

Shawsheen Valley Technical High School

2026-2027 SVTHS Student Handbook

Approved: Tuesday, April 28, 2026



General 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, gender identity, pregnancy and/or pregnancy related conditions, religion, disability, or homelessness status in accordance with (M.G.L. c.76 §5) and Chapter 151B of the General Laws.

SVTHS has adopted and implemented grievance procedures to ensure the prompt and equitable resolution of complaints of discrimination and harassment on the basis of membership in any of the above protected classes. Those grievance procedures may be accessed through the SVTHS website, the Principal's office, and/or the Title IX Coordinator. To make a report or to file a complaint of discrimination, including discriminatory harassment, please contact the SVTHS Civil Rights Coordinator's office at: James Carlson, Director of Guidance & Health Services: 978-667-2111, ext.1315; jcarlson@shawtech.org.

Title IX Notice of Non-Discrimination

Shawsheen Valley Technical High School, in accordance with Title IX of the Education Amendments of 1972, does not discriminate on the basis of sex in any education program or activity that it operates. Shawsheen Valley Technical High School is committed to maintaining an educational and work environment free from all forms of discrimination, including sexual harassment and retaliation.

The District's Title IX Grievance procedures can be found in this Student Handbook and on the Principal's page of the school website.

Handbook Accessibility

This handbook has been translated into the major languages spoken by parents or guardians of District Students. If parent's or student's primary language is not English, and the school has not already translated a student handbook or student code of conduct into their primary language, the school will translate a handbook and/or code of conduct into that language. The District will also make oral interpretation available for any parent or guardian with limited English skills, including parents or guardians who speak low-incidence languages.

Title VI; EEOA 20 U.S.C. 1703(f); M. G. L. c. 76, section 5; 603 CMR 26.02(2); 603 CMR 26.03; 603 CMR 26.08

WELCOME

On behalf of the Shawsheen Valley Regional Vocational Technical School District and the School Council, I would like to welcome all new and returning students to the 2026-2027 school year!

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.

The policies outlined in this handbook have been designed to support our school's mission so that students can gain the skills, knowledge, habits, and experience needed to be successful at Shawsheen, on co-op, and on the postsecondary paths they pursue after graduation.

Please don't hesitate to reach out with questions or concerns throughout the school year. You can utilize the contact information below to connect with the appropriate individuals/offices to address your needs.

Dial 978-667-2111 and then enter the four-digit extension for the person you want to reach when prompted to do so.

Assistant Principal	X1505
Attendance (to report student absences, dismissals, etc.)	X1507
Athletics Office	X1330
Co-op Office	X1328
Dean of Students	X1506 & X1508
Director of Academic Programs	X1204
Director of Ed Tech and Digital Learning	X1527
Director of Guidance & Health Services (Civil Rights & Title IX Coordinator)	X1315
Director of Support Services	X1225
Director of Vocational-Technical Programs	X1206
Guidance Office	X1318 & X1618
Principal	X1202
School Nurses' Office	X1322 & X1622 & X1722
Superintendent-Director	X1302

We look forward to a great school year!

Sincerely,
Jessica Cook
Principal

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PART 1. INTRODUCTION

The purpose of this handbook is to provide information and notice to students and their parents/guardians regarding Shawsheen Valley Regional Vocational Technical School District (SVRVTSD) policies, activities, rules, regulations, and schedules. All students attending Shawsheen Valley Technical High School are expected to abide by the rules and regulations in the Student Handbook. Parents/Guardians are expected to monitor their student's compliance with the rules and regulations listed in the Handbook. Since you will be required to comply with the conduct requirements and discipline procedures as documented herein, please read this handbook carefully.

In lieu of signature pages at the end of this handbook, parents/guardians will be required to provide permission electronically, as follows:

1. **Incoming Students:** The first year a student is enrolled at Shawsheen, parents/guardians will complete the items listed below as part of the electronic student registration process:
 - an acknowledgement statement verifying that you and your student have read, understand and will abide by the rules and regulations of SVRVTSD;
 - an acknowledgment of the District's Network Infrastructure & Acceptable Use Policy (AUP);
 - a Travelers' Code of Conduct; and
 - a District Release Form with options for authorizing videotaping and photographing of the student during the school year.

NOTE: If a parent/guardian wishes to make changes to the permissions for the Travelers' Code of Conduct or the District Release Form later in the year or in future years, they must contact the school in writing to request those changes.

2. **Returning Students:** Parents/Guardians of returning students will be required to log into Aspen to complete the following before the start of every school year:
 - an acknowledgement statement verifying that you and your student have read, understand and will abide by the rules and regulations of SVRVTSD.

NOTE: Parents/guardians must complete this acknowledgment by Friday, September 11, 2026.

1-1 Shawsheen Valley Regional Vocational Technical School District Committee:

Bedford	Sarah Dorer	sdorer@shawtech.org
Bedford	Brian O'Donnell	bodonnell@shawtech.org
Billerica	Ronald Fusco	fusco@shawtech.org
Billerica	Taryn Gillis	tgillis@shawtech.org
Burlington	Stacey Huberty	shuberty@shawtech.org
Burlington	Kent Moffatt	kmoffat@shawtech.org
Tewksbury	Robert Hutchins	rhutchins@shawtech.org
Tewksbury	Patricia Meuse, Esq.	pmeuse@shawtech.org
Wilmington	Charles Fiore	cfiore@shawtech.org
Wilmington	Gwen Lawson	glawson@shawtech.org

Shawsheen Valley Technical High School
2026-2027 School Calendar



20 Days
EXP #1/2

AUGUST/SEPTEMBER 2026

S	M	T	W	Th	F	S
23	24	25	26	27	28	29
1	30	31 ^{New}	1 ^{All}	2	3	4
1	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		

- 24 New Staff Orientation - Day 1
- 25 New Staff Orientation - Day 2
- 26 Professional Day – Staff Only – No Students
- 27 Professional Day – Staff Only – No Students
- 31 Professional Day – New Students Only
- 31 New Students Only – New Student Orientation
- 1 All Students Report (including all seniors)
- 4 No School
- 7 Labor Day – No School
- 24 Parent/Guardian- Teacher Night: Meet & Greet
- 25 Teacher Workshop - Early Release for Students

21 Days
EXP #1/2

OCTOBER 2026

S	M	T	W	Th	F	S
1				1	2 ^M	3
3	4	5	6	7	8	9
1	11	12	13	14	15	16
4	18	19	20	21	22	23
1	25	26	27	28	29	30
						31

- 2 Q1 Midterm
- 12 Columbus Day – No School
- 14 PSAT-11
- 15 Fall Advisory Dinner
- 22 College Fair
- 23 Teacher Workshop - Early Release for Students
- 29 Guidance Admissions Luncheon

18 Days
EXP #1/2

NOVEMBER 2026

S	M	T	W	Th	F	S
5	1	2	3	4	5	6 ^E
1	8	9	10	11	12	13
6	15	16	17	18	19	20
1	22	23	24	25	26	27
7	29	30				

- 5 Community Open House
- 6 End of Q1
- 11 Veterans' Day Observed – No School
- 19 Parent/Guardian- Teacher Night: Conferences
- 20 Teacher Workshop - Early Release for Students
- 25 Early Release Day
- 26-27 Thanksgiving Break – No School

17 Days
EXP #1/2

DECEMBER 2026

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

- 11 Q2 Midterm
- 23 Early Release Day
- 24-31 Winter Break – No School

19 Days
EXP #1/2

JANUARY 2027

S	M	T	W	Th	F	S
					1	2
9	3	4	5	6	7	8
1	10	11	12	13	14	15
10	17	18	19	20	21	22
1	24	25	26	27	28	29 ^E
	31					

- 1 New Year's Day – No School
- 14 Open House
- 15 Teacher Workshop - Early Release for Students
- 18 Martin Luther King Jr. Day – No School
- 21 Snow Date for Open House
- 29 End of Q2

Approved at School Committee Meeting: 3/24/2026

15 Days		FEBRUARY 2027						
EXP	#1/2	S	M	T	W	Th	F	S
11	2		1	2	3	4	5	6
	1	7	8	9	10	11	12	13
		14	15	16	17	18	19	20
12	2	21	22	23	24	25	26	27
		28						

- 1 Application Deadline for Grade 9 Applicants
- 15 Presidents' Day – No School
- 16-19 February Vacation – No School
- 24 Teacher Workshop - Early Release for Students

22 Days		MARCH 2027						
EXP	#1/2	S	M	T	W	Th	F	S
	1		1	2	3	4	5 ^M	6
13	2	7	8	9	10	11	12	13
	1	14	15	16	17	18	19	20
14	2	21	22	23	24	25	26	27
	1	28	29	30	31			

- 3 Citizenship Night – Grades 9 & 10
- 5 Q3 Midterm
- 11 SkillsUSA District Competition
- 11 Teacher Workshop - Early Release for Students
- 17 Citizenship Night – Grades 11 & 12
- TBD ELA MCAS Session 1
- TBD ELA MCAS Session 2
- 26 Good Friday – No School

17 Days		APRIL 2027						
EXP	#1/2	S	M	T	W	Th	F	S
	1					1	2	3
	2	4	5	6	7	8	9 ^E	10
	1	11	12	13	14	15	16	17
		18	19	20	21	22	23	24
	2	25	26	27	28	29	30	

- 7 Teacher Workshop - Early Release for Students
- 9 End of Q3
- 10 Placement Testing – Class of 2031
- 13 Placement Testing – Class of 2031
- 15 Placement Testing – Class of 2031
- 19 Patriots' Day – No School
- 20-23 April Vacation – No School
- 29-30 SkillsUSA State Competition
- 30 Teacher Workshop - Early Release for Students

20 Days		MAY 2027						
EXP	#1/2	S	M	T	W	Th	F	S
								1
1		2	3	4	5	6	7	8
2		9	10	11	12	13	14 ^M	15
1		16	17	18	19	20	21	22
2		23	24	25	26	27	28	29
1		30	31					

- 1 SkillsUSA State Competition
- 6 Spring Advisory Dinner
- 14 Q4 Midterm
- 14 Junior Prom
- TBD Mathematics MCAS Session 1
- TBD Mathematics MCAS Session 2
- 20 Senior Prom
- 21 Teacher Workshop - Early Release for Students
- 26 Scholarship Night
- 28 Senior Sign-out/Last day for Eligible Seniors
- 31 Memorial Day – No School

11 Days		JUNE 2027						
EXP	#1/2	S	M	T	W	Th	F	S
	1			1	2	3	4	5
	2	6	7	8	9	10	11	12
	1	13	14	15*	16	17	18	19
	2	20	21	22	23	24	25	26
	1	27	28	29	30			

- TBD Science STE MCAS Session 1
- TBD Science STE MCAS Session 2
- 2 Graduation Rehearsal/Vocational Awards
- 3 Graduation
- 4 Rain Date for Graduation
- 4 Teacher Workshop Early Release for Students
- 15 Last Day of School (if "0" snow days used)
- 18 Juneteenth Day Observed – No School
- 21-25 SkillsUSA National Competition

Week 1-(10&12) shop (9&11) academics
Week 2-(10&12) academics (9&11) shop

Make-up for snow cancellations: June 16-17-21-22-23
*The last day of school will be an early release day

Approved at School Committee Meeting: 3/24/2026

1-3 Mission, Philosophy, and Core Values

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.

Core Values

Accountability <i>Take responsibility for your words, actions, and commitments.</i>	Integrity <i>Be honest and do the right thing, even when no one else is watching.</i>	Respect <i>Treat everyone the way you wish to be treated.</i>
At SVTHS, we strive to be our best selves, and hold ourselves accountable for our own words and actions. We follow through on our commitments and take responsibility when we fail to meet this standard.	We believe in being honest and doing the right thing. We hold ourselves to this high standard even when it is inconvenient or when no one else is watching.	We are committed to creating a safe, welcoming, and inclusive learning environment for all members of our community. We exhibit respect for one another through our words and actions, and by assuming best intentions of one another.
<i>We exhibit accountability by:</i> ▪ Showing up on time. ▪ Showing up prepared. ▪ Following through on our commitments. ▪ Asking for help when we need it. ▪ Learning from our mistakes. ▪ Being a part of the solution.	<i>We exhibit integrity by:</i> ▪ Being honest and trustworthy. ▪ Doing what is right. ▪ Putting in our best effort. ▪ Setting a good example for our peers. ▪ Accepting responsibility for our mistakes. ▪ Repairing our mistakes.	<i>We exhibit Respect by:</i> ▪ Speaking kindly to one another. ▪ Listening to one another. ▪ Cleaning up after ourselves. ▪ Accepting & celebrating differences. ▪ Treating every day like a new day. ▪ Assuming best intentions.

PART 2. GENERAL PROCEDURES

2-1 Student Arrival

Students may enter the building before the start of homeroom, but not prior to 7:00 a.m., 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.

Students who arrive to school late may enter through the same two entrances, the front lobby or the patio doors by the cafeteria. The patio doors by the cafeteria will be locked after homeroom. Students must press the buzzer to the right of the patio doors to enter the building. After pressing the buzzer, students will be asked over the intercom to hold up their Shawsheen Tech student IDs to the camera, and then they will be buzzed into the building. Students must then report immediately to the main office for a tardy pass. All other visitors must continue to report to the front lobby to enter the building.

2-2 Bus Transportation

Bus transportation to and from school is provided by the district for all students. Bus schedules will be posted to the school website, prior to the start of the school year, at the following link:

<https://shawsheenvalleytechnicalhsma.sites.thrillshare.com/o/svths/page/bus-routes>. Every student is expected to board the bus and leave the bus at their 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 under the authority 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.

2-3 Car Transportation & Student Parking Passes

Student Parking Passes

Parking passes are issued by the Dean's Office. Students and families will be provided with information over the summer about how to apply for parking passes. Due to limited parking space, parking passes will be issued to eleventh and twelfth grade students only, pending availability. After seniors sign out in May, tenth grade students may apply for parking passes.

If a parking pass 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 pass and/or cars parked in unassigned areas will be towed at the expense of the owner.

Parking permits may be suspended temporarily 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.

Rules for Student Parking & Driving on School Property

Students must comply with all applicable laws and school rules regarding student parking and driving on campus to ensure the safety of the entire school community. Those rules include, but are not limited to, the following:

- Students must observe a ten-mile per hour speed limit while on school property. Students must bring required materials from their vehicle upon arrival. Students may not return to their vehicles before dismissal without permission and an escort from the Dean's office.
- Students must park in their assigned spaces.
 - The school is surrounded by fire lanes. Parking that restricts fire lane access may warrant a fine from the Town of Billerica.
- Students must drive safely in the parking lot at all times and are prohibited from:
 - Speeding
 - Driving across parking spaces/driving lanes to avoid/cut off traffic
 - Reckless driving
 - Racing
 - Revving engines
 - Circling the parking lot
 - Spinning wheels
 - Driving in unauthorized areas
 - Failing to stop or yield when signaled by school staff or the School Resource Officer
 - Any other actions that endanger others on school grounds
 - Making inappropriate gestures or remarks
- Students cannot allow another person to use their assigned parking pass or produce counterfeit parking passes.

Consequences

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. The following penalties will result for unsafe driving offenses (note: depending on the severity of the infraction, harsher consequences may be implemented):

- First offense: Student will receive a warning, be issued a Saturday detention, and be assigned an educational assignment related to driver safety.
- Second offense: Student will lose parking privileges for 30 days.
- Third offense: Student will lose parking privileges.

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 or rescinded for the remainder 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.

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

Note: 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 a monetary fine.

2-4 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.

2-5 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.

2-6 Student Submission of Notes and Student Requests for Permits

Students must utilize time before school, during homeroom, during lunch, and after school to visit school offices for the purposes of submitting notes and/or securing permits. Students are not allowed to miss instructional time for these purposes.

- Students must submit dismissal notes, medical notes, and other attendance-related documentation to the appropriate offices before the end of homeroom (by 7:47am), or upon arrival to school (if a student arrives after the end of homeroom).
- Students may report to the appropriate offices for parking permits and work permits before school, during homeroom, during their assigned lunch block, or after school.

2-7 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.

2-8 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.

2-9 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
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.

2-10 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.

2-11 Use of Lockers

The corridor and shop lockers, provided to students for their convenience, are the exclusive property of the SVRVTSD. 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.

2-12 Student Passes, Handbooks, and Photo ID Cards

Students are assigned to a shop, classroom, or the cafeteria during every period of the school day. No student should leave their assigned location or be released to the corridor during class time without permission from their assigned instructor and an approved pass. With instructor permission, students are expected to sign out and then to sign back in to their assigned locations using the electronic hall pass system. Students must take an approved color-coded hall pass lanyard prior to being released into the corridor.

Students will be issued agenda books and photo ID cards. Students are required to have their school ID cards on them at all times while on school property or at school-sponsored events/activities, and students will be expected to use their ID cards to purchase lunch from the cafeteria. A fee will be charged for replacement photo ID cards and agenda books.

2-13 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, students must utilize the electronic hall pass system and take the appropriate color-coded hall pass lanyard, consistent with section 2-11. No more than one student from a class shall be issued a corridor lavatory pass at one time. Students must report to the student lavatory closest to the classroom or shop they are reporting from.

2-14 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 they 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 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 the Cafeteria Office at (978) 671 – 3669.

2-15 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.

2-16 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 a fire drill procedure, do not close windows that are open prior to evacuating your classroom/shop.
- Follow the 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.

2-17 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.

2-18 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.

2-19 Field Trips

Student participation in field trips will be at the discretion of the teacher and the Principal or the principal's designee. Participation in field trips is a privilege and not an entitlement. If an exclusion from a field trip is warranted, parents/guardians will be notified within a reasonable time before the trip. The school will provide an alternative educational program for those students not attending a class trip.

- 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.

2-20 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 or third party 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 (M.G.L. c. 272, § 99)—often referred to as a "two-party consent" law—makes it a crime to surreptitiously record or electronically intercept 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.

2-21 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.

2-22 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.

PART 3. SCHOOL ATTENDANCE

3-1 Attendance Rules

SVTHS recognizes that consistent, in-person school attendance is essential for student learning, growth, and development. Students who attend school regularly are more likely to have success in school and careers. When students are absent, they miss valuable instructional time and hands-on learning opportunities that are essential to their skill development. Therefore, SVTHS requires 93% attendance, limiting students to twelve (12) unexcused absences in a 180-day school year.

- 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 on the morning of the

absence. 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 Principal or designee will then make every effort to notify a student's parent/guardian within three (3) days of the absence.

- Excessive Absence. 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 more than twelve (12) unexcused absences in a school year and/or more than four (4) days of unexcused absence in any one term of the school year. A student will be considered absent from school if they are not in attendance by 9:00 a.m. or is if they are dismissed for the day prior to 10:43am. Students cannot participate in extra-curricular school activities and events on days that they are considered absent from school, whether or not the absence is excused. If the absence occurs on a Friday (or the last day of a school week), the student will be ineligible to participate in any extracurricular activities or events over the weekend.
- Student Absence Notification Program:
 - Student Attendance will be recorded in Aspen where parents/guardians, students, and staff will have the ability to view up-to-date records regarding excused and unexcused student absences, tardies, and dismissals.
 - The Principal or designee will notify a student's parent/guardian within three (3) days of the student's absence in the event the parent/guardian has not informed the school of the absence.
 - The Principal or designee will make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed school days due to unexcused absences, at the following intervals:
 - five (5), ten (10), and twelve (12) days of unexcused absences for the school year.
 - four (4) and five (5) days of unexcused absences in any given term.

The purpose of these meetings will be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian.

- A student who has not graduated from high school and has been absent from school for ten (10) consecutive days of unexcused absence shall not be considered permanently removed (administratively withdrawn) from school unless the following steps have been taken:
 - Within five (5) school days of a student's tenth (10th) consecutive unexcused absence, the parent/guardian and student shall be notified in writing by the Principal or designee of the student's and parent's/guardian's opportunity to participate in an exit interview meeting with the Principal or designee to discuss the student's attendance, the importance of earning a high school diploma, the detrimental effects of early withdrawal from school, and the alternative educational programs and services available to the student.
 - Said notice will offer at least 2 dates and times within the next ten (10) days for the exit interview to take place, and will be issued in both English and the primary language of the home, if applicable. The ten (10) day timeframe may be extended at the request of the parent/guardian and no extension shall exceed fourteen (14) days.

- The Principal or designee may proceed with any interview without a parent/guardian present provided the Principal or designee has documented a good faith effort to include the parent/guardian.

3-2 Excused Absences

In addition to the parent/guardian absence notification phone call to the school (*See 'Reporting Student Absences' in Section 3-1, above*), a written note from a parent/guardian must be presented to the Dean's office on the day the student returns to school. The note must contain an acceptable reason for the absence. Students may be excused temporarily from school attendance for the following reasons:

- 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).
- Suspensions from school.
- College/Career Visits (limited to 3 per year - with pre-approval)

If after two (2) days documentation of an absence is not received, the student will be treated as having been absent without excuse or authorization.

3-3 College/Career Visitation Policy for Excused Absence

During their junior and senior years, students can be excused for no more than three (3) school days per year for college/career visits. Students must receive prior approval for each visit and bring documentation of each visit to the Dean's office the day they return to school from their visit. All schoolwork must be completed before college/career visits, and it is the student's responsibility to collect and complete work assigned. Whenever possible, college/career visits should be made during school vacations or on weekends.

3-4 Unexcused Absences

A student with more than twelve (12) unexcused absences in a school year or more than four (4) unexcused absences in a quarter will automatically fail all academic and vocational courses that school year or term (whichever is applicable). Any absence not qualifying as an excused absence, in accordance with section 3-2, will be considered an unexcused absence. Absences considered unexcused include, but are not limited to, the following:

- Illness without medical documentation
- Appointments that can be made outside of school hours
- Truancy
- Missing the school bus
- Assisting relatives
- Driving lessons/Driver's Ed
- Family vacations taken outside of designated school vacations

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. No student may participate in or attend a school function unless they are in attendance during the regular school day. Any exception must be secured from the Principal or the Principal's designee.

3-5 Individual Course Attendance

Students are expected to maintain 93% attendance or better in each of their academic and vocational/technical courses. A student with excessive unexcused absences in a given course (defined as more than 4 unexcused absences in a quarter, or more than 12 unexcused absences in a school year) will be subject to automatic failure in that course. A student will be considered as unexcused absent from a course if they miss that course due to an unexcused tardy, an unexcused dismissal, or an unexcused absence from school.

3-6 Attendance Make-up Days for Unexcused Absences

Students will be allowed to attend attendance make-up sessions if they exceed four (4) unexcused absences in a given quarter, or twelve (12) unexcused absences for the year. This applies to both daily total absences, and course-based absences, whether due to being absent, tardy, or dismissed early from school. Make up sessions will be offered throughout the year based on need, on designated Saturdays and designated days during school vacation weeks. Each attendance make-up day will be 4 hours in length.

Make up sessions will be staffed by at least one Shawsheen educator (depending on the number of students present). Students will be expected to report to make-up days with their school-issued laptops and any resources they need (textbooks, assignments, etc.) to complete their assignments.

In order to receive credit for an attendance make-up session, students must arrive on time with the necessary materials and remain engaged for the full duration. If students arrive late or leave early, they will receive no credit for that make-up session. Students who successfully complete the required number of make-up sessions will be able to earn full course credits instead of receiving automatic failures. Students will be limited to two (2) attendance make-up days per quarter, and no more than six (6) attendance make-up days per school year. All school rules will be in effect during attendance make-up days.

3-7 Appealing Unexcused Absences

Unexcused absences exceeding the allowable amount (12) may be appealed to the Principal. Each student can access the appeal process one (1) time over their four years of school at SVTHS.

3-8 Truancy

A student is considered truant if they are absent from school without permission from a parent/guardian. A day of truancy is counted as an unexcused absence.

If a student leaves school property during the school day without permission, they will not be allowed to re-enter that day without permission from the Principal or the Principal's designee.

3-9 Dismissals

Students having dismissal notes should present these to the main office during homeroom 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. Telephone dismissals are not allowed. In extenuating circumstances, an email dismissal through the Dean's office will be allowed if a phone dismissal is requested. The email request for dismissal must come from one of the email addresses on file for a parent/legal guardian. Any student leaving school because of illness or other unforeseen emergency may be dismissed by the Nurse, the Principal, or the Principal's designee only. In order for a dismissal to be excused, the reason for the dismissal must meet the expectations outlined in section 3-2.

- Students will be considered Dismissed Present if they are dismissed after 10:43am and arrived to school by 7:30am.
- Students will be considered Dismissed Absent if they are dismissed before 10:43am.
- Students cannot participate in extra-curricular activities or events on days they are dismissed early from school.
- On half days (when the dismissal time is 10:43am), students must report by 7:30am and cannot be dismissed before 10:00am or they will be considered Dismissed Absent.
- Starting with the 6th unexcused dismissal, students will receive one office detention for each dismissal.

In order for a student to attend or participate in an after school sponsored activity, including athletic events, they 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 or the Principal's designee.

3-10 Tardies

Students must stop and get a tardy pass from the front office when they enter the building after 7:30am. In order for a tardy to be excused, the reason for the tardy must meet the expectations outlined in section 3-2.

- Students will be marked tardy if they arrive to homeroom after 7:30am.
- Students will be considered Tardy Present if they arrive before 9:00am and stay until 2:04pm.
- Students will be considered Tardy Absent if they arrive after 9:00am.
- Students will be considered Absent if they arrive Tardy after 9:00am and are dismissed before the end of the school day.
- Students cannot participate in extra-curricular activities or events on days they are Tardy Absent from school.
- On half days (when the dismissal time is 10:43am), students must report by 8:15am and remain until 10:43am to be considered Tardy Present.
- Starting with the 6th unexcused tardy, students will receive one office detention for each tardy.

After the fifth tardy, the Principal or designee 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.

3-11 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 Shawsheen Valley Technical High School's [2026-2027 Program of Studies](#) by clicking the embedded link or by visiting www.shawsheentech.org and then selecting: 'About Us' at the top of the page; 'Principal's Office' from the drop-down menu; the 'Important Resources' button; and then the link for the '2026-2027 Program of Studies.'

- **Exploratory.** SVRVTSO 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 14 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, a student must have successfully completed thirty-five (35) freshman credits, which must include English, social studies, mathematics, and science. The student must also pass Physical Education & Wellness.
 - 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. The student must also pass Physical Education & Wellness.
 - 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 (3rd) year of social studies or science. The student must also pass Physical Education & Wellness.
- **Graduation Requirements.** To fulfill graduation requirements, a student must have successfully completed or demonstrated the following.
 - Thirty-five (35) senior credits
 - Four (4) years of English, four (4) years of Wellness, three (3) years of shop, three (3) years of related theory, three (3) years of mathematics, two (2) years of social studies (including United States History I and II), two (2) years of science, and a third (3rd) year of social studies or science.
 - Completes MCAS testing in ELA, Mathematics, and Science/Technology/Engineering.
 - Successful completion of SVTHS Competency Determination (CD) requirements.
- **Competency Determination (CD) Requirements.**

The district's entire Competency Determination (CD) policy can be viewed at the following link: [File: IKFE - COMPETENCY DETERMINATION](#). As stated in that policy, a determination of competency shall include:

 - Demonstrating a mastery of skills in English language arts, mathematics, and science; and the satisfactory completion of relevant coursework aligned to the standards measured by the

high school English language arts, mathematics, and science MCAS assessments administered in 2023.

- An additional requirement for mastery in US History will apply to the graduating class of 2027, and beyond.
- In accordance with the SVRVTSD's grading policy, a student must earn a final grade of 60% or higher in a course in order to earn full credit in that course.
- To show mastery, a student must earn a grade of 65% or higher on the final assessment for a course, a capstone project, or a portfolio assessment; or earn an average of a 65% or higher on an equivalent measure consistent with the SVRVTSD's grading policy.
- A student enrolled in the SVRVTSD will be determined to have satisfactorily completed coursework and earned full credit in accordance with the district's grading policy and the requirements outlined below:

Content Area	Coursework Requirements	Notes
English Language Arts	The equivalent of two years of high school English language arts courses.	To satisfy this course requirement, the English Language Arts courses must be taken in grades 9-12.
Mathematics	The equivalent of one year of both Algebra I and Geometry courses, or the equivalent of one year of both Integrated Math I and Integrated Math II. Whether to follow an Algebra/Geometry or Integrated Math I/II course sequence is determined by the district, but the equivalent length of the courses must still be met.	Middle school math courses may be certified by the district as meeting the coursework requirement for the mathematics component of the CD. Districts must confirm that the course aligns to the high school Algebra I/Geometry/Integrated Math I/Integrated Math II standards as listed in the 2017 Massachusetts Mathematics Curriculum Framework.
Science	The equivalent of one year of any one of the following disciplines: Biology, Physics, Chemistry, or Technology/Engineering.	To satisfy this course requirement, the science course must be taken in grades 9-12.
U.S. History (Beginning with the graduating class of 2027)	The equivalent of a one-year United States history course.	To satisfy this course requirement, the U.S. History course must be taken in grades 9-12.

- To view all details of the CD policy, please use the link provided above.

The Principal shall exercise final authority with regard to the retention or promotion of a student.

Consistent with Massachusetts regulations, 603 CMR 26.05(1), SVRVTSD, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin, or sexual orientation. In accordance with the district guidelines, families may request information from the building principal on available accommodations related to curriculum content.

4-2 Shop and Related

SVRVTS D has established a benchmark for 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 hours are not included in this requirement but will count for licensure. 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 prepares students to make informed decisions about their wellness. The ninth-grade Health curriculum addresses topics that include, but are not limited to, critical decision making skills, adolescent brain development, effects of substances on the brain, prevention techniques, addiction, and community outreach/resources. The tenth-grade curriculum focuses mostly on sexual education, relationships, and boundary setting. The eleventh-grade curriculum incorporates carefully-vetted documentary presentations. The twelfth-grade curriculum focuses on effective communication, mental health, and healthy relationships. 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 unexcused 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.

4-5 Grading

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

A+	97-100	B-	80-82	D	63-66
A	93-96	C+	77-79	D-	60-62
A-	90-92	C	73-76	F	Below 60
B+	87-89	C-	70-72	I	Incomplete*
B	83-86	D+	67-69	M	Medical**

*Requires completion of make-up work

**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.

The district has adopted a new GPA scale (see Table 1 below) that goes into effect at the start of the 2025-2026 school year (September 2025). The district's old GPA scale (see Table 2 below) will be used for all courses taken prior to September 2025. Table 3 outlines how the two GPA scales will apply to each class of students.

TABLE 1 – NEW GPA SCALE <i>Effective September 2025</i>					
Final Course Average		Course Level			
Numeric	Alpha	Level 1 – Concurrent Enrollment & Honors	Level 2	Level 3	Level 4 & Level 5
97-100	A+	5.3	5	4.7	4.05
93-96	A	5.25	4.95	4.65	4
92-90	A-	5.15	4.85	4.3	3.7
87-89	B+	5	4.7	4	3.3
83-86	B	4.85	4.3	3.7	3
80-82	B-	4.7	4	3.3	2.7
77-79	C+	4.3	3.7	3	2.3
73-76	C	4	3.3	2.7	2
70-72	C-	3.7	3	2.3	1.7
67-69	D+	3.3	2.7	2	1.3
63-66	D	3	2.3	1.7	1
60-62	D-	2.7	2	1.3	0.7
<59	F	0	0	0	0
97-100	A+	5.3	5	4.7	4.05

TABLE 2 – OLD GPA SCALE <i>Used for courses taken prior to September 2025</i>							
Final Course Average		Level of Class					
Numeric	Alpha	Concurrent Enrollment	1	2	3	4	5
100-96	A+	4.20	4.00	3.80	3.50	3.20	3.00
95-93	A	4.15	3.95	3.75	3.45	3.15	2.95
92-90	A-	4.05	3.85	3.65	3.35	3.05	2.85
89-87	B+	3.95	3.75	3.55	3.25	2.95	2.75
86-83	B	3.70	3.50	3.30	3.00	2.70	2.50
82-80	B-	3.45	3.25	3.05	2.75	2.45	2.25
79-77	C+	3.20	3.00	2.80	2.50	2.20	2.00
76-73	C	2.95	2.75	2.55	2.25	1.95	1.75
72-70	C-	2.70	2.50	2.30	2.00	1.70	1.50
69-67	D+	2.45	2.25	2.05	1.75	1.45	1.25
66-63	D	2.20	2.00	1.80	1.50	1.20	1.00
62-60	D-	1.95	1.75	1.55	1.25	0.95	0.75
<59	F	0.00	0.00	0.00	0.00	0.00	0.00

Table 3 – Application of GPA Scales by Class		
	New GPA Scale	Old GPA Scale
Class of 2027	2025-2026 school year courses 2026-2027 school year courses	2023-2024 school year courses 2024-2025 school year courses

Class of 2028	2025-2026 school year courses 2026-2027 school year courses 2027-2028 school year courses	2024-2025 school year courses
Class of 2029 & beyond	2025-2026 school year courses 2026-2027 school year courses 2027-2028 school year courses 2028-2029 school year course	<i>NONE – Old GPA scale will not apply at all to the Class of 2029 and beyond.</i>

4-6 Academic Integrity – Cheating, Plagiarism, and Use of Generative AI

The faculty and administration expect all SVRVTSD students to exhibit academic integrity by generating and submitting authentic work that reflects the individual effort, knowledge and skills of each student. Students are prohibited from cheating, plagiarizing, and engaging in cheating, practices that allow others to cheat from them.

The use of Generative AI by students to complete assignments or assessments shall only be allowed to the extent stated and outlined by the teacher for the individual assignment or course. A Generative AI resource shall be cited when the system generated content is quoted, paraphrased or otherwise used in the student's work. Lack of citation to AI generated work improperly implies that the work is entirely that of the student.

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, plagiarism, and improper use of Generative AI at SVRVTSD. Students found to have engaged in these practices will not be eligible to earn credit for those assignments. Depending on the severity of the infraction, students may also receive a “0” for the course and/or may be subject to disciplinary action. (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/guardians 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/guardians 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/Guardians 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 they are enrolled. To be eligible for

high honors a student must receive no grade lower than an “A” (90) for every course in which they are 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 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, excused or unexcused, during junior year, with no more than 3 days absent, excused or unexcused, occurring in the 4th quarter of junior year.
 - Maximum combined total of 20 days absent, tardy, and/or dismissed during junior year, with a maximum combined total of no more than 5 days absent, tardy, and/or dismissed in the 4th quarter of junior year.
- Grade Requirements
 - Minimum of a B- (80%) average in vocational-technical program for both 4th quarter and final grade for junior year.
 - Pass all subjects in 4th quarter and final grade for junior year.
 - Cumulative average of C- (70%) for related and all academic subjects combined 4th 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 completed Shawsheen Valley Technical High School’s 10-hour OSHA Safety Training Program or a 10-hour Career Safe Training Program, whichever is most appropriate for their technical career area. Trainings for these credentials must be completed in school, under the supervision of qualified Shawsheen staff. Safety credentials from a provider other than Shawsheen Valley Technical High School will not be considered to have met this requirement.

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

- Attendance and Punctuality

- Maximum of 3 total days absent, excused or unexcused, during the previous quarter of senior year.
- Maximum combined total of 5 days absent, tardy, and/or dismissed during the previous quarter of senior year.
- 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 completed Shawsheen Valley Technical High School's 10-hour OSHA Safety Training Program or a 10-hour Career Safe Training Program, whichever is most appropriate for their technical career area. Trainings for these credentials must be completed in school, under the supervision of qualified Shawsheen staff. Safety credentials from a provider other than Shawsheen Valley Technical High School will not be considered to have met this requirement.

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, excused or unexcused, for the first three quarters of junior year.
 - Maximum combined total of no more than 9 days absent, tardy, and/or dismissed, for the first three quarters of junior year.
- 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 completed Shawsheen Valley Technical High School's 10-hour OSHA Safety Training Program or a 10-hour Career Safe Training Program, whichever is most appropriate for their technical career area. Trainings for these credentials must be completed in school, under the supervision of qualified Shawsheen

staff. Safety credentials from a provider other than Shawsheen Valley Technical High School will not be considered to have met this requirement.

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

- Attendance and Punctuality
 - Maximum of 2 total days absent, excused or unexcused, during the 4th quarter of junior year.
 - Maximum combined total of no more than 3 days absent, tardy, or dismissed, during 4th quarter of junior year.
- Grade Requirements
 - Minimum of a B- (80%) average in the vocational-technical program for 4th quarter.
 - Minimum of a C- (70%) average for all academic subjects 4th quarter.
 - Minimum of a B- (80%) average for related 4th 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 completed Shawsheen Valley Technical High School's 10-hour OSHA Safety Training Program or a 10-hour Career Safe Training Program, whichever is most appropriate for their technical career area. Trainings for these credentials must be completed in school, under the supervision of qualified Shawsheen staff. Safety credentials from a provider other than Shawsheen Valley Technical High School will not be considered to have met this requirement.

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 will 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 (a grade below 60) in any academic or vocational course.
- Failure to turn in timecards to the homeroom teacher.
- 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.

Timecards. Students on Co-op are responsible for submitting their electronic Co-op timecards on-time (using Jobready WBL), to ensure they remain eligible for the Co-op program, in accordance with the expectations outlined below:

- Students will use the Jobready WBL mobile app to login and logout of work each day.
- Students will submit completed electronic timecards (work logs) for employer approval and signature at the end of each co-op week.
- The teacher of record will be emailed the completed timecard once the employer has verified and signed the timecard electronically.
- The teacher of record will keep accurate records of the status of each student's timecard for each co-op week.
- Timecards are to be reviewed and recorded by the teacher of record.
- Teachers should review timecards for any irregularities that may appear and inform the Co-op Director of observed irregularities or suspected inaccuracies.
- The Co-op Director shall receive all electronic timecards by Wednesday of each academic week.
- Any student who has not submitted a co-op timecard by Friday of the academic week will be marked absent for the previous co-op week and a notice shall be sent to the students' parent/guardian informing them of the five (5) unexcused absences and the student's possible removal/suspension from the co-op program for failure to submit the required timecard.
- Should a student not submit a timecard for two (2) consecutive co-op weeks they shall be suspended from participation in the co-op program until all missing timecards are submitted.
- Upon submission of the timecards the unexcused absences shall be removed.
- Continued violations of the timecard policy will result in the student's removal from the co-op program.

Weekly timecards 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 is eligible to earn a shop week grade based on the following criteria:
 - 60 points for maintaining a job.
 - 20 points for submitting a timecard on Monday during the academic week.
 - 10 points for submitting a timecard after Monday during the academic week.
 - 0 points for not submitting a timecard during the academic week.
 - 0-20 points based on an evaluation by the co-op employer.
- 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.

The Co-op Director or his/her designee will conduct spot checks of student attendance at co-op sites by making random phone calls to co-op employers during co-op weeks. Additionally, 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.)
- Completion of all requested information on the Senior Sign-out Form.
- Students who have not fulfilled outstanding financial obligations (e.g. outstanding bills of lost or damage school books, tools, dues, technology insurance fee) will not be denied a diploma but may be precluded from participation in the graduation ceremony and related school activities and events.

4-14 Freshman Exploratory: What to Wear & Bring to Shop

Safety Glasses	Pants	Boots	Closed-Toe Shoes	
EXPLORATORY WHAT TO WEAR & BRING QUICK GUIDE <i>Additional information pertaining to each program will be provided during shop.</i>				
✓	✓	✓	✓	Advanced Manufacturing
✓	✓	✓	✓	Auto Collision Repair & Refinishing
✓	✓	✓	✓	Automotive Technology
				Business Technology/Marketing
✓	✓	✓		Carpentry
✓			✓	Cosmetology
✓	✓		✓	Culinary Arts/Hospitality Management
✓			✓	Dental Assisting
				Design & Visual Communications
				Drafting
✓	✓	✓		Electricity
✓	✓	✓		Electronics/Engineering Technology
✓	✓		✓	Graphic Communications
✓	✓		✓	Health Assisting
✓	✓	✓		(HVAC) Heating, Ventilation, Air Conditioning Refrigeration
				ISSN/Programming & Web
✓	✓	✓		Masonry & Tile Setting
✓			✓	Medical Assisting
✓	✓	✓	✓	Metal Fabrication & Joining Technologies
✓	✓	✓	✓	Plumbing

ADVANCED MANUFACTURING

AUTOMOTIVE COLLISION REPAIR & REFINISHING

AUTOMOTIVE TECHNOLOGY

CARPENTRY

ELECTRICITY

HVAC

MASONRY & TILE SETTING

METAL FABRICATION & JOINING TECHNOLOGIES

PLUMBING

YES	NO	OTHER
Long pants that cover the tops of work boots or leather shoes, cotton work shirt, safety glasses	Sneakers, open-toed shoes, slippers, nylon fabrics, yoga pants, sweat pants, dresses, shorts, winter boots, tank tops, dangling jewelry,	Long hair must be off shoulders and tied back. Bring 2 Pencils

BUSINESS TECHNOLOGY / MARKETING

NO	OTHER
Open-toed shoes	Bring Pencil, School laptop

COSMETOLOGY

YES	NO	OTHER
Long Pants, Sneakers Only	Open toed shoes, Slippers, Shorts, Tank tops	Bring Pencil, School laptop

CULINARY ARTS / HOSPITALITY MANAGEMENT

YES	NO	OTHER
Long Pants to ankles, socks, closed-toe shoes	Ankle socks, long sleeve shirts, open-toed shoes, slippers, jewelry from your elbow to hand	Long hair must be tied back, haimets will be supplied. Bring pen

DENTAL ASSISTING

YES	NO	OTHER
Closed-toe shoes/sneakers, safety glasses	Open-toed shoes, slippers, tank-tops	Long hair must be pulled back off shoulders and tied back. Bring school laptop, bring pencil

DESIGN & VISUAL COMMUNICATIONS

OTHER

Bring pencil, May bring headphones, Drawings/Sketchbook but not required

DRAFTING

NO	OTHER
Tank tops	Bring pencil

ELECTRONICS / ENGINEERING TECHNOLOGY

YES	NO	OTHER
Long Pants, Closed-toe shoes/Sneakers, Safety glasses	Open-toed shoes, Shorts, slippers, Tank tops, Book bags	Bring Pencil, School laptop

GRAPHIC COMMUNICATIONS

YES	NO	OTHER
Long pants, closed-toe shoes/Sneakers.	Open-toed shoes, slippers, shorts, tank tops	Long hair must be pulled back off shoulders and tied back. Bring pencil

HEALTH ASSISTING *ADDITIONAL DRESS CODE MAY APPLY

YES	NO	OTHER
Closed-toe shoes/Sneakers, long pants, Safety glasses	Open-toed shoes, slippers, Shorts, Tank tops	Bring pencil or pen, school laptop

ISSN/PROGRAMMING & WEB

YES	NO	OTHER
Closed-toe shoes/Sneakers	Open-toed shoes, Tank tops	Bring pencil school laptop

MEDICAL ASSISTING

YES	NO	OTHER
Closed-toe shoes/Sneakers, Safety glasses	Open-toed shoes, slippers	Bring pencil, school laptop

*Updated August 2026

ADDITIONAL INFORMATION PERTAINING TO EACH PROGRAM WILL BE PROVIDED DURING SHOP

4-15 Exploratory Program: Overview, Absences, & Grading

Exploratory Program Overview

From September through spring of their freshman year, ninth graders shall explore a variety of distinct Chapter 74 programs, for up to one full week each, during freshman “shop week.” Upon acceptance to Shawsheen Valley Technical High School, but before the school year begins, students identify and rank order twenty different programs they would like to explore. Those preferences will be considered when developing the grade-wide exploratory schedule for the school year.

At the end of each week-long exploratory session, the assigned teacher evaluates each student using a standards-based, holistic rubric specific to each vocational/technical program. Each rubric will contain a standard method to convert the student’s performance against the rubric to a 100-point scale. The resulting numeric grade will be entered into the student’s transcript record and is a key variable in the selection process outlined below.

Exploratory Absences & Grading

The Freshman Exploratory program is designed to give students a true, hands-on experience in each Chapter 74 program they explore so they can make informed decisions about their future CTE pathway. Because exploratory is delivered in a shop-based environment involving demonstrations, safety instruction, and hands-on skill development, consistent attendance is essential.

Students are expected to attend all scheduled days of each exploratory cycle. When a student is absent, make up work may be provided where appropriate. However, due to the hands-on nature of shop instruction, make up assignments may not fully replicate the in-school experience or allow a student to demonstrate the same level of practical competency. As a general guideline:

- One day of absence per exploratory cycle may be eligible for make-up work. Completion of make-up work may result in partial credit, as determined by the instructor based on the student’s demonstrated understanding of the material. Make-up work must be completed by the end of the next exploratory cycle/shop week.
- Additional absences during an exploratory cycle may significantly limit a student’s ability to demonstrate required technical competencies and safety skills and may result in a substantially reduced grade for that cycle.

If a student has multiple excused absences during an exploratory cycle that prevent meaningful participation in the shop experience, the administration may assign a Medical (M) designation or other appropriate notation. In such cases, that cycle will not be calculated into the student’s exploratory average. Placement decisions will be made in a manner that is equitable and consistent with published placement criteria.

This policy will be applied consistently and in compliance with applicable state and federal law, including accommodations required pursuant to an Individualized Education Program (IEP), Section 504 Plan, or other legally protected absence.

Re-Exploring Programs

To ensure equitable access to exploratory opportunities for all students, students are generally not permitted to repeat an exploratory cycle for the purpose of improving a grade. However, in cases involving extended excused absences or other extenuating circumstances, administration may, at its discretion and subject to program capacity, provide an opportunity for a student to re-explore a program at a later time.

4-16 Shop Selection & Permanent Shop Placement

Overview

Upon completion of all the freshman exploratory cycles, students shall rank order their top five CTE program (shop) preferences based on their interest and overall exploratory experience. To assist students in this selection process, individual exploratory grades are provided. This feedback derives from a structured rating sheet “rubric” that assesses areas of performance in both competence-based activities as well as assignments from the related theory component. Students are placed in their permanent vocational/technical program based on their interest, grade (see section IX above), and shop capacity as follows:

- At the end of the exploratory program, each student ranks their top five choices for their permanent vocational technical program.
- Students are placed into their first choice unless the number of students who chose that program exceeds capacity.
- If interest exceeds program capacity, students are rank ordered by the grade they received in the exploratory cycle for that program and are offered placement in that program until capacity is reached.
- In the event of a tie, the average exploratory grade will be used (e.g., if two students earned a 90 in the exploratory cycle for that shop but only one spot remains, the student with the higher average from the entire exploratory program will be placed into the shop).
- Students who do not get into their first choice will be placed into their second choice provided program capacity was not reached by students who ranked it as their first choice.
- Students who do not get into their second choice will be placed into their third choice provided program capacity was not reached by students after satisfying each student who indicated that shop as a first, or second choice.
- Students that do not get into their third choice will be placed in their fourth choice provided program capacity was not reached by students after satisfying each student who indicated that shop as a first, second, or third choice.
- Students that do not get into their fourth choice will be placed in their fifth choice provided program capacity was not reached by students after satisfying each student who indicated that shop as a first, second, third, or fourth choice.
- In the instance that a student does not get placed into their top five choices, the student and their family will be provided with a list of shops that have openings so the student can select their permanent shop from that list.

Waitlists

Waitlists will be maintained as follows:

- Any student who does not get placed in their first choice has the option of being placed on a rank-ordered waitlist by the grade they received in the Exploratory cycle for that program, should openings occur before the end of their sophomore year.
 - If a student wishes to be placed on the waitlist for their second choice, they will be rank ordered by the grade they received in the Exploratory cycle for that program behind all students who are on the waitlist for that program who selected it as their first choice.
 - If a student wishes to be placed on the waitlist for their third choice, they will be rank ordered by the grade they received in the Exploratory cycle for that program behind all students who are on the waitlist for that program who selected it as their first, or second choice.
 - If a student wishes to be placed on the waitlist for their fourth choice, they will be rank ordered by the grade they received in the Exploratory cycle for that program behind all students who are on the waitlist for that program who selected it as their first, second, or third choice.

- If a student wishes to be placed on the waitlist for their fifth choice, they will be rank ordered by the grade they received in the Exploratory cycle for that program behind all students who are on the waitlist for that program who selected it as their first, second, third, or fourth choice.

4-17 Shop Transfer Procedures

Overview

SVTHS is committed to following a structured and equitable process for student transfers into shop programs. The procedures outlined below were developed to support student safety, instructional continuity, program integrity, and compliance with certification and licensing requirements. Shop transfers are either initiated by a spot opening up in a shop for the next student on the waitlist or by a student requesting to apply for a transfer to a different shop. Shop transfers will only be considered for programs that are not fully enrolled.

Eligibility Timeline

- Students must complete at least two full weeks in their permanent shop placement at the end of freshmen year before they can apply to transfer.
- Students have until the last day of the first quarter during their sophomore year to apply for a shop transfer. Shop transfer requests submitted after this deadline will be denied. Appeals for extenuating circumstances that prompt transfer requests after this deadline must be submitted to the Principal.

Procedures & Requirements

The following procedures will be followed to assess and make determinations for all shop transfers:

- 1) Initial Guidance Meeting
 - a) Student meets with guidance counselor to:
 - i) review graduation requirements and scheduling implications
 - ii) discuss program expectations and safety requirements
 - iii) confirm eligibility within the established timeline
- 2) Program Observation and Meeting
 - a) Student must meet with the **receiving shop instructor** to review:
 - i) Safety expectations and required certifications
 - ii) Physical and behavioral expectations of the program
 - iii) Missed instruction and required makeup REQUIREMENTS (if requirements are NOT met within one month of shop placement, student can be returned to previous program)
 - b) Student must attend a one-week program orientation or trial session in the requested shop
 - c) Student must meet with the CTE Director and submit an essay (signed by the student and parent/guardian) to the CTE Director addressing the reason for requesting the transfer.
- 3) Behavior and Safety Review
 - a) The CTE Director will review any behavioral or safety concerns in the student's current program.
- 4) Final Administrative Review
 - a) The CTE Director will consult with the receiving shop instructor, guidance counselor, and administrative team and make a final determination that will be shared with the student and parent/guardian.

4-18 School-Issued Student Devices & Fees

EQUIPMENT OWNERSHIP

SVRVTSD has the sole right of possession and ownership of all school-issued student devices (devices) and grants permission to the student to use the device per the policies and guidelines outlined in this document and Shawsheen Valley Tech's "Acceptable Use Policy." Failure to follow the terms of these policies and guidelines may result in disciplinary action, including but not limited to confiscation of all devices lent to the student and revocation of student access to District technology, as well as any other disciplinary action deemed appropriate. The District reserves the right to monitor and log the use of its technology and network by users and examine user files and materials as necessary. Moreover, the District administrative staff retains the right to identify the location of, to collect, and/or to inspect the device at any time. All information accessed, generated, or stored on the device is considered public information, and as such, there is no reasonable expectation of privacy while using District computers, networks, or technology.

DEVICE USE AND CONDUCT

Network Resources in this document refers to all aspects of District software and hardware, including but not limited to computers, printers, and other peripherals, as well as email, internet services, servers, network files, folders, and all other technology-related equipment and services on-premises or in the cloud (e.g., Office 365, ASPEN). These rules apply to any use of the school's Network Resources both in and out of school.

STUDENTS MAY NOT...

- Alter, add or delete any files that affect the configuration of a school device.
- Allow anyone else to use the device, except parents or guardians who may utilize the device for the sole purpose of monitoring student classwork.
- Conduct any commercial business unless it is directly related to a course offered by the District where the student is enrolled (e.g., Marketing, Culinary).
- Install, download or use any non-approved software onto District device or violate any copyright or licensing agreements.
- Copy District software (copying District-owned or licensed software programs is considered theft).
- Change or alter usernames assigned by the District.
- Take photos or videos of staff or students without their consent or knowledge; including but not limited to:
 - Webcams
 - Laptops
 - Cameras
 - Cellphones
 - Alternatively, any digital devices
- Use network resources for illegal activity or in violation of school rules and/or district policies.
- Remove District Asset Tags, serial numbers, or any identification that is placed on the device.
- Attempt to remove or change the physical structure of the device.
- Leave the device unattended in classrooms or other areas. The device will be confiscated by faculty or staff as protection against theft. If confiscated, the student will receive a warning before getting the device back. If the device is confiscated a second time, the student may be

subject to consequences. If stolen – including unattended and unlocked equipment at school will be the student's responsibility.

- Treat the device in an abusive or negligent manner, resulting in damage, loss, or theft.

STUDENTS NEED TO...

- Secure and take full responsibility for the care of the device at all times.
- Keep the device fully charged and ready for use each school day. Students are expected to use their school-issued devices during classes at school.

STUDENTS ACCESS TO THE INTERNET

- At Shawsheen Valley Tech, students will access the Internet through the Shawsheen Valley Tech network. Students can access the Internet on the District device when not at school if they have Internet access. The District will not provide students with Internet access outside of school.
- In compliance with the Children's Internet Protection Act ("CIPA"), the District makes every effort to monitor devices. It will continue to do everything feasible to keep students safe when using technology. Content filtering is installed on all of the devices. Filtering technology is not perfect. It is possible that restricted content may not always be stopped by filtering technology. The District does not have control of the content posted on the Internet, nor does it have control of incoming email.
 - The device's content filter will be in place when students access the Internet both in and out of school. Therefore, sites "blocked" at school could also be "blocked" in other locations where students access the Internet.
 - Opening emails, attachments, and links from an unknown sender/source could potentially harm the device or connected resources. Adhering to best practice is not to open emails or attachments from an unknown source
 - Sites and content accessible via the Internet may contain material that is defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, illegal, or otherwise inconsistent with the mission of the District. The District expects students to use technology appropriately and follow all policies and guidelines when using the Internet. Parent/legal guardian supervision of technology use outside of school is critical to ensuring student safety and compliance with District policies and federal, state, and local law. Students who violate the Acceptable Use Policy will be subject to disciplinary action.
- If a student encounters inappropriate or harmful content or activity, the student should close the lid immediately and notify supervisory personnel or other appropriate personnel of what occurred.
- For qualifying families, affordable Internet is available for home access through Comcast. Click on the link below for details. <https://www.internetessentials.com/>

LOSS OR THEFT OF A DEVICE

A device that is lost, stolen, or vandalized needs to be reported immediately to SVRVTS's Educational Technology Department. It is the student's responsibility to keep the DEVICE in a secure location at all times when not in their possession.

EARBUDS/HEADPHONES

The use of earbuds/headphones in class and/or during the directed study is at the teacher/supervisor's discretion. The District does not provide earbuds/headphones.

STUDENT PRINTER USE

Students may have access to designated printers throughout the building.

RETURNING YOUR DEVICE

Under the following circumstances, all District-owned devices issued to students must be returned to Shawsheen Valley Tech's Educational Technology Department.

- Make the device available for upgrades and servicing upon request.
- Return the device permanently as part of their Senior Sign-out procedure upon Graduation.
- Upon separation from the District, students must return district-owned device as part of their sign-out procedure.

Any device not returned as described above will be considered stolen property, and law enforcement agencies may be notified.

DEVICE

Care

Students are expected to follow all the specific guidelines listed in this document and take any additional reasonable precautions to protect their assigned device. Loss or damage resulting from failure to abide by the guidelines may result in limited use of the device. A device that is broken, or fails to work correctly, must be taken to the Educational Technology Department as soon as possible to be taken care of properly. Do not take District-owned device to an outside computer service for any repairs or maintenance.

Problems

If the device is not working properly, the student needs first to talk to the teacher in the class to determine if some minor troubleshooting will take care of the problem. If the problem still exists, the student must take the device to the Educational Technology Department. If the device cannot be fixed immediately, the student may be issued a different device to use temporarily.

Even though the response may not be immediate, district personnel capable of finding a solution will be notified, and the problem will be taken care of in as timely a manner as possible.

Technical Support

Technical support will be available through the Educational Technology Department. Services provided include the following:

- Hardware maintenance and repairs
- Password resets
- User account support
- Coordination and completion of warranty repairs
- Distribution of loaner device

NOTE: ALL REPAIRS must be completed by SVRVTSD EDUCATIONAL TECHNOLOGY STAFF

TECHNOLOGY INSURANCE FEE

Shawsheen Valley Tech High School assigns a laptop to each student at no charge.

To offset any accidental or unintentional damage to the laptop, Shawsheen is institutionalizing a technology insurance fee of \$40 per year for each student.

The device used in teaching and learning supports a 21st-century learning experience and empowers our students to be more active participants in their learning. In both academic courses and some career majors, students will use and access electronic resources to engage in and enhance their learning experience through collaboration, curation, communication, and creativity as well as increasing organizational skills and improving time management. Shawsheen is an Office 365 school which is cloud-based software and data storage.

What is Covered by the Technology Insurance Fee

The following incidents/accidents are covered.

- Missing keys, cracked/damaged screens, unintentional damage, accidental droppage.
 - 1st incident*-- no charge for repair/replacement.
 - 2nd incident --parent/guardian responsible for half the cost of the laptop for repair/replacement.
 - 3rd incident --parent/guardian responsible for full cost of the laptop for repair/replacement.
- Theft--no charge with police report, otherwise full cost for laptop replacement.

What is NOT Covered by the Technology Insurance Fee

The following incidents **are not** covered.

- Intentional damage/neglect or abuse including liquid damage and vandalism.
 - Parents/guardians are responsible for the full cost of the laptop for repair/replacement.
- Laptop chargers and pens are not covered but can be purchased at the school store.

* Students, parents, or guardians are not authorized to attempt repairs themselves or contract with any other individual or business for the repair of the laptop.

PART 5. STUDENT DISCIPLINE

5-1 General

The purpose of the disciplinary policy is to promote and maintain an environment in which learning can take place. Every student attending SVRVTSD 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, 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 by the Principal or the Principal's designee up to and including mediation, detention, in-school suspension, or long or short term out-of-school suspension under the provisions of M.G.L. c. 71, § 37H ¾ and 603 CMR 53.00.

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 schoolwork 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 school days shall have an opportunity to select and receive educational services in accordance with the school's Education Services Plan to enable the student to make continued academic progress and to earn credits toward meeting state and local graduation requirements through the school-wide Education Services Plan. The school-wide Education Services Plan includes access to tutoring services by qualified SVTHS personnel or contracted providers as assigned by SVTHS; 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 them, they should consult this handbook, a teacher, guidance counselor, another faculty member, the Dean of Students, 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 rules 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 policies and state and federal laws and regulations. If a student is suspended, in-school or out of school, on a certain day and school is canceled for any reason that day, 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, plagiarism, and/or improper use of Generative AI.
- Theft.
- Possession and/or use of alcoholic beverages.
- Possession and/or use of drugs or drug paraphernalia.
- Possession of dangerous weapons.
- 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: firearms, firecrackers, knives (or other sharp instruments), water pistols, sling shots, playing cards, dice, radios and tape recorders, knuckles (metallic or any other substance) nun chucks, 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, permanent 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.

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 constitute an in-school or out-of-school suspension and shall not be subject to the due process requirements applicable thereto. 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 applicable 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/guardian of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length and dates of the in-school suspension. The Principal or designee shall also invite the parent/guardian 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/guardian after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent/guardian of the in-school suspension. Massachusetts regulations make no provision for a student to an appeal an in-school suspension imposed by the Principal or the Principal's designee.

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. If a student is absent on the day of a required in-school suspension, the student will be required to serve the in-school suspension on the next school day.

Students are 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 procedures 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/FELONY DELINQUENCY (M.G.L. c. 71, § 37H, M.G.L. c. 71, § 37H ½).

Interim Short Term Disciplinary Sanctions: In limited situations where a student is charged with a violation of M.G.L. c. 71, § 37H or is subject to suspension in accordance with M.G.L. c. 71, § 37H1/2, and is determined to present an immediate threat to persons, property, or the orderly educational environment of the school, the Student may be removed from school on an interim short term basis of ten (10) school days or less pending a formal hearing to consider the student's long term suspension or expulsion. Prior to the imposition of any disciplinary sanction that might result in a student's interim removal 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 they are charged and an opportunity to respond. In the event that the Principal determines that the student will be suspended from school on an interim, short-term basis pending a formal 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. Such interim removals in accordance with M.G.L. c. 71 §§ 37H and/or 37H1/2 shall not be subject to appeal.

- *Long Term Disciplinary Sanctions:* Prior to the imposition of any disciplinary sanction that might result in the student's suspension from school or expulsion pursuant to M.G.L. c. 71, §37H or M.G.L. c. 71, §37H1/2, 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/guardian 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 suspension or expulsion 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 ¾ /603 CMR 53.00).

▪ Notice and Principal's Hearing:

Prior to the imposition of a short-term out-of-school suspension or a 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 parent's/guardian's 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, and witnesses in the student's defense, the right of the student and the student's parent to interpreter services at the hearing if needed to participate, and the date, time and location of the hearing.

The hearing may take place without the student's parent(s)/guardian(s) if the Principal or designee has sent written notice and has documented at least two (2) attempts to contact the parent/guardian 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 or Principal's designee 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 or the Principal's designee should consider in determining consequences for the student. Students and parents do not have the right under applicable policies and/or regulations 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, the remedy or consequence to be imposed.

The Principal or Principal's designee shall provide written notice to the student and parent/guardian 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. The imposition of a short-term suspension is not subject to appeal.

b. Long-term Suspension

In addition to the rights afforded a student in a short-term suspension hearing, the student and parent/guardian 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/guardian'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/guardian upon request.

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

Based on the preponderance of evidence presented at the hearing, the Principal or Principal's designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances, 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/guardian 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/guardian.

In accordance with the requirements of M.G.L. c. 71, § 37H3/4, as amended through Chapter 177 of the Acts of 2022, and 603 CMR 53.05, the Principal or Principal's designee, when acting as a decision-maker at a disciplinary hearing to consider a student's possible out-of-school suspension for violations of school rules other than offenses involving drugs, weapons, assaults on school staff, and felony offenses, shall, when deciding the consequences for the student, first consider ways to re-engage the student in the learning process. The Principal or designee shall not suspend the student out-of-school on a short-term or long-term basis under such circumstances until alternative remedies have been employed and their use and results documented unless specific reasons are documented as to why such alternative remedies would be unsuitable or counter-productive, or unless the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm (physical and/or psychological) upon another person while in school. Alternative remedies for purposes of these requirements may include but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving.

If the student is suspended for more than ten (10) school days for a single infraction or for more than ten (10) school days cumulatively pursuant to M.G.L. c. 71, 37H34 for multiple school rules violations in any school year, the notice will include written notification of the right to appeal to the Superintendent or Superintendent's designee and the process for appealing. Except as provided for under M.G.L. c. 71, §§37H and/or 37H1/2, no student may be suspended in accordance with M.G.L. c. 71, §37H3/4 for greater than ninety (90) school days for one or more violations of school rules within a school year.

- Emergency Removal in Accordance with 603 CMR 53.07

The Principal, or a Principal's designee, may remove a student from school temporarily when a student is charged with a violation of school rules in accordance with M.G.L. c. 71 § 37H3/4 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 or designee's judgment, there is no alternative available to alleviate the danger or disruption presented. The Principal shall immediately notify the Superintendent in writing of the emergency removal and the reason for it, and describe the danger or disruption presented by the student. The emergency removal shall not exceed two (2) school days following the day of the emergency removal.

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

The Principal or designee 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 or designee 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 an in-school or short-term out-of-school 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 or a Principal's designee, to the Superintendent or Superintendent's designee. The student and/or the parent(s)/guardian(s) shall have five (5) calendar days following the effective date of the suspension 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 or Superintendent's designee will hold a hearing with the student and the parent(s)/guardian(s) within three (3) school days of 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 appeal hearing may proceed without the parent(s)/guardian(s) only if a good faith effort was made to include parent(s)/guardian(s). The Superintendent or designee shall be presumed to have made a good faith effort if the Superintendent or designee has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent or designee shall send written notice to the parent/guardian 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 or designee shall determine whether the student committed the disciplinary offense of which the student is accused, and if so, the appropriate consequence therefor. Students shall have all of the rights afforded to students at the Principal's hearing for long-term 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 or Principal's designee. The Superintendent's appeal decision is the final decision of the school.

5-4 Discipline Procedures 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/guardian 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/guardian 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/guardian 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.
- Students who have been found to have a mental or physical impairment 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.

If a request is made for an evaluation of a student's eligibility for special education services during the time period in which the student is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services beyond those that the student may be entitled to under M.G.L. c. 76, §21.

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 disciplinary sanctions would be applied to all students. Within ten (10) school days of any decision to exclude a student with a disability from his/her program for more than ten (10) consecutive days in a given school year or to impose a disciplinary sanction that would result in a disciplinary change in placement for a student with a disability, 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 parents/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 Team 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) or a court 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 nicotine 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, SVRVTSd 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.

Students 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 School 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 they have 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. Students 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 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 personal belongings and/or person (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, and/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 student to be searched.

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 SVRVTSD 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/guardians and students through the inclusion of the policies of the student handbook, the school district will have met its obligation relative to notice of such search. 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 the vehicle for inspection.
- Law enforcement agencies will be given full authorization to investigate and prosecute any person(s) found to be responsible for weapons and/or 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 M.G.L. c. 94C, 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 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 by the Principal.

- Issuance of Felony Criminal Complaint/Issuance of a Felony Delinquency Complaint (MGL, c. 71, § 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. Except in circumstances which, in the Principal's opinion, warrant the student's immediate, interim exclusion from school grounds, the Principal shall provide the student and parent/ guardian of written notice of, and shall conduct, a hearing at which the student shall have the right to be represented by an attorney (at private expense), to examine the evidence against the student, and offer evidence in the student's defense. *See* Section 5.3. The student shall have the right to appeal any long-term suspension imposed under this section to the Superintendent-Director within five (5) calendar days of the student's long-term suspension.
 - 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.
- 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/her 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

M.G.L. c. 269, § 17 provides: "Whoever is a principal 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, Principals or Principal's designee, and activity sponsor (teacher, coach, and advisor). After the Principal or Principal's designee is satisfied that all parties understand the seriousness of this offense, and subject to the provision of due process in accordance with applicable laws and regulations, the student may receive a two-day suspension.*
- Second offense. A student reported for a second hazing offense may, subject to the provision of due process in accordance with applicable laws and regulations, be suspended on a short-term or long-term basis.*

* 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.

5-11 Discriminatory Harassment/Hate Crimes

SVTHS will not tolerate any forms of discriminatory harassment or hate crimes. Students and/or parents must report all cases of harassment to a teacher, Guidance Counselor, the Director of Guidance/Civil Rights Coordinator, the Dean of Students and/or the Principal and follow the appropriate grievance procedure through the Director of Guidance. Individuals found to be in violation of Shawsheen's anti-harassment policies may be subject to disciplinary proceedings in accordance with procedures set forth in the Student Discipline section of this handbook. Disciplinary action may include suspension and/or, as provided for under M.G.L. c. 71, § 37H1/2, expulsion. Criminal violations will result in notification of law enforcement authorities.

Discriminatory Harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other misconduct based on race, color, religion, national origin, age, gender, gender identity, sexual orientation, and/or disability. What one person considers acceptable behavior may reasonably be viewed as harassment by another person and/or by the SVTHS administration. Thus, individuals should consider how their words and actions might reasonably be viewed by, or impact, 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 is evident as a contributing factor.
 - Bias Motive: Hatred hostility, or negative attitudes towards, or prejudice against, any group or individual on account of race, religion, ethnicity, handicap, gender, gender identity or sexual orientation, which is contributing, in whole or part, in the commission of a criminal act.
- 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

Questions regarding the procedure for reporting harassment should be addressed to the Director of Guidance/Civil Rights Coordinator at (978) 671-3612. For specific information regarding the

reporting and investigation of sex-based harassment, please see Section 5-11.5 of this Handbook. For specific information regarding the reporting of other forms of discriminatory harassment, please see Section 6.6 of this Handbook.

5-11.5 Sexual Harassment / Title IX of the Education Amendments of 1972

The Shawsheen Valley Regional Vocational Technical School District (SVRVTSD), in accordance with Title IX of the Education Amendments of 1972, does not discriminate on the basis of sex in any education program or activity that it operates. SVRVTSD is committed to maintaining an educational and work environment free from all forms of discrimination, including sexual harassment and retaliation.

Title IX of the Education Amendments Act of 1972 and various state and federal laws protect all students and school employees from sex-based harassment that occurs during an educational activity, regardless of the sex of the parties. In school systems, sexual harassment may cross many lines, and may involve staff member and staff member, staff member and student, student and student, third party and staff member, or third party and student. All students and school employees can experience sex-based harassment, including male and female students/employees, students/employees with disabilities, and students/employees of different races, national origins, and ages.

Any person who believes that a student, teacher, administrator, other school personnel or third party has engaged in conduct prohibited by this policy, whether such conduct has been directed at him/her or some other person, should report the alleged prohibited conduct as soon as possible to the appropriate SVRVTSD official (as designated by this policy) verbally or in writing. Nothing in this policy shall prevent any person from reporting alleged prohibited conduct to a different SVRVTSD employee than the one designated in this policy.

Goals

SVRVTSD is committed to providing equal educational opportunities and a safe learning and workplace environment free from discrimination, including sexual harassment and retaliation. SVRVTSD will not tolerate any form of discrimination, including sexual harassment and retaliation, within the school community. SVRVTSD will promptly and fairly investigate and respond to all allegations and complaints of sexual harassment and retaliation. During the investigation process, SVRVTSD will provide equitable treatment to complainants and respondents, ensure objective evaluation of all relevant evidence, and designate investigators and decision makers who are free from bias or conflict of interest. Following an investigation where it is determined that sexual harassment has occurred, SVRVTSD will take prompt, appropriate disciplinary, corrective and remedial measures necessary to ensure a safe and equitable learning and workplace environment for all school community members.

Definitions

Title IX identifies three separate types of conduct that would constitute “sexual harassment”:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual’s participation in unwelcome sexual conduct (“quid pro quo harassment”);
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient’s education program or activity (“hostile environment harassment”); or

- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

Examples of unwelcome conduct that may establish a hostile environment include but are not limited to unwelcome sexual advances; requests for sexual favors; verbal, nonverbal or physical conduct of a sexual nature; sex discrimination; threats of violence; and/or physical assault.

The following additional definitions apply:

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to any employee of SVRVTSD, except that this standard is not met when the only official of SVRVTSD with actual knowledge is the respondent (where the respondent is an employee). Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. Complaints will be addressed whenever SVRVTSD has actual knowledge of the allegation.

“Administrative leave” means placing an employee on leave pursuant to state law. Nothing in the Title IX regulations precludes a recipient from placing a non-student employee respondent on administrative leave during the pendency of a grievance process, provided that Massachusetts laws are followed.

“Consent” means cooperation in act or attitude pursuant to an exercise of free will of a conscious person with informed knowledge of the nature of the act or actions. A current or previous relationship shall not be sufficient to constitute consent. Consent will not be found when submission to the act or actions is undertaken due the influence of fear, fraud, forcible compulsion, threats, and/ or the complainant possessed any legal incapacity to consent at the time of the act or actions. Consent is a defense to all types of sexual harassment.

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Deliberate indifference” means a response to sexual harassment that is clearly unreasonable in light of the known circumstances.

“Emergency removal” means the suspension or expulsion of a student on an emergency basis, consistent with state law. Nothing in the Title IX regulations precludes SVRVTSD from removing a respondent from SVRVTSD’s education program or activity on an emergency basis, provided that SVRVTSD follows all procedures under Massachusetts law, undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

Formal complaint means a document filed by a complainant (or the complainant’s parent or guardian if the complainant is a student) or signed by the Title IX Coordinator alleging sexual harassment and requesting that SVRVTSD investigate the allegation of sexual harassment.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. SVRVTSD must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Application of Title IX Policy

To be covered by Title IX, the sexual harassment must have occurred in the school’s education program or activity and the complainant must have been participating in or attempting to participate in an education program or activity at the school at the time the complaint is filed. The complainant must also have been in the United States when the conduct occurred.

SVRVTSD will investigate all allegations of sexual harassment of which it has actual knowledge and which are alleged to occur in the school’s programs and activities, including locations, events, and/or circumstances in which the SVRVTSD exercises substantial control, in accordance with this policy and in a way that is not deliberately indifferent.

While Title IX covers the above-described definition of “sexual harassment”, SVRVTSD recognizes that the Title IX standard does not capture all conduct that amounts to sexual harassment under school policy and other state and federal laws. Therefore, while SVRVTSD prohibits “sexual harassment” as defined by Title IX, it also prohibits sexually harassing conduct that may fall outside of Title IX’s definition and includes other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, or humiliating to students or employees.

If SVRVTSD determines that the alleged conduct falls outside of Title IX’s scope but still constitutes sexual harassment under other school policies, SVRVTSD will implement appropriate remedial and/or disciplinary action in accordance with those policies.

Please note that incidents of sexual harassment may constitute child abuse under state law and may also violate criminal laws. SVRVTSD will also comply with all legal requirements governing the reporting of suspected cases of child abuse and criminal violations to the appropriate authorities, including the Department of Children and Families.

Complaint and Reporting Process:

For allegations of sex-based discrimination, including sexual harassment, sexual violence, and gender-based harassment by a SVRVTSD employee or volunteer, another student at SVRVTSD or a third party, immediately report the incident to SVRVTSD’s Title IX Coordinator and /or the Principal of your school building. The Title IX Coordinator’s contact information is as follows:

Jim Carlson, Director of Guidance & Health Services
100 Cook Street
Billerica, MA 01821
Telephone: 978-667-2111 ext. 1315
Email: jcarlson@shawtech.org

Nothing in this policy shall prevent any person from reporting alleged prohibited conduct to a different SVRVTSD employee than the one designated in this policy.

Upon receiving actual notice of alleged sexual harassment, all non-student members of the SVRVTSD community (including SVRVTSD school committee members, administration, faculty, staff, volunteers in schools and/or parties contracted to perform work for SVRVTSD, subject to school authority) must notify the Title IX coordinator as soon as practicable, but no later than 24 hours after becoming aware of the incident. Failure to comply with this mandatory reporting requirement or this Protocol may lead to disciplinary action.

The Title IX coordinator, and/or designated school administrator and/or employee, must then contact the complainant within two days of receiving the complaint and do the following:

- Promptly offer and discuss supportive measures with the complainant.
- Consider the complainant's wishes with respect to supportive measures;
- Explain that supportive measures may be received with or without filing a formal complaint;
- Explain the process of filing a formal complaint and determine whether the complainant wishes to file a formal complaint; and
- Explain to the complainant the purpose of filing a formal complaint.

The Title IX Coordinator must document in writing the supportive measures offered/provided or why no supportive measures were offered/provided. Complainant and respondents must be offered supportive measures even if they do not file a formal complaint.

If the complainant declines to file a formal complaint, the Title IX Coordinator must consider whether to sign a formal complaint and start an investigation despite the complainant's preferences. This decision may be appropriate when safety or similar concerns lead SVRVTSD to conclude that a non-deliberately indifferent response to actual knowledge of Title IX sexual harassment could reasonably require SVRVTSD to investigate and potentially sanction a respondent. A Title IX Coordinator's decision to override the complainant's decision not to file a formal complaint must be documented in writing along with an explanation of why this decision was necessary in order to avoid deliberate indifference. If a formal complaint is not made, SVRVTSD may still investigate the report of sexual harassment in accordance with its Non-Discrimination Policy, taking the complainant's wishes into consideration.

Formal complaints may also be filed directly with the Title IX Coordinator by a complainant in person, by mail, by email, or by telephone at any time, including during non-business hours.

The complaint may be written by the complainant, or it will be reduced to writing by either the school employee who receives the complaint, the building Principal, or the Title IX Coordinator. Whether the complaint is reduced to writing by a student, parent, or staff member, the written complaint should include the name of the complainant, the name of the alleged victim (if different), the name of the respondent, the location of the school/department where the alleged discriminatory action occurred, the basis for the complaint, witnesses (if any), and the corrective action the complainant is

seeking. This information will be made on or transferred to a discrimination/ harassment complaint form maintained by SVRVTSD.

There is no time limit or statute of limitation on timing to file a formal complaint. However, at the time of filing a formal complaint, an alleged victim must be participating or attempting to participate in a program or activity of SVRVTSD. Additionally, SVRVTSD has discretion to dismiss a formal complaint where the passage of time would result in SVRVTSD's inability to gather evidence sufficient to reach a determination regarding responsibility, or when SVRVTSD loses responsibility for the respondent (e.g., the respondent no longer attends or is employed by SVRVTSD).

If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur in SVRVTSD's education program or activity, or did not occur against a person in the United States, then SVRVTSD must dismiss the formal complaint under these procedures, but could investigate it under other policies and procedures. SVRVTSD will send written notice of any dismissal.

Written Notice of Formal Complaint

Upon receiving a formal complaint of sexual harassment, SVRVTSD will provide the complainant and the respondent written notice of the allegations, the grievance process, the appeal process, available supportive measures, and possible disciplinary sanctions and remedies. The written notice will also include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must inform the parties that the SVRVTSD's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If additional allegations are added during the course of the investigation, additional written notice must be provided.

Informal Resolution

Where appropriate, and only after a formal complaint has been filed and written notice has been issued, the Title IX Coordinator should also consider offering the parties an option for informal resolution (e.g., mediation). Participation in an informal resolution process may only occur where both parties give voluntary, informed, written consent to attempt informal resolution, and either party has the right to withdraw from the informal process at any time. The informal complaint option is not available for reports of employee-on-student sexual harassment; in this context a formal investigation is required. Where an informal resolution process is agreed to, it will be facilitated by a facilitator designated by the Title IX coordinator who does not have a conflict of interest and/or bias for or against complainants or respondents and who has received proper training.

Informal resolution is entirely voluntary. Parties may elect to pursue formal procedures and decline informal resolution at any step in the process, even if informal resolution has already begun.

If the parties are not satisfied with the resolution from the informal process, or if he/she does not choose informal resolution, then he/she can begin the formal complaint procedure described below.

Investigation

If informal resolution is not offered to or accepted by the parties, the Title IX Coordinator will designate an investigator and a decision maker, who may not be the same person.

All formal complaints will require a full investigation in accordance with the Title IX grievance process. For formal complaints of sexual harassment, the investigator will conduct and complete a thorough and impartial investigation into the reported conduct within a reasonably prompt timeframe, with delays for good cause only. Good faith efforts will be made to complete the investigation within 15 school days of the initiation of the formal complaint, except for good cause, as documented in the investigation file. Where feasible, the formal process will be completed within a ninety (90) day timeframe from the date a formal complaint is filed with SVRVTSD. There may be a temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include, but is not limited to, considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

- Gathering Evidence

The investigation will include personal interviews with the complainant(s), the individual(s) against whom the complaint is filed, and others who have knowledge of the alleged incident(s) or circumstance(s) giving rise to the complaint. The investigation may also consist of other methods deemed pertinent by the investigator, including but not limited to gathering physical evidence. The investigator will find facts and making determinations related to credibility, all of which will be incorporated into a written report. The investigator must avoid all questions that are protected by legal privilege, unless the privilege has been waived, and should avoid asking about the complainant's sexual history unless it is directly relevant to prove consent to the conduct at issue or to prove that the conduct was committed by someone other than the respondent.

SVRVTSD will keep confidential the identity of complainants, respondents, and witnesses, except as may be permitted by FERPA, as required by law, or as necessary to carry out a Title IX proceeding.

For Title IX purposes, if a student requests that his or her name not be revealed to the alleged perpetrator, honoring the request may limit SVRVTSD's ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator. Title IX includes protections against retaliation, including retaliatory actions taken by the school and school officials, and school officials will not only take steps to prevent retaliation but will also take strong responsive action if it occurs. Confidentiality concerns should be brought to the attention of the Title IX Coordinator, whose contact information is provided above, and/or the principal of the building.

SVRVTSD has the burden of gathering the evidence, not the parties. However, parties may gather and present evidence of their own. All parties will be provided with an equal opportunity to review and respond to evidence gathered during the investigation.

All parties whose participation is invited or expected will be provided with written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings with a party, with sufficient time for the party to prepare to participate.

All parties will be provided with the opportunity to be accompanied to any related meeting, interview or proceeding by an advisor of their choice, who may be, but is not required to be, an attorney.

SVRVTSD will not require, allow or rely upon privileged information, unless privilege is waived in writing by the holder.

All parties will be provided with an equal opportunity to review and respond to evidence gathered during the investigation. Prior to completion of the investigative report, SVRVTSD will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have ten (10) days to submit a written response to the evidence, which the investigator will consider prior to completion of the investigative report.

- Investigative Report & Written Questions

Upon its completion, the parties will be provided with a copy of the investigative report for their review and, if desired, written response. Written responses from the parties will be required within ten (10) days of receipt of the investigative report and will be incorporated into the investigative report.

After the parties' responses to the investigative report, if any, have been incorporated into the investigative report, but prior to reaching a determination regarding responsibilities, the decision-maker(s) – who will not be the same person(s) as the investigator and/or Title IX coordinator – will afford each party the opportunity to submit written questions for the other parties and witnesses to answer, provide each party with the answers, and allow for additional, limited follow-up questions from each party. If any questions are determined not to be relevant, the decision-maker may exclude the questions and will explain to the party proposing the questions any decision to exclude questions as not relevant. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

- Written Determination & Standard of Evidence

After this process, the decision-maker will issue a written determination simultaneously to the parties regarding whether sexual harassment has occurred using a preponderance of the evidence standard, as it does for all conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanctions. Resolution proceedings are conducted to take into account the totality of all evidence available, from all relevant sources.

A "preponderance of the evidence" means that it is more likely than not that the alleged conduct occurred. The decision-maker shall further recommend what action, if any, is required. If it is determined that sexual harassment occurred, SVRVTSD will take steps to prevent the recurrence of the harassment and correct its discriminatory effect on the complainant and others if appropriate. Such remedies may include supportive measures.

The written determination must be issued to both parties simultaneously and must include:

- Identification of the allegations potentially constituting sexual harassment;
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, etc.;
- Findings of fact supporting the determination;

- Conclusions regarding the application of the recipient's code of conduct to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
- SVRVTSD's procedures and permissible bases for the complainant and respondent to appeal (a copy of, or direct reference to, this policy will suffice).

Disciplinary Action, Corrective Action, and Remedial Measures

If the respondent is ultimately found responsible, the complainant will be made aware of any sanctions imposed on the respondent that directly relate to the complainant. The respondent will not be notified of individual remedies offered or provided to the complainant. If the respondent is ultimately found responsible, SVRVTSD will effectively implement remedies for the respondent, complainant and where appropriate, for the broader student population. The remedies will be designed to restore or preserve equal access to the educational program or activity for a complainant, end the harassment, eliminate the hostile environment, prevent its recurrence, and remedy its effects. Remedies may include, but are not limited to, disciplinary sanctions against the respondent, up to and including termination and/or expulsion, counselling for the respondent, an escort for the complainant, ensuring that complainant and respondent do not share classes or extracurricular activities, providing comprehensive victim services, training or retraining school employees, changes to SVRVTSD's policies and/or services, etc. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

As indicated above, these procedures do not limit SVRVTSD from removing a student or employee from a program or activity on an emergency basis based on immediate threats to people's physical health or safety or placing an employee on administrative leave during the pendency of the investigation.

Appeal Process

Parties may appeal the decision issued as a result of the investigation, or from SVRVTSD's dismissal for a formal complaint or any allegations therein, within 15 school days of receipt of the findings of the formal procedure or a dismissal. The decision-maker(s) for the appeal will not be the same person as the decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), and/or the Title IX Coordinator. Parties may appeal on the basis of procedural deficiencies; bias or conflict of interest; newly discovered evidence; and/or other good cause.

SVRVTSD will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Both parties will have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The appeal decision-maker will review the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings to both the complainant and respondent within thirty (30) school days of the appeal.

Training

SVRVTSD will ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the recipient's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and

how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

SVRVTSD will ensure that decision-makers receive training on any technology to be used in interviews and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant,.

SVRVTSD also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

These training materials will be posted on SVRVTSD's website.

Records

A record will be maintained for a period of seven years of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment and SVRVTSD staff will document the basis for SVRVTSD's conclusion that its response was not deliberately indifferent.

Referral to Law Enforcement, Other Agencies

Some alleged conduct may constitute both a violation of SVRVTSD policies and criminal activity. The building Principal, coordinator, Superintendent, or designee will refer matters to law enforcement and other agencies as appropriate under the law or SVRVTSD policy, and inform the complainant/alleged victim of the right to file a criminal complaint.

Retaliation

Retaliation against an individual who has brought good faith allegations of sexual harassment to the attention of SVRVTSD or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by SVRVTSD. If a student/employee believes that he/she has been retaliated against in connection with any good-faith report of inappropriate conduct or harassment, the student/employee should immediately report such conduct to the Title IX Coordinator and/or Principal of your school building. The Title IX Coordinator and/or designee will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

In addition to the above, if you believe you have been subjected to unlawful harassment and/or retaliation you maybe file a complaint with either or both of the following local government agencies. Each of the agencies has a short time period for filing a claim.

United States Equal Employment Opportunity Commission,
JFK Federal Building,
475 Government Center
Boston, Massachusetts, 02203
800-669-4000

Massachusetts Commission Against Discrimination,
Boston office at One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108,
617-994-6000

Office of Civil Rights (U.S. Department of Education)
5 Post Office Square, 8th Floor
Boston, MA 02129
(617) 289-0111

You may also file a complaint directly with the Office of Program Quality Assurance at the Department of Elementary and Secondary Education or seek outside counsel.

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.
- Materially and substantially disrupts the education process or the orderly operation of the 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 is 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 victim, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

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 disciplinary consequences 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 and/or to have engaged in discriminatory harassment may be subject to disciplinary proceedings in accordance with procedures set forth in the student discipline section of this handbook. Disciplinary action may include long-term suspension of up to ninety (90) school days.

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” under Massachusetts General Law Chapter, which states, “[Any 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. M.G.L. c. 119, § 51A

For additional information regarding the filing of reports/complaints of bullying and the investigation thereof, please see Section 6.10 of this Handbook.

5-13 Fighting

Consistent with applicable state and/or federal law, SVRVTSD and SVTHS 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 imminent fear for their safety, a condition that will be treated as an assault of that school staff member. Fighting may subject a student to disciplinary action including, but not limited to, long-term suspension from school.

- 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, subject to the provision of appropriate due process, receive a two-day suspension.*

- Second offense: A student reported for fighting a second time may, subject to the provision of appropriate due process, receive a minimum three (3) day suspension.*

* The Principal, or Principal's designee, shall retain the authority to impose lesser sanctions, where determined appropriate, or more significant disciplinary sanctions where the conduct subject to discipline is determined to be severe or egregious. As with all disciplinary actions conducted in accordance with M.G.L. c. 71, § 37H and 603 CMR 53.00 for violations of school rules, the Principal or Principal's designee shall not suspend the student out-of-school on a short or long-term basis under such circumstances until alternative remedies have been employed and their use and results documented unless specific reasons are documented as to why such alternative remedies would be unsuitable or counter-productive, or unless the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm (physical and/or psychological) upon another person while in school. M.G.L. c. 71, § 37H3/4(b).

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 short-term or long-term suspension.*

*The Principal, or Principal's designee, shall retain the authority to impose lesser sanctions, where determined appropriate, or more significant disciplinary sanctions where the conduct subject to discipline is determined to be severe or egregious.

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 a 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 parent/guardian conference. Detentions or a suspension may be imposed in accordance with applicable due process requirements by the Principal or the Dean of Students, as the Principal's designee.

5-17 Detention

Students must serve (or begin to serve) detentions within one (1) school week from when they are assigned, and multiple detentions must be served at a rate of at least one (1) per week. Failure to do so will be considered insubordination, a suspendable offense. 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 Principal or the Principal's designee may prohibit the student from participating in extracurricular activities until the student reduces his/her number of unserved detentions to eight. Parent/Guardian notification will be issued at ten (10) detentions.

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

5-18 Dress Code

In accordance with M.G.L. c. 71, § 83, schools may establish student dress codes to ensure reasonable standards of health, safety, and cleanliness and/or to prevent the disruption of the learning environment.

SVRVTSD'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.

- The responsibility for the dress of the student will rest with the individual student and parents. Clothing should be conducive to the learning environment and follow any applicable safety requirements of the classroom the student is in that day.
- No hoods covering the head should be worn in school. * Exceptions may be made as accommodations based on religion or disability.
- 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 workplace 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 apparel that violates these standards.

- 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 individuals' ethnic background, national origin, religious beliefs, gender identity, sexual orientation, or disability, represent any hate group, gang or organization that advocates violence or disruption, of the school's instructional program.

Job placement is a primary objective at SVRVTS. 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
Plumbing	Masonry	Metal Fabrication
Advanced Manufacturing		

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.

SVTHS complies with the Massachusetts CROWN Act and prohibits the adoption or implementation of any policy that prohibits or impairs any hairstyles historically associated with race, including, but not limited to, protective hairstyles (braids, hair coverings, Bantu knots, locks, twists, and other formations), hair length, hair type, and hair textures. *See* M. G. L. c. 71, §1D; *See* M. G. L. c. 4, §7.

5-19 Cell Phones/Personal Electronic Devices

Information contained in this section applies to student cell phones and personal electronic devices, including (but not limited to): smart watches, tablets, and head-phones/ear buds/air pods.

SVTHS recognizes that student access to cell phones/personal electronic devices during the school day: causes distractions to learning; poses mental health concerns; reduces social interaction/development; increases opportunities for bullying, harassment, and peer conflicts; and does not prepare students for adult life in a competitive world since employers (including our co-op employers) have expressed that use of cell phones/personal electronic devices in the workplace is a major problem.

Students may only use their cellphones/personal electronic devices at Shawsheen before school and after school. Students may not use cell phones/personal electronic devices during the school day, which begins when the homeroom bell rings at 7:24am, and ends when the dismissal bell rings at 2:04pm. During the school day, students must keep their cell phones/electronic devices turned off and stored in a location that is not visible at any time.

Staff will confiscate any cell phone or electronic device (a) that becomes visible during the school day, or that (b) rings, vibrates, or is used for any reason during the school day. 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.

If 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 along with an educational component.
- Second offense and each subsequent offense. The device will be held in the Dean's office until a parent/guardian can report to the school to pick up the device. Parents/guardians can report to the school between 7am-3pm on school days to do so. One Saturday detention will be issued.

Students with excessive offenses may be subject to further disciplinary action, including but not limited to assignment of additional detentions, exclusion of privileges, and/or suspension.

Even when authorized to be in possession of cell phones or personal electronic devices, students are prohibited from using their devices to photograph, video record or audio record any individual on school grounds or at school-sponsored events or activities without their consent. Disciplinary consequences will be given to students who violate this rule. In an emergency, parents/guardians can contact the Dean of Students at (978)-667-2111 ext. 1508.

Exceptions to this general policy shall be provided to accommodate documented disabilities.

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 ensuring 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 to 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 them. Freshmen counselor assignments are made according to student last name. Upper-class counselor assignments are made according to permanent shop placement.

6-1.5 Student Records

Student records and other personally identifiable information pertaining to students are protected from improper disclosure under state and federal laws and regulations, including the Family Educational Rights and Privacy Act (FERPA), M.G.L. c. 71, and 603 CMR 23.00.

- (a) Notification of Rights under the Family Educational Rights and Privacy Act

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:

- (1) The right to inspect and review the student’s education records within forty-five (45) calendar days of the day the School receives a request for access.
- (2) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.
- (3) 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.
- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

For additional information relative to the Family Educational Rights and Privacy Act, see Section 11.1 of this handbook.

(b) The Massachusetts Student Record Regulations

The Massachusetts regulations pertaining to student records, 603 CMR 23.00, were developed 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 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 or deliberately saved to an electronic file using the student’s name or other personal identifier.

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 9th 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, including school security personnel and evaluation teams, who are employed by the SVRVTSD and/or SVTHS 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.

Destruction of Student Records

Each student's transcript will be maintained for sixty (60) years following the student's 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/guardian 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/guardian and/or eligible student has the right to inspect all portions of the student record upon request. The parent/guardian 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/guardian or eligible student no later than ten (10) calendar days after the request, unless the parent/guardian or the student consents to a delay. The parent/guardian 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)/guardian(s), the eligible 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/guardian 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 transfers 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/guardians 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 offer to meet with the requesting party and, following such a meeting or if no meeting is requested, render a written decision on such a request within one (1) week. A denial of a request to amend a student record may be appealed to the Superintendent and, ultimately, to the School Committee. 603 CMR 23.08.

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 the parent/guardian or eligible student have specifically directed to school 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 publication of a student's 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
- General 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 by no later than September 16th.

SVRVTSD shall exercise sole authority and discretion with regard to the disclosure of Directory Information to commercial organizations.

Complaints

A parent or eligible student has a right to file a complaint regarding student records with the Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920, 800-872-5327; 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/guardians 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)/guardian(s). Upon receipt of the parent(s)/guardian(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, 8th 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, 4th Floor, Malden, MA 02148.

If you would like more information about special education services at SVRVTSD or are seeking an evaluation of your student's eligibility under the Individuals with Disabilities Education Act or Section 504, please contact the SVRVTSD Support Services Program or the School's Section 504 Coordinator at 978-671-3647 or 978-671-3612.

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 a parent/guardian 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 1964¹ 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 1974¹ 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 1972¹ 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 1973¹ 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, and the rights of students in foster care. <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 above proceedings are coordinated by the Director of Guidance and Health Services with the exception of the IDEA, which is coordinated by the Director of Support Services.

6-6 Equal-Educational Opportunity / Civil Rights Grievance Procedure

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.

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 school's Section 504 Coordinator at 978-671-3647 or 978-671-3648, or the Principal at 978-671-3640 or 978-671-3637.

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.

Civil Rights Grievance Procedure

The Shawsheen Valley Regional Vocational Technical School District and Shawsheen Valley Technical High School are committed to maintaining school environments free of discrimination, harassment or retaliation based on race, color, religion, national origin, gender, sexual orientation, gender identity, age or disability.

Harassment, discrimination, and retaliation in any form or for any reason is prohibited. This includes harassment or discrimination by administrators, personnel, students, vendors, and other individuals in school or at school related events. Retaliation against any individual who has brought harassment or discrimination to the attention of school officials or who has cooperated in an investigation of a complaint under this procedure is unlawful and will not be tolerated by the School District and Shawsheen Valley Technical High School.

Non-Applicability of This Procedure to Title IX Sex Discrimination Allegations

The *Civil Rights Grievance Procedure* shall not apply to reports of sex discrimination or sex-based harassment as defined under Title IX of the Education Amendments of 1972 and its implementing regulations (“Title IX”) At 34 CFR Part 106.

Allegations of conduct that could, if proven, meet the definition of sex discrimination under Title IX shall be addressed through the District’s *Title IX Grievance Procedures*. Similarly, allegations of conduct that meet the definition of sex discrimination, including sex-based harassment under Title IX, and simultaneously meet the definitions of sexual harassment under Title VII (employees), M.G.L. c. 151B (employees), and/or M.G.L. c. 151C (students), will also be addressed through the *Title IX Grievance Procedures*. See Section 5-11.5 above.

Definitions

For the purposes of this procedure:

- A. “Discrimination” means discrimination or harassment on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion by which an individual is excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity of the school.
- B. “Harassment” means unwelcome conduct on the basis of race, age, color, national origin, disability, or religion that is sufficiently severe, persistent, or pervasive to create or contribute to a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures or other conduct which rises to the level of a hostile environment. A hostile environment is one which unreasonably interfered with an individual’s participation in, denied the individual the benefits of, or otherwise subjected the individual to discrimination under any program or activity of the District.

When determining whether an environment is hostile, the District shall consider the context, nature, frequency, and location of the incidents as well as the credibility of witnesses and the identity, number and relationships of the persons involved. The District must consider whether the alleged harassment was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the Complainant, and under similar circumstances. Conduct does not constitute harassment where the incident occurs off-campus at a non-school sponsored activity and does not create a hostile environment at school for the victim.

- C. Retaliation: Retaliatory acts against any individual who exercises his or her rights under the civil rights statutes covered by this procedure or the sexual harassment procedure are considered to be discrimination and are unlawful. Individuals are prohibited from coercing,

intimidating, threatening, or interfering with an individual because the individual exercised any right granted or protected under this procedure and/or the Title IX Sexual Harassment Procedures.

- D. Complainant: An individual who is alleged to be the victim of conduct that could constitute discrimination, harassment, or retaliation under this procedure. Parents and/or legal guardians of a complainant are not considered a complainant but may file formal complaints on behalf of a minor child and act on behalf of the minor child in any civil rights matter.
- E. Party or Parties: The complainant and/or respondent.
- F. Principal: The Principal or Principal's designee.
- G. Respondent: An individual who has been reported to be the perpetrator of conduct that could constitute discrimination, harassment, or retaliation under this procedure.

How to make a complaint

Any student or employee who believes that they have been discriminated against or harassed should report their concern promptly to the Principal or the Civil Rights Coordinator. Students may also report incidents of harassing conduct to a teacher, administrator, or guidance counselor. Any complaint received by a school personnel shall be promptly reported to the Principal or Civil Rights Coordinator. Students or employees who are unsure whether discrimination, harassment, or retaliation has occurred are encouraged to discuss the situation with the Principal, Assistant Principal, Dean of Students, or the Civil Rights Coordinator. There may be instances where another third-party, who has not experienced but is aware of the occurrence of prohibited conduct, may bring a complaint under this procedure. In such circumstances, that person is referred to as the "reporter."

- A. Any school employee who observes or receives a report of discrimination, harassment or retaliation shall promptly notify the Principal or the Civil Rights Coordinator, identified below. Any employee who observes discrimination, harassment or retaliation against a student should intervene to stop the conduct and report it to Principal. Upon receipt of a report of discrimination, harassment or retaliation, the Principal shall promptly inform the relevant Civil Rights Coordinator of the report, and will respond in a manner consistent with this Procedure. If the report involves an accusation against the Principal or Civil Rights Coordinator, the employee shall report the incident to the Superintendent or designee.
- B. Informal Reports: Individuals may wish to file a formal complaint of discrimination, harassment or retaliation, or to report informally (i.e., without initiating a formal complaint). Such informal reports may be made to the Principal or Civil Rights Coordinator. The school administration shall inform anyone making an informal report that he or she may initiate a formal complaint at any time, regardless of what steps are being or have been taken in response to an informal report.
- C. Anonymous Reports: Complainants and reporters should be aware that although the school administration will often be able to maintain confidentiality of reporting persons, it may sometimes be necessary to take actions to protect the safety of the school community that may result in the identity of the reporting person being disclosed (to the police, for example). When reporters or Complainants seek to remain anonymous or have their identities kept confidential, they will be informed that honoring such a request may limit the ability of the

school administration to respond fully to any reported event, including limitations on the ability to take disciplinary action against a Respondent.

- D. Informal Process: If the school administration concludes that it is possible to resolve a matter, whether after formal complaint or an informal report, in a prompt, fair and adequate manner through an informal process involving, and with the consent of, the Complainant and Respondent, the school administration may seek to do so. The informal process is voluntary, and the Complainant and/or Respondent may terminate or decline any informal process at any time, without penalty.
- E. Formal Process: A formal complaint shall state (if known to the reporter or Complainant) the name(s) of the persons involved and witnesses to the conduct, describe the conduct, and identify, to the extent possible, the dates and locations of the conduct. The complaint shall be signed and dated by the reporter and/or Complainant. Complaints will be investigated promptly and equitably by the Civil Rights Coordinator or Principal. Investigations may be initiated whenever warranted, in the absence of a formal complaint, or after a formal complaint has been withdrawn.
- F. Initial Assessments: The Civil Rights Coordinator or Principal will make an initial assessment following a complaint. Based on that assessment, the Civil Rights Coordinator or Principal may: (a) if the conduct, even if substantiated, would not constitute harassment, discrimination or retaliation, dismiss the complaint; (b) if the alleged conduct (or complaint) could not, even if true, constitute discrimination, harassment or retaliation, but is within the scope of another procedure, the Civil Rights Coordinator shall refer the matter to the appropriate personnel; (c) if the Civil Rights Coordinator or Principal concludes that it is possible to resolve the complaint in a prompt, fair and adequate manner through an informal process involving and with the consent of both parties, the Civil Rights Coordinator or Principal may seek to do so in accordance with Section D, above; or (d) if the alleged conduct, if substantiated, would constitute discrimination, harassment or retaliation, the Civil Rights Coordinator or Principal will initiate an investigation. The Civil Rights Coordinator or Principal may also identify and initiate any interim measures. See Section G.
- G. Interim Measures: The District will provide prompt and reasonable interim measures during the pendency of the investigation, if appropriate, to support and protect the safety of the parties, the educational environment, and the District and/or school community; to deter retaliation; and to preserve the integrity of the investigation and resolution process. Any interim measures will be monitored to ensure they are effective based on the evolving needs of the parties. Violations of the restrictions imposed by interim measures could be considered a violation of school rules and may be considered in determining whether discrimination, harassment or retaliation has occurred.
- H. Timeframes: The school administration will seek to complete any investigation within twenty (20) school days after receipt of a complaint and provide the written notice of the outcome of the investigation within twenty-five (25) school days. The investigator may impose reasonable timeframes on all parties to facilitate the timely completion of the investigation. The investigator may extend the investigation period beyond the time period identified due to extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If a complaint or report of discrimination, harassment or retaliation is received within three (3) weeks of the end of the academic school year, the investigator will attempt to complete the investigation by the end of

the school year. In the event that the investigation extends beyond the last day of school, the administration will make reasonable efforts to complete the investigation within the above-referenced time frame but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant and Respondent of the extension. A report to the law enforcement will not automatically delay an investigation; however, a request from law enforcement to delay the investigation may require a temporary suspension of an investigation, and the District will promptly resume its investigation upon being advised that law enforcement's evidence gathering is completed.

- I. Under the formal resolution procedure, the complaint will be investigated by the Principal, Civil Rights Coordinator or other individual designated by the Principal or Civil Rights Coordinator who has responsibility for seeking and gathering evidence relative to the investigation. A formal complaint against an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. During the formal resolution procedure:
 1. The Complainant shall be provided with an opportunity to be heard and have the opportunity to identify witnesses and other relevant evidence to the investigator.
 2. The Respondent will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
 3. The privacy rights of the parties shall be maintained in accordance with applicable state and federal laws.
 4. The investigator will keep a written record of the investigation process.
 5. The investigation will be completed within twenty (20) school days of the date of receipt of the complaint.
 6. The notification of the outcome of the investigation, including, if appropriate, a description of the remedies taken, will be provided to the parties within twenty-five (25) school days of the receipt of the complaint, unless extended for good cause.
 7. Nothing in this Procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the time period described above.
- J. Standard of Proof: The investigation shall make factual findings based on a preponderance of the evidence standard.
- K. If the investigator determines that discrimination, harassment, or retaliation has occurred, the District shall take steps to eliminate the discriminatory or harassing environment, which shall include but not be limited to:
 1. Identifying what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment or retaliation, and to correct its discriminatory effects if appropriate; and
 2. Informing the Complainant and Respondent of the results of the investigation (in accordance with applicable state and federal privacy laws) in accordance with the above timelines.

The school administration may also refer the offender for disciplinary procedures to be conducted in accordance with federal and state law. Nothing in the Procedure shall be interpreted as limiting or prohibiting the District's ability to take appropriate disciplinary action against the offender in accordance with the applicable code(s) of conduct or employment contracts or policies, where appropriate, prior to completion of the investigation, in accordance with the due process rights of employees and students, as applicable.

- L. Appeal: If the Complainant or the Respondent is dissatisfied with the results of the investigation, an appeal may be made to the Superintendent or designee within seven (7) calendar days after receiving notice of the outcome of the investigation, except for circumstances in which the Respondent is subject to long-term suspension as a result of a finding of discrimination, harassment, or retaliation. In such an instance, the appeal rights of the Respondent will be provided in a manner consistent with the disciplinary due process requirements applicable to the circumstances (e.g., M.G.L. c. 71, 37H, 37H ½ or 37H ¾). Appeals must be made in writing (email is sufficient) to the Superintendent (or designee), Shawsheen Valley Technical High School, 100 Cook Street, Billerica, MA 01821. The Superintendent (or designee) will decide the appeal within thirty (30) calendar days of the date of receipt of the written appeal.
- M. The Civil Rights Coordinator for complaints of discrimination, harassment, and retaliation under this procedure is: the Director of Guidance who can be reached at 978-671-2111 ext. 1315.
- N. Employment Agency Information: federal employment discrimination enforcement agencies is as follows: 1) Federal - United States Equal Employment Opportunity Commission (EEOC); John F. Kennedy Federal Building; 15 New Sudbury Street, Room 475; Boston, MA 02203-0506; 1-800-669-4000; EEOC Boston Area Office Website: <https://www.eeoc.gov/field-office/boston/location>; 2) State: Massachusetts Commission Against Discrimination (MCAD); Boston Headquarters; One Ashburton Place; Sixth Floor, Room 601; Boston, MA 02108; (617)-994-6000; MCAD Website <https://www.mass.gov/orgs/massachusetts-commission-against-discrimination>.

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 M.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/guardians with questions or issues pertaining to support for transgender and gender-nonconforming students should contact their students’ counselor or the Director of Student Services.
- Admission. The gender identity law amended M.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 as a last resort and 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/guardians 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

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/guardians, 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/guardians 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 the Principal's designee when they witness 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).

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:

- Determine "hot spots" where bullying may be more likely to occur;
- Consider ways of keeping certain groups of students apart during transitions, and building positive collaborations between older and younger students; and
- 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, § 37L, § 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 SVRVTHS 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 4.18 for the Class of 2027 and a 4.35 for the Class of 2028, 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 asked 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 4.18 for the Class of 2027 and a 4.35 for the Class of 2028, 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 4.18 for the Class of 2027 and a 4.35 for the Class of 2028, 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 asked 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 4.18 for the Class of 2027 and a 4.35 for the Class of 2028, 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

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)³ (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/guardians. 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/guardian 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/guardian meetings each year. The CDC’s “Heads Up” concussion fact sheets will be made available to athletes, coaches and parents/guardians 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/guardians 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/guardian.
 - 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/guardian may request that a neuropsychological consultant review the test data. The athlete's parents/guardians 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. They 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/guardians 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/guardians of the injury.
 - a. Contact the parents/guardians 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/guardians 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/guardian.
 - 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/guardians 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/guardian.

2. The Director of Guidance will schedule a re-entry meeting with the student, parents/guardians, 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/guardian, 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 INFRASTRUCTURE & ACCEPTABLE USE POLICY (AUP)

The purpose of Shawsheen Valley Technical School District's computer network infrastructure 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 (Students are prohibited from engaging in harassing email, cyber stalking, hacking, child pornography, and vandalism), and other violations of school rules including, but not limited to bullying and harassment. 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 infrastructure and Internet is a privilege, not a right, and inappropriate use and/or 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 infrastructure is not for private or commercial business use, political, or religious purposes.
- Any use of the Shawsheen computer network infrastructure 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 infrastructure to access obscene or pornographic material is prohibited.
- Using programs that harass Shawsheen users is prohibited.
- Infiltrating the computing system and/or damaging the software components is prohibited.

• *Internet Etiquette*

- Be polite. Do not get abusive in your email messages or online discussions 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 social networking sites (such as Facebook, Instagram, 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*

- Respect the rights and property of others.
- Do not improperly access, misappropriate, or misuse the files, data or information of others.
- Do not share your account with anyone or leave the account open or unattended.
- All accounts and passwords confidential and not accessible to others.
- Make back-up copies of the documents critical to you.
- Any user identified as a security risk or having a history of computer network infrastructure problems at Shawsheen may be denied access to Shawsheen computer network infrastructure.

• *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) or manipulation of programs to alter the original configuration of systems 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 Educational Technology 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 infrastructure.
- 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 uses LightSpeed Alert to monitor student activity on school devices during the school day and on the school's network. Lightspeed Alert is an at-risk student identification system that monitors and analyzes student activity on school devices and on the school's network for signs of self-harm, violence, and bullying. The system will immediately alert staff of any concerns so that staff can follow up accordingly. LightSpeed Alert will monitor student activity on school devices from 7am-3pm on school days only. LightSpeed Alerts are not monitored or responded to outside of normal school hours.

PART 10. SHAWSHEEN TRAVELERS' CODE OF CONDUCT

This form is provided in the handbook for your reference only. Prior to the start of the school year, parents/guardians will receive information (via email) on how to log into Aspen and electronically sign-off on this form. Please note that the form defaults to an 'opt-in' setting (unless parents/guardians opt-out when completing the forms online) and is due by the start of the school year. If you do not submit the form prior to Tuesday, September 3, 2024, you will be deemed to have provided your permission to opt-in.

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 themselves 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 they will not be allowed in the pool or other water facility.

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. Requests for amendments of student records shall be responded to in accordance with the requirements of 603 CMR 23.08.
- 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. On 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

- FERPA permits the disclosure of personally identifiable information (“PII”) from students’ education records, without consent of the parent/guardian or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –
 - To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
 - To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
 - To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student’s State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
 - In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
 - To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
 - To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
 - To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))

- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

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 student's 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:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901