	S
		1	2	3	4 <sup>M</sup>	5
2	6	7	8	9	10	11
1	13	14	15	16	17	18
2	20	21	22	23	24	25
1	27	28	29	30 <sup>W</sup>	31	

## MARCH 2020

S	M	T	W	T	F	S
1	1	2	3	4	5	6 <sup>M</sup>
2	8	9	10	11	12	13
1	15	16	17	18	19	20
2	22	23	24	25	26	27
1	29	30	31 <sup>W</sup>			

## NOVEMBER 2019

S	M	T	W	T	F	S
					1	2
2	3	4	5	6	7	8 <sup>E</sup>
1	10	11	12	13	14	15
2	17	18	19	20	21	22 <sup>W</sup>
1	24	25	26	27 <sup>W</sup>	28	29
						30

## APRIL 2020

S	M	T	W	T	F	S
			1	2	3 <sup>E</sup>	4
2	5	6	7	8	9	10
1	12	13	14	15	16	17
	19	20	21	22	23	24
2	26	27	28	29	30	

## DECEMBER 2019

S	M	T	W	T	F	S
2	1	2	3	4	5	6
1	8	9	10	11	12	13 <sup>M</sup>
2	15	16	17	18	19	20 <sup>W</sup>
	22	23	24	25	26	27
	29	30	31			

## MAY 2020

S	M	T	W	T	F	S
					1 <sup>W</sup>	2
2	3	4	5	6	7	8
1	10	11	12	13	14	15 <sup>M</sup>
2	17	18	19	20	21	22 <sup>W</sup>
1	24	25	26	27	28	29
						30

## JANUARY 2020

S	M	T	W	T	F	S
			1	2	3	4
2	5	6	7	8	9	10 <sup>P</sup>
1	12	13	14	15	16	17
2	19	20	21	22	23	24 <sup>E</sup>
1	26	27	28	29	30	31

## JUNE 2020

S	M	T	W	T	F	S
	1	2	3	4	5 <sup>W</sup>	6
2	7	8	9	10	11	12
1	14	15	16	17	18	19
2	21	22	23	24	25	26
1	28	29	30			

### Marking Period Ending Dates

- 1<sup>st</sup> November 8
- 2<sup>n</sup> January 22
- 3<sup>rd</sup> April 3
- 4<sup>th</sup> Last day of school

### Mid Terms

- T1 = October 4
- T2 = December 13
- T3 = March 6
- T4 = May 15

Week 1 – 9 & 11 Academics/10 & 12 Voc/Shop  
 Week 2– 10 & 12 Academics/9 & 11 Voc/Shop

- Event – see details on reverse side
- M Progress Reports
- E End of Marking Period
- P Professional Day - No School for Students
- No School Shaded Dates.
- W Teacher Workshop-Early Release for students

**June 18, 19, 22, 23, 24 make up days for cancellations**

## Holidays and Events for the School Year 2019-2020

<b>AUGUST 2019</b>		<b>FEBRUARY 2020</b>	
28	Teacher Professional Day (no students)	3	Application Deadline – 8 <sup>th</sup> grade applicants
29	Teacher Orientation Day (no students)	6	Parent /Teacher Night
		7	Teacher Workshop, early release for students 10:43
	<b>SEPTEMBER 2019</b>	17	President's Day – No School
2	Labor Day – No School	17-21	February Vacation
3	9 <sup>th</sup> Graders Only - Orientation	24	Teacher Professional Day (no students)
4	All Students Report (including seniors)		
18	9 <sup>th</sup> Grade Parent Orientation		<b>MARCH 2020</b>
25	Teacher Workshop, early release for students 10:43	6	Midterm (Q3)
27-28	Homecoming	9	9 <sup>th</sup> Grade Permanent Shop Placement
		12	Skills USA District Competition
	<b>OCTOBER 2019</b>	24	ELA MCAS Session 1
2	Financial Aid Night	25	ELA MCAS Session 2
3	Fall Advisory Meeting (dinner)	31	Teacher Workshop, early release for students 10:43
4	Midterm (Q1)		
14	Columbus Day – No School		
17	College and Career fair		<b>APRIL 2020</b>
30	Teacher Workshop, early release for students 10:43	3	End of 3 <sup>rd</sup> Term
		10	Good Friday – No School
		20	Patriot's Day – No School
		20-24	April Vacation
	<b>NOVEMBER 2019</b>	30	Spring Advisory Meeting
3	Community Open House	30-May 2	Skills USA State Competition
8	End of 1 <sup>st</sup> Term		
11	Veteran's Day Observed – No School		<b>MAY 2020</b>
21	Parent/Teacher Night	1	Teacher Workshop, early release for students 10:43
22	Teacher Workshop, early release for students 10:43	1	Skills USA State Competition
27	Teacher Workshop, early release for students 10:43	2	Skills USA State Competition
28-29	Thanksgiving Holiday	2	8 <sup>th</sup> Grade Testing & Parent Orientation/Cookout
		9	8 <sup>th</sup> Grade Placement Testing Make-up
		19	Mathematics MCAS Session 1
		20	Mathematics MCAS Session 2
		22	Teacher Workshop, early release for students 10:43
	<b>DECEMBER 2019</b>	25	Memorial Day – No School
13	Midterm (Q2)	27	Scholarship Night
20	Teacher Workshop, early release for students 10:43	29	Senior Sign Out
23-31	Winter Break		Senior Prom
	<b>JANUARY 2020</b>		
1	New Year's Day – No School		<b>JUNE 2020</b>
8	Citizenship Banquet, Grades 9, 10	1	Class Day/Vocational Awards
9	Guidance Admissions Luncheon	2	Science STE MCAS Session 1
10	Teacher Professional Day (no students)	3	Science STE MCAS Session 2
15	8 <sup>th</sup> & 9 <sup>th</sup> Grade Career Night	4	Graduation
16	Snow date for 8 <sup>th</sup> Grade Career Night	5	Teacher Workshop, early release for students 10:43
20	Martin Luther King Day – No School	5	Rain Date Graduation
22	Citizenship Banquet, Grades 11, 12	17	Last Day of School (if "0" snow days are used)
24	End of 2 <sup>nd</sup> Term	22-26	Skills USA National Competition
		18, 19, 22, 23, 24,	Make-up days for snow cancellations

Please check the monthly calendar

[www.shawsheentech.org](http://www.shawsheentech.org) for updates, sports and events.

**Parent Advisory Council:** Meetings first Tuesday of every month

**School Committee Meetings:** Meetings fourth Tuesday of every month with the exception of December (12/17/19) and April 4/30/20

**Project Explore:** Session #1 1/7/20-1/23/20; Session #2 2/4/20-2/27/20; Session #3 3/10-3/26/20

### **1-3 Mission and Philosophy**

#### **Mission**

At Shawsheen Valley Technical High School, it is our mission to provide a positive learning experience in a safe educational environment that encourages all students to reach their full potential, emphasizes the value of a strong work ethic, and prepares them for adult life in a competitive world.

#### **Philosophy**

Shawsheen Valley Technical High School provides rich and varied opportunities for students to demonstrate growth and achievement by delivering the highest level of academic and vocational/technical education. The Shawsheen experience leaves students with an understanding that education is a lifelong, continuous process with many paths to a successful and fulfilling adult life. Recognizing that each student is driven by his or her own unique talents and interests, we offer meaningful vocational instruction that models current industry standards and instills positive occupational and critical thinking skills. With diversity and equality in mind, we encourage non-traditional shop selection and placement. The implementation of rigorous academic programs further supports our goal to deliver a comprehensive educational experience. Shawsheen graduates are poised to succeed in industry and post-secondary education.

Through relevant curriculum, exploration, skill building, and authentic community-based experiences, Shawsheen Valley Technical High School students learn to make informed career choices. Students also learn to think critically, communicate effectively, and value our diverse world, culminating in co-operative employment. Valued traits like problem-solving, time management, and consistent attendance, are among principles we reinforce with students. We continually celebrate student achievement and offer diverse opportunities for students of varying abilities to demonstrate their skills. We recognize the need to assess the varying abilities and capacities of students and adjust innovatively to accommodate those differences.

Shawsheen Valley Technical High School maintains a highly trained faculty and staff who model professional careers and behaviors and engage in professional development opportunities provided by the district. Educators collaborate with industry leaders, advisors, and each other to create a career and technical high school that exceeds national standards and welcomes global competition, while prioritizing our commitment to the regional community. We foster a mutually beneficial relationship between our students and that community, and the district provides resources to support this mission.

### **PART 2. GENERAL PROCEDURES**

Students may enter the building before the start of homeroom, but not prior to 7:00am, through one of two entrances: the front lobby or the patio doors by the cafeteria. Students may not enter the building from any other location. When students arrive at school, they must report to established designated areas in the building and remain in those spaces until homeroom begins. Students may not congregate on the patio, in the parking lot, or in the hallways during this time.

A student breakfast program will be available before school in the cafeteria for those who wish to participate.

#### **2-1 Bus Transportation**

Bus transportation to and from school is provided by the district for all students. Bus schedules are mailed to each home prior to the opening of school. Every student is expected to board the bus and leave the bus at his or her designated stop. Students should be at their bus stop at least five (5) minutes before the scheduled pick up time. Missing a bus is not an acceptable reason for being tardy.

Riding the bus is a privilege. Students are expected to be well behaved and courteous. If an individual is reported to school authorities as unruly or for endangering the safety of others, they will have their bus privilege taken away. Students are the responsibility of the school from the time they get on the bus in the morning until the time they get off the bus in the afternoon. The bus driver has the same authority on a bus that a teacher has in the classroom.

All school rules apply while on the bus and will be enforced by the Dean of Students. Additionally, students shall comply with the following rules while on the bus:

- Students shall enter the bus in an orderly fashion, go directly to a seat, and remain seated until the bus reaches its destination.
- Students defacing a bus or any school property will be liable for repair or replacement costs.
- Students shall keep their hands, head, and arms inside the bus.
- No articles will be placed in the aisle.
- Smoking and/or vaping is not allowed on the bus at any time.
- No objects are to be thrown from buses.
- No food may be eaten on the bus.

## **2-2 Car Transportation & Student Parking Passes**

Students are reminded to bring required materials from their automobile upon arrival. Students may not return to their vehicles before dismissal without permission and an escort from the Dean's office.

An application for a parking permit is available from the Dean's office. Due to limited parking space, parking permits will be issued to eleventh and twelfth grade students only. After senior sign out in May, tenth grade students may apply for parking permits.

If a permit is granted, a parking placard will be issued and it must be affixed to the vehicle. Students may park only in the parking areas they are assigned to. Cars without a parking permit and/or cars parked in unassigned areas will be towed at the expense of the owner. Students must observe a ten-mile per hour speed limit while on school property.

The school is surrounded by fire lanes. Parking that restricts fire lane access may warrant a fine from the Town of Billerica.

For the safety and welfare of students and staff, please be reminded that Massachusetts state law prohibits the unnecessary idling of motor vehicles on school grounds. Violators may be subject to monetary fine.

The privilege of driving one's car to school and parking on school property will be revoked if the student fails to comply with the aforementioned rules. Parking privileges are authorized for students who register their vehicle(s) in the manner prescribed by the administration and who remain eligible with respect to school performance, attendance, and discipline policy. A student's parking permit may be suspended for 30 days or rescinded for the balance of the school year for infractions including, but not limited to:

- Poor academic performance.
- Excessive tardiness to school.
- Suspension resulting from discipline administered by the Dean.
- Driving to endanger on school or around school grounds (speeding, recklessness, spinning wheels, driving on walkway, failure to stop or yield when signaled by school official.
- Inappropriate public remarks or gestures.

- Unauthorized visits to the parking area.
- Unauthorized departure from school grounds during the day or leaving prior to school dismissal at the end of the day.
- Parking in an unauthorized area.
- Allowing another person to use the parking permit.
- Failure to wear a seat belt as required by Massachusetts law.
- The production of counterfeit permits.

The permits of students whose parking privileges have been suspended for 30 days or rescinded for the year must be turned-in to the Dean's office until the reinstatement of privileges.

Parking permits may be temporarily suspended in response to space restrictions during inclement weather or other unusual conditions.

Parking permits are issued for Class-D and Class-M vehicles only.

A nominal fee of \$25 will be charged for each parking permit.

The following penalties will result for unsafe driving offenses:

- First offense: Unsafe operation of a motor vehicle on school property will result in the loss of parking privileges and a disciplinary consequence." The violation may be referred to the local police for further action. Also, students will lose their parking privileges if they remove themselves and/or other students from school property by car during school hours.
- Second offense: Continued unsafe operation of a motor vehicle will result in the loss of parking privileges for the remainder of the school year and suspension. The violator will be referred to the local police for further action.

**Seat Belt Policy.** All operators and passengers of motor vehicles are required to properly fasten safety belts while on school property. Any operator of a vehicle in which the driver or any passenger is not wearing a safety belt or otherwise properly restrained in an infant or child seat will receive the following penalties:

First time student offender will receive a written warning and parent/guardian will be notified.

Second time student offender will lose parking privileges at the school for two weeks and parent/guardian will be notified.

Third time student offender will then have his/her parking privileges at the high school revoked for the remainder of the school year and parent/guardian will be notified.

Any other operator who is not a student will receive a warning along with safety education material.

Any school administrator, staff member, or police officer may report a seat belt violation of this policy to the appropriate school administrator.

### **2-3 Late Transportation**

Late buses depart from the patio/gymnasium curb area at 3:20 p.m. on Monday through Thursday to accommodate makeup testing, extra help, extra-curricular activities, and detention.

Athletic buses normally depart from the same area on Monday through Friday at 5:40 p.m. Times will vary depending on athletic season. The athletic director will schedule and post late bus notices

according to the season. Students must remain on school property and be engaged in school-sponsored activities after school hours to utilize the late buses.

#### **2-4 School Closings or Delayed Opening**

Winter weather can cause poor road conditions in the early morning. Often the road conditions will improve. On such mornings SVRVTSD may operate on a “delayed opening” of two hours. If weather conditions do not improve, a no school announcement will be made.

Parents/guardians and students should keep in mind that when school is delayed students should report to school or to their bus stops two hours later than the usual time. Lunch and dismissal will be at the usual time.

Delayed opening and/or no school announcements will be posted on Shawsheen’s website, Twitter, and Facebook and appear on all Boston television stations. The Principal will send automated calls to the phone numbers provided for all students and parents/guardians.–Parents/guardians may call (978) 667-2111 after 7:00 a.m. any morning for clarification on school delays or cancellations, provided that conditions allow staff to access the building.

Parents/guardians or students should not call the bus company, Billerica Police, or Billerica Fire Departments.

#### **2-5 Homeroom**

All students must report to homeroom between 7:25 and 7:30 a.m. Students arriving after 7:30 a.m. must report to the school office to sign in. In accordance with Massachusetts Law, SVRVTSD will observe a moment of silence and recite The Pledge of Allegiance in every homeroom each morning.

#### **2-6 Daily Announcements**

Daily announcements will be made during homeroom period and at the end of the school day. All announcements must be written on an announcement request sheet by an advisor, coach or teacher. Announcements will be approved in advance by an administrator.

#### **2-7 Bell Schedules and Lunch Schedule**

The bell schedule for full school days is as follows:

Warning Bell	7:24	Period 5a	10:47 - 11:29
Homeroom	7:30 - 7:47	Period 5b	11:08 - 11:50
Period 1	7:51 - 8:31	Period 6a	11:33 - 12:15
Period 2	8:35 - 9:15	Period 6b	11:54 - 12:36
Period 3	9:19 - 9:59	Period 7	12:40 - 1:20
Period 4	10:03 - 10:43	Period 8	1:24 - 2:04

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Lunch 1	10:43 – 11:04
Lunch 2	11:04 – 11:29
Lunch 3	11:29 – 11:50
Lunch 4	11:50 – 12:15
Lunch 5	12:15 – 12:36

The bell schedule for student early-release days is as follows:

Warning Bell	7:24	Period 4	8:49 - 9:09
Homeroom	7:30 - 7:35	Period 5	9:13 - 9:33
Period 1	7:39 - 7:59	Period 6	9:36 - 9:56
Period 2	8:02 - 8:22	Period 7	10:00 - 10:23
Period 3	8:26 - 8:46	Period 8	10:23 - 10:43

*There are no lunches on early-release days.*

## **2-8 Time Cards**

Time cards, made out daily by each student, are to be approved by the instructor at the end of each shop week. These cards are important and care should be exercised when filling them out. The shop instructor will explain the standard method used throughout the school in preparing time cards.

## **2-9 Use of Lockers**

The corridor and shop lockers, provided to students for their convenience, are the exclusive property of the SVRVTS. Excessive noise and loud conversation must be avoided during locker visits.

Students should not have an expectation of privacy in the contents of their school lockers and the school administration maintains the right to open and inspect any locker with or without the presence or knowledge of the student. Such inspection will be conducted under the supervision of a school administrator. The school assumes no responsibility for lost/stolen articles and under no circumstances should a student use another student's locker.

Students will be responsible for any repair costs due to damage to school lockers and may lose locker privileges.

## **2-10 Student Passes and Student IDs**

Students are assigned to a shop, classroom, or the cafeteria during every period of the school day. No student should be released to the corridor during class time without a pass signed by a teacher from which the student has been released indicating student name, date and time of release, and destination. Student passes will be provided in the assigned pages of student agenda books. Students must have their agenda books with them at all times.

Students will be issued photo ID cards and lanyards specific to each graduating class. Students are required to wear their ID cards on their assigned lanyards at all times while on school. Due to safety standards in various shop environments, students in designated shops may take off their lanyards and IDs while engaged in work in those shops. Students in these shops are required to put on their lanyards and IDs when they leave the shops. . . Students who fail to properly wear their assigned lanyards and ID cards will receive disciplinary consequences.

Students who forget their lanyard and/or ID card will be required to sign out a temporary lanyard and/or ID from the Dean's office during homeroom. Students must return temporary lanyards and ID cards to the Dean's office or to a staff member at bus duty after the 2:04 bell.

Students who repeatedly sign out lanyards or do not return sign-out lanyards will receive disciplinary consequences.

A fee will be charged for replacement photo ID cards, lanyards, and agenda books.

## 2-11 Lavatory Policy

In shops with self-contained facilities, students must ask the permission of a teacher to use the lavatory. Students from these shops should not be issued corridor passes for lavatory visits. Where no self-contained lavatory exists, no more than one student from a class shall be issued a corridor lavatory pass at one time.

Consistent with 2-10, students must bring their agenda books (with the pass page signed by a teacher) to use the lavatory. Students are expected to go directly to the lavatory and then return to class.

## 2-12. Food and Beverage Regulations

- Before school: Students will be allowed to consume food and beverages only in the cafeteria and other designated areas prior to the first bell each day. Prior to proceeding to homeroom, students must dispose of all food, beverages, and waste in the provided containers.
- During lunch: Students may report to the cafeteria only during their scheduled lunch periods. Students must walk in an orderly manner to and from the cafeteria. Running in the corridors is not allowed. Students are not permitted to take food or drink out of the cafeteria. Food and beverage are not allowed in the library during lunch. Students are not allowed to share snacks or food with each other. After eating, students must dispose of waste in the provided containers. Students must remain in the cafeteria until the lunch period ends. No one may enter the parking lot; or leave school grounds during the lunch period. No food delivery is permitted.
- After school: Food and beverage may be consumed in designated areas after school—including the cafeteria and the table area in the library.
- During structured learning time: SVTHS has observed an increased incidence of life-threatening allergies (LTAs) and, at the same time, is aware of the nation-wide increase in the number of overweight students among elementary, middle, and secondary school populations—conditions referenced in the District’s “Annual Student Health Statistics.” The following food-related restrictions respond to these concerns with the intention of promoting safety and wellness among all students during the school day. Within this context, the *school day* is defined as those hours of the day during which students are engaged in structured learning time. Time before the first bell, scheduled school lunch, scheduled breaks, and after-school hours are explicitly excluded from the *school day* definition. Restrictions therefore do not apply to food brought-in by students for personal consumption during lunch, break, or after-school time. The general restrictions that do apply to food in instructional settings follow.
  - No planned or spontaneous holiday or special-event celebrations or parties will be allowed in any instructional setting.
  - Food or beverage will not be used as a reward or incentive for any student or group of students during structured learning time.
  - No food or beverages are allowed in any instructional setting, with the following, specific exceptions.
    - Food and/or beverage will be allowed in an instructional setting if a student’s IEP or 504 Plan stipulates a student’s access to either. If the stipulation is unclear, the teacher must contact the school nurse for clarification.
    - Food and/or beverage will be allowed in an instructional setting if a teacher includes food as a curricular component. Two conditions apply to this exception.

- Snacks must be selected from the John C. Stalker A-List of snack products. *See* <http://www.johnstalkerinstitute.org/alist/>
  - If a teacher includes homemade food as part of project, then he/she will send a letter to the parents of all students who are enrolled in the classes to whom the projects are assigned. The letter, which must be sent at least seven calendar days prior to each project's presentation, will specify the foods that will be incorporated in each project. If a student cannot sample any homemade food, then the teacher and parent will devise an alternative strategy for the student's participation. Both the teacher and parent are responsible for reminding the student of specific food restrictions associated with any project.
- Cafeteria accounts. All students, upon entering Shawsheen Valley Regional Vocational Technical School District, have a breakfast/lunch account designated for them by their individual student identification number in the school cafeteria. Money can be added to their account in the form of cash, check or credit card, either in person or on-line at [www.shawsheentech.org](http://www.shawsheentech.org) via the Lunch Menu button located at the bottom of the webpage. Students are allowed to use these funds to purchase breakfast and/or lunch. The students are notified as they go through the cafeteria line once their balances reach \$10 or less.

Once students have depleted their account balances, the accounts will not be able to go into a negative balance. If the students go through the line with a zero balance and no other form of payment, they will be given an alternative lunch that meets the federal guidelines consisting of proteins, grains, vegetable and dairy at a minimal charge. Individuals with questions should contact Bob Roach in the Cafeteria Office at [rroach@shawtech.org](mailto:rroach@shawtech.org) or (978) 671 – 3669.

### **2-13 Fire Drill**

Students will familiarize themselves with the emergency exit procedure of each classroom and shop to which they are assigned. Teachers will instruct students to stand when the alarm sounds and will accompany them to a designated area outside of the school. Students are to return to the building only when an announcement is made directing them to do so.

### **2-14 Evacuation**

An announcement will be made over the Public Address System and instructions will be provided to all staff members if an evacuation is necessary. In the event of an evacuation:

- Follow your teacher's instructions at all times.
- Take all personal belongings in your possession with you as you exit the building. (Students are not to stop at lockers.)
- Unlike in a fire drill procedure, do not close windows that are open prior to evacuating classroom/shop.
- Follow evacuation route to the designated area for your classroom/shop or follow the instructions provided by your teacher.
- Remain with your class and your teacher in the designated area until/unless instructed otherwise.

### **2-15 A.L.I.C.E.**

In the event of a dangerous threat, A.L.I.C.E. response protocols will be employed. All staff and students will be trained in A.L.I.C.E., and drills will be scheduled during the school year. Training sessions and drills will be conducted in conjunction with the Billerica Police Department.

## **2-16 Visitors**

While school is in session, SVRVTSD is a place only for enrolled students, staff, and authorized people from outside the SVRVTSD community.

Students are not allowed to let anyone (including students or visitors they know) into the building at any time. Visitors must enter at the front entrance.

Consent for visitors attending classes or shops must be sought from the Principal at least three (3) school days before the anticipated visit. The request must be in writing and signed by the parents/guardians of the SVRVTSD student and the parents/guardians of the visiting student. Failure to adhere to the procedures for obtaining a visitor's pass or to our school's rules and regulations will result in the denial of the request and the visitor's immediate departure from the school campus.

All visitors must report to the school office to seek permission for a visitor's pass, and must have a scheduled meeting to enter. Visitors may only enter through the front lobby, where they will be required to sign-in with their state license/ID card using the Lobby Guard system. As a general rule, SVRVTSD does not allow visitation by area students who are on vacation or who represent schools that are not currently in session for one reason or another. Those students who plan to transfer to SVRVTSD will be given the opportunity to set up an appointment with a guidance counselor.

## **2-17 Field Trips**

Student participation in field trips will be at the discretion of the teacher and the Dean of Students.

- In order for a student to be approved for participation in a school sponsored field trip that causes absence from regularly scheduled classes, labs, and shops, the following criteria will be considered:
  - Passing grades in all classes and shops;
  - Satisfactory daily attendance including tardiness and dismissals;
  - Satisfactory discipline record.

Any student on regularly scheduled prescription medication must inform the teacher coordinating the field trip one week prior to the field trip. (Students are not allowed to carry medication in school or on field trips). Students must have on file in the Nurse's office:

- Current prescription order
- Written authorization from the parent to allow the teacher to store and provide the medication for the student.

## **2-18 Video Surveillance and Audio Recording**

- Purpose.

Shawsheen Valley Regional Vocational Technical High School utilizes video cameras throughout the campus for the purpose of enhancing school safety and security. The school's goals are to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure public safety for community members who visit or use our school property, and diminish the potential for personal and district loss or destruction of property. Security camera recordings will be viewable in each building by authorized designees only.

- Camera Placement.

- The security camera system is installed in public areas only. These areas include grounds, athletic areas, exterior entrances or exits to school buildings, and large gathering spaces including but not limited to corridors, cafeteria, gymnasium, lobby and main entries.

- Security camera usage is prohibited in any space where there is a reasonable expectation for privacy. Restrooms, changing rooms, private offices, nurse's offices, and locker rooms are excluded from security camera use.
- Use of Video Recordings.
  - The Superintendent or his/her expressly authorized designee shall oversee video surveillance.
  - The SVTHS camera system will be in operation and may be monitored by school personnel throughout the year.
  - In compliance with applicable federal and state laws and regulations, recorded information will be available for use as necessary by appropriate school officials, and/or law enforcement personnel.
- Storage of Video Recordings.
  - All video recordings are stored in a secure place to avoid tampering and ensure confidentiality in accordance with applicable laws and regulations.
  - Information obtained through video surveillance may only be used for disciplinary investigations, security or law enforcement purposes. No sound is to be monitored or recorded in connection with the video surveillance system.
  - Any video recordings used for security purposes in school buildings or grounds are the sole property of SVTHS. Release of such videos will be made only as permissible pursuant to applicable law and with the permission of the Superintendent or his/her designee.
- Restrictions on Video Recordings.
  - All individuals on the SVTHS campus are protected by a reasonable expectation of privacy before, during, and after the school day. Consistent with that expectation, no student may make a video and/or audio recording of any other individual(s) on school grounds without the prior and explicit consent of the individual being recorded. This restriction applies additionally and especially to video recordings that are:
    - Maintained privately by one individual.
    - Shared privately by two or more individuals.
    - Posted publicly on any social media.
  - Teachers, coaches, administrators, or other educators may occasionally record video and/or audio for educational purpose—e.g. assessment, professional collaboration, or public relations—after securing the appropriate release forms from recorded individuals. The blanket release form in the Student Handbook shall include recordings made for these purposes.
- Restrictions on Audio Recordings.
  - Massachusetts's wiretapping law—often referred to as a "two-party consent" law—makes it a crime to *secretly* record a conversation, whether the conversation is in-person or taking place by telephone or another medium.
  - Consistent with Massachusetts law, no individual may be recorded on the SVTHS campus without his/her prior and explicit permission. This restriction applies additionally and especially to video recordings containing audio components that are:
    - Maintained privately by one individual.
    - Shared privately by two or more individuals.
    - Posted publicly on any social media.

- Permissible Public Recording.
  - SVTHS encourages and authorizes parents, students, the public, and the media to photograph and/or video or audio-tape record any school activities to which the public is invited as spectators, including but not limited to intramural and interscholastic athletic events, school plays, or any other similar public event.
  - Neither students nor staff members have any reasonable expectation of privacy in such events. Any student or student's parent/guardian who objects to this policy may be excused from participation in the activity.
  - In the event a school is performing a copyrighted play or music, the school is authorized, as necessary and appropriate, to notify the public that video or audio-recording is prohibited.

## 2-19 AHERA Regulations

As per the requirements of 40 CFR 763 Section 84 (f) of the AHERA regulation, asbestos inspections and management plans are available for review at the business office during normal working hours.

## PART 3. SCHOOL ATTENDANCE

### 3-1 Attendance Rules

**Student attendance is extremely important and one of the primary causes of student failure. You cannot learn if you are not present. Parents/guardians must require children of school age to attend school. School is the students' present career and must be taken seriously.**

- Reporting Student Absences: Parents or guardians are required to contact the school if their child will be absent. To report a student's absence please call 978-671-3634. If we do not receive a telephone call and your child is not in school, we will assume you are unaware of your child's absence. The attendance monitor will then make every effort to contact a parent/guardian based on the information in our school register.
- Attendance Rule. Because there is a direct correlation between good attendance and school achievement, attendance will be closely monitored and serious consequences will result when absence is excessive. Excessive absence will be defined as seven (7) days of unexcused absence in any one term. A student will be considered absent from school if he/she is not in attendance by 9:00 a.m. or is dismissed for the day prior to 10:43 a.m.
- Pupil Absence Notification Program:
  - When a student has missed two (2) or more class periods for five (5) school days in the school year due to unexcused tardiness or has missed five (5) or more school days in the school year due to unexcused absences, the parents will be notified and provided with the opportunity to meet with the Principal or Principal's designee to develop an action plan to address the student's school attendance.
  - Within five (5) school days of a student's tenth (10<sup>th</sup>) consecutive absence, the parent and student shall be notified in writing by the Principal or Principal's designee of the student's and parent's opportunity to participate in an Exit Interview meeting to discuss the student's attendance, the importance of earning a high school diploma, and alternative educational options that may be available to the student. Said notice and meeting shall be consistent with

the requirements of state law. Students who decline to participate in the Exit Interview meeting may be administratively unenrolled from school in accordance with M.G.L. c. 76, § 18.

### **3-2 Validated Absences**

In addition to the parent/guardian absence notification phone call to the school (*See 3-1, above*), a written note from a parent or guardian must be presented to the student's homeroom teacher on the day he/she returns to school. The note must contain an acceptable reason for the absence, which include the following:

- Illness that can be documented with a written verification from a doctor or medical facility visited by the student on the date(s) of the absence(s).
- Court appearance documented by a written court verification.
- Hospitalization or day treatment services documented by written medical verification.
- Major religious observations
- Extraordinary family circumstances (excused at the discretion of the Principal)
- Suspension from school.
- Hospitalization or treatment services documented by written medical verification.
  - Special note concerning concussion. Absences of students who present medical verification of concussion will be validated, and physician-recommended accommodations (especially those related to school attendance) will be implemented at the discretion of the school during the student's recovery period. However, the duration of such accommodations must be specified in writing by the physician. Students and their teachers will agree on a schedule of make-up completion at the conclusion of the accommodation period.

If after two (2) days documentation of the absence is not received, the student will be treated as truant. Missing the school bus, assisting relatives, or completing appointments that can be made during non-school hours will not be acceptable reasons for being late or absent.

Absences for the following reasons will not be excused.

- Illness without medical documentation
- Tardy after 9:00 a.m.
- Dismissal for the remainder of the day prior to 10:43 a.m.
- Truancy
- Family vacations taken outside of designated school vacations
- Any other absence not defined as "Validated" or "Excused."

It is the homeroom teacher's responsibility to report absences that are not validated to the Attendance Monitor. A parent/guardian of a student who has five absences that have not been validated in any one term will receive a letter requiring a parental/guardian conference with the Dean of Students. A student who has five (5) unexcused absences in any two (2) terms during one school year may be placed on probation for the duration of the term. Under probation, the student will be unable to participate in extracurricular, athletic, and social activities, and if applicable, will have driving privileges suspended, and will be removed from co-op.

A student who has seven (7) undocumented absences in any one term will immediately fail all academic and vocational courses for the term and will receive grades on all courses of not more than 59%. This student has violated the 85% attendance rule and will be placed on probation for the next full term. Probation will be defined as above. (This may carry over to the next school year if a returning student violates the 85% rule during the fourth term of any one year.) The parent/guardian

of a student who has seven (7) absences in any one term will receive a letter requiring a parental/guardian conference with the guidance department.

Parents/guardians should avoid planning trips and extended vacations when school is in session since such interruptions to instructional continuity negatively impact teaching and learning.

Parents/guardians who nevertheless schedule such absences must contact the Director of Academic Programs at least two weeks in advance, so that the students can personally make arrangements with each teacher (a) to acquire all assigned tasks prior to the absence and (b) to submit all assigned tasks and to schedule makeup assessments upon the students' return to school. No student may participate in or attend a school function unless he/she is in attendance during the regular school day. Any exception must be secured from the Dean of Students.

### **3-3 Truancy**

Truancy is defined as being absent without valid excuse.

- First offense: The student will receive five (5) detentions. Written notice of the offense will be mailed to his/her parents/guardians. All work must be made up but can receive no more than a minimum passing credit.
- Second offense: The student's parents/guardians will be requested to attend a parental/guardian conference within twenty-four (24) hours. The student will be assigned a Saturday detention.
- Third offense: The student's status which will include the written recommendation of shop instructors, academic teachers and his/her guidance counselor will be reviewed. A parental/guardian conference will be scheduled with the Dean of Students to discuss other possible considerations.

If a student leaves school property during the school day without permission, he/she will not be allowed to re-enter that day without permission from the Dean of Students.

### **3-4 Dismissals**

Students having dismissal notes should present these to the school office early in the day for a dismissal pass. If for any reason a student needs to be dismissed from school, all arrangements should be made prior to the dismissal. These include a note from home (signed and dated by the parent/guardian) specifying the date, time, and specific reason for the dismissal. The Principal or designee will not allow any student to be dismissed from school by reason of a telephone call. Any student leaving school because of illness or other unforeseen emergency may be dismissed by the Nurse or the Dean of Students only. Students being dismissed before 10:43 a.m. will be considered absent.

In order for a student to attend or participate in an after school sponsored activity, including athletic events, he/she must be present for the full school day on the day of the event or activity. Exceptions may be made at the discretion of the principal.

### **3-5 Tardy**

Students must stop and get a tardy pass from the front office when they enter the building after 7:30am. A note stating the reason for the tardy arrival is an explanation and not necessarily an excuse. The Dean of Students will decide whether or not the tardy arrival is excused.

After the seventh tardy, the Dean of Students will send a letter to the parents/guardians of the student to notify them of the unacceptable behavioral pattern. After the tenth tardy, students with parking passes will lose this privilege for thirty (30) days. Beginning with the eleventh tardy, students will receive a detention for each tardy that is not validated.

When a student misses two (2) or more classes for five (5) days or more in a school year, the parents will be notified in writing and invited to a meeting to develop an action plan to address the student's attendance.

### **3-6 Permanent Withdrawal**

The District complies with the requirements of M.G.L. c. 76, § 18, in regards to permanent withdrawal of a student from high school.

## **PART 4. CURRICULUM AND INSTRUCTION**

### **4-1 General Course Policy: Grades 9-12.**

For detailed course policy information please see the Shawsheen Valley Technical High School's 2019-2020 Program of Studies.

- Exploratory. SVRVTSD has a diverse curriculum designed to produce a well-rounded graduate who has a high level of expertise in a particular vocational-technical area. During the ninth grade, all students explore 12 shop programs. At the end of the final exploratory cycle, students are assigned to a permanent shop for grades 10, 11, and 12.
- Academic Course Prerequisites. Enrollment in some academic courses requires the completion of prerequisite course work or the attainment of a threshold score on a qualifying test. The prerequisites—which occur in grades 9-12 at the Honors, College Preparatory, and Developmental levels—are identified in the Program of Studies.
- Promotion. The Program of Studies also contains a complete explanation of the course offerings and credits by grade level.
  - In order to be promoted to the sophomore year, each freshman must have successfully completed thirty-five (35) freshman credits, which must include English, Social Studies, Mathematics, and science.
  - In order to be promoted to the junior year, a student must have successfully completed thirty-five (35) sophomore credits, which must include shop, related theory, two (2) years of English, two (2) years of Mathematics, two (2) years of Social Studies, and two (2) years of Science.
  - In order to be promoted to the senior year, a student must have successfully completed thirty-five (35) junior credits, which must include two (2) years of shop, two (2) years of related theory, three (3) years of English, three (3) years of Mathematics, two (2) years of Social Studies (which must include U.S. History I and II), two (2) years of Science, and a third (3<sup>rd</sup>) year of social studies or science
- Graduation. To fulfill graduation requirements, a student must have successfully completed or demonstrated the following.
  - Thirty-five (35) senior credits
  - Four years of English, three years of shop, three years of related theory, three (3) years of Mathematics, three (3) years of Physical Education, two (2) years of social studies (including United States History I and II), two (2) years of science, and a third (3<sup>rd</sup>) year of social studies or science
  - MCAS competency in ELA, Mathematics, and Science/Technology/Engineering.

## 4-2 Shop and Related

As a general policy, SVRVTSD requires every student to accumulate 485 hours of shop time and 85 hours of related theory per year. In order to graduate from a three-year program (grades 10-12), a student should have a minimum 1450 hours of shop time and 260 hours of related theory instruction. Exploratory time is not included in this requirement. Because this requirement permits little time for absenteeism, it is imperative that students attend school every day. Students who have not accumulated the necessary shop and related hours may have to make them up at the end of grade 12 when they might otherwise be eligible for early release. Students must pass shop and related theory each year in order to be promoted to the next grade. Shop and related theory classes cannot be made up during summer school.

## 4-3 Physical Education and Wellness

The most general goals of the Physical Education and Wellness program at SVRVTHS are students' physical fitness and health awareness. The progressive approach adopted by SVTHS' Health and Wellness program in response to the statewide proliferation of alcohol and substance- (particularly opioid-) use issues prepares students to make informed decisions. The ninth-grade Health curriculum addresses topics that include, but are not limited to, critical decision making skills, adolescent brain development, effects of opioids on the brain, prevention techniques, and community outreach/resources. The eleventh-grade curriculum incorporates carefully-vetted documentary presentations. SVTHS fosters collaboration with the Billerica Substance Abuse Prevention Coordinator by inviting guest speakers with professional expertise or recovery experience associated with substance addiction.

Fitness programs are designed to promote a positive view among students of physical fitness as a lifelong goal as well as physical activity as an enjoyable social interaction. Many activities like flag football, basketball, softball, and dodge ball support teamwork. Other activity like aquatics prepares students for water sports and lifelong recreational activity. Health curricular activities are designed to create awareness of the choices required to maintain a healthy lifestyle and wellness. Participation in the Physical Education and Wellness program is mandatory. Proper athletic attire including sneakers is required.

### Physical Education Participation and Make-Up

- Participation in the Physical Education and Wellness program is mandatory and a graduation requirement.
- Participation in aquatics is required in grades 9 and 10-
- All absences and non-participation classes must be made-up by appointment after school at times stipulated in the teacher of record's Class Management Plan.
- All validated absences can be made-up for full credit by appointment at times stipulated in the teacher of record's Class Management Plan.
- A maximum of three unvalidated absences or non-participation classes can be made-up for full credit by appointment at times stipulated in the teacher of record's Class Management Plan
- Any student who fails to make-up a Physical Education class by appointment as stipulated in the teacher of record's Class Management Plan will be immediately referred to the Dean for a disciplinary response. With the referral, the student will be assigned a grade of zero for the class that has not been made-up; the disciplinary response will not be credited as Physical Education make-up.
- Written tasks will be assigned in lieu of class participation when *temporary* incapacity to participate in Physical Education classes is medically validated. One task will be assigned for each day during which a student is excused by a physician or school nurse from participation.

Each task will be read and evaluated by the teacher of record. Presuming his/her compliance with the task, the temporarily incapacitated student will not be penalized for non-participation.

- In extreme cases of *prolonged* incapacity, an administrative grade of M will excuse the student from program participation during a specific marking period. In this anomalous scenario, no makeup is required of the student and no academic penalty accrues.

#### 4-4 Summer School

Make-up courses are offered for students who have failed a course or courses during the school year. SVRVTSD students require written authorization from the administration for admission to any course. Complete details concerning summer school are available in a separate booklet. To be eligible to make up a course at an approved summer school, a student must have received a minimum grade of 45 in the failed course. A final grade of 70 in summer school is necessary to receive credit for any class failed at SVRVTSD. Only two subjects can be made up during the summer school. Students receive grades of 60 in courses successfully remediated during the summer. successfully remediated during the summer.

#### 4-5 Grading

SVRVTSD's numerical grades on quarterly reports represent the following alphabetic equivalents:

▪ 100-96	A+
▪ 95 – 93	A
▪ 92 – 90	A-
▪ 89 – 87	B+
▪ 86 – 83	B
▪ 82 – 80	B-
▪ 79 – 77	C+
▪ 76 – 73	C
▪ 72 – 70	C-
▪ 69 – 67	D+
▪ 66 – 63	D
▪ 62 – 60	D-
▪ 59 and below	F
▪ Incomplete	I (Requires completion of makeup work)
▪ Medical Excuse	M (Excuses makeup requirement)

Grade reports are issued four (4) times during the year at the conclusion of each term— Mid-quarter progress reports are issued in the middle of each term.—All grade reports are available for viewing in the Aspen Family Portal.

Class rank and Grade Point Equivalence (GPA). Class rank—a measure based on a student's GPA—is a clear indicator of where a student stands academically in relation to his or her classmates. A student's GPA is based upon the number of courses, level of difficulty, and grades received during his or her academic career. Class rank is given strong consideration in college acceptances and in the awarding of scholarships.

Quality points are determined by multiplying the factor obtained from the following scale by the number of credits for that particular course. Quality Point Average is obtained by dividing the total number of quality points by the total number of credits. Quality Point Average will be used to determine class rank and as one of the criteria used to determine National Honor Society and National Vocational Honor Society eligibility.

Final course average		Level of class				
100-96	A+	4.00	3.80	3.50	3.20	3.00
95-93	A	3.95	3.75	3.45	3.15	2.95
92-90	A-	3.85	3.65	3.35	3.05	2.85
89-87	B+	3.75	3.55	3.25	2.95	2.75
86-83	B	3.50	3.30	3.00	2.70	2.50
82-80	B-	3.25	3.05	2.75	2.45	2.25
79-77	C+	3.00	2.80	2.50	2.20	2.00
76-73	C	2.75	2.55	2.25	1.95	1.75
72-70	C-	2.50	2.30	2.00	1.70	1.50
69-67	D+	2.25	2.05	1.75	1.45	1.25
66-63	D	2.00	1.80	1.50	1.20	1.00
62-60	D-	1.75	1.55	1.25	0.95	0.75
<59	F	0.00	0.00	0.00	0.00	0.00

#### 4-6 Cheating

The faculty and administration urge all SVRVTSD students to commit themselves to personally avoid cheating, to avoid practices that allow others to cheat from them, and to make the faculty and administration aware of instructional and administrative practices that make cheating easier to accomplish without detection.

The faculty and administration ask the cooperation and support of all parents/guardians of SVRVTSD students in their efforts to reinforce, and where needed, instill in SVRVTSD students a commitment to do all in their power to eliminate cheating at SVRVTSD. Student's found to have engaged in cheating may receive a "0" for the course and may be subject to long term suspension from school. (See Student Discipline section of this Handbook.)

#### 4-7 Homework Policy

Homework is an important extension of activities begun in school by students under the guidance of their teachers and continued at home. Working together, parents and teachers can guide the students as they develop their capacities to work independently.

Homework is assigned to stimulate individual initiative, personal responsibility, and self-direction. It also provides for practice of skills and application of principles based upon work begun in the classroom. It may enrich school experiences and develop permanent leisure interests in learning.

Due to differences in grade levels and modes of instruction between the academic and vocational programs, homework expectations will necessarily differ.

Homework responsibilities of teachers, students, and the parents follow.

- Teachers will:
  - Assign homework that is meaningful and useful to individuals.
  - Allow initiative in students' approach to their assignments.
  - Be sensitive to an individual's time requirements for each assignment.
  - Favor continuing interest in learning.
  - Grade or otherwise respond to all written assignments. Homework will carry the value of at least one (1) major test.

- Provide a balance between long-range and short-term assignments.
- Monitor longer-term assignments in order to avoid last minute student efforts.
- Students will:
  - Understand and record the directions for homework.
  - Follow a schedule and keep material in order.
  - Put creative effort into work.
  - Submit prompt, neat, accurate, and meaningful products.
  - Plan time for completion of long-term assignments.
- Parents will:
  - Provide a suitable place for study.
  - Help students develop systematic home study habits.
  - Show an interest in the completion of assignments without doing the actual work.
  - Make possible experiences that would add interest to learning.
  - Assist students in making wise course and course level choices.
  - Be aware of long-term assignments and assist students in learning to budget their time accordingly.

#### **4-8 Extra-Help Sessions and Make-Up Policy**

A student who has been absent or has been dismissed is responsible for making up missed work. The student must contact each teacher to make arrangements for completing all assignments. Students who have difficulty arranging make-up or extra help sessions should contact the Principal. Students should report promptly after school for extra help appointments. Late buses depart Monday through Thursday at 3:20 p.m. from the patio area to accommodate students requiring extra help.

#### **4-9 Incomplete Grades**

The grade “I” (Incomplete) on a student’s report card indicates that a student has not performed the required work for the marking period. Per the discretion of the principal, this grade is given when a student has been absent for an extended period of time because of documented medical reasons or rare extenuating circumstances. The grade “I” is not given to a student who merely fails to perform the required work for the marking period.

It is the student’s responsibility to contact his or her guidance counselor who will arrange an appropriate time for make up with the necessary teachers. All make-up work for the grade of incomplete is due ten (10) days after the student’s return to school, unless otherwise established by the principal. An extension of time may be granted by the teacher in extenuating circumstances. Guidance counselors will monitor the make-up during the ten-day period.

In the event that a student neglects to make up or complete the work, the grade of “I” will be adjusted by the teacher to the proper grade. The grade of “I” automatically becomes an “F” (Failure) after the ten-day or established deadline when the teacher submits a grade change form to the administration.

#### **4-10 Honor Roll**

An Honor Roll is compiled for each marking period during the school year to recognize those students achieving at a high level of accomplishment. To be eligible for the Honor Roll, a student must receive a minimum grade of “B” for every course in which he/she is enrolled. To be eligible for high honors a student must receive no grade lower than an “A” (90) for every course in which he/she is enrolled.

## 4-11 Cooperative Education Program and Procedures

The Cooperative Education Program is a privilege that provides an opportunity for qualified seniors—and, at the start of fourth quarter, eligible juniors—to enhance their vocational-technical training through work experience in industry on a job related to their program of study.

The Cooperative Education Program takes place on an alternate-week basis during the respective, regularly scheduled vocational-technical weeks for seniors and juniors. Students participating in the program are expected to work at least six (6) hours every day that school is in session. If a student is not at work and does not attend school, then he or she must call in sick to both the employer and Co-op Director or, the student will be considered truant for that day. If for any reason the employer does not have work for a co-op student during co-op week, the student must report to school. Each day this occurs, the student must go first report to home room and then sign-in at the co-op office.

Senior Participation: First-quarter eligibility (based on junior year and fourth quarter of junior year)

- Attendance and Punctuality
  - Maximum of 12 total days absent during junior year with no more than 3 days absent occurring in the 4<sup>th</sup> quarter.
  - Maximum combined total of 20 days absent and tardy during junior year with a maximum combined absence and tardy total of no more than 5 days tardy in the 4<sup>th</sup> quarter.
- Grade Requirements
  - Minimum of a B- (80%) average in vocational-technical program for both 4<sup>th</sup> quarter and final grade for junior year.
  - Pass all subjects in 4<sup>th</sup> quarter and final grade for junior year.
  - Cumulative average of C- (70%) for related and all academic subjects combined 4<sup>th</sup> quarter and final grades for junior year.
- Teacher Recommendations and 2-Year Verification
  - Recommended by vocational-technical shop, related, and academic teachers.
  - Verification of completion of 2 years in the vocational-technical program of study.
  - Students must have taken and successfully complete a 10-hour OSHA Safety Training Program or a 10-hour Career Safe Training Program, whichever is most appropriate for their technical career area.

Senior Participation: Second-, third-, fourth-quarter eligibility (based on previous quarter)

- Attendance and Punctuality
  - Maximum of 3 total days absent during the previous quarter.
  - Maximum combined absence and tardy total of 5 days
- Grade Requirements
  - Minimum of a B- (80%) average in vocational-technical program for previous quarter.
  - Pass all subjects previous quarter.
  - Cumulative average of C- (70%) for related and all academic subjects combined for previous quarter.
- Teacher Recommendations and 2-Year Verification
  - Recommended by vocational-technical shop, related, and academic teachers.
  - Verification of completion of 2 years in the vocational-technical program of study.

- Students must have taken and successfully complete a 10-hour OSHA Safety Training Program or a 10-hour Career Safe Training Program, whichever is most appropriate for their technical career area.

Junior Participation: Fourth-quarter eligibility (based on standards for the first three quarters of junior year)

- Attendance and Punctuality
  - Maximum of 6 total days absent
  - Maximum combined total of 9 days absent and tardy
- Grade Requirements
  - Minimum of a B- (80%) average in the vocational-technical program for the third quarter and first three quarters grade average.
  - Minimum of a C- (70%) average for all subjects in 3rd quarter and first three quarters grade average.
  - Minimum of a B- (80%) average for related in 3rd quarter and first three quarters grade average.
- Teacher Recommendations and 2-Year Verification
  - Recommended by vocational-technical shop, related and academic teachers.
  - Verification of completion of 2 years in the vocational-technical program of study.
  - Students must have taken and successfully complete a 10-hour OSHA Safety Training Program or a 10-hour Career Safe Training Program, whichever is most appropriate for their technical career area.

Junior Participation: Summer eligibility (based on standards for the first three quarters of junior year as listed above and the 4<sup>th</sup> quarter standards listed below)

- Attendance and Punctuality
  - Maximum of 2 total days absent during the 4<sup>th</sup> quarter.
  - Maximum combined absence and tardy total of 3 days.
- Grade Requirements
  - Minimum of a B- (80%) average in the vocational-technical program for 4<sup>th</sup> quarter.
  - Minimum of a C- (70%) average for all academic subjects 4<sup>th</sup> quarter
  - Minimum of a B- (80%) average for related 4<sup>th</sup> quarter
- Teacher Recommendations and 2-Year Verification
  - Recommended by vocational-technical shop, related and academic teachers.
  - Verification of completion of 2 years in the vocational-technical program of study.
  - Students must have taken and successfully complete a 10-hour OSHA Safety Training Program or a 10-hour Career Safe Training Program, whichever is most appropriate for their technical career area.

Probationary Status. A student placed on probationary status due to attendance concerns will be removed from participation in their Cooperative Education Program after giving their employer a two-week notice. A teacher may retract his or her recommendation of a student for participation in the cooperative education program at any time by notifying the Co-op Director in writing explaining why the recommendation has been retracted.

Teacher Recommendation.- A teacher may retract his or her recommendation of a student for participation in the program at any time by notifying the Co-op Director in writing explaining why the recommendation has been retracted.

Extenuating Circumstances. Students who are not eligible for the Cooperative Education Program due to extenuating circumstances may present written documentation of these circumstances to the Co-op Director for review and an eligibility determination by a school administrator.

Obtaining Cooperative Education Program Employment. Students are encouraged to use job postings provided by the Co-op office as leads in their search for employment, as well as contacts that their vocational-technical instructors may provide, and the Shawsheen Valley Technical High School Career Resource Network. It is each student's responsibility to find and obtain employment, related to their program of study, with a qualified employer who is in compliance with federal and state discrimination, wage, workers' compensation insurance laws.

Removal from Participation.

- Students may be removed from participation in the Cooperative Education Program at any time for any of the following:
  - If the student is on probationary status due to violation of attendance policy. (Handbook section 3-2.)
  - Failure to maintain punctuality, attendance, grades, and teacher recommendation criteria.
  - Failure to turn in time cards to the homeroom teacher.
  - Failure to turn in academic reports to the co-op office.
  - Failure to call in sick to the Co-op Director when not in school or at work.
  - Employer dissatisfaction with student performance.
  - Failure to display an appropriate level of maturity with regard to behavior and attitude as a student and employee.

Time Cards. Homeroom teachers will be responsible for the collection of time cards during academic week. They will keep accurate records of the status of each student's time card for each co-op week. After all cards have been collected, the homeroom teachers will:

- Forward a copy to the Co-op Director.
- Forward a copy to the teacher of record who is responsible for recording the shop hours and grades of the program participants.

Weekly time cards will document that:

- The student worked a minimum of six hours each school day.
- Those hours accrued to the student's shop-hour total.
- The student's weekly grade included 80 points for maintaining a job.
- The student's weekly grade included an evaluation of 0-20 points awarded by the employee.
- The employer, at his or her option, provided feedback on the student's performance.
- The placement is related to the student's program of study.

Teachers should review time cards for any irregularities that may appear and inform the Co-op Director of observed irregularities or suspected inaccuracies. The Co-op Director or his/her designee will oversee students in the program during the summer months.

#### **4-12 Off-Campus Program**

An Off-Campus Program is a Vocational/Technical activity where students are taken off campus to obtain additional knowledge and skills specific to their vocational program and provides

opportunities to develop competencies not possible within the school environment. These activities promote growth and help students master competencies and achieve exemplary performance status. Only students who have demonstrated safe work habits and developed academic and vocational competencies associated with one and one half years of full time study in their vocational program are eligible to participate in the Off-Campus Program. The following policies must also be followed:

1. Off-Campus Programs will comply with all Chapter 74 Regulations.
2. An Off-Campus Informational Form needs to be completed and maintained by the instructor and a copy must be submitted to the school nurse's office.
3. The Off-Campus Parent Consent Form and Student Tardy Procedure Form must be completed and signed by the parent/guardian of each student participating in an off-campus program.
4. The lead teacher of an Off-Campus Program must submit all completed student permission forms to the department chairperson and the Director of Vocational/Technical Programs.
5. The lead teacher is responsible for keeping all students Off-Campus Permission Forms up-to-date by making periodic checks.
6. When leaving school grounds, the teacher of record must keep in his/her possession a copy of each student's Off-Campus Permission Form.
7. In the event of an off-campus emergency, refer to the Emergency Situation section of the SVTHS Vehicle/Van Policy.

#### **4-13 Senior Sign-Out and Graduation Requirements**

A student must meet the following criteria in order to be eligible for graduation:

- Satisfactory completion of required shop hours verified by the shop instructor.
- Satisfactory completion of required credits for graduation verified by the Guidance Department—including successful completion of thirty-five (35) hours of transcript credit in grade 12.
- Satisfactory fulfillment of any and all disciplinary obligations (i.e. outstanding detentions.)
- Satisfactory fulfillment of any and all financial obligations (e.g. outstanding bills for lost books, tools, class dues).
- Completion of all requested information on the Career/College Verification Form.

In order to qualify for early release, the student must provide one of the following three forms of verification to the Co-op Director:

- Job Verification in the Student's Program of Study
  - Signed letter from employer on a company letterhead with the following information:
    - Name, address, and telephone number of employer;
    - Student's job title, duties, and responsibilities with rate of pay;
    - Name of immediate supervisor;
    - Date student will begin full-time employment.
- Continuing Education Verification
  - Copy of the letter of acceptance from a four-year post-secondary program of study;
  - Copy of the letter of acceptance from a two--year post-secondary program of study;
  - Copy of a letter of acceptance into an Apprentice Program;
- Enlistment Verification
  - Copy of the enlistment papers from the Military Service branch that that the student will enter.

## **PART 5. STUDENT DISCIPLINE**

### **5-1 General**

The purpose of a disciplinary policy is to promote and maintain an environment in which learning can take place. Every student attending SVRVTS D has a right to expect such an environment. No person has a right to interfere with the learning process of any student for any reason. Initially, discipline is the teacher's concern. When a conflict arises between teacher and student, the first step should be an attempt to resolve the difficulty through conversation with the student. Following an unsuccessful attempt to resolve the problem the teacher should, if unsuccessful, consult with a guidance counselor or the administration in an order that seems to promise the best results. Consultation with students should be requested as soon as a situation seems to be deteriorating.

Certain breaches of conduct are so serious that the Principal may long term suspend or expel a student under the provisions of M.G.L. c. 71, §§ 37H and 37H ½. These include:

- Possession of a dangerous weapon while on school grounds or at a school-sponsored event
- Possession of a controlled substance while on school grounds or at a school-sponsored event
- An assault on a School Administrator, teacher, teacher's aide, or other staff person.
- A felony charge or conviction

Other violations of the code of conduct will subject a student to disciplinary action up to and including mediation, detention, in-school suspension, or out-of-school suspension under the provisions of M.G.L. chapter 71, § 37H ¾.

All students shall be provided with appropriate due process prior to the imposition of an in-school suspension, out-of-school suspension, or expulsion.

The Principal or the Principal's designee has the authority to exercise discretion in deciding the consequences for a student who has violated disciplinary rules.

#### Opportunity for Academic Progress During Suspension/Expulsion

Any student receiving in-school suspension, short-term suspension, or long-term suspension of ten (10) consecutive school days or less shall have the opportunity to make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal from the classroom or school. M.G.L. c. 76, §21.

Any student who is expelled or suspended from school for more than ten (10) consecutive days shall have an opportunity to receive educational services in accordance with the school's Education Services Plan that will enable the student to make academic progress toward meeting state and local requirements through the school-wide educational services plan. The school-wide Education Services plan includes access to tutoring services by qualified SVRTHS personnel or contracted providers as assigned by SVRVTHS; or access to online education platform taught by Massachusetts licensed teachers in each subject area. The academic work will be consistent with the academic standards and curriculum frameworks established for all students under M.G.L. c. 69 §§1D and 1F.

### **5-2 Detentions, Elimination of Privileges, Suspensions, and Expulsions.**

*General.* Most cases of student misconduct usually are corrected by simple explanations or clarification by a faculty member, another pupil or by self-reasoning. If a student is unsure of what is expected of him/her, he/she may consult this handbook, a teacher, his/her guidance counselor, another faculty member or the Principal. We prefer to prevent disciplinary action rather than apply it. Students are to keep in mind that they represent the school at all times and that their conduct must not

bring discredit to themselves or to the school. Disciplinary action (detentions, elimination of school privileges, suspension, expulsion) involving any infraction of the following items of conduct which are not condoned by the school, shall be determined by the Principal or the Dean of Students, as the Principal's designee for purposes of school discipline\ in concert with school district policy and state and federal law. Students, with the cooperation of the parent/guardian, may request alternatives for modifying behavior other than detention or suspension. The alternative program must be fully approved by the Principal or Dean of Students and parents/guardians. A signed agreement will be made with student, parent/guardian and Principal or Dean of Students who will specify time, location, and who will supervise the student. If a student is suspended on a certain day and school is canceled for any reason, the suspension will be served on the next school day. The following is not permitted on school grounds, on school buses, or at school sponsored activities:

- Fighting.
- Assault.
- Chronic tardiness to school or to class.
- Excessive absences.
- Bullying.
- Making threats.
- Discriminatory harassment.
- Wandering in the school building or on school grounds when student should be in class, or after student has been dismissed and/or suspended from school.
- Use of profanity and/or obscene language.
- Vandalism—the destruction or defacing of school property or the property of others.
- Unbecoming or immoral conduct.
- Disrespectful behavior, disobedience, back talk, insolence, insubordination.
- Leaving school grounds without authorization.
- Opening exterior doors to let others (including other students and known visitors) into the building.
- Smoking/Vaping
- Gambling.
- Stealing.
- Cheating.
- Possession and/or use of alcoholic beverages.
- Possession and/or use of drugs or drug paraphernalia.
- Throwing snowballs.
- Forgery.
- Rowdiness and loud yelling in school and on school buses.
- Cutting Class. Pupils who absent themselves from classes to wander in the building, on school grounds, or to leave school grounds are truant and will be disciplined accordingly. Any work or tests given during a missed period must be made up but can receive no more than a minimum passing grade.
- Inappropriate behavior in the corridors. Running and scuffling in the corridors at any time may cause serious injury and is not allowed. There should be no congregating or loitering in the corridors or outdoors between periods.
- Having articles in one's possession that may disrupt or distract the educational process or have the potential of being harmful. Examples of these items include, but are not limited to: fire arms, firecrackers, knives (or other sharp instruments), water pistols, sling shots, playing cards, dice, radios and tape recorders, knuckles (metallic or any other substance) nunchaks, shrunken or any similar pointed star-like object) clackers, stink bombs, kung fu sticks (any weapon consisting of

two sticks of wood, plastic or metal connected at one end by a length of rope, chain, wire or leather).

Violation of the aforementioned rules will result in disciplinary action including but not limited to assignment of detentions, exclusion of privileges, suspension, and/or, as provided for under M.G.L. c. 71, §§ 37H and 37H1/2, expulsion. It is assumed that students are in high school to acquire knowledge. Each teacher has but a short time for the teaching of a lesson. A pupil whose persistent misconduct takes the instructor's time is obstructing the educational progress of other students and has no legitimate place in our high school. The following further defines acceptable behavior expected from all students.

*In-School Suspension.* In-school Suspension means removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) school days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension under these regulations. If a student is placed in in-school suspension for more than ten (10) school days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes.

The general goal of the In-School Suspension (ISS) program is to hold students accountable for their infractions, to address and modify student behavior, and to provide a student an opportunity to maintain academic and vocational standing in a structured environment.

More specifically, the ISS program will deliver consequences for student actions while modifying inappropriate root behaviors with corrective strategies that include but are not limited to:

- Thoughtful reflection on behavior, infraction, and/or disciplinary actions
- Problem solving skills
- Ability to identify coping skills
- Conflict resolution
- Decision making skills

*In-School Suspension Due Process:* Prior to imposing an in-school suspension, the Principal or the Principal's designee shall inform the student of the charged disciplinary offense and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the Principal or designee determines that the student committed the disciplinary offense, the Principal or designee shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) school days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the Principal or designee shall make reasonable efforts to notify the parent orally and shall provide written notice to the student and parent of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The Principal or designee shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the Principal or designee is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The ISS program will be managed by a member of the Dean's Office. If a student refuses to participate and/or is disruptive while in ISS, further disciplinary consequences including, but not limited to, out-of school suspension may be imposed.

While suspended in-school, students will engage and complete current course curriculum work while reflecting on their actions/incident that resulted in the ISS.

Students will be prohibited from participating in extracurricular activities and from attending school sponsored extra-curricular events on days that the student is serving an in-school suspension.

### **5.3 Student Due-Process Rights –Out-of-School Suspension, Long-Term Suspension or Expulsion**

In administering discipline, school officials will be careful to observe the right to due process under the law for each student. The nature of the violation determines the due process that school officials follow.

#### **1. DUE-PROCESS RIGHTS (A) FOR STUDENTS CHARGED WITH POSSESSION OF A DANGEROUS WEAPON, POSSESSION OF A CONTROLLED SUBSTANCE, OR ASSAULT ON SCHOOL STAFF AND/OR (B) FOR STUDENTS WHO HAVE BEEN CHARGED WITH OR CONVICTED OF A FELONY (M.G.L. c. 71, § 37H AND M.G.L. c. 71, § 37H ½).**

- *Short Term Disciplinary Sanctions:* Prior to the imposition of any disciplinary sanction that might result in a student's interim suspension from school for ten (10) consecutive school days or less pending a long-term suspension/expulsion hearing, the student will be given oral notice of the offense with which he/she is charged and an opportunity to respond. In the event that the Principal or designee determines that the student will be suspended from school on an interim, short-term basis pending a hearing to consider the student's possible long-term suspension or expulsion, the student and the student's parent(s)/guardian(s) will be notified by telephone and in writing.
- *Long Term Disciplinary Sanctions:* Prior to the imposition of any disciplinary sanction that might result in the student's suspension from school for more than ten (10) consecutive school days or expulsion, the student and the parents/guardians will be given written notice in English and in the primary language of the student's home of a Principal's hearing at which the student and parent have the right to be represented by an attorney (at their expense), to examine the evidence against the student and to present witnesses and documentary evidence in the student's defense. Following this hearing, a written decision will be issued. The student and the parent(s)/guardian(s) will have the right to appeal any decision imposing a long term suspension or expulsion from school to the Superintendent. Where the student is excluded in accordance with M.G.L. c. 71, §37H, the student shall have ten (10) calendar days from the effective date of the exclusion to file a written appeal with the Superintendent. For exclusions imposed pursuant to M.G.L. c. 71, §37H ½, the student shall have five (5) calendar days from the effective date of the exclusion to file a written appeal with the Superintendent. Pending the outcome of any such appeal, the disciplinary sanction imposed shall remain in effect. M.G.L. c. 71, §37H and M.G.L. c. 71, §37H ½.

2. DUE-PROCESS RIGHTS FOR STUDENTS CHARGED WITH OTHER VIOLATIONS  
(M.G.L. C. 71, § 37H <sup>3</sup>/<sub>4</sub> ).

▪ Notice and Principal's Hearing:

Prior to the imposition of a short-term or long-term suspension under this section, the Principal or the Principal's designee shall provide oral and written notice of the charges and potential disciplinary sanction and of the student's and p[arents] right to participate in a hearing with the Principal or Principal's designee to contest the charges against the student and to provide evidence, including mitigating facts, in the student's defense.

The hearing may take place without the student's parent(s)/guardian(s) so long as if the Principal or designee has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

The purpose of the Principal's hearing is to hear and consider information regarding the alleged incident for which the student may be suspended, to provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, to determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

The Principal shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense and in accordance with the requirements of 603 CMR 53.00.

a. Short-term Suspension

The Principal or Principal's designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student and the parents/guardians shall have an opportunity to present information, including mitigating facts, that the Principal or the Principal's designee should consider in determining whether other remedies and consequences may be appropriate. The Principal or the Principal's designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student. Students and parents do not have the right to be represented by legal counsel at a short-term suspension hearing.

Based on the available information, including mitigating circumstances, the Principal or Principal's designee shall determine whether there is a preponderance of evidence to support a determination that the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal or Principal's designee shall provide written notice to the student and parent of the Principal's or designee's findings and determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The determination shall be in writing and may be in the form of an update to the original written notice of hearing.

b. Long-term Suspension

In addition to the rights afforded a student in a short-term suspension hearing, the student and parent shall also have the opportunity to review the student's record and the

documents upon which the school may rely in making a determination to suspend the student or not; the right to be represented by counsel or a lay person of the student's choice (at the student's/parent's expense); the right to produce witnesses on the student's behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; the right to cross-examine witnesses presented by the school; the right to request that the hearing be recorded and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

If present, the parent shall have an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal or designee should consider in determining consequences for the student.

Based on the evidence, the Principal or designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, the remedy or consequence to be imposed. The principal shall send the written determination in English and the primary language spoken in the student's home to the student and parent by, certified first-class mail and by email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal/designee and the parent.

If the student is suspended for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the notice will include written notification of the right to appeal to the Superintendent and the process for appealing. Except as provided for under M.G.L. c. 71, §§37H and/or 37H1/2, no student will be suspended for greater than ninety (90) school days for one or more violations of school rules, beginning on the first day the student is removed from the building.

- Emergency Removal

The Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal.

In the event of an emergency removal, the principal shall make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal. The Principal shall provide written notice to the student and parent as provided above, and provide the student an opportunity for a disciplinary hearing with the Principal as provided above, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent.

The Principal shall render a decision orally on the same day as the disciplinary hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08.

In the event of an emergency removal from school, the Principal will not release the student until adequate provisions have been made for the student's safety and transportation.

▪ School Rules Violations (M.G.L. c. 71, §37H3/4) Superintendent's Appeal Hearing:

Students do not have the right to appeal a short-term suspension imposed pursuant to M.G.L. c. 71, § 37H3/4. Students and parents/guardians do, however, have the right to appeal a long-term suspension imposed by the Principal; to Principal's designee to the Superintendent. The student and/or the parent(s)/guardian(s) shall have five (5) calendar days following the effective date of the suspension or expulsion to submit a written request for an appeal to the Superintendent but may be granted an extension of time of up to seven (7) calendar days. If the appeal is not timely filed, the Superintendent may deny the appeal. ,

The Superintendent will hold a hearing with the student and the parent(s)/guardian(s) within three (3) school days or the student's request for an appeal. The time may be extended up to seven (7) calendar days if requested by the parent(s)/guardian(s). The Superintendent's hearing may proceed without the parent(s)/guardian(s) if a good faith effort was made to include parent(s)/guardian(s). The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing in both English and in the primary language of the student's home..

At the appeal hearing, the Superintendent shall determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. Students shall have all of the rights afforded to students at the Principal's hearing for long-terms suspension. The Superintendent will issue a written decision within five (5) calendar days of the hearing. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal (or Principal's designee), but shall not impose a suspension greater than that imposed by the Principal's decision. The Superintendent's decision is the final decision of the school.

#### **5-4 Discipline and Students with Disabilities**

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 and the regulations issued pursuant to said statutes require that additional provisions be made for:

- Students who have been found eligible for special education services under the IDEA.
- Student who the school district knows or has reason to know might be eligible for special education services. The school is deemed to have knowledge that a student is a student with a disability if before the behavior that precipitated the disciplinary action occurred: (1) the student's parent expressed concern in writing to supervisory or administrative personnel, or the student's teacher, that the student is in need of special education and related services; (2) the student's parent requested an evaluation of the child; or (3) the student's teacher, or other school personnel, expressed specific concerns directly to the director of special education or to other supervisory personnel about a pattern of behavior demonstrated by the student.
  - The school is not deemed to have knowledge of a disability if (1) the parent has not allowed an evaluation or has refused special education and related services, or (2) the child has been evaluated and determined not to be a child with a disability. If a request for an evaluation is made during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.
- Students who have been found to have a disability that substantially limits a major life activity, as defined under §504 of the Rehabilitation Act.

These students are generally entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short term removals that exceed ten (10) school days in a given year.

The following additional requirements apply to the discipline of students with disabilities:

- Students with disabilities may be excluded from their programs for ten (10) school days or less in the school year to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive days in a given school year or subjected to a pattern of removal constituting a "change of placement," building administrators, the parents/guardians and relevant members of the student's IEP or 504 Team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination).
- If building administrators, the parent/guardians and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. The student's IEP will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or where appropriate, conduct a functional behavioral assessment. Eligible Section 504 students shall be entitled to receive alternative education services in accordance with the school's Education Services Plan during any suspension or expulsion in excess of ten (10) consecutive days.
- If building administrators, the parents/guardians, and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current education program for the incident of misconduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parents/guardians consent to, a new placement, or unless the school obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The student's Team shall also review, and modify as appropriate, any existing behavior intervention plan or arrange for a functional behavioral assessment.
- If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon on school grounds, or causes serious bodily injury to another on school grounds or at a school function, the school may place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days regardless of whether the conduct was a manifestation of the student's disability. A court or BSEA Hearing Officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.

## **5-5 Tobacco/Vaping Policy**

Smoking and vaping are health hazards to both smokers and bystanders. SVTHS' health programs in physical education and science provide students with valuable information so that one will respect and care for his/her body. Smoking/vaping on school property is against the law. Massachusetts General Laws Chapter 71, Section 2A and the Billerica Board of Health Regulations BHR Chapter 4, Section 4.2.001(6)(8) make it illegal to smoke/vape in school buildings, on school buses and on school grounds. Therefore, SVRVTS D prohibits smoking/vaping and use of any smokeless tobacco products at all times in the school building, on school buses and on school grounds, and at all school activities. This shall include—but is not limited to—electronic smoking devices, vaporizers, misting devices, and inhalers.

Tobacco/vaping products may not be carried in any manner during the school day or at any school-sponsored activity. Visible tobacco/vaping products will be confiscated. A parent/guardian of the

violator may request the product be returned personally to the parent/guardian within five (5) days. If said request is not made, the tobacco/vaping product will be destroyed. Violations of SVTHS' Tobacco Free Policy may subject a student to disciplinary action up to and including suspension and successful completion of a school-approved diversion program

Violation of the policy against the use and/or possession of tobacco-related or vaping related paraphernalia may also result in suspension. Tobacco-related and/or vaping related paraphernalia includes, but is not limited to, cigarette lighters, cigarette holders, pipes, packages, cigarette papers, vaporizers, vaporizer batteries, vaporizer cartridges, vaporizer liquids.

Student's found in possession of vaporizers or vaporizer liquids containing marijuana extracts, THC, or other controlled substances shall be subject to possible long-term suspension or expulsion from school in accordance with M.G.L. c. 71, §37H.

## **5-6 Drug- and Alcohol-Abuse Policy**

The SVRVTSD Committee has established a drug/alcohol abuse policy to provide a drug and alcohol free student environment. Insofar as this policy is concerned, the term "drug" may include any controlled substance defined or controlled by federal, state, or local statute; as well as any other substance, whether of natural or synthetic origin or production, the use of which may cause physical, neurological, physiological, emotional, or cognitive impairment. This includes substances derived from otherwise legal ingredients, designed to substitute for or mimic the effects of any controlled substances.

The school will continue to provide, without penalties, assistance to any student voluntarily seeking drug and alcohol treatment or advice. If the student makes this voluntary request and if he/she has not been apprehended by school authorities for any drug/alcohol violation, then the best possible means of intervention, including the use of school staff, student personnel service, team conferences, or private and community resources will be considered. Diversion Program, Individual Counseling, and group counseling programs are available. The student's guidance counselor will be the referral agent for this program.

Any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

- **Selling Drugs/Alcohol.** Any student who sells illegal drugs or controlled substances may subject a student to disciplinary action up to and including suspension and/or expulsion.
- **Possession of Drugs/Alcohol.** Any student who is in possession of illegal drugs or controlled substances may subject a student to disciplinary action up to and including suspension and/or expulsion.
- **Use of Drugs/Alcohol.** If the student is apprehended by school officials for a drug/alcohol violation, the student may subject a student to disciplinary action up to and including suspension or expulsion.

Students Suspected of being under the Influence of Drugs and/or Alcohol: If a student is suspected to be under the influence of alcohol or a controlled substance, the student will be referred to Dean of Students and assessed by the school nurse. Student's determined by school administrators to be under the influence of a controlled substance at school will be subject to disciplinary sanctions including, but not limited to, long-term suspension or expulsion and may be referred to law enforcement authorities.

- **Notification of Billerica Police Department:** All cases of actual possession, use, sale, and/or distribution of alcohol or a controlled substance in school, upon school property or at school-sponsored events will be reported to the Billerica Chief of Police for appropriate action. The

Principal, or his designee, immediately after finding a student to have violated the drug abuse policy, will furnish the Police Department with a complete report and related materials. During any period of suspension or expulsion the student is prohibited under trespass legislation Section 120 Chapter 266 of the Massachusetts General Laws from coming onto any school property, except for the purpose of keeping appointments for hearings, counseling, or treatment. The names of suspended or expelled students will be passed to the Police Chief for enforcement.

## **5-7 Searches of Students by School Officials**

**School Desks and Lockers:** Desks and lockers assigned to (or used by) individual students remain school property and may be inspected or searched by school officials at any time in the performance of their duties. Items found in a student's locker or desk will be treated as though they are in the possession of the student.

**Searches of Students:** School administrators and their designees may search a student's person and/or personal belongings (including pockets, book bags, purses, etc.) upon reasonable suspicion that the student is in possession of items or materials which would constitute a violation of school rules or applicable laws. Reasonable suspicion may be gained by observation of the student's behavior, information from reliable sources, or other facts leading the school to believe that the student is in possession of contraband. Searches will be made in the presence of a third party, of the same gender as the alleged suspect.

**Searches of Cars on School Property:** Student vehicles parked on school property, may be subject to search if there is reasonable suspicion that the vehicle contains drugs, alcohol, weapons, or any other contraband.

## **5-8 Law-Enforcement Searches of School Property with Dogs**

The SVRTSD School Committee will permit the administration to invite law enforcement agencies or other qualified agencies or individuals to search school property with dogs trained for purposes of detecting the presence of illegal substances, when necessary, to protect the health and safety of students, employees, or property, and to detect the presence of illegal substances or contraband, including alcohol and/or drugs. The use of trained canine sniffing dogs is subject to the following:

- The administration will authorize the search, and the Principal or his/her designee will be present while the search is taking place.
- Parents and students will be notified of the policy through its inclusion in the student handbook
- All school property such as lockers, classrooms, parking areas, and storage areas may be searched. Dogs will not be used in rooms occupied by persons except for demonstration purposes with the handler present. When used for demonstration purposes, the dog may not sniff any student and/or staff.
- Individual(s) will not be subjected to a search by dogs.
- Once notification has been given to parents and students through the inclusion of the policies of the student handbook, the school district will have met its obligation to advertise the searches. Additional notices need not be given, and actual times or dates of planned searches need not be released in advance.
- Only the dog's official handler will determine what constitutes an alert by the dog. If the dog alerts on a particular item or place, that item or place will be searched by the school administration. If anything is found, the student will be called to the area or office by the administration. If a dog alerts on a vehicle, the student who brought it on district property will be asked to unlock it for inspection.

- Law enforcement agencies will be given full authorization to investigate and prosecute any person(s) found to be responsible for illegal substance(s) on school property.

## **5-9 Weapons, Assaults, and Issuance of Criminal Complaint or Issuance of a Felony Delinquency Policy**

- Possession of Controlled Substance ( M.G.L. c. 71, §37H): Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance as defined in chapter ninety-four C, including but not limited to marijuana, cocaine, and heroin, may be subject to suspension or permanent expulsion from the school\.
- Possession of Weapons (M.G.L. c. 71, §37H): Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including but not limited to, a gun or a knife, may be subject to expulsion or suspension from the school or school District by the Principal.
- Assaulting of a School Staff Member (M.G.L. c. 71, §37H ): . Any student who assaults a Principal, Assistant Principal, teacher, teacher’s aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion or suspension from the school or school District by the Principal.
- Issuance of Felony Criminal Complaint or Issuance of a Felony Delinquency Complaint (MGL, Chapter 71, Section 37H½). Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Principal may suspend such student for a period of time determined appropriate by the Principal if the Principal determines that the student’s continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of this right to appeal and the process for appealing such suspension provided however that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent-Director. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal of a school in which the student is enrolled may expel said student if such Principal determines that the student’s continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of his/her right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.
- Prohibition of Firearms on School Grounds by Any Person. Pursuant to M.G.L. c. 269, §10, whoever, not being a law enforcement officer, and notwithstanding any license obtained by him under the provisions of Chapter 140 of the General Laws, carries on his person a firearm and hereinafter defined, loaded or unloaded, or other dangerous weapon in any building or on the grounds of an elementary or secondary school, college or university without the written authorization of the SVRVTSD Committee shall be punished by a fine of not more than \$1,000 or by imprisonment for not more than one (1) year, or both. For the purpose of the paragraph firearm shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet, BB, or pellet can be discharged by whatever means.

## **5-10 Hazing**

State law stipulates “Whoever is a principle organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than \$3,000 or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.”

The term “hazing” shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extreme isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Whoever knows that another person is the victim of hazing and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to the Dean of Students or an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than \$1000. Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and every member, pledge, pledgee or applicant for membership in such group or organization, a copy of this section and Sections 17 and 18. An officer of each such group or organization, and each individual receiving a copy of said Sections 17 and 18 shall sign an acknowledgement stating that such group, organization or individual has received a copy of said Sections 17 and 18.

- First offense. Students involved in hazing incidents will be required to attend a parental/guardian conference no later than one (1) school day after the reported incident. This meeting will be attended by student, parents/guardians, Disciplinarian, and activity sponsor (teacher, coach, and advisor). After the Disciplinarian is satisfied that all parties understand the seriousness of this offense, the student may receive a two-day suspension.
- Second offense. A student reported for a second hazing offense may receive a minimum three-day suspension. The student’s status will be reviewed by the administration and may be referred to the School Committee for further action.

\* The short term suspensions noted above are provided only as general guidelines. Depending on the severity of any hazing found to have occurred, the Principal or Principal’s designee may impose more significant disciplinary exclusions including a long term suspension from school of up to ninety (90) school days.

## **5-11 Harassment/Hate Crimes**

Employees and students are prohibited from making unwelcome sexual advances or requests for sexual favors and from engaging in any other verbal or physical conduct of a sexual nature when those advances, requests, or conduct have the purpose or effect of unreasonably interfering with the education of another student or the working environment or any employee of the school by creating an intimidating, hostile, humiliating, or sexually offensive educational or working environment. Prohibiting behaviors include leering, pinching, grabbing, suggestive verbal comments, off-color jokes, and pressure for sexual activity.

- Reporting Procedure. In the event that any student in the Shawsheen Valley Technical High School system believes that he or she is a victim of any form of harassment or inappropriate

behavior including sexually harassing conduct, the student should report this to a teacher, Guidance counselor, and/or the Principal.

Criminal violations will be reported to the police authorities. Any questions regarding the procedure for reporting harassment should be addressed to the Director of Guidance at (978) 671-3612.

The Shawsheen Valley School System will present seminars on this topic as well as information to all members of the school community. Should anyone within our school system believe that he/she may have been a victim of sexual harassment, they may contact the following agencies:

- State Agencies.
  - MA Commissions Against Discrimination; 1 Ashburton Place Ste. 601; Boston, MA 02108
  - Office of the Attorney General; 1 Ashburton Place; Boston, MA 02108
- Federal Agencies.
  - E.E.O.C; John F. Kennedy Federal Building, 475 Government Center; Boston, MA 02203; 800-669-4000
  - Commission on Civil Rights; 1331 Pennsylvania Avenue, NW Ste. 1150; Washington, D.C. 20425; 202-376-8371
  - Boston Civil Rights Office; Boston City Hall; Boston, MA 02108; 617-635-2500

Any employee or student found to have engaged in any form of sexual harassment will be subject to disciplinary action. Students may be subject to disciplinary proceedings in accordance with procedures set forth in student discipline section of this handbook. Disciplinary action may include suspension and/or exclusion.

In accordance with our statement of non-discrimination, Shawsheen Valley Technical High School will not tolerate discrimination on the basis of race, color, gender, national origin, disability, age, sexual orientation, gender identity, religion, disability, or homelessness status. Students found to be in violation of Shawsheen's policy of non-discrimination may be subject to disciplinary proceedings in accordance with procedures set forth in student discipline section of this handbook. Disciplinary action may include suspension and/or exclusion.

SVTHS will not tolerate any forms of harassment. Students and/or parents must report all cases of harassment to a teacher, Guidance Counselor and/or the Principal and follow the grievance procedure through the Director of Guidance. Students found to be in violation of Shawsheen's anti-harassment policy may be subject to disciplinary proceedings in accordance with procedures set forth in student discipline section of this handbook. Disciplinary action may include suspension and/or exclusion.

- Sexual harassment is a form of sex discrimination. Massachusetts General Laws Chapter 151C, Section 1(e) defines sexual harassment in an educational institution as follows:  
Any sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (i) submission to or reflection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement: or (ii) such advances, request or conduct have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.  
Massachusetts General Laws c. 151C, s. 1(e).
- Sexual harassment can cover a range of behaviors, including sexual insults and name-calling, off-color jokes, intimidation by words or actions, offensive touching, pressure for sexual activity. Harassment may be perpetrated by peers, school staff, or others with whom the victim must interact in order to fulfill school or job duties. In school, sexual harassment may be student to student, staff to student, student to staff, or staff to staff. While both females and males may be

the target of sexual harassment, in the majority of cases the target is female and the harasser is male.

- Harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based on race, color, religion, national origin, age, gender, sexual orientation, or disability. By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person considers acceptable behavior may reasonably be viewed as harassment by another person. Thus, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.
  - Hate crimes are illegal acts that will be prosecuted in accordance with Massachusetts General Law. “Hate Crimes” are defined as follows:
    - Any criminal act to which a bias motive (defined below) is evident as a contributing factor,
      - Any act which constitutes a violation of M.G.L. c. 265 sec. 37 or 39; M.G.L. c. 266 & 127A; M.G.L. c. 272 sec. 92A
- Bias Motive: Hatred hostility, or negative attitudes towards, or prejudice against, any group or individual on account of race, religion, ethnicity, handicap, gender, or sexual orientation, which is contributing, in whole or part, in the commission of a criminal act.

Victims of sexual harassment are encouraged to find relief and closure through counseling service provided by the school District. Individuals who have been found to have engaged in sexual harassment will be required to seek counseling and provide documentation of involvement in a therapeutic intervention program.

## **5-12 Bullying and Other Acts of Abusive, Interpersonal Behavior**

"Bullying" is the repeated use by one or more students or by a member of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals, of a written, verbal, or electronic expression or a physical act or gesture—or any combination thereof, directed at a target that:

- Causes physical or emotional harm to the victim or damage to the victim's property.
- Places the victim in reasonable fear of harm to himself or of damage to his property.
- Creates a hostile environment at school for the victim.
- Infringes on the rights of the victim at school.
- Seriously disrupts the education process or the orderly operation of a school.

"Cyber-bullying" is bullying through the use of technology or any electronic communication— which includes but is not limited to any transfer of signs, signals, writing, images, sounds, data or information of any kind. The technology may include but is not limited to

- Electronic mail.
- Internet communications.
- Instant messages.
- The creation of a web page or blog in which the creator assumes the identity of another person.

Bullying will be prohibited on/at

- School grounds;
- Property immediately adjacent to school grounds;

- A school-sponsored or school-related activity, function or program whether on or off school grounds;
- A school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school;
- Through the use of technology or an electronic device owned, leased, or used by a school district or school; and
- At a location, activity, function or program that is not school-related through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

SVRVTHSD recognizes that certain students may be more vulnerable to bullying or harassment based on actual or perceived characteristics. The District supports and actively nurtures a school setting that is tolerant to “differentiating characteristics” including but not limited to:

- |                                  |  |
|----------------------------------|--|
| • Race.                          | • Socioeconomic status.  |
| • Color.                         | • Homelessness.  |
| • Religion.                      | • Academic status.   |
| • Ancestry.                      | • Physical appearance.   |
| • National origin.               | • Pregnant or parenting status.  |
| • Gender.                        | • Mental, physical, or developmental disability.                                       |
| • Gender identity or expression. | • Association with a person perceived to possess one or more of these characteristics. |
| • Sexual orientation.            |  |

SVRVTHSD will not tolerate bullying directed at any of these—or other—individuals. Neither will the District tolerate individual instances of inappropriate, abusive, and/or violent interpersonal behavior. In its promotion of an inclusive and safe environment—free from discriminatory abuse—the administration will impose the disciplinary consequences identified in the table on page 41 in response to individual or repeated instances of the respective categories inappropriate behaviors. Students found to be in violation of Shawsheen’s anti-bullying policy may be subject to disciplinary proceedings in accordance with procedures set forth in student discipline section of this handbook. Disciplinary action may include suspension and/or exclusion.

All issues concerning matters of teen dating violence and harassment will be treated with utmost sensitivity and appropriate agencies will be notified for referrals. Shawsheen faculty and staff are deemed “mandated reporters” by Massachusetts General Law Chapter, which states, “[A]ny person paid to care for or work with a child in any public or private facility...who in his or her professional capacity shall have reasonable cause to believe that a child under the age of eighteen is suffering serious physical or emotional injury resulting from abuse inflicted upon him or her including sexual abuse, or from neglect, including malnutrition, or who is determined to be physically dependent upon an addictive drug at birth, shall immediately report such a condition to the Department of Children and Families by oral communication and by making a written report 48 hours after such an oral communication...(Chapter 119, Section 51A)

<p><i>Verbal/Nonverbal/Written</i></p> <ul style="list-style-type: none"> <li>• Use of put-downs, insults, name calling, swearing, or offensive language</li> <li>• Screaming or yelling at another</li> <li>• Making threats, using intimidation or getting friends to threaten or scare another</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal Warning/Education</li> <li>• Teacher-student conference</li> <li>• Send to office/Detention/Suspension</li> <li>• Cell-phone search</li> <li>• Immediate referral to School Psychologist for threat assessment</li> <li>• Expulsion</li> <li>• Notification of local police department and district attorney's office for SANE hearing</li> </ul>
<p><i>Physical</i></p> <ul style="list-style-type: none"> <li>• Hitting, punching, pinching, pushing, shoving, grabbing, slapping, kicking, choking pulling hair, biting throwing things, arm twisting</li> <li>• Intimidation, blocking exits, punching walls, knocking things around</li> <li>• Damaging or destroying another's property</li> <li>• Restraining, pinning someone to the wall, blocking their movements</li> <li>• Using weapons</li> <li>• Stalking</li> </ul>	<ul style="list-style-type: none"> <li>• Detention/ Education/ Suspension</li> <li>• Detention plus Diversion Program</li> <li>• Suspension</li> <li>• Dangerousness Assessment</li> <li>• Suspension/Expulsion</li> <li>• Notification of local police department and district attorney's office for SANE hearing</li> </ul>
<p><i>Sexual</i></p> <ul style="list-style-type: none"> <li>• Electronic transmission of sexual images</li> <li>• Name calling</li> <li>• Cat calls or other offensive noises or whistling</li> <li>• Spreading sexual gossip or graffiti</li> <li>• Comments about a person's body or unwanted verbal or written sexual comments</li> <li>• Staring or leering with sexual overtones, sexual gestures</li> <li>• Forcing obscene materials on others</li> <li>• Pulling off or lifting clothes to expose private parts</li> <li>• Rape or attempted rape</li> </ul>	<ul style="list-style-type: none"> <li>• Detention/Education/Suspension</li> <li>• Cell-phone search</li> <li>• Psychological Assessment</li> <li>• Suspension/Expulsion <ul style="list-style-type: none"> <li>• Notification of local police department and district attorney's office for SANE hearing</li> </ul> </li> </ul>

### **5-13 Fighting**

Consistent with state and federal statutes, SVRVTSD may apply and enforce discipline codes against students' conduct occurring after school hours and off school grounds, which would be consistent with the rules and regulations of our student handbook.

In the event that a staff member intervenes to break up a fight between students, the students must stop immediately. A failure to stop immediately could put the staff member in fear for their safety, a condition that will be interpreted as an assault. Fighting may subject a student to disciplinary action

- First offense. Student, parents/guardians and Dean of Students will meet to discuss the fight. When the Dean of Students is satisfied that the students have put the altercation behind them, each student may receive a two-day suspension.
- Second offense. A student reported for fighting a second time may receive a minimum three (3) day suspension. The student's status will be reviewed, and the parents/guardians will be notified of a possible request for further disciplinary action.

### **5-14 Vandalism**

Vandalism is the malicious destruction of public or private property. Both students and staff share the pride and responsibility toward SVRVTSD's facilities. Any student reported for defacing or destroying school property would be billed for immediate restitution by the Business Office.

- First offense. The Dean of Students will arrange a parental/guardian conference, institute a plan for appropriate restitution, and take any other actions the Dean deems appropriate which may include in-school or out-of-school suspension.
- Second offense. The Dean of Students will arrange a parental/guardian conference, an appropriate restitution plan, and institute an administrative review of the student's status leading to possible suspension.

### **5-15 Theft**

The administration and School Committee reserve the right to involve the local police in the investigation and prosecution of the theft of school property. Faculty and students may file a personal property claim form at the Billerica Police Department and report stolen personal property to the school business office. If a student is caught stealing the following will apply:

- The Dean of Students will arrange a parental/guardian conference to discuss restitution and conditions for continuation as a SVRVTSD student.
- The student may receive detention or be suspended.

### **5-16 Insubordination**

Insubordination is a failure to obey the reasonable demands of authority. Offenses are considered consecutive up to the conclusion of each school year. Thus, the first insubordinate event of any school year is considered the "First Offense" despite a student's disciplinary history. But because of the broad nature of insubordinate behavior, it is always a potentially suspendable offense.

- First offense. The Dean of Students will interview the student if necessary, and a conference will be arranged with his/her guidance counselor. Detentions will be assigned, at the discretion of the Dean of Students.
- Second offense. The Dean of Students will arrange the review of the student's status. The review will include written recommendations from the student's shop and academic teachers and guidance counselor. The Dean of Students will also arrange a parental/guardian conference. Detentions or a suspension will be assigned, at the discretion of the Dean of Students.

## 5-17 Detention

Students must serve (or begin to serve) detentions within a week from when they are assigned, and multiple detentions must be served at a rate of at least one per week. Failure to do so will be considered insubordination, a suspendable offence. Suspensions issued for this reason will not reduce the number of detentions owed. Saturday detentions will be offered periodically throughout the school year, and completion of one Saturday detention will allow a student to serve up to five detentions.

If a student has accumulated fifteen (15) unserved detentions, the Dean of Students may prohibit the student from participating in extracurricular activities until the student reduces his/her number of unserved detentions to eight. Parent notification will be issued at ten detentions.

Detentions must all be served during the school-year in which they are assigned.

## 5-18 Dress Code

The United States Supreme Court has ruled that though students retain the right of freedom of expression, schools may establish student dress codes to protect the learning environment.

SVRVTS D's dress code is very short and uncomplicated. Students who do not comply with the code must arrange for their own transportation home to make necessary changes in attire. It is to the student's advantage to wear a shop uniform in many shops. The school recommends that students wear clean uniforms. The school will endeavor to make available appropriate uniforms at an acceptable price. Steel-toed shoes, although not required, are strongly recommended for certain shops.

- Clothing should be modest, in good taste, and a reflection of the student's career goals. No under garment should be showing. Skirts and shorts should be no shorter than the length of the tip of the middle finger with the arms hanging naturally on either side of the body.

No hoods covering the head should be worn in school. \* Exceptions may be made as accommodations based on religion or disability.

- Shirts with writing or pictures unacceptable to the administration are not allowed. Consistent with state and federal statutes, STUDENTS MAY NOT WEAR CLOTHING THAT ADVERTISES OR PROMOTES PRODUCTS OR ACTIVITIES THAT ARE ILLEGAL ON SCHOOL PROPERTY.
- Outer garments (jackets and coats) should be stored in the student's locker and picked up at the end of the school day. Students are encouraged to use their lockers for this purpose. Hats may be worn in shops and classrooms only with the permission of the teacher.
- Students must wear clothes that are appropriate for the work place and school environment. Students may not wear clothing that disrupts or interferes with educational process or endangers the safety of students or others. The administration reserves the right to make the determination as to what is acceptable apparel.
- Students may not wear clothing, jewelry, buttons, or any other items that promote, advertise, or display drugs, alcohol, tobacco products, sexual activity, violence, offensive symbols, vulgar or obscene language, pictures or demeaning images for the sake of humor, derogatory language regarding a person's ethnic background, national origin, religious beliefs, sexual orientation, or disability, represent any hate group, gang, organization or philosophy that advocates violence or disruption, or has any history of violence and disruption of the objectives of the school's instructional program.

Job placement is a primary objective at SVRVTSD. The school's careful attention to habits of dress assists placement in our cooperative program and in finding jobs for our students.

The nature of vocational-technical education exposes students to potentially dangerous situations on a daily basis. Only through continual awareness of safety rules can students be protected against accidents. Recommendations for shop dress will be discussed with students in each department. Students who disregard safety requirements thereby creating unsafe conditions for themselves and for other students will be immediately removed from the area of the school.

- Safety Specifications. Anyone entering the following shops is required to wear safety glasses or goggles:

HVAC/R	Auto Body	Automotive
Carpentry	Electrical	Electronics
Machine Shop	Masonry	Metal Fabrication
Plumbing		

Safety protocols vary with individual technical program requirements. Students must comply with safety requirements per each technical program, and accommodations will be made on the basis of individual need.

### **5-19 Cell Phones/Electronic Devices**

Solely at the discretion of the teacher, cell phones/electronic devices may only be used only for educational purposes in the academic or vocational setting. Students may use their devices for social purposes before school, during lunch, and after school. During lunch, students may use their devices in the cafeteria and other assigned areas only. Even when authorized to be in possession of personal cell phones or electronic devices, Students are prohibited from using their telephones or other personal devices to photograph, video record or audio record any individual on school grounds without the specific informed consent of the individual. Disciplinary consequences will be given to students who violate this rule. In an emergency, parents/guardians can contact the Dean of Students at (978) 671-3639.

Students must store their cell phones/electronic devices in a location that is not visible between classes. Cell phones/electronic devices must be turned OFF before students enter any classroom or vocational shop. Staff will confiscate any cell phone or electronic device (a) that rings, vibrates, or is used for any reason without teacher permission, or that (b) becomes visible between classes or during a class without permission. In response to either of these prohibited conditions, a student's refusal to surrender a cell phone or electronic device when asked will constitute insubordination.

In the event that a cell phone or electronic device is confiscated, the following disciplinary actions will follow:

- First offense. The device will be held at the Dean's office until the end of day. One office detention will be issued.
- Second offense. The device will be held in the Dean's office until the end of day. Two office detentions will be issued.
- Third offense. The device will be held in the Dean's office until the end of day. Three office detentions will be issued.
- Fourth offense. The device will be held in the Dean's office until the end of day. Four office detentions will be issued.
- Fifth offense. The device will be held in the Dean's office until the end of day. One suspension may be issued. The cell phone/electronic device will be returned only to the student's parents/guardians during a conference with the Dean.

Students are not permitted to take photos or videos of staff or students without their consent. Failure to comply with this rule may result in disciplinary action.

### **5-20 Public Display of Affection**

Physical contact viewed as a public display of affection is not allowed. Such displays are in poor taste, have no place in a public school and infringe on the sensibilities of too many people. Such displays are inexcusable and cannot be justified in a school setting. The overall climate of this school, especially student conduct, must reflect and be in agreement with the values, morals, and demands of our communities. A student who persists in this practice will be considered insubordinate.

### **5-21 Textbooks, Library Books, and Tools**

Textbooks, library books, and tools are the property of the school District. Students are responsible for insuring that materials loaned to them are returned in good condition. Materials that are lost or damaged must be paid for by the student, by the close of each school year. Students who owe money for school property will not be permitted to participate in extracurricular activities or events including, but not limited to, graduation activities.

### **5-22 Security Personnel**

SVRVTSD employs a security officer to maintain order in the parking lot and grounds of the school. Assisting local police, the security officer maintains the flow of traffic on school property and provides protection from unauthorized visitors. The security officer, as a member of SVRVTSD staff, shall be given the same respect given teachers, administrators, and other school personnel. Students and visitors are expected to produce their identification, driver's license and/or registration when requested by the security officer.

## **PART 6. STUDENT SERVICES**

### **6-1 Guidance Services**

Guidance services are available to all students. The variety of services provided by the guidance department is intended to help the student make the most of his/her educational opportunities.

- **Orientation.** Incoming freshmen participate in a variety of activities to assist with transition into high school. The orientation program, run by student mentors and organized by Freshman counselors, was designed to reduce anxiety and promote a smooth acclimation high school. Following orientation day, freshmen participate in a pre-exploratory program for the remainder of the week. The purpose of pre-explore is to familiarize students with all available vocational/technical program options for further exploration freshman year. Upperclassmen orientation is designed to emphasize specific student, academic, and vocational expectations while addressing typical transfer student questions.
- **Information.** The guidance department maintains career and educational resources for postsecondary planning. Students are encouraged to consult with their counselors to obtain informational materials necessary for making informed educational and occupational decisions.
- **Counseling.** Among the many responsibilities, one of the counselors' major functions is helping students anticipate and cope with the world around them. Counselors enable students to make reasonable and thoughtful decisions about their relationships, education, and career opportunities. In addition, they help students explore, develop, and strengthen their skills and interests. Counselors also respond to and provide referrals for emotionally distressed students.

- **Developmental Guidance.** All students meet periodically with their guidance counselor in a structured class. Units are presented in career exploration, decision making/goal setting, effective communication, conflict resolution, healthy relationships, employment skills, career development, and future planning related to colleges and careers.
- **Placement and Career Counseling.** The Guidance Department, through the office of the placement counselor, assists students in part-time and full-time placement in the industrial community. The placement counselor also coordinates the cooperative work program by which qualified seniors are placed in a job related to their field of study during their shop week.
- **Use of Guidance Services.** Students desiring to see a counselor are encouraged to make an appointment prior to homeroom period in the morning. All students must have a pass from the Guidance office in order to be excused for a guidance appointment unless there are extenuating circumstances. The use of the pass system ensures that the teachers are aware of the student's presence at all times in order to accurately account for them. When a guidance appointment is made, the guidance secretary can advise each student of the counselor assigned to him/her. Freshmen counselor assignments are made according to student last name. Upper-class counselor assignments are made according to permanent shop placement.
- **Student Records.** The regulations pertaining to student records, 603 CMR 23.00, were developed by the State Board of Education to insure parents/guardians, students and former students of their rights of confidentiality, inspection, amendment and destruction of student records. Here follows a summary of Massachusetts statutes and regulations regarding Student Records:

### *Definitions*

**Student Record:** The student record consists of the transcript and the temporary record, including all information recording and computer tapes, microfilm, microfiche, or any other materials regardless of physical form or characteristics concerning a student that are maintained by the school district and are organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth as defined under state law. Electronic communications (e.g. emails, text messages, etc.) shall not be considered to be records maintained by the school unless printed and placed in the student's temporary record.

**Parent:** A student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non-custodial parent for purposes of M.G.L. c. 71, § 34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

**Eligible Student:** A student who has reached fourteen (14) years of age or who has entered 9<sup>th</sup> grade. Upon reaching 18 years of age, the adult student may submit a written request to the principal or to the Superintendent of Schools to limit the rights of the parent(s) to request the amendment or release of the student record. Under Massachusetts law, however, a student cannot limit the right of the parent(s) to inspect the student record regardless of the Student's age. M.G.L. c. 71, § 34E.

**Authorized School Personnel:** (a) School administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching counseling, and/or diagnostic capacity. Any such personnel who are not employed directly by the school committee shall have

access only to the student record information that is required for them to perform their duties; (b) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties; and (c) the Evaluation Team which evaluates a student.

#### *Destruction of Student Records*

Each student's transcript will be maintained for 60 years following graduation, withdrawal or transfer from school. The regulations require that the temporary record be destroyed within seven (7) years of a student's transfer or graduation. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information may be destroyed, the parent and eligible student shall be notified in writing and provided with the opportunity to obtain a copy of any records to be destroyed.

#### *Inspection of Student Records*

A parent and/or eligible student has the right to inspect all portions of the student record upon request. The parent and/or eligible student have the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating materials. The record must be made available to the parent or eligible student no later than ten (10) calendar days after the request, unless the parent or student consents to a delay. The parent and/or eligible student may request to have parts of the record interpreted by a qualified professional of the school, or may invite anyone else of their choosing to inspect or interpret the record with them.

#### *Confidentiality of Student Records*

With a few exceptions, no individuals or organizations but the parent(s), student, and authorized school personnel are eligible to access information in or from a student record without the specific, informed written consent of the parent or the student. One such exception is the authority of the school district to forward, without consent, the complete student record to schools or school districts to which a student transfer or enrolls. SVRVTSD hereby gives notice that it will forward student records to any school or school district to which a student transfers or enrolls.

#### *Amendments to Student Records*

Eligible students and/or parents have the right to add additional information, comments, data, and/or other relevant material to the student record. Eligible students and/or parents also have the right to request in writing that the student record be amended. Any such request should be directed to the principal. The Principal will render a written decision on such a request within one week. A denial of a request to amend a student record may be appealed to the Superintendent and, ultimately, to the School Committee

#### *Provision of Student Record from Previous School of Attendance*

In accordance with M.G.L. c.71, § 37L, upon enrollment students are required to provide a complete copy of the student's student record from the student's previous school or school district. Such records include, but are not limited to , records of "any incidents involving suspension or violation or criminal acts or any incident reports in which such student was charged with any suspendable act."

*Forwarding of Student Records and Personally identifiable Information to Employers and/or Post-Secondary Institutions:*

Students and their parents/guardians who request the forwarding of specific information to a third party such as a college or employer will be required to sign a form authorizing the release of the records.

*Non-Custodial Parents' Access to Student Records*

Unless there is a court order to the contrary, a non-custodial parent (parent without physical custody of the student) of any public school student has the right, subject to certain procedures, to receive information regarding the student's achievements, involvement, behavior, etc. A non-custodial parent who wishes to have this information shall submit a written request annually to the child's school principal. Upon receipt of such a request, the principal shall send written notification to the custodial parent by certified and first class mail that the records and information will be provided to the non-custodial parent in twenty-one (21) calendar days unless the custodial parent provides documentation of the non-custodial parent's ineligibility to access such information. In all cases where school records are provided to a non-custodial parent, the electronic and postal address and other contact information for the custodial parent shall be removed from the records provided. Any such records provided to the non-custodial parent shall be marked to indicate that they may not be used to enroll the student in another school. Upon receipt of a court order that prohibits the distribution of information pursuant to M.G.L. c. 71, § 34H, the school will notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent. M.G.L. c. 71, § 34H; 603 CMR 23.07.

*Directory Information*

Federal and state regulations authorize school districts to disclose appropriately designated "directory information" without written consent, unless you have specifically advised the district not to release this information, in accordance with district procedures. Directory information is information that is generally not considered harmful or an invasion of privacy if released, such as a student's name in a graduation program or a student's receipt of Honor Roll status. The Shawsheen Valley Regional Vocational Technical School District has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Email address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Shop Placement
- Co-op Placement
- The most recent educational agency or institution attended

**If you do not want directory information from your child’s education records disclosed without your prior written consent, please notify the Principal in writing no later than September 16th.**

### *Complaints*

A parent or eligible student has a right to file a complaint regarding student records with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920, 800-8 72-5327; or with the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148, 781-338-3300.

Further information on student rights as they pertain to student records may be found in the appendix to this Handbook or may be obtained from the administration or the Guidance office.

## **6-2 Services and Accommodations for Students with Disabilities**

The Shawsheen Valley Regional Vocational Technical School District is committed to providing quality education to all students regardless of their strengths or weaknesses. Some students with disabilities require specialized instruction and/or supportive services to enable them to make effective progress in school. Parents or teachers may refer students for an evaluation of the student’s eligibility for special education services under the Individuals with Disabilities Education Act and/or M.G.L. c. 71B. . Within five (5) school days of such a referral, a consent form authorizing an evaluation of the student will be forwarded to the parent(s). Upon receipt of the parent(s)' consent, an evaluation will be conducted and a Team meeting will be held to determine if the student is eligible for special education services. If the student is found eligible for special education services, the Team will develop an Individualized Education Program (IEP) identifying the necessary services.

**Additionally**, Section 504 of the Rehabilitation Act of 1973 (“Section 504”) requires a school district to provide a “free appropriate public education” (FAPE) to **any** qualified student with a disability who is in the **school district’s jurisdiction**. Under Section 504, a FAPE consists of the provision of regular or special education and related aids and services designed to meet the student’s individual educational needs as adequately as the needs of nondisabled students are met. Section 504 provides: “No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal **financial assistance** . . . “

Individuals who have complaints regarding the District’s compliance with Section 504 may bring suit in federal district court or file a complaint with the U.S. Department of Education, Office for Civil Rights, 5 Post Office Square, 8<sup>th</sup> Floor, Boston, MA 02118. In regard to concerns related to the identification, evaluation, and placement of students with disabilities, parents/guardians may file a hearing request with the Massachusetts Bureau of Special Education Appeals at 14 Summer Street, 4<sup>th</sup> Floor, Malden, MA 02148.

If you would like more information about special education services at SVRVTSD, please contact the SVRVTSD Support Services Program.

## **6-3 School Nurse**

The primary responsibility of the Nurse’s office is to administer first aid. A Registered Nurse is on duty in case of illness or accident. We cannot, and do not, make a diagnosis. It is the parent’s/guardian’s responsibility to seek further medical evaluation. Students should have a pass from the teacher or guidance counselor to the Nurse’s office, except in cases of emergency.

Annually, all students must provide documentation of updates immunization records and current physical to the Nurse. All notes pertaining to medical problems should be delivered directly to the Nurse's office. It is recommended that all completed Physical Examinations/Sports Physicals be delivered in person or be mailed directly to the Nurse's office vs. a teacher/coach. Any student who is authorized by their MD to self-administer medication is required to have a formal written authorization on file with the School Nurse.

Students are required to have permission forms signed by parents to dispense medication, such as Tylenol. Physician order forms for prescription medication are required for drugs such as Ritalin, Wellbutrin, or Adderall. Please be advised of the Drug and Alcohol policy in this Handbook; it also relates to carrying/possession of a prescribed medication.

Hearing, vision, postural, and blood pressure screenings are performed on an ongoing basis. Immunizations are recorded as mandated by Massachusetts Health Laws.

#### **6-4 Benjamin Wolk Memorial Library and Media Center**

A modern library resource center provides students with the atmosphere and reference material necessary to carry out independent study and research. A book collection in excess of 12,000 volumes is complemented by a wide variety of appropriate periodicals, technical manuals, and other resource material.

A fully equipped audiovisual lab adjoins the library. This facility is available to students and faculty to meet the needs of their media requirements. Closed circuit television and a complete television studio are available as a learning resource.

All students and staff accessing the electronic communications system at SVRVTSD must have a signed Acceptable Use Policy Agreement on file with the system administrator.

#### **6-5 Federal Civil Rights and Education Legislation**

- **Title VI:** Title VI of the Civil Rights Act of 1964<sup>1</sup> Prohibits discrimination, harassment, exclusion from participation and denial of benefits based on race, color, or national origin in programs or activities receiving federal financial assistance. Title VI is codified at 42 U.S.C. 200d et seq.; regulations have been promulgated under it in the Code of Federal Regulations at 28 CFR Part 42 et seq. at <https://www.justice.gov/crt/fcs/TitleVI-overview> .
- **EEOA:** The Equal Educational Opportunities Act of 1974<sup>1</sup> Prohibits the denial of equal educational opportunity in public schools on account of race, color, gender, or national origin due to deliberate segregation, failure to take affirmative steps to end deliberate segregation, or the failure to take appropriate action to overcome language barriers that impede equal participation by its students. The EEOA is codified at 20 U.S.C. 1701 et seq.
- **Title IX:** Title IX of the Education Amendments of 1972<sup>1</sup> Prohibits discrimination, harassment, exclusion from participation, and denial of benefits based on gender in educational programs and activities receiving federal financial assistance. Title IX is codified at 20 U.S.C. 1681 et seq.; regulations have been promulgated under it in the Code of Federal Regulations at 34 CFR Part 106 at <https://www.justice.gov/crt/overview-title-ix-education-amendments-1972-20-use-1681-et-seq> .
- **Section 504:** Section 504 of the Rehabilitation Act of 1973<sup>1</sup> Prohibits discrimination, harassment, exclusion from participation, and denial of benefits based on disability in programs and activities receiving federal financial assistance. Section 504 is codified at 29 U.S.C. 794; regulations have

been promulgated under it in the Code of Federal Regulations at 34 CFR Part 104 at <http://www2.ed.gov/about/offices/list/ocr/504faq.html>.

- Title II: Title II of the Americans with Disabilities Act of 1990 Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in public entities, including the area of educational programming. Title II is codified at 42 U.S.C. 12131 et seq.; regulations have been promulgated under it in the Code of Federal Regulations at 28 CFR Part 35 at <https://www.ada.gov/reg2.htm>.
- IDEA: The Individuals with Disabilities Education Act of 1997 governs special education; requires every state to have policies and procedures to ensure a free appropriate public education (FAPE) for all students with disabilities. IDEA is codified at 20 U.S.C. 1400 et seq.; regulations have been promulgated under it in the Code of Federal Regulations at 34 CFR Part 300 at <http://idea.ed.gov>.
- ESSA: Every Student Succeeds Act. Replaced the No Child Left Behind Act (NCLB). Topics include accountability and testing, teacher quality, research, regulation, funding, early-childhood education. <https://www.ed.gov/essa?src=ft>
- McKinney-Vento Homeless Assistance Act: Ensures that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education (FAPE), including a public preschool education, as provided to other children and youths <http://www2.ed.gov/programs/homeless/legislation.html>.

The McKinney-Vento Homeless Assistance Act requires that schools immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency, as long as the student has been properly immunized. Information on lead screenings as well as immunization records may be transferred over the phone. Parents or Guardians intending to register students who are homeless should be aware of the following:

1. Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing.
2. Children who move from a homeless situation into a permanent residence during the course of a school year have the right to stay in the school they were attending while they were temporarily homeless. If the child or youth continues his or her education in the school of origin but begins living in an area served by another school district, the school district of origin and the school district in which the homeless child or youth is living must agree upon a method to apportion the responsibility and costs for providing the child or youth with transportation to and from the school of origin. If the school districts cannot agree upon a method, the responsibility and costs for transportation are to be shared equally.
3. Students who chose to enroll in school where they are temporarily residing must be enrolled immediately, even if they do not bring the records usually required for enrollment with them. If a homeless student arrives without records, the school district's designated Homeless Education Liaison will assist the family and contact the previously attended school system to obtain the required records.
4. A child who is homeless and attending any school served by the local educational agency is eligible for Title I services and the Free and Reduced Lunch Program.

All of the preceding are coordinated by the Director of Guidance and Health Services with the exception of IDEA, which is coordinated by the Director of Support Services.

## 6-6 Equal-Educational Opportunity

No person shall be excluded from or discriminated against in admission to a public school or any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin, sexual orientation, gender identity, or disability. M.G.L. c. 76, § 5.

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Section 504 of the Rehabilitation Act of 1973 guarantees the right of disabled people to equal opportunity and the freedom from discrimination in all programs and activities that receive federal financial assistance. Section 504 states: “No otherwise qualified handicapped individual in the United States ... shall, solely by reason of his (sic) handicap be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” If you have any questions regarding the regulations of Section 504, contact the office of the Principal at (978) 667-2111 extension 637.

Any person who believes that they have been denied access to programs or activities, or have otherwise received unequal treatment because of race, gender, religion, national origin, sexual orientation, gender identity, homelessness, or disability may bring forward a complaint to the Director of Guidance.

### Grievance Procedure

An individual who believes they have a valid basis for grievance shall discuss the grievance informally with the Principal or his/her designee. The Principal or a designee will investigate the complaint and respond to the complainant within five (5) business days.

If after receiving the Principal’s response, the complainant wishes to initiate formal procedures, he/she may do so in accordance with the following steps:

- Step 1: A written statement of the grievance signed by the complainant shall be submitted to the Principal within five (5) days after receipt of response by the Director of Guidance concerning the informal complaint. The Principal shall further investigate the matters of the grievance and reply to the complainant and the accused within five (5) business days.
- Step 2: If the complainant wishes to appeal the decision of the Principal, he/she may submit a signed statement of appeal to the Superintendent-Director within five (5) business days after receipt of the Principal’s response. The Superintendent-Director shall meet with all parties involved, formulate a conclusion and respond in writing to the complainant within ten (10) business days.

A copy of each of the acts and regulations upon which this notice is based may be found in the guidance office.

- General Law c.111 F Right to Know Law. On September 26, 1984, Massachusetts enacted the Right to Know Law. The Act requires all employers, public and private, who make, process, use or store substances which the Department of Public Health deems toxic or hazardous, to label the substances, to inform students and employees about the substances and safety precautions and to provide detailed written information to these individuals upon request.

## 6-7 Nondiscrimination on the Basis of Gender Identity

- General. All students need a safe and supportive school environment to progress academically and developmentally. SVTHS administrators, faculty, staff, and students each play an important part in creating and sustaining an environment and culture in which transgender and gender

nonconforming students feel safe, supported, and fully included—meeting the school’s obligation to provide equal educational opportunities for all students, in compliance with G.L. c. 76, §5 and the state regulations. In order to further a safe and supportive school environment for all students, SVTHS will incorporate education and training about transgender and gender-nonconforming students into their anti-bullying curriculum, student leadership trainings, and staff professional development. Parents with questions or issues pertaining to support for transgender and gender-nonconforming students should contact their students’ Counselor or the Director of Guidance and Health Services.

- Admission. The gender identity law amended G.L. c. 76, § 5 to establish that no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of *gender identity*, among other characteristics.
- Confidentiality. Under state law, information about a student’s assigned birth sex, name change for gender identity purposes, gender transition, medical or mental health treatment related to gender identity, or any other information of a similar nature, regardless of its form, is part of the individual’s student record (see Massachusetts Student Records Regulations, 603 CMR 23.00), is confidential, and must be kept private and secure, except in limited circumstances.
- Gender markers; name and pronoun reference. A gender marker is the designation on school and other records that indicates a student’s gender. For most students, records that include an indication of a student’s gender will reflect a student’s assigned birth sex. For transgender or nonconforming students, however, a documented gender marker (for example, “male” or “female” on a permanent record) will reflect the student’s gender identity—not the student’s assigned sex—in response to a written, record-change request submitted to the Guidance Department by either the student or his/her parent or guardian. SVTHS clearly understands that the issue of name and pronoun reference to a transgender student must be prioritized and resolved to create an environment in which that student feels safe and supported
- Access to facilities and programs. All students are entitled to have access to restrooms, locker rooms and changing facilities that are sanitary, safe, and adequate, so they can comfortably and fully engage in their school programs and activities based on the particular circumstances and preference of the student and the existing school facilities. All students must be allowed to participate in all programs—including and especially Physical Education, intramural, and interscholastic athletic programs—in a manner consistent with their gender identities. This is consistent with the MIAA’s policy on Gender Equity and Leadership.

SVTHS will evaluate all gender-based policies, rules, and practices and maintain only those that have a clear and sound pedagogical purpose. Whenever students are separated by gender in school activities or are subject to an otherwise lawful gender-specific rule, policy, or practice, students will be permitted to participate in such activities or conform to such rule, policy, or practice consistent with their gender identity.

## **6-8 Teaching About Alcohol, Tobacco, and Drugs**

In accordance with state and federal law, the District shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades K-12. The alcohol, tobacco, and drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and drug use, with emphasis on nonuse by school-age children. The program also shall include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, tobacco, or drugs.

The objectives of this program, as stated below, are rooted in the Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of children and youth on healthy decision-making:

- To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth.
- To increase students' understanding of the legal, social, and health consequences of alcohol, tobacco, and drug use.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and drug use.

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent and approved by the School Committee.

### **6-9 Physical Restraint of Students**

Physical restraint is an emergency procedure of last resort and will be used only when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances. Any use of physical restraint will be administered in compliance with 603 CMR 46.00, and parents will be notified both orally and in writing in the event of a physical restraint of their child in accordance with state regulations.

### **6-10 Bullying Prevention and Intervention Plan**

#### **District Overview**

The Shawsheen Valley Regional Vocational Technical School District recognizes that safe learning environments are necessary for students to learn and achieve high academic standards. The District strives to provide and maintain safe learning and working environments for all students and all employees. It is the conviction of educators that all students have the right to participate confidently and fully in learning activities, both in and out of school, and contribute meaningfully to society by learning in a community culture where individual and developmental differences are acknowledged, appreciated, and respected.

We are committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We understand that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who is perceived to have one or more of these characteristics. The school will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing. These steps include, but are not limited to: 1) surveying students on school climate and school safety issues; and 2) collecting and analyzing building-specific data on the prevalence and characteristics of bullying. At least once every four years, the District will also administer a Department of Elementary and Secondary-developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Additionally, the District will annually report bullying incident data to the Department. We will not tolerate any unlawful or disruptive behavior, including any form of bullying,

cyberbullying, or retaliation in our school buildings, on school grounds, or during school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyberbullying, and we are committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan.

### **Program Components**

1. Prevention Team: Responsible for the systematic tracking, monitoring and evaluation of the school based bullying prevention program with special emphasis on analyzing incidents for systemic intervention.
  - Team Members will consist of members of the SST (Student Study Team), School Nurse, Dean's office, Guidance staff, School Psychologist, Support Services staff, and any others identified by the Principal.
  - Designated SST meetings for bullying prevention will occur twice a year.
  - SST will meet weekly to provide follow up.
2. Policy and procedures will be distributed to all students, parents, faculty, and staff (student handbook, annual written notice, website, employee handbook, etc.).
3. The Superintendent and School Committee will be provided with assurance of the compliance with this Plan, and the prevention team will submit a copy of the bullying prevention and intervention procedures adopted.
4. Monitor and review the effectiveness of the Bullying Prevention and Intervention Plan annually.
5. By June of each year, a brief annual summary will be submitted to the Superintendent regarding the implementation of the Bullying Prevention and Intervention Plan with recommendations for enhancements and/or improvements.
6. The Superintendent or designated representative has operational responsibility for the implementation of the Bullying Prevention and Intervention Plan.

### **Definitions**

*Aggressor* is a student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying, cyberbullying, or retaliation.

*Bullying*, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- (i) causes physical or emotional harm to the target or damage to the target's property;

- (ii) places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- (iii) creates a hostile environment at school for the target;
- (iv) infringes on the rights of the target at school; or
- (v) materially and substantially disrupts the education process or the orderly operation of a school.

Bullying includes cyberbullying.

*Cyberbullying* is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying shall also include: (i) the creation of a web page or blog in which the creator assumes the identity of another person; or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyberbullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

*Hostile environment*, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

*Retaliation* is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

*Staff* includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors, support staff, or paraprofessionals.

*Target* is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

### **Prohibition against Bullying and Retaliation**

Shawsheen Valley Regional Vocational Technical School District and Shawsheen Valley Technical High School prohibit the act of bullying, cyberbullying, or retaliation related to bullying:

- on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by the school district; or through the use of technology or an electronic device owned, leased, or used by the school district;
- at a location, activity, function, or program that is not school related through the use of technology or an electronic device that is not owned, leased, or used by a school district, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, witnesses bullying, or has reliable information about bullying is also prohibited.

## **Procedures and Guidelines for Reporting and Responding**

*These policies and procedures will ensure that members of the school community—student, parents, and staff—know what will happen when incidents of bullying are alleged to occur.*

### **Annual Notice**

At the beginning of each school year, Shawsheen Valley Regional Vocational Technical School District will provide administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the plan that is made available to parents or guardians. All communications will be in accordance with state and federal privacy laws and regulations and 603 CMR 49.00.

### **Reporting Bullying or Retaliation**

A culture of openness is considered the most effective means for countering this behavior. It is the responsibility of each member of the school community—students, staff and parents to report instances of bullying or suspicions of bullying, with the understanding that such reports will be listened to and taken seriously.

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously.

### **Reports may be made to:**

Dean of Students  
Shawsheen Valley Technical High School  
100 Cook Street  
Billerica MA 01821  
(978) 671-3638

### **Form Requirements**

Though the use of an Incident Reporting Form is not required as a condition of making a report, Shawsheen Valley Regional Vocational Technical School District will:

- 1) include a copy of the Incident Reporting Form in the beginning-of-the-year packets for students and parents or guardians;
- 2) make it available in the school's main office, the Guidance office, the school nurse's office; and
- 3) post it on the school's website.

The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

### **Reporting by Staff**

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. This includes custodians, cafeteria

workers, and coaches. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

### **Reporting by Students, Parents or Guardians, and Others**

Shawsheen Valley Regional Vocational Technical School District expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

### **Responding to a Report of Bullying or Retaliation**

#### **Safety**

Upon commencing an investigation, of allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. The principal may take additional steps deemed necessary by the school administration to protect the safety of the target and/or any witnesses while the investigation is ongoing.

Responses to promote safety may include, but are not limited to:

- pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus;
- identifying a staff member who will act as a “safe person” for the target;
- altering the aggressor’s schedule and access to the target;
- creating a personal safety plan for the target; and/or
- steps to promote safety during the course of and after the investigation, as necessary.

#### **Obligations to Notify Others**

- a. Notice to parents or guardians: Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation.
- b. Notice to Law Enforcement: At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer

enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

- c. Notice to Another School or District: If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- d. Notice to relevant staff/service agencies: In compliance with policies and procedures of the district, if the principal or his/her designee finds it appropriate, staff or referral agencies will be informed.

## **Investigation**

Upon receipt of a report or complaint that would, if true, constitute bullying, cyberbullying or retaliation, the principal or designee will promptly commence an investigation.

During the investigation the principal or designee will:

- Interview students, staff, witnesses, parents or guardians, and others as necessary;
- Remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action;
- Maintain confidentiality during the investigative process to the extent practicable;
- Maintain a written record of the investigation;
- If necessary, consult with legal counsel about the investigation.

Intent of Investigation:

- Determine the nature, frequency, and severity of the presenting situation;
- Identify aggressor(s), target(s), and bystanders;
- Provide a safety and comfort plan for the target(s);
- Identify whether or not the bullying has occurred on or off campus;
- Gather evidence (testimony, documents, screenshots, etc.)

Determinations

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated by a preponderance of the evidence, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. Any student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

The principal or designee:

- Will determine what remedial action is required, if any;
- Will determine what responsive actions and/or disciplinary action is necessary;
- Will promptly notify the parents or guardians of the target and the aggressor (or the aggressor directly if an adult) about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation in compliance with state and federal privacy laws and regulations. In notifying the parents of a target or aggressor of an investigation or the principal's findings thereon,

- the principal shall maintain the privacy and confidentiality of any individual or child who is not the child of the parents to whom the notice is provided. The principal shall ensure that any notice to the parents complies with applicable state regulations including, but not limited to, 603 CMR 49.00;
- Will inform the parent or guardian of the target about the Department of Elementary and Secondary Education’s problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination;
  - May **NOT** report disciplinary action taken against an aggressor to the target’s parent or guardian in compliance with student record confidentiality UNLESS it involves a “stay away” order or other directive that the target must have knowledge about in order to report violations; and
  - May consult with teachers and counselors.

Depending upon the circumstances, the principal or designee may choose to consult with the student’s teacher(s) and/or school counselor, and the target’s or aggressor’s parents or guardians to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

### **Response/Consequences**

Upon the principal or designee determining that bullying, cyberbullying or retaliation has occurred, the school will take corrective action balances the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v).

#### **Consequences should take into consideration:**

- Nature, severity, and number of occurrence(s) of the behavioral impact on the target
- Degree of physical, psychological, and social harm on the target
- Student’s age, development and degree of maturity
- Surrounding circumstances and context in which the incident(s) occurred
- Prior disciplinary history and continuing patterns of behavior
- Relationship between and among the parties involved
- Context in which the alleged incident(s) occurred

#### **1. Skill-building approaches that the principal or designee may consider include:**

- offering individualized skill-building sessions based on the school’s anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

#### **2. Disciplinary Action (consistent with considerations above and Shawsheen’s code of conduct)**

Disciplinary action may include, but is not limited to:

- Verbal reprimand
- Temporary removal from the classroom
- Loss of privileges, including before and after school activities

- Notice to parent
- Supervised lunch, classroom transition, etc.
- Detention
- Suspension
- Reassignment of seats in lunch, bus, class, etc.
- Reassignment of classes
- Referral to an outside agency
- Reassignment to another school or another mode of transportation
- Report to law enforcement

Any student who knowingly makes a false accusation of bullying or retaliation may be subject to disciplinary action:

- Verbal reprimand
- Temporary removal from the classroom
- Loss of privileges, including before and after school activities
- Notice to parent
- Detention
- Suspension
- Referral to an outside agency
- Report to law enforcement

Students with Disabilities: Shawsheen Valley Regional Vocational Technical School District will adhere to federal and state laws governing disciplinary action and students with disabilities including but not limited to those outlined by the *Individuals with Disabilities Education Act* (IDEA).

Staff: Any staff member who is determined to have engaged in bullying of a student shall be subject to disciplinary action including, but not limited to, reprimand, suspension and termination in accordance with applicable laws and collective bargaining agreement.

### **3. Promoting Safety for the Target and Others**

Upon determining that bullying or retaliation has occurred, the principal shall, in conjunction with relevant school personnel, consider what adjustments or interventions, if any, are needed in the school environment to ensure the target's safety and that of any witnesses. Any such adjustments or interventions to be provided for the target shall be documented in writing in an Individual Safety Plan.

### **4. Referral to Outside Services**

Where appropriate and consistent with applicable laws, regulations, and policies, students found to have engaged in or been the victim of bullying, may also be referred to outside agencies and/or service providers. It shall be the responsibility of the principal or designee, through consultation with staff, community service organizations, and district administration to identify resources and services available to such students.

### **5. Monitoring of Interventions**

Within a reasonable period of time following the determination and implementation of customized and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

## **Collaboration and Interaction with Families**

### ***Information***

Shawsheen Valley Regional Vocational Technical School District will engage and collaborate with families of students to increase the capacity of the school to respond and prevent bullying activities. This includes information regarding the Bullying Prevention and Intervention Plan, and:

- how parents and guardians can reinforce the curricula at home and support the Bullying Prevention and Intervention Plan;
- the dynamics of bullying; and
- online safety and cyberbullying.

Parents and guardians will be notified in writing each year about the student-related sections of the Bullying Prevention and Intervention Plan. We will translate into languages most accessible to the parents and guardians.

### ***Parent Education and Resources***

Shawsheen Valley Regional Vocational Technical School District will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the school that includes how parents can reinforce the curriculum at home and support the school plan, the dynamics of bullying, and online safety and cyberbullying. Shawsheen will post the comprehensive plan on its website ([shawsheentech.org](http://shawsheentech.org)).

### **Resources and Service**

- A. Identifying resources. Shawsheen Valley Regional Vocation Technical School District will conduct a review of current staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services. These resources will be incorporated into the notifications for services and integrated into health, safety, and counseling curricula.
- B. Counseling and other services. Shawsheen Valley Regional Vocational Technical School District works closely with the District Attorney's office and other regional organizations providing safety and student support programs and services. We will continue to employ a social worker as part of the full-time staff to assist the Dean's office in outreach and support for students. Student referrals for community support will occur through the Student Study Team, and by individual members of the student support staff including but not limited to the school psychologist, guidance, nurse, dean and administrative staff. The members of the SST will develop safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors.
- C. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.
- D. Referral to outside services. There is a referral protocol for referring students and families to outside services. Clear protocols will help students and families access appropriate and timely services. Referrals must comply with relevant laws and policies.

## **Bullying Prevention Instruction**

*Shawsheen Valley Regional Vocational Technical School District will provide age-appropriate evidence-based instruction on bullying prevention in each grade that is incorporated into the school's curricula. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development.*

- A. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:
- using scripts and role plays to develop skills;
  - empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
  - helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
  - emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
  - enhancing students' skills for engaging in healthy relationships and respectful communications; and
  - engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan.

- B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:
- setting clear expectations for students and establishing school and classroom routines;
  - creating safe school and classroom environments for all students, including students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students without regard to legal status;
  - using appropriate and positive responses and reinforcement, even when students require discipline;
  - using positive behavioral supports;
  - encouraging adults to develop positive relationships with students;
  - modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
  - using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
  - using the Internet safely; and
  - supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

## **Building Supervision**

Shawsheen Valley Regional Vocational Technical School District will provide supervision of non-classroom areas such as corridors, lunch rooms and other spaces. This supervision formally occurs through the employment of hall monitors before school and assigned staff to all lunch activities. Additionally, staff will observe open spaces during class changes and after school. The Dean's office will monitor the open spaces throughout the day.

This monitoring will:

- A. Determine “hot spots” where bullying may be more likely to occur;
- B. Consider ways of keeping certain groups of students apart during transitions, and building positive collaborations between older and younger students; and
- C. Identify staffing or monitoring of these spaces.

### **Professional Development**

The District will provide a combined bullying prevention and intervention training each year for all employees to help them identify and respond to bullying, teasing and harassment. Continual on-going coaching for administrators will be provided to enhance the skill set of teachers and staff. In addition, schools are encouraged to offer education to parents about bullying prevention. This requires a common language to be presented.

- A. Annual staff training on the Plan. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.
- B. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of schoolwide and districtwide professional development will be informed by research and will include information on:
  - i. developmentally (or age-) appropriate strategies to prevent bullying;
  - ii. developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
  - iii. information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
  - iv. research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
  - v. information on the incidence and nature of cyberbullying; and
  - vi. Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students’ Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school or district for professional development includes:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;

- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

C. Written notice to staff. Shawsheen will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

### **Relationship to Other Laws**

Consistent with state and federal laws, and the policies of Shawsheen Valley Regional Vocational Technical School District, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege, and courses of study of such public school on account of race, color, sex, religion, ancestry, national origin, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with a person who is perceived to have one or more of these characteristics. Nothing in the Plan prevents the District from taking action to remediate discrimination or harassment based on a person’s membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the District to take disciplinary action or other action under M.G.L. c. 71, § 37H, § 37H½, § 37H3/4, § 41, § 42, M.G.L. c. 76, § 5, and other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

## **PART 7. EXTRA-CURRICULAR ACTIVITIES**

### **7-1 Eligibility**

Eligibility for **all** SVRVTHS’ extra-curricular and co-curricular activities and events—including interscholastic athletics program at any level—is dependent on the requirements outlined below.

*Academic Eligibility:* Eligibility based on grades will be determined four times a year, based on end-of-term grade reports. To be academically eligible a student must receive passing grades in 35 credit hours of work, and may not be failing shop or more than one course required for graduation, as recorded on the most recent end-of-term grade report.

Senior students who are academically ineligible based on the end-of-term grade report for term three will not be able to participate in senior activities and events (including prom) during quarter 4 unless, per discretion of the principal, academic eligibility requirements have been met and confirmed before the end of ticket sales or by senior sign-out (whichever comes first) This exception for prom attendance does *not* apply to junior, sophomore, or freshmen students, whose eligibility will be determined by the most recent end-of-term grade report.

*Violations of the Student handbook:* Eligibility may be denied, suspended, or revoked at any time for students who violate the school’s disciplinary policies, including but not limited to the tobacco, drug/alcohol, detention and attendance policies. Students are not eligible to participate in any activities on days that in-school or out-of-school suspensions have been assigned to them.

*MIAA Chemical Health Rule:* In addition to the district's Tobacco Free (5.5) and Drug- and Alcohol-Abuse (5.6) Policies, student athletes must comply with the MIAA's Chemical Health Rule and will be subject to both SVRTHS and MIAA consequences for any violation.

*Section 504 of the Rehabilitation Act:* SVRVTHS provides nonacademic and extracurricular services and activities in such a manner as is necessary to afford students with disabilities an equal opportunity for participation.

## **7-2 Student Government**

SVRVTSD has two active student groups concerned with the government of the school:

- The Student Council concerns itself with various activities that add much to the student life of the school. The group meets with the administration and shares the concerns of the students in the day-to-day life of the school.
- The Student Advisory Committee is a separate group of students. This committee formed to comply with the state law that require the formation of student advisory committees, meets with the District School Committee at least bi-monthly during the school year. These meetings give the students and Committee an opportunity to discuss many aspects of SVRVTSD that affect students both directly and indirectly.

## **7-3 National Honor Society**

The purpose of this organization shall be:

- To promote the ideals of scholarship, leadership, service and character.
- To assist Society Members in their pursuit of career and educational goals.
- To help build and maintain a stronger, more positive image for vocational and technical students, programs and schools in the local community and throughout the nation.
- To encourage the practice of high standards of personal and professional conduct and individual responsibility among the membership.
- To hold/attend conferences, workshops, and seminars for the education and mutual improvement of the members and to provide opportunity for the exchange of ideas and experiences through the meetings, publications, and research.
- To advance the growth and ideals of the Society throughout the United States of America.

Eligibility requirements to become a member of Shawsheen Valley Technical High School's National Honor Society include the following:

- Eligibility is limited to juniors and seniors at SVTHS.
- All eligible students must have at least a junior standing and a weighted cumulative GPA of at least a 3.8 and complete an application for consideration that includes:
  - Recommendations from 2 academic faculty members and a letter of reference from a community member.
  - A detailed account of active school activities, leadership roles, and community service commitments (15 hours minimum recommendation) with verifying name and phone numbers attached.
  - A 500-word essay detailing student's reason for meriting admission into the Society.
- Upon application approval, eligible students will be ask to participate in a round-table interview process conducted by a team of faculty members.

- Once inducted, society members will maintain a cumulative GPA of at least a 3.8, display appropriate leadership and character qualities, as well as a documented commitment to community and service. These include, but are not limited to: documented community service hours, school attendance, and bi-monthly Society morning meetings.
- Members will be placed on probation for 1 marking period following any infractions of the above criteria.
- Infractions not rectified after a subsequent marking period will result in exclusion from Shawsheen Valley Technical High School's National Honor Society.

#### **7-4 National Vocational-Technical Honor Society**

The purpose of this organization shall be:

- To promote the ideals of scholarship, leadership, service, character, and skill development among America's future workforce.
- To reward scholastic achievement in occupational, vocational, and/or technical education.
- To assist Society Members in their pursuit of career and educational goals.
- To help build and maintain a stronger, more positive image for vocational and technical students, programs and schools in the local community and throughout the nation.
- To encourage the practice of high standards of personal and professional conduct and individual responsibility among the membership.
- To help member schools to initiate and maintain strong working partnerships with local institutions of business, industry and commerce.
- To hold/attend conferences, workshops, and seminars for the education and mutual improvement of the members and to provide opportunity for the exchange of ideas and experiences through the meetings, publications, and research.
- To advance the growth and ideals of the Society throughout the United States of America.

Eligibility requirements to become a member of Shawsheen Valley Technical High School's National Technical Honor Society include the following:

- Eligibility is limited to juniors and seniors at SVTHS.
- All eligible students must have at least a junior standing and a weighted cumulative GPA of at least a 3.8 and complete an application for consideration that includes:
  - Recommendations from 2 academic faculty members and a letter of reference from a community service member.
  - A detailed account of active school activities, leadership roles, and community service commitments (15 hours minimum recommendation) with verifying name and phone numbers attached.
  - A 500-word essay detailing student's reason for meriting admission into the Society.
- Upon application approval, eligible students will be ask to participate in a round-table interview process conducted by a team of faculty members.
- Once inducted, society members will maintain a cumulative GPA of at least a 3.8, display appropriate leadership, commitment to community and service, and character qualities. These include, but are not limited to: documented community service hours, school attendance, and bi-monthly Society morning meetings.
- Members will be placed on probation for 1 marking period following any infractions of the above criteria.
- Infractions not rectified after a subsequent marking period will result in exclusion from Shawsheen Valley Technical High School's National Technical Honor Society.

## 7-5 Vocational Clubs

SkillsUSA is a national organization which develops professionalism and leadership qualities needed in the world of work. Among its activities are local, state, and national competitions in various trades. Opportunities are afforded to accept responsibilities, for meeting other vocational students, and for travel. Membership is available to students in grades 10, 11, and 12.

## 7-6 Other Clubs

Other student clubs include newspaper, yearbook, ski, math, robotics, art, BATV, chess, outdoor, reading, travel, sportsmen/sportswomen, and science. Other activities will be offered contingent on sufficient numbers to warrant the establishment of each group.

## 7-7 Athletics

- **Sports-Related Concussion Protocol** This protocol outlines procedures for staff to follow in managing head injuries. Shawsheen Valley Technical High School seeks to provide a safe return to activity for all athletes after injury, particularly after a concussion. In order to effectively and consistently manage these injuries, procedures have been developed to aid in insuring that concussed athletes are identified, treated and referred appropriately, receive appropriate follow-up medical care during the school day, including academic assistance, and are fully recovered prior to returning to activity.

Sports related head injuries and concussions can have serious consequences for students including long term health and educational issues if they are not properly managed. Early recognition of a concussion is essential to maximize safe management. Under the DPH 105 CMR 201.000 all school districts must have policies and procedures governing the prevention and management of sports related head injuries within the school district. Copies of the regulation can be found with the School Nurse, Athletic Director, Athletic Trainer, and Director of Guidance.

This protocol will be reviewed on a yearly basis by the SVTHS medical staff. Any changes or modifications will be reviewed and given to athletic department staff and appropriate school personnel in writing.

- I. Recognition of concussion
  - II. ImPACT neuropsychological testing requirements
  - III. Management and referral guidelines (including prevention education) for all staff
  - IV. Protocol for Assessment
  - V. Procedures for the Certified Athletic Trainer (ATC)
  - VI. Guidelines and procedures for coaches
  - VII. Follow-up care of the athlete during the school day
  - VIII. Return to play procedures
  - IX. Cantu Concussion Severity Grades (2001)
- Appendix A
  - Appendix B
  - Signature page
  - Sports Head Injury Regulation Frequently Asked Questions (8/2011)
  - 105 CMR 201.00 Head Injuries and Concussions in Extracurricular Athletic Activities
  - Pre-Participation Head Injury/Concussion Reporting Form
  - Post Sports-Related Head Injury Medical Clearance and Authorization Form
  - Report of Head Injury during Sports Season
  - Heads Up Concussion in Youth Sport—A Fact Sheet for Athletes
  - Heads Up Concussion in Youth Sport—A Fact Sheet for Parents
  - Heads Up Concussion in Youth Sports—A Fact Sheet for Coaches

## I. Recognition of Concussion

### A. Common signs and symptoms of sports-related concussion

#### 1. Signs (observed by others):

- a. Athlete appears dazed or stunned
- b. Confusion (about assignment, plays, etc.)
- c. Forgets plays
- d. Unsure about game, score, opponent
- e. Moves clumsily (altered coordination)
- f. Balance problems
- g. Personality change
- h. Responds slowly to questions
- i. Forgets events prior to hit
- j. Forgets events after a hit
- k. Loss of consciousness (any duration)

#### 2. Symptoms (reported by athlete):

- a. Headache
- b. Fatigue
- c. Nausea or vomiting
- d. Double vision, blurry vision
- e. Sensitive to light or noise
- f. Feels sluggish
- g. Feels “foggy”
- h. Problems concentrating
- i. Problems remembering

#### 3. These signs and symptoms are indicative of probable concussion. Other causes or symptoms should also be considered.

### B. Cognitive impairment (altered or diminished cognitive function)

#### 1. General cognitive status can be determined by simple sideline cognitive testing.

- a. AT may utilize SCAT 2 (Sports Concussion Assessment Tool2)<sup>3</sup> (See Appendix A), SAC, or other standard tool for sideline cognitive testing.

## II. ImPACT Neuropsychological Testing Requirements

A. ImPACT (Immediate Post-Concussion Assessment and Cognitive Testing) is a research-based software tool utilized to evaluate recovery after a concussion. It was developed at the University of Pittsburgh Medical Center (UPMC). ImPACT evaluates multiple aspects of neurocognitive function, including memory, attention, brain processing speed, reaction time, and post-concussion symptoms.

#### 1. Neuropsychological testing is utilized to help determine recovery after concussion.

A. All contact sport athletes at Shawsheen Valley Technical High School are required to take a baseline ImPACT test prior to participation in sports at SVTHS (usually freshman year).

B. Athletes in collision and contact sports (as defined by the American Academy of Pediatrics classifications) are required to take a “new “baseline test prior to participation their junior year (list collision/contact sports at your school).

### III. Management and Referral Guidelines for All Staff

- A. Any athlete with a witnessed loss of consciousness (LOC) of any duration should be spine boarded and transported immediately to the nearest emergency department via emergency vehicle.
- B. Any athlete who has symptoms of a concussion, and who is not stable (i.e., condition is changing or deteriorating), is to be transported immediately to the nearest emergency department via emergency vehicle.
- C. Any athlete who exhibits any of the following symptoms should be transported immediately to the nearest emergency department via emergency vehicle.
  - 1. deterioration of neurological function
  - 2. decreasing level of consciousness
  - 3. decrease or irregularity in respirations
  - 4. decrease or irregularity in pulse
  - 5. unequal, dilated, or unreactive pupils
  - 6. any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
  - 7. mental status changes: lethargy, difficulty maintaining arousal, confusion, or agitation
  - 8. seizure activity
  - 9. cranial nerve deficits
- D. Any athlete who is symptomatic but stable may be transported by his or her parents. The parents should be advised to contact the athlete's primary care physician, or seek care at the nearest emergency department, on the day of the injury.
  - 1. ALWAYS give parent the option of emergency transportation, even if you do not feel it is necessary.
- E. A head injury/concussion education program will be a part of the Athletic Department's player/coach/parent meetings each year. The CDC's "Heads Up" concussion fact sheets will be made available to athletes, coaches and parents at these meetings and will be available on the school's website.
- F. A brief head injury/concussion education presentation to faculty including the need for academic restrictions will be a part of a faculty meeting annually.
- G. All student athletes will be required to complete Pre-Participation Head Injury/Concussion Reporting Form (as all students must disclose history of head injuries at the start of each season).
- H. Athletic Trainers will be certified and annually trained.

### IV. Protocol for Assessment

- A. Athletic Trainer will determine if symptoms are severe, or if mild post-concussive symptoms do not disappear within 15 minutes, student will be recommended to be evaluated by a physician.
- B. Athletic Trainer will complete accident form. Copies provided to Athletic Director and School Nurse.
- C. If a student is referred to a physician for evaluation, the School Nurse, Athletic Director, and Athletic Trainer must receive a signed Post Sports Related Medical Clearance and Authorization Form from the physician.

- D. Under Follow Up Care of the Athlete During the School Day: Once the School Nurse is made aware that a student is out due to a head injury, she will report it to the Guidance Director who will inform the Director of Academics, student's guidance counselor, and Director of Student Services. The Academic Director will inform the student's teachers.
- E. When a student is provided clearance to return to school by a physician, the School Nurse will notify the Guidance Director who will arrange a re-entry meeting. This meeting will address academic, social/emotional concerns/supports.
- F. Athletic Trainer will use Return to Play Guidelines

#### V. Procedures for the Certified Athletic Trainer (ATC)

- A. The ATC will assess the injury, or provide guidance to the coach if unable to personally attend to the athlete.
  - 1. Immediate referral to the athlete's primary care physician or to the hospital will be made when medically appropriate (see section III)
  - 2. The ATC will perform serial assessments following recommendations in the NATA Statement, and utilize the SCAT2 (Sport Concussion Assessment Tool2), as recommended by the Prague Statement.
    - a. The Athletic Trainer will notify the athlete's parents and give written and verbal home and follow-up care instructions.
- B. The ATC will notify the school nurse of the injury, prior to the next school day, so that the school RN can initiate appropriate follow-up in school immediately upon the athlete's return to school.
  - 1. The ATC will continue to provide coordinate care with the school RN, for the duration of the injury.
- C. The ATC is responsible for administering post-concussion ImPACT testing.
  - 1. The initial post-concussion test will be administered within 48-72 hours post-injury, whenever possible.
    - a. Repeat post-concussion tests will be given at appropriate intervals, dependent upon clinical presentation.
  - 2. The ATC will review post-concussion test data with the athlete and athlete's parent.
    - a. ImPACT data will be forwarded to the school medical advisor for review and consultation.
  - 3. The ATC will forward testing results to the athlete's treating physician, with parental permission and a signed release of information form.
  - 4. The ATC or the athlete's parent may request that a neuropsychological consultant review the test data. The athlete's parents will be responsible for charges associated with the review.
  - 5. The ATC will monitor the athlete, and keep the School Nurse informed of the individual's symptomatology and neurocognitive status, for the purpose of developing or modifying an appropriate health care plan for the student athlete.

6. The ATC is responsible for monitoring recovery and coordinating the appropriate return to play activity progression.
7. The ATC will maintain appropriate documentation regarding assessment and management of the injury. He/she will provide all documentation to the School Nurse.

## VI. Guidelines and Procedures for Coaches: Recognize, Remove, Refer

### A. Recognize concussion

1. All coaches should become familiar with the signs and symptoms of concussions that are described in section I.
2. Very basic cognitive testing should be performed to determine combine deficits, (See Appendix A #5-8) Heads Up for Coaches fact sheet.

### B. Remove from activity

1. If a coach suspects the athlete has sustained a concussion, the athlete should be removed from activity until evaluated medically.
2. Any athlete who exhibits signs or symptoms of a concussion should be removed immediately, assessed, and should not be allowed to return to activity that day.

### C. Refer the athlete for medical evaluation

1. Coaches should report all head injuries to the SVTHS Certified Athletic Trainer (ATC) as soon as possible for medical assessment and management, and for coordination of home instruction and follow-up care. The ACT will be responsible for contacting the athlete's parents and providing follow-up instructions.
2. Coaches should seek assistance from the host site ATC if at an away contest.
3. If the SVTHS ATC is unavailable, or the athlete is injured at an away event, the coach is responsible for notifying the athlete's parents of the injury.
  - a. Contact the parents to inform them of the injury and make arrangements for them to pick the athlete up at school.
  - b. Contact the ATC at the above number, with the athlete's name and home phone number, so that follow-up can be initiated.
  - c. Remind the athlete to report directly to the school nurse before school starts, on the day he or she returns to school after the injury.
4. In the event that an athlete's parents cannot be reached, and the athlete is able to be sent home (rather than directly to MD):
  - a. The Coach or ATC should insure that the athlete will be with a responsible individual who is capable of monitoring the athlete and understanding the home care instructions before allowing the athlete to go home.
  - b. The Coach or ATC should continue efforts to reach the parent.
  - c. If there is any question about the status of the athlete, or if the athlete is not able to be monitored appropriately, the athlete should be referred to the emergency department for evaluation. A coach or responsible adult should accompany the athlete and remain with the athlete until the parents arrive.
  - d. Athletes with suspected head injuries should not be permitted to drive home.

## VII. Follow Up Care of the Athlete During the School Day

#### A. Responsibility of the school nurse after notification of student's concussion

1. The athlete will be instructed to contact the school nurse prior to returning to school to provide notice of plans to return. The school nurse will inform the Director of Guidance who will set up a re-entry meeting as well. The school nurse will arrange a time to meet with student for the following procedures: At this point, the school nurse will:
  - a. Re-evaluate athlete utilizing a graded symptom checklist (See Appendix B).
  - b. Review any medical evaluations with appropriate restrictions relevant to shops, gym, contact sports, and academics.
  - c. Provide an individualized health care plan based on both the athlete's current condition and initial injury information provided by the ATC or parent.
2. The Director of Guidance will schedule a re-entry meeting with the student, parents, School Nurse, Academic Director, Vocational Director, School Psychologist, and Guidance Counselor to discuss all school related issues and develop a plan (including but not limited to academics, PE, make up work, and work in shop). If need be, the Director of Student Services will also be invited. The Academic Director will notify the student's teachers of the student's return.
3. If the school nurse receives notification of a student-athlete who has sustained a concussion from someone other than the ATC (athlete's parent, athlete, and physician note) the ATC should be notified as soon as possible so that an appointment for ImPACT testing can be made.
4. Monitor the athlete on a regular basis during the school day

#### VIII. Return to Play (RTP) Procedures after Concussion

##### A. Returning to participate on the same day of injury.

1. As previously discussed in this document, an athlete who exhibits signs or symptoms of a concussion or has abnormal cognitive testing, should not be permitted to return to play on the day of the injury. Any athlete who denies symptoms but has abnormal sideline cognitive testing should be held out of activity.
2. When in doubt, hold them out.

##### B. Return to play after concussion

1. The athlete must meet all of the following criteria in order to progress to activity:
  - a. Asymptomatic at rest and with exertion (including mental exertion in school)  
AND
  - b. Within normal range of baseline on post-concussion ImPACT testing AND
  - a. The athlete must provide Post Sports Related Head Injury Medical Clearance and Authorization Form from primary care physician or specialist.
2. Once the above criteria are met, the athlete will be progressed back to full activity following a stepwise process (as recommended by both the Prague and NATA Statements) under the supervision of the ATC.
3. Progression is individualized, and will be determined on a case by case basis. Factors that may affect the rate of progression include: previous history of concussion, duration and type of symptoms, age of athlete, and sport/activity in which the athlete participates. An athlete with a prior history of concussion, one who has had an

extended duration of symptoms, or one who is participating in a collision or contact sport should be progressed more slowly.

a. Criteria is based on Cantu Concussion Severity Grades (2001)

4. Stepwise progression as described in the Prague Statement:

- a. No activity—do not progress to step 2 until asymptomatic
- b. Light aerobic exercise—walking, stationary bike
- c. Sport-specific training (e.g., skating in hockey, running in soccer)
- d. Non-contact training drills

Note: If the athlete experiences post-concussion symptoms during any phase, the athlete should drop back to the previous asymptomatic level and resume the progression after 24 hours.

5. The ATC and athlete will discuss appropriate activities for the day. The athlete will be given verbal and written instructions regarding permitted activities.

Note: The ATC and athlete will each sign these instructions. One copy is for the athlete to give to the coach, and one will be maintained by the ATC.

6. The athlete should see the ATC daily for re-assessment and instructions until he or she has progressed to unrestricted activity and been given a written report to that effect from the ATC.

- a. Full-contact training drill
- b. Game play.

## IX Cantu Concussion Severity Grades (2001)

### A. Grade 1

1. No loss of consciousness and post-traumatic amnesia <30 minutes, and post-concussion symptoms 15-30 minutes.

### B. Grade 2

1. Loss of consciousness <1 minute or post-traumatic amnesia 30 minutes-24 hours.

### C. Grade 3

1. Loss of consciousness >1 minute, post-traumatic amnesia >24 hours, or signs and symptoms < 1 week.

- **Athletic Award Policy.** Students completing the season at any level of play will receive a certificate. Varsity participants will receive a letter or certificate depending upon the individual participation or achievement requirement of each sport. An athlete will receive one (1) and only one (1) chenille letter “S” for achievement in a varsity program. Pin inserts are awarded for any letter earned after the chenille “S”. A student earning four (4) varsity letters is eligible for a letter award jacket in his/her junior or senior year. An athlete who receives a jacket as a junior will receive a special plaque for participation in varsity programs as a senior. Outstanding athlete trophies are presented to the most outstanding individuals in each sport at the Athletic Awards Night. Each coach selects the award recipient for his/her varsity program. Varsity teams that win a league championship receive jackets. SVRVTSD offers interscholastic competition and/or awards varsity letters in the following programs:

*Fall Season*

Football	Varsity, Junior Varsity, Freshman
Boys Soccer	Varsity, Junior Varsity

Girls Soccer	Varsity, Junior Varsity
Volleyball	Varsity, Junior Varsity
Golf	Varsity
Co-ed Cross Country	Varsity, Junior Varsity
Football Cheerleading	Varsity, competition
Soccer Cheerleading	Varsity, competition

*Winter Season*

Wrestling	Varsity, Junior Varsity
Boys Basketball	Varsity, Junior Varsity, Freshman
Girls Basketball	Varsity, Junior Varsity
Boys Hockey	Varsity, Junior Varsity
Girls Hockey	Varsity
Co-ed Swimming	Varsity, Junior Varsity
Basketball Cheerleading	Varsity, competition
Hockey Cheerleading	Varsity, competition

*Spring Season*

Baseball	Varsity, Junior Varsity, Freshman
Girls Softball	Varsity, Junior Varsity, Freshman
Boys Lacrosse	Varsity, Junior Varsity
Girls Lacrosse	Varsity, Junior Varsity
Co-ed Track and Field	Varsity, Junior Varsity
Co-ed Tennis	Varsity

**7-8 Dance/Prom Permission Slips**

Students will be required to complete a permission slip for all guests wishing to attend scheduled dances that are sponsored by Shawsheen. Permission slips must be submitted to the Dean's office prior to ticket purchase. 21-year-old or older individuals will not be permitted as guests at any school-sponsored dance or prom.

**PART 8. SCHOLARSHIPS AND AWARDS**

**8-1 Sponsors**

Through the generosity of a rather large number of individuals and organizations, numerous scholarships and awards are given to deserving students annually. Scholarship recipients are selected by a committee composed of teachers, guidance personnel, administrators, and sponsors. The most common information requested by donors includes the student's future plans, his/her school achievement and, most importantly, his/her attitude toward school and studies.

All Burlington and Bedford scholarships are administered by the Burlington High School and Bedford High School Scholarship Committees. SVRVTSD students from these towns fill out a common application that is returned to the guidance office at the respective high schools. Billerica students apply to the Billerica Scholarship Committee to receive consideration for available awards. To apply for locally sponsored scholarships, a student should see his/her guidance counselor as early as possible in their senior year and complete the scholarship forms.

**8-2 Citizenship**

Citizenship awards will be granted for a shop student in grades 10, 11 and 12. One student from each shop will receive this award. Citizenship awards will be granted for academic students in grades 9, 10, 11, and 12. Each teacher may select one student to receive this award. The Citizenship award is presented to students for outstanding effort, attendance, punctuality, and sincerity in all work. In

order for students to be eligible for a citizenship award, students cannot have received a suspension during the quarter in which the awards are announced and/or presented.

## **PART 9. COMPUTER NETWORK & INTERNET ACCEPTABLE USE POLICY (AUP)**

- Computer Network.

The purpose of Shawsheen Valley Technical School District's computer network is to promote the exchange of information and to further education and research consistent with the mission of the Shawsheen Valley Technical High School District. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes but is not limited to: copyright violations (students should assume that all materials available on the Internet are protected by copyright), libel laws (students cannot defame people through published material on the school network or Internet) and criminal acts (Student are prohibited from engaging in harassing email, cyber stalking, hacking, child pornography, and vandalism). Interpretations, application, and modification of this AUP are within the sole discretion of the District. Any questions of issues should be directed to the Shawsheen Valley School District Principal. The use of the Shawsheen computer network and Internet is a privilege, not a right, and inappropriate use will result in a cancellation of this privilege. In addition, violation of any conditions of use described here may be cause for disciplinary action. The system administrators will deem what is inappropriate use, and their decision is final. Also, system administrators may close an account at any time as required.

- The Shawsheen computer network is not for private or commercial business use, political, or religious purposes.
- Any use of the Shawsheen computer network for illegal activity is prohibited. All communications and information accessible via the network are open to review by administration, and should not be assumed to be private property.
- Use of the Shawsheen computer network to access obscene or pornographic material is prohibited.
- Using programs that harass Shawsheen users or infiltrate the computing system and/or damage the software components is prohibited.

- Internet Etiquette

- Be polite. Do not get abusive in your email messages to others.
- Illegal activities such as harassing or cyber bullying are strictly forbidden
- Do not pretend to be someone else.
- Do not attempt to bypass security settings or Internet filters.
- Remember that when you post on Internet social networking sites (such as MySpace, Facebook, etc.) you can reflect negatively on yourself and other students at Shawsheen. Think before you post or paste.
- Do not reveal your personal address or phone numbers to students or colleagues.
- Do not use the network in such a way that you would disrupt the use of the network by other users.

- Security

- You will respect the rights and property of others and will not improperly access, misappropriate, or misuse the files, data or information of others.
- You may not share your account with anyone or leave the account open or unattended.
- You will keep all accounts and passwords confidential and not accessible to others.
- You are responsible for making back-up copies of the documents critical to you.
- Any user identified as a security risk or having a history of computer network problems at Shawsheen may be denied access to Shawsheen computer network.

- Software and External Files
  - Students are responsible for taking precautions to prevent computer viruses on Shawsheen Technical High School's equipment.
  - The illegal installation of copyrighted software or files (including games) for use on District computers is prohibited.
  - Students may upload external files to their network folder as part of a class project but should clean up their folders on a regular basis including the end of the school year.
  - Students should backup important files that they need such as resumes or class projects. The Shawsheen Computer Services department is not responsible for restoring student files that are deleted or damaged.
  - The use of unauthorized streaming media (such as online radio stations or videos) by students is prohibited.
  - Chat and instant messaging applications are not allowed on the Shawsheen computer network.
  - All student files and Internet access may be examined by administrators for educational and administrative purposes, including the need to ensure that this AUP is being adhered to.
  - Administrators will also cooperate in providing access to Internet usage to law enforcement authorities in the case of a violation of a Federal or state law.

**SHAWSHEEN VALLEY TECHNICAL HIGH SCHOOL  
AGREEMENT FOR AN ELECTRONIC COMMUNICATION SYSTEM ACCOUNT**

Student's name \_\_\_\_\_  
*Please Print*

Student's year of graduation \_\_\_\_\_

I have read the Shawsheen Valley Technical High School Network and Internet AUP and agree to abide by its provisions. I understand that violation of these provisions may constitute suspension or revocation of computer and Internet access and related privileges.

Student's signature \_\_\_\_\_

Date \_\_\_\_\_

---

Parent's name \_\_\_\_\_  
*Please print*

I have read the Shawsheen Valley Technical High School Network and Internet AUP. I will monitor my student's access to the Internet at home and will accept responsibility for supervision in that regard if and when my student's use is not in accordance with the school's AUP. In consideration for the privilege of using the District's computer network and Internet access, I hereby release the District, its operators and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my, or my student's use, or inability to use, the system including, without limitation, the type of damages identified in the District's policy and administrative regulations.

I give my permission to issue an account for my student and certify that the information contained on this form is correct.

I do not give my permission for my student to participate in the district's communications system.

Parent's signature \_\_\_\_\_

Date \_\_\_\_\_

## PART 10. SHAWSHEEN TRAVELERS' CODE OF CONDUCT

Participants in overnight activities sponsored by SVRVTSD will abide by the following code of conduct. A participant is ANY person attending such an activity in ANY capacity. The code of conduct is in effect from the time of departure to the time of return.

- The purpose of the code of conduct is to ensure the safety and enjoyment of all who participate in the activity, and of those with whom the group comes in contact.
- Participants will not use or have in their possession tobacco products, alcoholic beverages, or drugs in any form.
- While in transit to and from the site of the activity, each participant will conduct himself/herself in such a manner that the comfort and safety of others is not adversely affected.
- While at the place of lodging, each participant shall conduct him/herself so that the rights of others are respected.
- Participants will sleep in assigned rooms, and will be in such rooms at time of curfew.
- Each participant will be responsible for any amount of damage incurred during the trip. Should it not be possible to determine the responsible persons, the costs of any damage will be charged to roommates or to all other participants in the activity.
- Each participant will follow any and all instructions given by sponsors or chaperones.
- Each participant understands that violations of this code may result in the following actions.
  - Restriction from activities during the trip;
  - Exclusion from future school activities;
  - Disciplinary action from the school office;
  - Disapproval of future activities of this nature.
- We reserve the right to send home without refund anyone whose behavior warrants this.
- No student shall participate in the use of a pool or other water facilities without the supervision of a chaperone and/or lifeguard.

If a student cannot swim he/she will not be allowed in the pool or other water facility. Please check the appropriate box below.

My student can swim during field trips.

My student cannot swim during field trips.

---

Parent/guardian signature

---

Date

## **PART 11. FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

### **11-1 Notification of Rights under FERPA**

Rights Under FERPA for Elementary and Secondary Schools. The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (eligible students) certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the Guidance office a written request that identifies the record(s) they wish to inspect. The Guidance office will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the Guidance Director, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Committee; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Shawsheen School District to comply with the requirement of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

### **11-2 Rights Under the Protection of Pupil Rights Amendment**

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA). PPRA affords parents and students who are 18 or emancipated minors (eligible students) certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (protected information survey) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)

- Political affiliations or beliefs of the student or student’s parent;
  - Mental or psychological problems of the student or student’s parent;
  - Sex behavior or attitudes;
  - Illegal, anti-social, self-incriminating, or demeaning behavior;
  - Critical appraisals of others with whom respondents have close family relationships;
  - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  - Religious practices, affiliations, or beliefs of the student or parents; or
  - Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of
    - Any other protected information survey, regardless of funding;
    - Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law;
    - Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
  - Inspect, upon request and before administration or use
    - Protected information surveys of students;
    - Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
    - Instructional material used as part of the educational curriculum.

The Shawsheen Valley Regional School District has/will adopt policies in consultation with parents regarding these rights, as well as arrangements to protect students privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Shawsheen Valley Regional School District will also directly notify parents and eligible students, such as through U.S. mail or email, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with: Family Policy Compliance Office; U.S. Department of Education; 400 Maryland Avenue, SW Washington, DC 20202-4505

**PART 12. SIGNATURE PAGES**

**SIGNATURE PAGE 1: HANDBOOK COMPLIANCE**

Students and parents must complete and sign this page and return it to the student's homeroom teacher within three (3) school days of issue.

Student's name \_\_\_\_\_  
*Please Print*

Student's year of graduation \_\_\_\_\_

Student's shop or homeroom \_\_\_\_\_

I have read and understand the Shawsheen Valley Regional Vocational Technical School District Handbook and will abide by its rules and regulations.

Student's signature \_\_\_\_\_

Date \_\_\_\_\_

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Parent's name \_\_\_\_\_  
*Please Print*

Parent's home telephone \_\_\_\_\_

Parent's work telephone (1) \_\_\_\_\_

Parent's work telephone (2) \_\_\_\_\_

I have read and understand the Shawsheen Valley Regional Vocational Technical School District Handbook and will monitor my child's compliance with its rules and regulations.

Parent's signature \_\_\_\_\_

Date \_\_\_\_\_

## SIGNATURE PAGE 2: RELEASE FORM

Parents/guardians must complete and sign this page and return it to the student's homeroom teacher within three (3) school days of issue.

In the publication of special school-sponsored events and programs that take place during the year, media reporters and/or photographers typically feature students or groups of students in action. We welcome these opportunities to showcase the quality of our school system and the accomplishments of our students.

The purpose of this notice is to obtain a release so that your child or ward may be videotaped or photographed during the year. To that end, please complete, sign, and return this Release Form.

Student's name \_\_\_\_\_  
*Please Print*

Student's year of graduation \_\_\_\_\_

Student's shop or homeroom \_\_\_\_\_

Please check the appropriate responses below.

- I give permission for my child to be videotaped or photographed. I understand that the name of my child might be used in the caption.
- I would not like my child to be photographed or videotaped.
- Under the supervision of the building principal or designee, I give permission for my child to be asked general questions during these videotaping and photographic occasions.
- I do not give permission for my child to answer questions.

Parent's name \_\_\_\_\_  
*Please Print*

Parent's signature \_\_\_\_\_

Date \_\_\_\_\_