

SHAWSHEEN VALLEY REGIONAL VOCATIONAL/TECHNICAL SCHOOL DISTRICT

John P. Miller Conference Room  
100 Cook Street  
Billerica, MA 01821

Please access at: <https://youtube.com/live/SrNehi7CzT4?feature=share>

A G E N D A  
March 26, 2024

1. Roll Call – 7:00 p.m.
2. Pledge of Allegiance
3. Student Representative Report
4. Public Comment
5. Christine Tobin/Kevin Caruso – Discipline Update
6. Consent Agenda
  - Approval of Bills and Payroll
    - Howard Greenspan
    - Nuttall MacAvoy
    - Murtha Cullina
  - Approval of Minutes of February 27, 2024
7. Business Manager’s Report
8. Superintendent’s Report
9. Subcommittee Reports
  - Negotiation Subcommittee
  - Organizational Development Subcommittee
  - Facilities/Capital Planning Subcommittee
10. Old Business
11. New Business
  - Vote 2024-2025 School Calendar
  - Vote 2024-2025 School Committee Meeting Dates
  - Vote Statement of Interest
  - Vote Section J of the Policy Manual
  - Form New Subcommittee for MASC Division VIII
  - Permission to Post Maintenance Position
  - Results of Superintendent-Director Evaluation
12. Future Agenda Items
13. Executive Session
  - Non-Union Contracts
    - Superintendent Contract
    - Administrative Contracts
14. Potential Vote, Non-Union Contracts
15. Adjourn

March 1, 2024

Accounts Payable/Business Office  
Shawsheen Valley Technical High School  
100 Cook Street  
Billerica, MA 01821

FOR PROFESSIONAL SERVICES RENDERED

02/12/24	Telephone conference with Superintendent .....	0.3 hours
02/16/24	Telephone conference with Superintendent .....	0.3 hours

0.6 hours @ \$275.00 = \$165.00

Total Due: \$165.00

Please make check payable to:

Howard L. Greenspan  
200 Broadway, Suite 304  
Lynnfield, MA 01940

*Tony Melina*  
3/19/2024

# Nuttall, MacAvoy & Joyce, P.C.

# INVOICE

1020 Plain Street, Suite 270  
Marshfield, MA 02050  
United States

Invoice # 808  
Date: 03/01/2024

Shawsheen Valley  
Shawsheen Valley Technical High School 100 Cook Street  
Billerica, MA 01821-5499

**10070-Shawsheen Valley**

**Anthony Heigham**

Type	Date	Notes	Quantity	Rate	Total
Service	02/14/2024	Email from/to client	0.20	\$240.00	\$48.00
Service	02/16/2024	Email from/to client	0.20	\$240.00	\$48.00

**Subtotal** \$96.00

**Total** \$96.00

Please make all amounts payable to: Nuttall, MacAvoy & Joyce, P.C.

Please pay within 30 days.

*Tony Melton*  
*3/19/2024*

Murtha Cullina LLP  
Payment Remittance:  
Attention: Cash Receipts  
280 Trumbull Street, 12th Floor  
Hartford, CT 06103  
Federal ID: 06-0686015

**MURTHA  
CULLINA**  
ATTORNEYS AT LAW

tmcintosh@shawtech.org  
Shawsheen Valley Technical High School  
Attn: Anthony McIntosh, Superintendent  
100 Cook Street  
Billerica, MA 01821

March 7, 2024



Enclosed please find our invoice for professional services and disbursements through February 29, 2024.

Should you have any questions concerning the attached invoice, please do not hesitate to contact us. Your prompt payment would be greatly appreciated.

Sincerely Yours,

Jonathan M. Horne

*Anthony McIntosh*  
3/19/2024

---

Murtha Cullina LLP  
33 Arch Street  
Boston, MA 02110  
T 617.457.4000  
F 617.482.3868

Murtha Cullina LLP  
Payment Remittance:  
Attention: Cash Receipts  
280 Trumbull Street, 12th Floor  
Hartford, CT 06103  
Federal ID: 06-0686015



**Invoice Number: 770323**  
March 7, 2024

tmcintosh@shawtech.org  
Shawsheen Valley Technical High School  
Attn: Anthony McIntosh, Superintendent  
100 Cook Street  
Billerica, MA 01821

Client Matter: 012999.0001  
Shawsheen Valley Technical High School  
Go To Services

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For PROFESSIONAL SERVICES through February 29, 2024	\$ 1,071.00
<b>CURRENT INVOICE TOTAL</b>	<b>\$ 1,071.00</b>
Previous Balance Outstanding	<u>\$ 297.50</u>
<b>BALANCE DUE</b>	<b><u>\$ 1,368.50</u></b>

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Murtha Cullina LLP  
33 Arch Street  
Boston, MA 02110  
T 617.457.4000  
F 617.482.3868

Client.Matter: 012999.0001  
Shawsheen Valley Technical High School  
Go To Services

Invoice Number: 770323  
March 7, 2024

PROFESSIONAL SERVICES

<u>Date</u>	<u>Atty</u>	<u>Description of Service</u>	<u>Hours</u>
2/01/24	JFR	Reviewed email from GTS representative requesting discussion; exchanged emails with T. McIntosh regarding same; drafted email responding to [REDACTED] representative.	.20
2/05/24	JFR	Reviewed information received from client and prepared claim form; drafted email to Liberty representative about information needed; emails with T. McIntosh.	.60
2/06/24	JFR	Finalized proof of claim forms and sent to Liberty Mutual; call with Liberty claims representative M. Wargo; drafted email to T. McIntosh.	.40
2/12/24	JFR	Reviewed information sent by T. McIntosh concerning bids for work not performed by [REDACTED]; exchanged emails with T. McIntosh regarding security costs.	.20
2/15/24	JFR	Sent information supporting Shawsheen's claim to Liberty Mutual.	.20
2/23/24	JFR	Reviewed email from Liberty Mutual claims representative regarding payment issues and cleaning over February break.	.10
2/27/24	JFR	Sent information to M. Wargo at Liberty Mutual regarding any withholding of payment to [REDACTED] by Shawsheen and acceptance of cleaning over February break.	.10
<b>Total</b>			<b>1.80</b>

SUMMARY BY TIMEKEEPER

<u>Init</u>	<u>Timekeeper</u>	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
JFR	James F. Radke	1.80	595.00	1,071.00
<b>Totals</b>		<b>1.80</b>		<b>\$ 1,071.00</b>

CURRENT INVOICE TOTAL

\$ 1,071.00

**MURTHACULLINA**

Client.Matter: 012999.0001  
Shawsheen Valley Technical High School  
Go To Services

Invoice Number: 770323  
March 7, 2024

**ACCOUNTS RECEIVABLE INVOICES OUTSTANDING**

<u>INVOICE NUMBER</u>	<u>DATE</u>	<u>INVOICE TOTAL</u>	<u>PAYMENTS RECEIVED</u>	<u>ENDING BALANCE</u>
768281	2/06/24	297.50	.00	297.50

Previous Balance Outstanding \$ 297.50  
Current Invoice Balance \$ 1,071.00  
**BALANCE DUE** \$ 1,368.50

**BILLING HISTORY**

<u>Transaction Date</u>	<u>Transaction Type</u>	<u>Invoice#</u>	<u>Amount</u>	<u>Balance</u>
	Balance Forward			\$ 297.50

Murtha Cullina LLP  
Payment Remittance:  
Attention: Cash Receipts  
280 Trumbull Street, 12th Floor  
Hartford, CT 06103  
Federal ID: 06-0686015



# REMITTANCE COPY

**Invoice Number: 770323**  
March 7, 2024

tmcintosh@shawtech.org  
Shawsheen Valley Technical High School  
Attn: Anthony McIntosh, Superintendent  
100 Cook Street  
Billerica, MA 01821

Client.Matter: 012999.0001  
Shawsheen Valley Technical High School  
Go To Services

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CURRENT INVOICE BALANCE	\$ 1,071.00
Previous Balance Outstanding	<u>\$ 297.50</u>
<b>BALANCE DUE</b>	<b><u>\$ 1,368.50</u></b>

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**Payments by Wire:**

Bank Name: Webster Bank  
Bank Address: 185 Asylum St., Hartford, CT 06103  
Account Name: Murtha Cullina LLP  
Hartford Operating Account  
Account Number: 010455319  
ABA Number: 211170101  
Swift Code: WENAUS31

**Payments by ACH or Credit Card:**

[www.murthalaw.com/clientpayments](http://www.murthalaw.com/clientpayments)

Murtha Cullina, LLP Contact: Accounts Receivable (860) 240-6000

**TERMS: Due Upon Receipt**

*Thank you for your business.*

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Murtha Cullina LLP  
33 Arch Street  
Boston, MA 02110  
T 617.457.4000  
F 617.482.3868

# SHAWSHEEN VALLEY REGIONAL VOCATIONAL/TECHNICAL SCHOOL DISTRICT

School Committee

February 27, 2024

## MINUTES

Meeting called to order by Chair Fiore at 7:03 p.m. with Superintendent-Director McIntosh and the following members present: Ms. Asbedian, Ms. Bartolone, Mrs. Gillis, Ms. Kim, Ms. Lawson, Mrs. Meuse and Messrs. Fusco, Moffat, and O'Donnell. Also in attendance were Ms. Jenna Lesko, Business Manager; Ms. Pauline Vacca, Food Services Director; Mr. Al Costabile, Athletic Director; and Ms. Sarah Johansen, Student Representative.

The meeting began with the Pledge of Allegiance.

Motion made by Mr. Fusco, seconded by Mrs. Gillis, to open the Public Hearing on the FY25 Operating Budget at 7:04 p.m. Motion carried unanimously.

Mr. McIntosh gave an overview of the highlights of the FY25 Operating Budget by presenting the FY25 Budget Book that was prepared by Ms. Lesko, Business Manager and will be shared with the five towns. Mr. McIntosh took questions from the Committee, and after discussion,

Motion made by Mr. Fusco, seconded by Ms. Asbedian, to close the Public Hearing at 7:23 p.m. Motion carried unanimously.

### Student Representative Report

Ms. Johansen reported that there are thirty-nine (39) students taking the Seal of Biliteracy exam today and tomorrow. Guidance has been busy with PSAT exams and college visits. SkillsUSA Districts are on March 13 and thirty-six (36) students were inducted into the National Honor Society. The ELA MCAS for tenth grade begins on March 26.

### Public Comment

There was no public comment.

### Updates

Ms. Pauline Vacca, Food Nutrition Director, gave an overview to the group of the state guidelines that need to be provided every day for breakfast and lunch to the students. There are five components that are required for each meal, and following all of these guidelines determines whether we are reimbursed for the costs of the meal; not following the guidelines means there is no reimbursement. The biggest issues Ms. Vacca faces in this role is securing the correct food, which is not always available.

Mr. Al Costabile, Athletic Director, also gave an update to the Committee on the successes of Shawsheen's sports teams. Last year, Shawsheen received the Walter J. Markham Award, presented by the Boston Globe to the most outstanding vocational school judged by percentage of sports wins combined. We are well on the way to receiving it again this year. He then went through the fall and winter sports, highlighting their successes, and was pleased to report that Shawsheen's Division 1 Wrestling team went undefeated this year.

Consent Agenda Approvals

Motion made by Mrs. Meuse, seconded by Ms. Asbedian, to approve the following payments for legal invoices, as presented:

Howard Greenspan	02/01/2024	\$330.00
Nuttall, MacAvoy	02/07/2024	408.00
Murtha Cullina	02/06/2024	297.50

Motion made by Mrs. Meuse, seconded by Ms. Asbedian, to approve the Minutes of January 23, 2024 as written.

Motions carried unanimously.

Business Manager Report

Ms. Lesko reported that she's looking forward to the vote of the Committee on the FY25 Operating Budget. Once voted, she will update the book showing that it has been approved.

Superintendent's Report

Mr. McIntosh began his presentation by updating the group on the enrollment numbers, which show a decline of an additional 7 freshmen. There are currently 231 seniors out on co-op working for 203 different employers. Juniors will begin going out on co-op at the start of the fourth quarter. As of today there are 534 applications that were received by the February 1<sup>st</sup> deadline for the class of 2028, with only 419 at the same time last year. Mr. McIntosh received word from Mass CTE that one of our students will be awarded the 2024 Mass CTE Secondary Student Award and the winner will be recognized in April at their convention.

Mr. McIntosh is working with the Principal on a staff survey that she has been working on as part of the School Improvement Plan with the School Council. They are working on a couple of different models and have identified one that may be shared with the staff in the spring.

Subcommittee Reports

Mr. Fusco, as Chair of the **Budget Subcommittee**, reported that the Subcommittee met on February 6<sup>th</sup> and unanimously approved the FY25 Operating Budget and voted to move it to the full Committee for approval.

Ms. Kim, as Chair of the **Policy Subcommittee**, reported that the Subcommittee met this evening and completed Section J of the policy manual, which completes the policy manual review. The Subcommittee voted to bring Section J to the full Committee for a vote at the March meeting.

New Business

VOTE FY25 OPERATING BUDGET Motion made by Mrs. Gillis, seconded by Mr. Fusco, to approve Fiscal Year 2025 Shawsheen Valley Regional Vocational/Technical School District Budget of \$38,828,465 which includes total assessments of \$31,122,184; and to further appropriate the assessments to the District communities as follows: Bedford - \$1,033,702; Billerica - \$11,139,241; Burlington – \$2,800,665; Tewksbury - \$8,585,726; and Wilmington -\$7,562,850. Motion carried unanimously.

VOTE SCHOOL PHYSICIAN CONTRACT Motion made by Mrs. Meuse, seconded by Mrs. Asbedian, to approve the school physician contract renewal as submitted. Motion carried unanimously.

VOTE UPDATED SCHOOL CALENDAR Motion made by Mrs. Meuse, seconded by Mrs. Gillis, to approve the changes to the 2023-2024 school calendar as presented. Motion carried unanimously.

SUPERINTENDENT EVALUATION TIMELINE The Superintendent’s evaluation will be sent to the members of the Committee on Wednesday, February 28<sup>th</sup>, with an anticipated return by March 15<sup>th</sup>, in order to submit the report to the Committee at the March meeting.

Future Agenda Items

1. Christine Tobin and Kevin Caruso, Discipline Update
2. Development or removal of vocational programs, David Norkiewicz update.

Motion made by Mr. Fusco, seconded by Mr. Moffatt, to adjourn at 8:38 p.m. Motion carried unanimously.

Respectfully submitted,

Karen Faiola  
Recording Secretary

Gwen Lawson  
Secretary

# MEMO

Shawsheen Valley Technical High School



**TO:** Charles Fiore, Chair  
School Committee Members

**FROM:** Tony McIntosh, Superintendent-Director *TM*

**SUBJECT:** *PROPOSED SCHOOL CALENDAR, 2024-2025*

**DATE:** March 15, 2024

Attached hereto is the proposed school calendar for the upcoming 2024-2025 school year. Students will return on September 3<sup>rd</sup>, the day after Labor Day, with teachers returning on August 28<sup>th</sup>. I recommend you approve the calendar as attached.

**Shawsheen Valley Technical High School  
2024-2025 School Calendar DRAFT**



**AUGUST/SEPTEMBER 2024**

EXP	W1/2	S	M	T	W	Th	F	S
		25	26	27	28 <sup>P</sup>	29 <sup>P</sup>	30	31
	1	1	2	3 <sup>O</sup>	4 <sup>All</sup>	5	6	7
1	2	8	9	10	11 <sup>S</sup>	12	13	14
	1	15	16	17	18	19	20	21
2	2	22	23	24	25	26	27 <sup>W</sup>	28
	1	29	30					

- 26 New Staff Orientation - Day 1
- 27 New Staff Orientation - Day 2
- 28 Professional Day – Staff Only – No Students
- 29 Professional Day – Staff Only – No Students
- 2 Labor Day – No School
- 3 New Students Only – New Student Orientation
- 4 All Students Report (including all seniors)
- 11 Monthly Staff Meeting at 2:15pm
- 26 Parent/Guardian- Teacher Night
- 27 Teacher Workshop Early Release

**OCTOBER 2024**

EXP	W1/2	S	M	T	W	Th	F	S
	1			1	2	3	4 <sup>M</sup>	5
3	2	6	7	8	9 <sup>PS</sup>	10	11	12
	1	13	14	15	16	17	18	19
4	2	20	21	22	23	24	25	26
	1	27	28	29	30 <sup>W</sup>	31		

- 4 Midterm (Q1)
- 9 Professional Day – Staff Only – No Students
- 9 Monthly Staff Meeting at 2:15pm
- 17 Fall Advisory Dinner
- 14 Columbus Day – No School
- 24 College Fair
- 30 Teacher Workshop Early Release

**NOVEMBER 2024**

EXP	W1/2	S	M	T	W	Th	F	S
	1						1 <sup>E</sup>	2
5	2	3	4	5	6	7	8	9
	1	10	11	12	13 <sup>S</sup>	14	15	16
6	2	17	18	19	20	21	22 <sup>W</sup>	23
	1	24	25	26	27 <sup>W</sup>	28	29	30

- 1 End of 1st Term
- 3 Community Open House
- 11 Veteran’s Day – No School
- 13 Monthly Staff Meeting at 2:15pm
- 21 Parent/Guardian- Teacher Night
- 22 Teacher Workshop - Early Release for Students
- 27 Teacher Workshop - Early Release for Students
- 28-29 Thanksgiving Break – No School

**DECEMBER 2024**

EXP	W1/2	S	M	T	W	Th	F	S
7	2	1	2	3	4	5	6	7
	1	8	9	10	11 <sup>PS</sup>	12	13 <sup>M</sup>	14
8	2	15	16	17	18	19	20	21
		22	23	24	25	26	27	28
		29	30	31				

- 4 Guidance Admissions Luncheon
- 11 Monthly Staff Meeting at 2:15pm
- 11 Professional Day – Staff Only – No Students
- 13 Midterm (Q2)
- 23-31 Winter Break – No School

**JANUARY 2025**

EXP	W1/2	S	M	T	W	Th	F	S
	1				1	2	3	4
9	2	5	6	7	8 <sup>S</sup>	9	10	11
	1	12	13	14	15 <sup>W</sup>	16	17	18
10	2	19	20	21	22	23	24 <sup>E</sup>	25
	1	26	27	28	29	30	31	

- 1 New Year’s Day – No School
- 8 Monthly Staff Meeting at 2:15pm
- 9 Citizenship Awards, Grades 9&10
- 15 Teacher Workshop - Early Release
- 16 Citizenship Awards, Grades 11&12
- 20 Martin Luther King Jr. Day – No School
- 22 Career Night Open House
- 23 Snow Date for Career Night Open House
- 24 End of 2<sup>nd</sup> Term

### FEBRUARY 2025

EXP	W1/2	S	M	T	W	Th	F	S
								1
11	2	2	3	4	5	6	7	8
	1	9	10	11	12 <sup>WS</sup>	13	14	15
		16	17	18	19	20	21	22
12	2	23	24	25	26	27	28 <sup>M</sup>	

- 12 Monthly Staff Meeting at 2:15pm
- 12 Teacher Workshop - Early Release for Students
- 17 Presidents' Day - No School
- 18-21 February Vacation - No School
- 28 Midterm (Q3)

### MARCH 2025

EXP	W1/2	S	M	T	W	Th	F	S
								1
	1	2	3	4	5	6	7	8
13	2	9	10	11	12 <sup>S</sup>	13	14	15
	1	16	17	18	19	20	21	22
14	2	23	24	25	26	27	28	29
	1	30	31					

- 13 Monthly Staff Meeting at 2:15pm
- TBD SkillsUSA District Competition
- TBD Teacher Workshop - Early Release
- TBD ELA MCAS Session 1
- TBD ELA MCAS Session 2

### APRIL 2025

EXP	W1/2	S	M	T	W	Th	F	S
	1			1	2	3	4 <sup>E</sup>	5
	2	6	7	8	9 <sup>S</sup>	10	11	12
	1	13	14	15	16 <sup>W</sup>	17	18	19
		20	21	22	23	24	25	26
	2	27	28	29	30			

- 4 End of 3<sup>rd</sup> Term
- 5 Placement Testing - Class of 2029
- 9 Monthly Staff Meeting at 2:15pm
- 9 Placement Testing - Class of 2029
- 16 Teacher Workshop - Early Release
- 18 Good Friday - No School
- 21 Patriots' Day - No School
- 22-25 April Vacation - No School

### MAY 2025

EXP	W1/2	S	M	T	W	Th	F	S
	2					1	2	3
	1	4	5	6	7 <sup>WS</sup>	8	9	10
	2	11	12	13	14	15	16 <sup>M</sup>	17
	1	18	19	20	21	22	23	24
	2	25	26	27	28	29	30	31

- 1-3 Skills USA State Competition
- 1 Spring Advisory Dinner
- 7 Monthly Staff Meeting at 2:15pm
- 7 Teacher Workshop - Early Release for Students
- 16 Midterm (Q4)
- TBD Mathematics MCAS Session 1
- TBD Mathematics MCAS Session 2
- 26 Memorial Day - No School
- 28 Scholarship Night
- 30 Senior Sign-out/Last day for Eligible Seniors

### JUNE 2025

EXP	W1/2	S	M	T	W	Th	F	S
	1	1	2	3	4	5	6 <sup>W</sup>	7
	2	8	9	10	11 <sup>S</sup>	12	13	14
	1	15	16	17	18 <sup>*</sup>	19	20	21
	2	22	23	24	25	26	27	28
		29	30					

- 2 Graduation Rehearsal/Vocational Awards
  - TBD Science STE MCAS Session 1
  - TBD Science STE MCAS Session 2
  - 5 Graduation
  - 6 Rain Date for Gradation
  - 6 Teacher Workshop - Early Release for Students
  - 11 Monthly Staff Meeting at 2:15pm
  - 18 Last Day of School (if "0" snow days used)
  - 19 Juneteenth Day - No School
  - 23-28 SkillsUSA National Competition
- Make-up for snow cancellations: June 20-23-24-25-26*  
*\*The last day of school will be an early release day*

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

# MEMO

Shawsheen Valley Technical High School



**TO:** Charles Fiore, Chair  
School Committee Members

**FROM:** Tony McIntosh, Superintendent-Director *TW*

**DATE:** March 15, 2024

**SUBJECT:** *SCHOOL COMMITTEE MEETING DATES 2024-2025*

Below is a proposed schedule of School Committee meeting dates for September 2024 – June 2025, for Committee approval. All meetings begin at 7:00 p.m. unless otherwise noted.

September 24, 2024  
October 22, 2024  
November 26, 2024  
December 17, 2024  
January 28, 2025  
February 25, 2025  
March 25, 2025  
April 22, 2025  
May 27, 2025  
June 24, 2025

## Section J Analysis

### JA – Student Policies Goals

This is a Shawsheen policy only. It was removed from the MASC policy manual. Many committees find that the broad statements laid out in the policy are adequately covered by the district strategic plan or district improvement plan and, therefore, the policy becomes redundant. Inclusion, or not, is at your discretion.

Delete this policy

### JA-E – Student Policies Goals

This is a quote from regulations. No matter your decision on JA, this can be removed.

Delete this policy

### JB – Equal Educational Opportunities

The policies match in most of the content. However, the MASC policy is more updated, particularly in the list of protected classes. Recommend adopting the MASC version.

Accept MASC version

### JBB – Educational Equity

This is an MASC policy only. While JB addresses access, JBB addresses meeting the needs of individual students. It is a relatively new policy in the MASC manual that you may want to consider adopting.

Accept MASC version

### JF – School Admissions

This is an MASC policy only and is not relevant to the district.

Delete this policy

### JFA – Shawsheen Vally Regional Vocational Technical High School Admissions Policy and Procedures

This should be included as is, as long as it is the most updated version.

Add Admissions policy approved September, 2023

### JFA-E-1 – Student Application & JF-E-2 – Student Profile

In most instances, forms such as these would not be included in the policy manual. Inclusion, or not, is at your discretion.

SHAWSHEEN

Delete these forms

JFABC – Admission of Transfer Students

This is an MASC policy only and related strictly to the admission of transferring charter school students. It is likely not relevant to the district.

Delete this policy

JFABD – Homeless Students: Enrollment Rights and Services

This is an MASC policy only. Recommend adoption.

Keep MASC policy

JFABE – Educational Opportunities for Military Children

This is an MASC policy only. Recommend adoption.

Keep MASC policy

JFABF – Educational Opportunities for Students in Foster Care

This is an MASC policy only. Recommend adoption.

Keep MASC policy

JH – Student Absences and Excuses

The Shawsheen version of this policy looks dated, and has content that would be more relevant in the student handbook. Recommend considering the MASC version. It is broader and contains information on dropout prevention, reflecting newer regulations from DESE.

Accept MASC version

JHA – Tardiness

This is a Shawsheen policy only. It appears to be more procedure than policy and the information could reside in the student handbook.

Delete this policy

JHB – Truancy

This is a Shawsheen policy only. It appears to be more procedure than policy and the information could reside in the student handbook.

Delete this policy

JHD – Exclusions and Exemptions from School Attendance

SHAWSHEEN

The Shawsheen version has been appropriately tailored to the district. Given the detailed admissions policy now required by DESE, this policy may not be necessary for a vocational school. Recommend following the advice of the Superintendent on whether or not to retain the policy.

Keep MASC version, take out the second bullet

J1 – Student Rights and Responsibilities

The two versions of the policy match.

J1B – Student Involvement in Decision-making

The two versions of the policy match.

J1C – Student Discipline

The MASC version of this policy is more updated. It includes information on suspension and expulsion reflecting changes in regulation that have occurred more recently than it appears the Shawsheen policy contains. Recommend adopting the MASC version, and including some of the specific infractions that result in disciplinary action in the student handbook rather than policy.

Accept MASC version

J1CA – Student Dress Code

The MASC policy is broader in some instances than the Shawsheen version and reflects court cases involving student dress and First Amendment rights. However, the Shawsheen version does reflect that there may be specific dress appropriate for certain shops. Nashoba Tech recently revised its policy to take these factors into account and Alicia may be a good source of information on revising this policy to combine the factors. I am particularly wary of the sentence “The administration reserves the right to make the determination as to what is acceptable apparel.”

Accept version previously approved by Subcommittee

J1CC – Student Conduct on School Buses

The two versions of the policy match.

J1CE – Student Publications

This is a place where a combination of the two versions may be most appropriate. Recommend taking the first paragraph and third paragraph of the MASC version, and the second, fourth and fifth paragraphs of the Shawsheen version. In addition, recommend keeping

SHAWSHEEN

the “Distribution of Literature” section of the Shawsheen version. This would update the policy and keep some of the elements that are in the Shawsheen version, but not the MASC version, in place.

Changes to be made highlighted in red above.

JICF – Gang Activity/Secret Societies

The two versions match.

JICFA – Prohibition of Hazing

The two versions match except for the noted highlight.

JICFA-E – Hazing Exhibit

This is a case where the MASC reference manual does contain excerpts from regulation. It is excerpts from the hazing law that relate to school settings. Most districts choose to include this in the policy manual.

Accept

JICFB – Bullying Prevention

The Shawsheen version is somewhat more comprehensive than the MASC version, which may be your preference. If you choose to keep the Shawsheen version, you may want to either update the list of protected classes in the second paragraph, or amend the first sentence to just say “We understand that members of certain student groups may be more vulnerable to becoming targets of bullying, harassment, or teasing.”

Accept Shawsheen version

JICG – Tobacco Use By Students

This is a Shawsheen policy only. The MASC reference manual combines tobacco prohibitions with alcohol and drugs. The Shawsheen version of this policy seems somewhat dated. It contains procedural information and information regarding fines that the district would not be able to enforce. A general prohibition on tobacco use in a school setting is covered in Section A. Recommend rescinding and adopting MASC’s JICH.

Delete this policy

JICH – Alcohol, Tobacco and Drug Use by Students Prohibited

SHAWSHEEN

The MASC version of this policy is less procedural than the Shawsheen version and includes the required verbal screening information. Many administrators appreciate the inclusion of electronic cigarettes (vaping) in the policy. Recommend adoption.

Accept MASC version.

#### JICJ – Student Use of Technology in Schools

The topic of technology, and the content of this policy, is covered in Section I. Recommend rescinding this policy as duplicative.

Remove this policy

#### JICK – Harassment of Students

This is an MASC policy only. It is relatively new, added when the policies on Nondiscrimination, Harassment and Retaliation were added to Section A through work with the AG's office. The policy is in Section J because it specifically addresses students. Recommend considering adoptions.

Accept MASC policy

#### JIE – Pregnant Students

Recommend the MASC version of this policy. It addresses not only pregnant students, but parenting students as well. The school can not require a certification from a physician from a pregnant or parenting student.

Accept MASC version

#### JIH – Searches and Interrogations

The difference in the two versions appears to be in the titles used. I believe the MASC version actually has the appropriate titles. In any event, ensuring the titles are correct is the only update needed.

Accept MASC version

#### JII – Student Complaints and Grievances

This policy is intended to address complaints and grievances that are not of a disciplinary nature. The MASC policy has been updated to make this more clear. The Shawsheen version is the old version of the MASC policy. The direction you choose to go is at your discretion.

Accept MASC version but check Handbook language

#### JJ – Co-Curricular and Extracurricular Activities

SHAWSHEEN

The policies match except for the noted highlights. The direction you choose to go is at your discretion.

Accept MASC version with noted changes: remove #2, keep #1

JJ-E – Participant/Parent Agreement – Extracurricular Activities

This is a form and can be removed from the manual.

Delete

JJ-R – Co-Curricular and Extracurricular Activities

This document is a quote from regulation and can be removed from the manual.

Delete

JJA – Student Organizations

The policies match except for the highlighted differences.

Accept with changes noted

JJE – Student Fundraising Activities

The Shawsheen version seems tailored to the district. The direction you choose to go in is up to you, if you should see something in the MASC version that you would like to include.

Keep Shawsheen version, remove 6<sup>th</sup> paragraph and add “or designee” where noted.

JJF – Student Activity Accounts

The two versions differ somewhat, especially in the language about graduating class funds, but the Shawsheen version seems tailored to the district. As long as it is current, it is appropriate to leave the Shawsheen version in place.

Recently updated, keep the updated language

JJG – Contests for Students

This is a Shawsheen policy only. If it is current, continued inclusion, or not, is at your discretion.

SHAWSHEEN

### Delete

#### JJH – Student Late Night or Overnight Travel

The versions match except for the highlighted difference in the Legal References. It can likely be removed, as now coded appropriately into the M.G.L's

### Accept with highlights

#### JJH-R – Student Travel Regulations

The policies match except for the additional legal and cross references in the MASC version.

### Accept MASC version with cross references.

#### JJHA – Student Conduct – Overnight Activities

This Shawsheen policy appears to be more procedure than policy and could be removed from the policy manual.

### Delete

#### JJIB – Interscholastic Athletics

The only difference between the two versions is the inclusion of the word “district” in the MASC version to differentiate from individual student participation.

### Accept MASC with changes highlighted, remove last sentence of third paragraph

#### JJIF & JJIF-R – Athletic Concussion Policy

This is a policy where we generally defer to the district. MASC has a model policy, but sometimes districts follow different procedures. As long as the AD and administration verify that the Shawsheen policy is current, it would be the one to use.

### Keep Shawsheen version

#### JK – Student Conduct

The policies match except for the noted differences in title and legal references.

### Accept with highlighted changes

#### JKA – Corporal Punishment

This policy was removed from the MASC reference manual and the content included in JKAA.

### Delete

#### JKAA - Physical Restraint of Students

SHAWSHEEN

The MASC version appears more updated than the Shawsheen version. The Shawsheen version refers to medical and mechanical restraint, where the MASC version explicitly forbids the use. The MASC version also includes the prohibition of corporeal punishment. Recommend adopting the MASC version.

Accept MASC version

JL – Student Welfare

The two versions match except for the highlighted wording and legal reference differences.

Accept with highlighted changes

JLA – Student Insurance Program

This policy was removed from the MASC reference manual as dated and no longer necessary.

Delete

JLC – School Health Program/Student Health Services and Requirements

The two versions match, except for some wording differences. The MASC says “other individual” rather than “neighbor” in second paragraph under “Procedures for Emergency at School.” It refers to EMS rather than Paramedic Assistance Unit. And, parent/guardian is used throughout. The administrative titles should be updated as well.

Keep MASC version with updated wording

JLCA – Physical Examination of Students

The versions match except for the highlighted differences.

Take out reference to 4<sup>th</sup> and 7<sup>th</sup> grade – “each student will be given a general examination upon entering school”

JLCB – Immunization of Students

The MASC version has been updated. It does not list the particular vaccines to prevent the list from becoming outdated. It also uses the more current term ‘Immunization’ rather than ‘Inoculation.’

Keep MASC version

JLCC – Communicable Diseases

The two versions match except for the highlighted differences.

JLCCA – Aids (Acquired Immune Deficiency Syndrome) Resolution

SHAWSHEEN

This is a Shawsheen policy only. It is dated and should be rescinded.

Delete this policy

JLCD – Administering Medication to Students

The content of the two versions match in many respects. The MASC version, however, address the use of naloxone. The direction you choose to go is at your discretion.

Keep the MASC version

JLD – Guidance Program

This policy was removed from the MASC reference manual. The Guidance Program was the only program that had a related policy.

Remove this policy

JLD-E – Guidance Program

This is a Shawsheen policy only. The content is explicit to guidance. It is more procedural than policy and the policies on nondiscrimination broadly cover the topic.

Remove this policy

JLIE - Student Automobile Use

This is a Shawsheen policy only. It seems more appropriate for the student handbook than policy, but continued inclusion, or not, is at your discretion.

Remove this policy

JM – Student Awards and Scholarships

This is a Shawsheen policy only. It seems more appropriate for the student handbook than policy, but continued inclusion, or not, is at your discretion.

Remove this policy

JMA – Award and Scholarships

This is a Shawsheen policy only. It seems more appropriate for the student and/or athletic handbook than policy, but continued inclusion, or not, is at your discretion.

Remove this policy

JP – Student Gifts and Solicitations

SHAWSHEEN

This is a Shawsheen policy only. It was removed from the MASC reference manual as the content is covered in other places.

Remove this policy

JQ – Students Fees, Fines and Charges

This is an MASC policy only. It may or may not be applicable to the district.

Remove this policy

JRA – Student Records

The MASC version is more updated than the Shawsheen version, mostly because of the reference to 2002. For the most part, the content of the versions match.

Keep the MASC version

JRA-R – Student Records

This is excerpts from regulations and can be removed from the policy manual.

Remove this policy

JRD – Student Photographs

This is an MASC policy only and may not be relevant to the district.

Keep MASC policy

## **EQUAL EDUCATIONAL OPPORTUNITIES**

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race\*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, support services, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

\*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.

LEGAL REFS.: Title VI, Civil Rights Act of 1964  
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment  
Opportunity Act of 1972  
Executive Order 11246, as amended by E.O. 11375  
Title IX, Education Amendments of 1972  
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)  
603 CMR 26:00  
603 CMR 28.00  
The McKinney-Vento Act and Title I Part A, as Amended by the Every Student  
Succeeds Act of 2015  
Acts of 2022, Chapter 117 -  
<https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117>

CROSS REF.: AC, Nondiscrimination

## **EDUCATIONAL EQUITY**

The School Committee's goal is to strive to address the needs of every student in each of our schools, subject to budgetary, space and other limitations.

Educational equity for the purpose of this policy is defined as providing all students, as reasonably practical, the high quality instruction and support they need to reach and exceed a common standard.

To achieve educational equity the district will commit to:

1. Systematically, when appropriate, use district wide and individual school level data, disaggregated by race/ethnicity, gender/gender identity, national origin, language, special education, socioeconomic status and mobility to inform district decision making.
2. Raise the achievement of all students.
3. Graduate all students ready to succeed in a diverse local, national and global community.

In order to reach the goal of educational equity for each and every student, the District shall:

1. Provide every student with access to high quality curriculum, support, and other educational resources.
2. Seek to promote educational equity as a priority in professional development and educator evaluation.
3. Endeavor to create schools with a welcoming and inclusive culture and environment.
4. Provide multiple pathways to success in order to meet the needs of the diverse student body and actively encourage, support and expect high academic achievement for each student.

The Superintendent-Director shall include equity practices in the district's strategic plan and goal strategies to implement this policy. The Superintendent-Director, upon request, will periodically report to the Committee the progress of the implementation of this policy.

## SHAWSHEEN VALLEY REGIONAL VOCATIONAL TECHNICAL HIGH SCHOOL ADMISSIONS POLICY AND PROCEDURES

### INTRODUCTION

Massachusetts state regulations (603 CMR 4.00) require all state-funded career/vocational technical education (CVTE) schools and CVTE programs at public high schools to develop and implement admissions policies that comply with state and federal law, as well as relevant guidelines issued by the Massachusetts Department of Elementary and Secondary Education and the U.S. Department of Education.

### I. ADMISSIONS

When Shawsheen Valley Technical High School receives more applications than it has available seats, Shawsheen Valley Technical High School will apply selection criteria to determine which students to admit. The criteria Shawsheen Valley Technical High School applies has been approved by the Shawsheen Valley Regional Vocational Technical School District Committee, and the Shawsheen Valley Regional Vocational Technical School District Committee will approve the use of these criteria annually. Shawsheen Valley Technical High School's admissions policy is on file at the Department of Elementary and Secondary Education and is posted on the Shawsheen website, <http://www.shawsheentech.org>.

### II. EQUAL EDUCATIONAL OPPORTUNITY

Shawsheen Valley Technical High School admits students and makes available to them its programs, privileges, and courses of study without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, or disability.

If a student's primary home language is not English, Shawsheen Valley Technical High School will provide them with an application form in their home language. Please contact our Admissions Office at (978)671-3641 or [admissions@shawtech.org](mailto:admissions@shawtech.org) if you have questions or need help filling out the application form.

Shawsheen Valley Technical High School is committed to providing educational opportunities to students experiencing homelessness. Please contact the Shawsheen Valley Technical High School homeless liaison, Mr. Jeffrey Albert at [jalbert@shawtech.org](mailto:jalbert@shawtech.org), or by calling 978-671-3612 with any questions.

Students with disabilities may voluntarily identify themselves to Shawsheen Valley Technical High School to request reasonable accommodations during the application and admission process.

Neither a student's disability nor the primary language of their home will have any effect on their admission to Shawsheen Valley Technical High School.

Consistent with Massachusetts regulations, Shawsheen Valley Technical High School has created a plan with "deliberate, specific strategies to promote equal educational opportunities and attract, enroll, and retain a student population that, when compared to resident students in similar grades in sending districts, has a comparable academic and demographic profile."

In order to achieve that goal, Shawsheen Valley Technical High School asks each sending district to include information about the primary language spoken in each home, so that all information regarding Shawsheen Valley Technical High School's programs and admissions process will be available to all resident members of our sending districts, regardless of whether or not English is the primary language spoken in the home. In addition, in the information Shawsheen Valley Technical High School provides its prospective students, care is taken to ensure that promotional materials accurately reflect the diversity of our student population.

### III. ELIGIBILITY

Any rising, or current, 8<sup>th</sup>, 9<sup>th</sup> or 10<sup>th</sup> grade student who is a resident of Bedford, Billerica, Burlington, Tewksbury,

or Wilmington may apply for admission to Shawsheen Valley Technical High School. The Shawsheen Valley Technical High School administrative team shall determine available annual openings for Grades 9, and 10. Any rising 11<sup>th</sup> or 12<sup>th</sup> grade student who is a resident of Bedford, Billerica, Burlington, Tewksbury, or Wilmington and has attended a comparable vocational/technical program since the beginning of grade 10 may apply for admission to Shawsheen Valley Technical High School. Students may only be admitted to Shawsheen Valley Technical High School if they have been promoted to the grade they are seeking to enter, so students should be aware that their admission is conditional—if they are not ultimately promoted to enter the grade they have applied for, their admission will be rescinded. Residents of Bedford, Billerica, Burlington, Tewksbury, or Wilmington who meet the minimum admission requirements are admitted before any non-residents seeking the same program.

#### APPORTIONMENT:

The Shawsheen Valley Regional Vocational Technical School District has a regional agreement in place that identifies Bedford, Billerica, Burlington, Tewksbury, and Wilmington (hereinafter “Member Districts”) as members of the region. The initial allocation of educational seats is made on the basis of town quotas. These quotas are set by the Shawsheen Valley Regional Vocational Technical School District Committee through this policy and have been determined by historical application patterns.

*The current town quotas are as follows:*

<i>Bedford</i>	<i>10.00%</i>
<i>Billerica</i>	<i>32.44%</i>
<i>Burlington</i>	<i>16.32%</i>
<i>Tewksbury</i>	<i>23.71%</i>
<i>Wilmington</i>	<i>17.53%</i>

#### NON-RESIDENT STUDENTS:

Students who are not residents of Bedford, Billerica, Burlington, Tewksbury, or Wilmington are eligible to apply for admission to Shawsheen Valley Technical High School. Please be aware that residents of Member Districts who meet the minimum admission requirements will be admitted before any non-residents seeking the same program. Students and families can find information on the Chapter 74 Nonresident Student Tuition Program online.

#### HOMESCHOOLED STUDENTS:

Homeschool applicants who reside in a member district community may apply to attend Shawsheen Valley Technical High School full-time and will be subject to the same admissions standards as other applicants.

#### TRANSFER STUDENTS:

Students already participating in Chapter 74 programs at another school may apply for admission and will be subject to the same admissions calendar and admissions standards as other applicants.

#### SCHOOL CHOICE:

The Shawsheen Valley Regional Vocational Technical School District does not participate in the inter-district school choice program. The inter-district school choice program, M.G.L. c. 76, § 12B, allows parents/guardians to send their children to schools in communities other than the city or town in which they reside.

## **IV. ORGANIZATIONAL STRUCTURE**

Shawsheen Valley Technical High School is a regional vocational/technical high school located in Billerica, Massachusetts.

The Superintendent-Director of Shawsheen Valley Technical High School is:

*Tony McIntosh Email: [tmcintosh@shawtech.org](mailto:tmcintosh@shawtech.org)*

The Principal of Shawsheen Valley Technical High School is:

*Jessica Cook Email: [jcook@shawtech.org](mailto:jcook@shawtech.org)*

It is the responsibility of Shawsheen Valley Technical High School's Superintendent-Director to supervise the administration of the policies and procedures used to admit and enroll students, consistent with all applicable laws, regulations, and guidance.

## V. ADMISSIONS COMMUNICATION POLICIES

Shawsheen Valley Technical High School maintains a calendar of events on its website <http://www.shawsheentech.org> that provides information on the admissions process, as well as other information about its programs. Students and their families can request hard copies of the calendar by calling or emailing the Admissions Office at 978-671-3641 or by emailing [admissions@shawtech.org](mailto:admissions@shawtech.org).

It is essential that all rising 7<sup>th</sup> and 8<sup>th</sup> graders in the Shawsheen Valley Technical High School member districts are aware that they have two outstanding public high schools available to them: the high school in their town and Shawsheen Valley Technical High School. Ensuring this requires a thoughtful and well-coordinated effort to bring information about Shawsheen Valley Technical High School and its programs into the homes of these potential students, through a variety of different methods, including direct mail, email, and social media. Each fall, all 8<sup>th</sup> grade students who are residents of our member districts, and their parents, will receive information via US Mail about Shawsheen Valley Technical High School's programs and admissions process. This mailing will also include information on how to follow Shawsheen Valley Technical High School on social media. This information will be followed up with timely and frequent information via email to parents and 8<sup>th</sup> grade students, highlighting the unique features of Shawsheen Valley Technical High School or announcing upcoming events that are part of the admissions process. This information, as well as other informational videos or photos will be posted on Shawsheen Valley Technical High School's social media pages to reach students through that critical avenue.

Shawsheen Valley Technical High School staff will visit all middle schools in the district beginning in late October and ending in early December. During these visitations, presentations are made to all 8<sup>th</sup> grade residents of the district regarding programs, educational activities, and opportunities after graduation. Information about the extensive list of extracurricular clubs, activities, and interscholastic athletic programs open to all students will be shared as part of this process. A video presentation is given followed by a question-and-answer period in which 8<sup>th</sup> grade students are encouraged to interact with Shawsheen Valley Technical High School students and staff.

Shawsheen Valley Technical High School conducts two open houses each year. A Community Open House, open to all members of the communities of Bedford, Billerica, Burlington, Tewksbury, and Wilmington along with Shawsheen Valley Technical High School alumnae is scheduled each fall, preferably on a Sunday in the month of October. This event offers prospective students and their parents/guardians the opportunity to visit all vocational-technical and academic programs and to attend formal presentations regarding the operation of the school and its mission. A second Open House, focused primarily on admissions, is held in January of each year for applicants. During this Open House, students will have the opportunity to tour the school, participate in vocational-technical activities and, if available, have their admissions interview.

Shawsheen Valley Technical High School offers individual or group tours of its facilities to interested applicants. To request a tour, please call/email our Admissions Office at 978-671-3641 or by emailing [admissions@shawtech.org](mailto:admissions@shawtech.org). If the agreed-upon time slot for a tour occurs during the applicant's school day, the Admissions Office will provide confirmation to the applicant's current school that the applicant attended a tour during this time. Such tours may **not** be counted as unexcused absences by sending districts.

Shawsheen Valley Technical High School will work with member school districts to provide large group tours of our school during the school day. Round-trip bus transportation between each middle school and Shawsheen Valley Technical High School for group tours during the school day will be provided by Shawsheen Valley Technical High School. If Shawsheen Valley Technical High School and a member school district are unable to coordinate a mutually agreeable time for group tours, or if a student is absent on the day when group tours are scheduled, individual tours conducted outside the regular school day will be offered. In most cases, transportation to and from individual tours conducted outside the regular school day will be the responsibility of the student's family, however, if a hardship exists, please contact our Admissions Office at 978-671-3641 or by emailing [admissions@shawtech.org](mailto:admissions@shawtech.org) to arrange for individual transportation.

## **VI. APPLICATION PROCESS**

### **APPLICATION PROCESS FOR FALL ADMISSION TO THE NINTH, TENTH, ELEVENTH AND TWELFTH-GRADE**

1. Students interested in applying to Shawsheen Valley Technical High School for fall admission to the 9th, 10th, 11<sup>th</sup>, or 12<sup>th</sup> grade must:
  - A. Obtain an application for admission from one of the following sources: at an Open House; from the student's Guidance Office; from the Shawsheen Valley Technical High School Guidance Office; from the Shawsheen Valley Technical High School website; or by requesting one by mail, telephone, or email.
  - B. Complete the application and return it directly to the Shawsheen Valley Technical High School Admissions Office no later than the deadline listed on the application. Supportive data including report cards, recommendations, discipline records, and attendance records will be obtained by Shawsheen Valley Technical High School from the applicant's current school guidance office. An application is NOT considered complete unless it contains ALL appropriate signatures. The parent/guardian must sign the application to indicate approval of their student's application to Shawsheen and to authorize the release of information from the student's current school.
  - C. Applicants will be scheduled for an interview with a member of the Shawsheen Valley Technical High School admissions and student recruitment team. Interviews will be held either face-to-face, in-person at Shawsheen Valley Technical High School, via phone, on-line or at the applicant's school, if arrangements can be made with the applicant's sending district.
  - D. Completed applications include all required signatures, hardcopies of grades, attendance and discipline records and guidance counselor recommendation. If an incomplete application is received, Shawsheen Valley Technical High School will notify the sending school's guidance counselor responsible for sending application material and will request that the missing information be provided. If the missing information is not provided, the applicant's parent/guardian may be notified and will be asked to contact their student's current guidance counselor to request the missing information be provided. If the application remains incomplete 10 days after notifying the local school guidance counselor and the parent/guardian, the application may be voided.

As outlined in Section II above, Shawsheen Valley Technical High School will request information from each sending district regarding the primary language spoken in the student's home. For applicants for whom English is not their primary language, Shawsheen Valley Technical High School will provide an application for admission, translated into the student's primary language. Shawsheen Valley Technical High School and the student's current school will work cooperatively to provide two-way (English to student language and student language to English) oral translation services during the interview.
2. In order for the admissions process to work successfully, and ensure that resident students in Bedford, Billerica, Burlington, Tewksbury, and Wilmington have complete access to all of the information they need to make a well-informed decision about where they will attend high school. It is the responsibility of the sending school counselor (or other school personnel, if applicable) to work collaboratively with the Shawsheen Valley Technical High School admissions and student recruitment team during the entirety of the admissions process. This includes providing timely and accurate contact information for 7<sup>th</sup> and 8<sup>th</sup> grade resident students, scheduling the 8<sup>th</sup> grade assembly and the 8<sup>th</sup> grade visit to Shawsheen Valley Technical High School, securing space for Shawsheen Valley Technical High School staff to conduct interviews, and providing data (report cards/grades, attendance and discipline records and guidance counselor recommendation) in support of each student application in a timely manner.

### **LATE APPLICATIONS**

Shawsheen Valley Technical High School will accept applications after the deadline listed on the application, but these applications will be considered late and will not be processed until all applications received prior to the deadline have been reviewed and, if applicable, a waiting list has been established. Once all supporting data is received at Shawsheen Valley Technical High School, a late application is considered complete. Complete late applications will be reviewed in the order received and, if seats are available, admission will be offered in the

order received. If seats are not available, late applications will be reviewed using the criteria outlined in Section VII and late applicants will be placed at the end of the waiting list (after all on-time applicants) in ranked order.

#### TRANSFER STUDENTS

Students already enrolled in a Chapter 74 state-approved program in another school may apply for admission to Shawsheen Valley Technical High School. Please contact the Admissions Office at 978-671-3641 or by emailing [admissions@shawtech.org](mailto:admissions@shawtech.org) with any questions or to request an application form.

#### WITHDRAWN STUDENTS

A student who has withdrawn from Shawsheen Valley Technical High School and is attending, or not attending, another high school may apply for re-admission, subject to availability. Applications for readmission will be reviewed in accordance with this admissions policy and criteria.

### VII. SELECTION PROCESS

When more students apply to Shawsheen Valley Technical High School than available seats, Shawsheen Valley Technical High School uses the following system to select students for admission:

#### SELECTION CRITERIA

Shawsheen Valley Technical High School has established a weighted admissions criteria that is designed to assess a student's potential to benefit from the unique components of vocational-technical education offered by Shawsheen Valley Technical High School. Each applicant will be assigned a score derived from the sum of the sub scores from each criterion below:

#### 1. Scholastic Achievement: Math/Science/English – Maximum Points: 15

Grade 9 fall admissions points will be calculated as follows:

Grade 7 final average in Math, Science and English (2 points per subject)

Grade 8 average in Math, Science, and English for the first half of the school year (3 points per subject)

Grade 10 fall admissions points will be calculated as follows:

Grade 8 final average in Math, Science and English (2 points per subject)

Grade 9 average in Math, Science, and English for the first half of the school year (3 points per subject)

Grade 11 fall admissions points will be calculated as follows:

Grade 9 final average in Math, Science and English (2 points per subject)

Grade 10 average in Math, Science, and English for the first half of the school year (3 points per subject)

Grade			Subject	Points if average grade is:		
9	10	11		Pass (80 or higher)	Pass (60-79)	Not Passing (59 or less)
7	8	9	Math	2	1	0
7	8	9	Science	2	1	0
7	8	9	English	2	1	0
8	9	10	Math	3	1.5	0
8	9	10	Science	3	1.5	0
8	9	10	English	3	1.5	0

Grade 9, 10, 11 Rolling Admissions points will be calculated as follows:

Points will be determined based on the previous 1.5 years of transcript grades in Math, Science and English.

Year	Subject	Points if average grade is:		
		Pass (80 or higher)	Pass (60-79)	Not Passing (59 or less)

1½ to ½ year previous	Math	2	1	0
1½ to ½ year previous	Science	2	1	0
1½ to ½ year previous	English	2	1	0
Most recent ½ Year	Math	3	1.5	0
Most recent ½ Year	Science	3	1.5	0
Most recent ½ Year	English	3	1.5	0

**Attendance – Maximum Points: 15**

For applications for fall admissions to Grade 9, the sum of unexcused absences from Grade 7 and the first and second quarter of Grade 8 will be used. Points will be assigned as follows:

Number of unexcused absences	Points
0-5	15
6-10	10
11-15	5
16+	0

For applications for fall admissions to Grade 10 or Grade 11, the sum of unexcused absences from the applicant’s previous full school year and the first half of their current school year will be used.

For applications to Grades 9, 10 or 11 for during-the-school-year admissions, the sum of unexcused absences from the previous school year and a half, based on the date of application, will be used.

**School Discipline – Maximum Points: 20**

Any applicant who has been suspended or expelled pursuant to MGL Chapter 71, Section 37H or MGL Chapter 71 Section 37H1/2 or who has been suspended or expelled for greater than 10 days pursuant to MGL Chapter 71, Section 37H3/4 in either the current school year or at any time in their previous school year will receive 0 points in this category. All other applicants will receive 20 points.

**Local Guidance Counselor/Teacher Recommendation – Maximum Points: 20**

Local Guidance Counselors or a teacher selected by the applicant will be asked to assess each applicant using five (5) character traits that Shawsheen Valley Technical High School considers important in predicting the applicant’s success at Shawsheen Valley Technical High School. In addition, the local Guidance Counselor or teacher will be asked to answer (not to exceed 250 words) the following question: “In what ways do you think this student would benefit from the unique features of Shawsheen Valley Technical High School?” Local Guidance Counselor or teacher recommendation will be reviewed by a member of the Shawsheen Valley Technical High School admissions team who holds a valid license as an educator from the Massachusetts Department of Elementary and Secondary Education and assigned points as follows:

**Trait Assessment:**

Trait	Guidance Counselor/Teacher Assessment			
	Above Average	Average	Below Average	Poor
Achievement in Relation to Ability	3	2	1	0
Work Ethic	3	2	1	0
Contributes to a Safe and Positive	3	2	1	0

Learning Environment				
Character and Citizenship	3	2	1	0
Personal Responsibility	3	2	1	0

**Narrative Question:**

0 Points	1 Point	3 Points	5 Points
Poor/No Benefit	Below Average Benefit	Average Benefit	Above Average Benefit
No direct benefit of attending Shawsheen noted.	Little direct benefit of attending Shawsheen noted, or benefit is not directly linked to a unique feature of Shawsheen	Direct benefit of attending Shawsheen noted. Benefit directly linked to unique feature of Shawsheen	Significant benefit of attending Shawsheen noted. Benefit strongly tied to unique feature of Shawsheen.

**Interview – Maximum Points: 30**

Each applicant will be interviewed by a member of the Shawsheen Valley Technical High School admissions team. All interviewers must hold a valid license as an educator from the Department of Elementary and Secondary Education. Each applicant will be asked the same questions and rated using a uniform standard. The interview is designed to gather information regarding the applicant’s: reason for seeking admission to Shawsheen Valley Technical High School and ability to benefit from the unique features of a Shawsheen Valley Technical High School education; current program interest; career goals; and interest and motivation. Interview questions will be provided to all students in advance of the interview.

All members of the Shawsheen Valley Technical High School admissions team will meet annually prior to when interviews begin to review the assessment criteria to ensure inter-rater reliability. In addition, the team should annually review both the questions and the rating standards for bias and make any adjustments deemed necessary.

**Interview Questions:**

Why do you want to attend Shawsheen Valley Technical High School?

What vocational program(s) offered at Shawsheen Valley Technical High School most interest you and why?

Assuming you attend Shawsheen Valley Technical High School, what do you see yourself doing after you graduate?

Tell me about a challenging situation you faced either in or out of school and how you approached it?

If you were to be accepted at Shawsheen Valley Technical High School what types of activities, clubs, or sports would you be interested in participating in?

Do you have any questions for me or anything else you’d like to add or any closing comments you’d like to make?

Shawsheen Valley Technical High School Interview: Scoring Rubric				
Question	0 Points	1 Point	3 Points	5 Points
1	Does not respond	Provides a limited or irrelevant response	Indicates the desire to attend Shawsheen but does not discuss the technical/vocational environment.	Indicates the desire to learn in a technical/vocational environment.
2			Indicates knowledge of technical/vocational programs but provides no reasoning.	Indicates knowledge of technical/vocational programs with reasoning.
3			Indicates a specific technical/vocational program that will	Indicates a specific technical/vocational program

			lead to career/college readiness with no reasoning.	that will lead to career/college readiness with reasoning.
4			Provides a general example with limited explanation of how they approached the challenge.	Provides a specific example and explains the approach used to overcome the challenge.
5			Provides a general example with limited explanation of how they would positively contribute to the school environment.	Provides specific personal characteristics and interests that indicate positively contributing to the school environment.
6			Maintains a dialogue but does not ask a question or offer comments that indicate a high level of interest in attending Shawsheen Tech.	Maintains a dialogue by asking a question or offering comments that indicate a high level of interest in attending Shawsheen Tech.

In summary, each applicant is assigned points in five categories as follows:

Criterion	Maximum Points Available
Scholastic Achievement	15
Attendance	15
Discipline	20
Recommendation	20
Interview	30
<b>Maximum Points Attainable</b>	<b>100</b>

### *SELECTION PROCESS*

Using the guidelines delineated in the Selection Criteria section above, points are assigned to each respective criterion and then points are totaled for each applicant. After a point total for each resident applicant has been determined, all resident applicants are placed in order of their point total and town of residence. If two or more applicants have the same point total, the tie will be resolved as follows:

The sum of each applicant's sub score in the attendance category and interview category will be calculated. Tied applicants will be ranked based on the sum of their sub score in the attendance category and the interview category, from highest to lowest.

Any remaining ties (resulting from two or more applicants having the same total score and the same sum of their sub score in the attendance category and the interview category) will be resolved through a random selection process.

Once a fully ranked applicant list by town is created, applicants are selected in accordance with their criteria point total and the quota of seats assigned to their town of residence as outlined in the Apportionment section above. All applicants are accepted or put on a waiting list.

All fall applications must be submitted by February 1<sup>st</sup>. All late applicants will be deferred to a separate ranked waiting list and students will not be accepted until the original applicant list is exhausted.

Prior to April 15<sup>th</sup>, students are ranked and accepted based on each towns' assigned quota seats.

On April 15<sup>th</sup>, any remaining, unutilized seats by town will be filled based on the ranked waitlist regardless of resident town. If two or more applicants have the same point total on the ranked waitlist regardless of resident town, ties will be resolved using the same method described above (using the sum of each applicant's attendance sub score and their interview sub score first and resolving any remaining ties through a random selection process).

On or after July 1<sup>st</sup> of each year, if vacancies exist, excess space will be distributed to acceptable candidates from outside of the district.

All students are notified of their status by the end of the current school year. Students who are on the waiting list may be accepted at the end of the first or second term of Grade 9.

Eligible transfer candidates will be accepted on a space available basis when vacancies occur in the vocational area of their choice. In the event there are more acceptable candidates than spaces available, a waiting list shall be maintained for each technical program. The waiting list shall be based on the rank order of the student's total criteria points.

## **VIII. EXPLORATORY PROGRAM**

The Massachusetts Vocational Technical Education Regulations 603 CMR 4.03 (4)(e) state in part: "School districts that offer five or more approved vocational technical education programs shall provide a minimum of a one-half year exploratory program approved by the Department for all incoming ninth graders". Shawsheen Valley Technical High School currently offers over twenty approved Chapter 74 programs and requires all incoming ninth graders to explore numerous vocational technical education programs, including those that would prepare them for careers that are nontraditional for their gender.

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 freshmen "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 record and is a key variable in the selection process outlined below.

## **IX. PROGRAM-SPECIFIC ADMISSION**

Upon completion of all the freshmen exploratory cycles, students shall rank order their top three program 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 VIII above), and shop capacity as follows:

At the end of the exploratory program, each student ranks their top three 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

In the instance that a student does not get placed into their top three 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 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 and second choice.

## **X. REVIEW AND APPEALS PROCESS**

### **ADMISSION TO SHAWSHEEN VALLEY TECHNICAL HIGH SCHOOL**

If Shawsheen Valley Technical High School does not offer an applicant admission and places them on a waitlist, the applicant or their parent/guardian may request that the Superintendent-Director of Shawsheen Valley Technical High School review that decision, providing that the request for appeal is filed no later than two (2) weeks after written receipt of the decision. These requests can be made in the following ways:

<b>By e-mail</b>	<b>By hard-copy mail or hand delivery</b>
<a href="mailto:tmcintosh@shawtech.org">tmcintosh@shawtech.org</a>	Superintendent-Director, Shawsheen Tech, 100 Cook Street, Billerica, MA 01821

The Superintendent-Director will respond to these requests for review in writing and indicate whether the decision to deny admission to the student, or waitlist the student, will stand or be overturned. In making this determination, the Superintendent will review the following information:

Appeals may be initiated by the student and/or a parent/guardian.

The Superintendent-Director will oversee the appeals process and make the final determination as to whether the admissions decision shall be modified.

In making the appeal determination the Superintendent-Director may review all records placed before the Admissions Team, as well as any additional documentation deemed relevant by the Superintendent-Director and/or submitted by the student or by a parent/guardian or by an educational staff member of the applicant's current school.

**PROCESS FOR ADMISSIONS APPEALS:** In conducting the appeal, the Superintendent-Director will review all scores assigned to the student and assess them for accuracy. If the Superintendent-Director finds the scores to be inaccurate, he/she will assign a revised score and move the student's place on the admissions waiting list accordingly. If the Superintendent-Director finds the score to be accurate, he/she will inform the student's parent/guardian of that finding. The student's parent/guardian may then request an in-person review of the scores assigned to the student. During that in-person review, the Superintendent-Director will review all the scores assigned to their student with the parent/guardian and offer the parent/guardian the opportunity to offer information that they feel supports their assertion that the scores are inaccurate. Shawsheen Valley Technical High School will provide oral translation services for the student and/or their parent/guardian during the in-person review if needed or requested. Following this meeting, the Superintendent-Director will review all relevant

information and issue a final decision regarding the student's assigned score. If the Superintendent-Director determines that the student's assigned score was inaccurate, he/she will assign the student with a new score and the student will be placed on the admissions waiting list based on his/her revised score. In all circumstances, the decision of the Superintendent-Director is final and is not subject to review or further appeal.

The Superintendent-Director may take one or more of the following measures as part of the appeal:

Deny the request to change the admissions decision based on a determination, after reviewing the materials before the Admissions Team and any materials submitted with the appeal, that the decision of the Admissions Team was consistent with the admissions criteria, there was no clear error in scoring, and the decision does not merit further review.

Amend the decision of the Admissions Team only if the Superintendent-Director determines that the decision is deemed arbitrary, inequitable, or inconsistent with the goals, policies, scoring criteria, or other objectives of the Shawsheen Admissions policy. The Superintendent-Director has the discretion to consult with the Admissions Team in that process but is not required to do so.

At any point in the appeals process the Superintendent-Director may invite a student and a parent/guardian for a personal interview in order to better inform the appeals process. Such an interview is not required, and it is not anticipated it will be conducted in all cases.

No decision to change an original admissions decision through the appeals process shall result in a change to any previous offer of admission to another student, but the Superintendent-Director may temporarily increase the size of the incoming class to accommodate a student whose revised score should have resulted in an offer of admission.

The Superintendent-Director in making appeals determination is to remain cognizant of the inherent limitations on the capacity of Shawsheen Valley Technical High School's physical plant, class sizes, program offerings, etc.

#### ADMISSION TO SPECIFIC PROGRAMS WITHIN SHAWSHEEN VALLEY TECHNICAL HIGH SCHOOL

Students who have been admitted to Shawsheen Valley Technical High School will need to apply to a specific program of study (also known as a "major" or "shop") during the second semester of their freshman year.

If the student applies to a program and is denied or waitlisted, the student may appeal their rejection to the Superintendent-Director in the following ways:

By e-mail	By hard-copy mail or hand delivery
<a href="mailto:tmcintosh@shawtech.org">tmcintosh@shawtech.org</a>	Superintendent-Director, Shawsheen Tech, 100 Cook Street, Billerica, MA 01821

In making this determination, the Superintendent-Director will review the following information:

Appeals may be initiated by the student and/or a parent/guardian.

The Superintendent-Director will oversee the appeals process and make the final determination as to whether the admissions decision shall be modified.

In making the appeal determination, the Superintendent-Director may review all materials used to determine the student's shop placement as well as any additional documentation deemed relevant by the Superintendent-Director and/or submitted by the student or his/her parent/guardian.

**PROCESS FOR SHOP SELECTION APPEALS:** In conducting the appeal, the Superintendent-Director will review all scores assigned to the student and assess them for accuracy. If the Superintendent-Director finds the scores to be inaccurate, he/she will assign a revised score and move the student's place on the shop selection waiting list accordingly. If the Superintendent-Director finds the score to be accurate, he/she will inform the student's parent/guardian of that finding. The student's parent/guardian may request an in-person review of the scores assigned to the student. During that in-person review, the Superintendent-Director will review all the scores assigned to their student with the parent/guardian and offer the parent/guardian the opportunity to offer information that they feel supports their assertion that the scores are inaccurate. Shawsheen Valley Technical High School will provide oral translation services for the student and/or their parent/guardian

during the in-person review if needed or requested. Following this meeting, the Superintendent-Director will review all relevant information and issue a final decision regarding the student's assigned score. If the Superintendent-Director determines that the student's assigned score was inaccurate, he/she will assign the student with a new score and the student will be placed on the shop waiting list based on his/her revised score. In all circumstances, the decision of the Superintendent-Director is final and is not subject to review or further appeal.

No decision to change an original shop selection decision through the appeals process shall result in a change to any previous offer of shop admission to another student.

The Superintendent-Director, in making an appeals determination, is to remain cognizant of the inherent limitations on the capacity of Shawsheen Valley Technical High School's individual shops, class sizes, program offerings, etc.

## **XI. MAINTENANCE OF RECORDS**

Shawsheen Valley Technical High School maintains records of all students who apply, enroll, or are waitlisted, as well as their score on admission criteria (if used), to facilitate analysis of its admissions system and compliance with applicable laws and regulations. Shawsheen Valley Technical High School will provide this information to the Department of Elementary and Secondary Education upon request.

Approved September 2023

## **HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES**

As required by law, the district will work with homeless children and youth and unaccompanied youth<sup>1</sup> (collectively, “homeless students”) as well as their families or legal guardians to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, school nutrition programs, summer programming and extracurricular activities.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
7. Migratory children living in conditions described in the previous examples.

### **Students Remaining in Schools of Origin**

It is presumed to be in the best interest of homeless students to remain in their schools of origin, i.e. the school that the student was attending at the time they became homeless, or the last school the student attended prior to becoming homeless. Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent housing. For homeless students who complete the final grade level served by the school of origin, the term “school of origin” shall also include the receiving school in the same school district educating students at the next grade level.

Homeless students are entitled to transportation comparable to that provided for all other students attending school in the district. The district will transport students who are sheltered or temporarily residing within the district to the students’ school of origin. For homeless students attending a school of origin located outside the district in which the student is sheltered or temporarily residing, the district in

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<sup>1</sup> “A homeless child or youth not in the physical custody of a parent or guardian.” 42 USC §11434a.

which the school of origin is located will coordinate with the district in which the student is sheltered or temporarily residing to provide the transportation services necessary for the student, and these districts will divide the cost equally. Formerly homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.

### **Students Enrolling in District Where Sheltered or Temporarily Residing**

Parents or guardians may elect to enroll homeless students in the school district in which the student is sheltered or temporarily residing, rather than having the student remain in the school of origin. Enrollment changes for homeless students should take place immediately.

If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student's living arrangement shall be considered a student education record, and not directory information. Records containing information about the homeless student's living arrangement may not be disclosed without the consent of the parent or satisfaction of another student-privacy related exemption.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

### **Dispute Resolution**

If the district disagrees with a parent or guardian's decision to keep a student enrolled in the school of origin and considers enrollment in the district where the student is sheltered or temporarily residing to be in the student's best interest, the district will explain to the parent, in writing and in a language the parent can understand,<sup>2</sup> the rationale for its determination and provide parent with written notice of their rights to appeal the district's determination to the Massachusetts Department of Elementary and Secondary Education<sup>3</sup>. During the pendency of any such appeal, the student should remain enrolled in

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<sup>2</sup> Translation of communications of this type is required by Title I, among other laws. *See, e.g.* 20 USC § 6312.

<sup>3</sup> Information about the dispute resolution process managed by the Department of Elementary and Secondary Education can be located here: <http://www.doe.mass.edu/mv/haa/03-7.html>

the school selected by the parent or guardian, receiving transportation to school and access to other available services and programs.

The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal process. This advisory is available at the following link: <http://www.doe.mass.edu/mv/haa/mckinney-vento.docx>

### **Homeless Liaison**

The Superintendent-Director shall designate an appropriate staff person to be the district's liaison for homeless students and their families. The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in locations such as schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students. The liaison shall ensure district staff receive professional development and other support on issues involving homeless students.

LEGAL REFS.:       The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015

## **EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN**

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents or guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The district believes it is appropriate to remove barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or guardians' military deployment.

### **Definitions**

**Children of military families:** School aged children, enrolled in kindergarten through 12th grade, in the household of an active-duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

**Deployment:** The period one month before the service members' departure from their home station on military orders through six months after return to their home station.

**Education(al) records:** Official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

Eligible students are children of military families as well as the children of veterans who have been severely injured and medically discharged, and children of active-duty personnel who died on active duty. Children of retired active-duty personnel are also eligible to receive services for one year following the discharge due to severe injury, or the retirement or death of an active military parent. The Compact does not apply to children of inactive Guard or Reserves, veterans and retired personnel not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible students include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Upon enrollment of an eligible student, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).

- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, the district will assume financial and programmatic responsibility for the special education programs of students with existing IEPs drafted in other states.
- As appropriate, the District will exercise the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, also as deemed appropriate.
- Students of active-duty personnel shall have additional excused absences, as necessary, for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to continue to attend the school in which they were enrolled while living with the custodial parent or guardian, without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS:           M.G.L. Part I, Title II, Chapter 15E,  
Interstate Compact on Educational Opportunity for Military Children

## **EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE**

The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting all efforts to ensure that students in foster care have equal access to high-quality, stable educational experiences.

Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.

The district has designated a point of contact for students in foster care. The district and the point of contact will collaborate with The Department of Children and Families (DCF) to ensure that students can access transportation and the other services to which they may be entitled.

### **Best Interest Determination**

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (or, if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when appropriate) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and account for unique factors about the student and their foster care placement. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care; however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the district will ensure that a child remains in their school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

### **Transportation**

The district of origin must collaborate with DCF on how transportation will be arranged and provided to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

### **Immediate Enrollment**

If it is in the best interest of a student in foster care to leave the school of origin, the student must be immediately enrolled in the district in which they reside in foster care. During enrollment of students in foster care, DCF representatives will present the district with a form indicating that the student is in foster care, along with a state-agency identification badge.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to students in foster care (homeless families) on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

LEGAL REFS:       Every Student Succeeds Act (ESSA);  
                      Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering  
                      Connections Act)

## **STUDENT ABSENCES AND EXCUSES**

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A student may also be excused for other exceptional reasons with approval of the Principal or designee.

Accordingly, parents/guardians will provide a written explanation for the absence or tardiness of their child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

### **Student Absence Notification Program**

Each Principal or designee will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall 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. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

### **Dropout Prevention**

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 from school unless the Principal has sent notice to the student, and that student's parent/guardian. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent-Director or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if

applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

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

The Superintendent-Director or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

LEGAL REFS.: M.G.L. 76:1; 76:1A; 76:1B; 76:16; 76:18; 76:19; 76:20

## **EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE**

### Denial of Admission

Denial of admission means the withholding of the privilege of enrolling in a school of the District.

The following shall be the grounds for denial of admission to school or for diversion to an appropriate alternative program:

Graduation from the twelfth grade of any school or receipt of any document evidencing completion of the equivalent of a secondary curriculum;

Not being a resident of the District and the District has opted not to participate in the School Choice Law;

Failure to comply with the provisions of the Massachusetts School Entry Immunization Law.

LEGAL REFS.: M.G.L. 76:12; 76:12A; 76:12B  
603 CMR 26:00

CROSS REF: JEB, Entrance Age

## STUDENT RIGHTS AND RESPONSIBILITIES

The School Committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights, there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

1. Civil rights--including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension, expulsion, and decisions the student believes injure his rights.
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right to privacy, which includes privacy with respect to the student's school records.

It is the School Committee's belief that as part of the educational process students should be made aware of their legal rights, and of the legal authority of the School Committee to make and delegate authority to its staff to make, rules regarding the orderly operation of the schools.

Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior.

The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through handbooks distributed annually.

LEGAL REFS.: M.G.L. 71:37H; 71:82 through 71:86

## **STUDENT INVOLVEMENT IN DECISION-MAKING**

As appropriate to the age of students, class or school organizations and school government organizations, such as student councils, may be formed to offer practice in self-government and to serve as channels for the expression of students' ideas and opinions.

The Committee will take into consideration student opinions in establishing policies that directly affect student programs, activities, privileges and other areas of student sensitivity.

Students will be welcomed at Committee meetings and granted privileges of speaking in line with the privileges extended to the general public.

### Student Advisory Committee

As required by state law, the Committee will meet at least once every other month while school is in session with its student advisory committee, which is composed of five students elected by the high school student body. The chair of the student advisory committee shall be an ex-officio nonvoting member of the School Committee without the right to attend executive sessions unless such right is expressly granted by the School Committee.

LEGAL REF.: M.G.L. 71:38M

CROSS REF.: BDF, Advisory Committees to the School Committee

## **STUDENT DISCIPLINE**

The School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be expected to acknowledge respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent-Director shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

### **Suspension**

In every case of student misconduct for which suspension may be imposed, a Principal shall consider ways to re-engage the student in learning. Unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and/or in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school, principal shall not suspend or exclude a student until alternatives have been employed and their use and results documented. Alternatives may include but shall not be limited to the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and collaborative problem-solving.

The Superintendent-Director and/or principal shall also implement district/school-wide models to re-engage students in the learning process which shall include but not be limited to positive behavioral interventions and support models, and trauma sensitive learning models.

### **Notice of Suspension:**

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and

parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian.

The principal or a designee shall notify the Superintendent-Director in writing, including-by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

For any suspension or exclusion under this section, the principal or designee of a school in which the student is enrolled, shall provide to the student and parent/guardian, notice of the charges and the reason for the suspension or exclusion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal, or a designee, to discuss the charges and reasons for the suspension or exclusion prior to the suspension or exclusion taking effect. The principal, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal, or a designee, can document reasonable efforts to include the parent or guardian in that meeting.

### **Emergency Removal**

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent-Director in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall:

1. Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation;
2. Provide written notice to the student and parent/guardian as required above. The notice shall include the rights enumerated in law and regulation;
3. Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian;
4. Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

### **In School Suspension - not more than 10 days consecutively or cumulatively**

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses provided that the principal follows the process set forth in State regulation and the student has the opportunity to make academic progress.

### **Principal's Hearing - Short Term Suspension of up to 10 days**

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

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent/guardian of the 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, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent-Director and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

### **Principal's Hearing - Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)**

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

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal 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 their 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 district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent/guardian 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.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian. The notice shall include the rights enumerated in law and regulation.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent-Director or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Superintendent-Director within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent-Director an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent-Director decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent-Director and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

### **Superintendent-Director's Hearing**

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent-Director.

The student or parent/guardian shall file a notice of appeal with the Superintendent-Director within the time period noted above (see Principal's hearing - Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent-Director may deny the appeal, or may allow the appeal in their discretion, for good cause.

The Superintendent-Director shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent-Director shall grant the extension.

The Superintendent-Director shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent-Director shall be presumed to have made a good faith effort if they have made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent-Director to participate. The Superintendent-Director shall send written notice to the parent/guardian of the date, time, and location of the hearing.

The Superintendent-Director shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent-Director shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent-Director shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent-Director shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent-Director determines that the student committed the disciplinary offense, the Superintendent-Director may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent-Director shall be the final decision of the school district with regard to the suspension.

### **Expulsion**

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if

a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student excluded from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

### **Academic Progress**

Any student who is suspended or excluded shall have the opportunity to earn credits, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the period of their removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is excluded or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are excluded or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is excluded or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student excluded or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

### **Reporting**

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

LEGAL REFS:        M.G.L. 71:37H; 71:37H ½; 71:37H ¾; 76:17; 76:21  
603 CMR 53.00  
603 CMR 53.10(3) through (5)  
603 CMR 53.13(1)  
Chapter 222 An Act Relative to Student Access to Educational Services and  
Exclusion from School

REFS.:            Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student  
Discipline under Section 504 of the Rehabilitation Act of 1973  
<https://www2.ed.gov/about/offices/list/ocr/docs/504-discipline-guidance.pdf>

Questions and Answers Addressing the Needs of Children with Disabilities and the  
Individuals with Disabilities Education Act's (IDEA's) Discipline Provisions. -  
<https://sites.ed.gov/idea/files/qa-addressing-the-needs-of-children-with-disabilities-and-idea-discipline-provisions.pdf>

## **STUDENT DRESS CODE**

The responsibility for the dress and appearance of the students will rest with individual students and parents/guardians. Clothing should be conducive to the learning environment and follow any applicable safety requirements of the classroom the student is in that day.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

LEGAL REF.:           Creating a Respectful and Open World for Natural Hair Act of 2022  
<https://www.congress.gov/bill/117th-congress/house-bill/2116/text>  
M.G.L. 71:83

## **STUDENT CONDUCT ON SCHOOL BUSES**

The School Committee and its staff share with students and parents/guardians the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents/guardians of students whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their students face the loss of transportation privileges in accordance with regulations approved by the School Committee.

Approved by the School Committee on September 26, 2023

## **STUDENT PUBLICATIONS**

Within the school setting, students enjoy the constitutional right of freedom of expression, including the right to express their views in student publications, provided such expression does not cause, or threaten to cause by reasonable forecast by school officials, any disruption or disorder in the school. Additionally, such constitutional right of freedom of expression does not include expression which is obscene, defamatory, or advocates violence or illegality where such advocacy is imminently likely to incite the commission of such acts to the detriment of school security, or which can reasonably be forecast to cause substantial disruption or material interference with school activities. Students will enjoy the constitutional rights of freedom of expression. They will have the right to express their views in speech, writing, or through any other medium or form of expression within limitations comparable to those imposed on all citizens but specifically designed for children and youth in a school setting.

All student publications will be expected to comply with the rules for responsible journalism. This means that libelous statements, unfounded charges and accusations, obscenity, defamation of persons, false statements, material advocating racial or religious prejudice, hatred, violence, the breaking of laws and school regulations, or materials designed to disrupt the educational process will not be permitted.

Review of content prior to publication is not censorship but part of the educational process as this concerns student publications. It can be pointed out to students, as it frequently is to journalists, that a publisher (in this case, the school system) enjoys freedom to determine what it will and will not publish.

### Distribution of Literature

The Assistant Superintendent-Director/Principal will reasonably regulate the time, place, and manner of distribution of literature.

LEGAL REF.:           M.G.L. 71:82

## **GANG ACTIVITY/SECRET SOCIETIES**

The goal of the School Committee is to keep District schools and students free from the threats or harmful influence of any gang. For purposes of this policy, gang is defined as any group, secret society, organization or association that advocates drug use, violence, ethnic intimidation, or disruptive or illegal behavior. The Assistant Superintendent-Director/Principal or their designee shall maintain supervision of school premises to deter intimidation of students and confrontations between members of different gangs.

The Superintendent-Director shall establish open lines of communication with local law enforcement agencies so as to share information and provide mutual support in this effort within appropriate legal guidelines.

The Superintendent-Director shall provide in-service training to help staff members identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately. Staff members shall be informed about conflict management techniques and alerted to intervention measures and community resources that may help students.

### Symbols

The School Committee finds that gang symbols are inherently disruptive to the educational process, and therefore prohibits the presence of any insignia, apparel, jewelry, accessory, notebook or other school supply, or manner of grooming which by virtue of its color, arrangement, trademark, or any other attribute denotes membership in gangs. The School Committee further prohibits any demonstration of gang membership through the use of hand gestures, graffiti, or printed materials. This policy shall be applied by the Assistant Superintendent-Director/Principal or ~~his/her~~ their designee as the need for it arises individual school sites. A student may be suspended or expelled for failure to comply with the provisions of this policy.

### Prevention Education

The School Committee realizes that students may become involved in gangs without understanding the consequences of such membership. Early intervention is a key component of efforts to break the cycle of such memberships. Therefore, gang violence prevention information shall be made available in the elementary, middle, and high schools as appropriate.

## **SECRET SOCIETIES**

Fraternities, sororities and/or secret societies shall not receive District or building recognition in any manner.

A student may be suspended or expelled for failure to comply with the provisions of this policy.

## PROHIBITION OF HAZING

No student, employee or school organization under the control of the School Committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the Assistant Superintendent-Director/Principal including the time, date, location, names of identifiable participants and the types of behavior exhibited. Students and employees of the District are obligated by law to report incidents of hazing to the police department.

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve suspension from school for up to three days.

Any student who participates in the hazing of another student or other person may, upon the approval of the Superintendent-Director, be suspended from school for up to ten (10) school days.

Any student determined by the Assistant Superintendent-Director/Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant.

In all cases relating to hazing, students will receive procedural due process.

LEGAL REF.: M.G.L. 269:17, 18, 19

## **HAZING**

### CH. 269, S.17. HAZING; ORGANIZING OR PARTICIPATING; HAZING DEFINED

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 three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, 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 any 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 extended 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.

### CH. 269, S.18. FAILURE TO REPORT HAZING

Whoever knows that another person is the victim of hazing as defined in section seventeen 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 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 one thousand dollars.

### CH. 269, S.19. COPY OF SECTIONS 17 TO 19; ISSUANCE TO STUDENTS AND STUDENT GROUPS, TEAMS AND ORGANIZATIONS; REPORT

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy

of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

## **BULLYING PREVENTION AND INTERVENTION POLICY**

### **District Overview**

The Shawsheen Valley Regional Vocational Technical School District recognizes that safe learning environments are necessary for students to learn and achieve high academic standards. The District strives to provide and maintain safe learning and working environments for all students and all employees. It is the conviction of educators that all students have the right to participate confidently and fully in learning activities, both in and out of school, and contribute meaningfully to society by learning in a community culture where individual and developmental differences are acknowledged, appreciated, and respected. We are committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We understand that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. 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.

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-Director and School Committee will be provided with assurance of the compliance with this Policy, 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 Procedures annually.
5. By June of each year, a brief annual summary will be submitted to the Superintendent-Director regarding the implementation of the Bullying Prevention and Intervention Policy with recommendations for enhancements and/or improvements.
6. The Superintendent-Director or designated representative has operational responsibility for the implementation of the Bullying Prevention and Intervention Policy.

### **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.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students 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 target or damage to the target's property
- places the target in reasonable fear of harm to himself or herself or of damage to his or her property
- creates a hostile environment at school for the target
- infringes on the rights of the target at school or
- materially and substantially disrupts the education process or the orderly operation of a school.

May also include:

- Perpetuating bullying by inciting, soliciting, or coercing an individual or group to demean, dehumanize, embarrass, or cause emotional, psychological, or physical harm to another student, school employee, or school volunteer.

Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell

phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

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

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

### **Annual Notice**

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

### **Reporting Bullying or Retaliation**

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

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

### **Anonymous 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;
- 3) post it on the school's website.

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

### **Reporting by Staff**

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. This includes custodians, cafeteria workers, and coaches. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

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

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

### **Responding to a report of bullying or retaliation**

#### **Safety**

Before fully investigating the 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.

Responses to promote safety may include:

- 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;
- 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 relevant staff/services In compliance with policies and procedures of the district, if the principal or their designee finds it appropriate, staff or referral agencies will be informed.

### **Investigation**

The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. The administration will make a determination as to the nature of the incident (bullying v. peer conflict). Once determined, an investigation and outreach to the target and family will occur concurrently with a commitment to addressing the needs of the target, identifying and educating bystanders, and providing consequences for aggressors.

#### **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;
- Collect and document data.

### **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, 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, and
- Determine what responsive actions and/or disciplinary action is necessary.
- Promptly notify the parents or guardians of the target and the aggressor 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.
- May **NOT** report disciplinary action taken 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.
- 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**

Consequences for bullying should be immediately and consistently applied and must be delivered in a non-hostile manner. Consequences should be disagreeable or uncomfortable but should not involve revenge or hostile punishment.

#### **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

**Consequences:** Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). The district response may take on two forms: instruction in appropriate behavior and skill building and/or disciplinary.

#### **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.

**Disciplinary Action** (with considerations mentioned above and Shawsheen's code of conduct policy)

- 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
- Expulsion
- 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 Improvement Act (IDEA)*.

**Collaboration and Interaction with Families Information**

Shawsheen Valley Regional Vocational Technical School District will engage and collaborate with families of the students to increase the capacity of the school to respond and prevent bullying activities. This includes information regarding the bullying prevention plan, intervention program and

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

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

**Parent Education and Resources**

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

**Resources and Service**

- A. **Identifying resources.** Shawsheen Valley Regional Vocation Technical School District will conduct a review of current staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services. These resources will be incorporated into the notifications for services and integrated into health, safety, and counseling curricula.

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

### **Bullying Prevention Instruction**

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

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

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

- B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

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

### **Building Supervision**

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

This monitoring will:

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

### **Professional Development**

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

- A. Annual staff training on the Plan. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.
- B. Ongoing professional development. The goal of professional development is to establish a common

understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of schoolwide and districtwide professional development will be informed by research and will include information on:

- i. developmentally (or age-) appropriate strategies to prevent bullying;
- ii. developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- iii. information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- iv. research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- v. information on the incidence and nature of cyberbullying; and
- vi. Internet safety issues as they relate to cyberbullying.

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

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

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

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

### **Definitions**

Aggressor is a student 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 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 target or damage to the target's property
- places the target in reasonable fear of harm to himself or herself or of damage to his or her property
- creates a hostile environment at school for the target

- infringes on the rights of the target at school or
- materially and substantially disrupts the education process or the orderly operation of a school.

May also include:

- Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school employee, or school volunteer.

*Cyberbullying* is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

*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 student 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.

### **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, gender, religion, national origin, or sexual orientation. 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 or 37H½, 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.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended

Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972

603 CMR 26:00

M.G.L. 71:37O; 265:43, 43A; 268:13B; 269:14A

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

CROSS REFS.: AC, Nondiscrimination

ACAB, Sexual Harassment

JIC, Student Discipline

JICFA, Prohibition of Hazing

File: JICH

### **ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED**

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including but not limited to vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property, at any school function, or at any school sponsored event.

Additionally, 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.

### Verbal Screening

- The school district shall utilize, in accordance with law, a verbal screening tool approved by the Department of Elementary and Secondary Education to screen students for substance abuse disorders. The tool shall be administered by trained staff on an annual basis at grades 7 and 9.
- Parents/guardians shall be notified prior to the opening of school each year. Parents/guardians shall have the right to opt out of the screening by written notice prior to or during the screening.
- All statements made by a student during a screening are confidential and shall not be disclosed except in the event of immediate medical emergency or in accordance with law. De-identified results shall be reported to the Department of Public Health within 90 days of the completion of the screening process.

This policy shall be posted on the district's website and notice shall be provided to all students and parents/guardians of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

LEGAL REFS.: M.G.L.71:2A; 71:96; 71:97; 272:40A

CROSS REFS.: ADC, Tobacco Products on School Premises Prohibited  
GBEC, Drug Free Workplace Policy  
GBED, Tobacco use on School Property by Staff Members Prohibited  
IHAMB, Teaching About Drugs, Alcohol, and Tobacco

## **HARASSMENT OF STUDENTS**

Harassment of students by other students, employees, vendors and other third parties will not be tolerated in the at Shawsheen Valley Technical High School Public Schools. The alleged harassment must involve conduct that occurred within the school's own program or activity, such as whether the harassment occurred at a location or under circumstances where the school owned, or substantially controlled the premises, exercised oversight, supervision or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school sponsored activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis race\*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including, termination of employment, subject to contractual disciplinary obligations.

**Employee-to-Student Harassment** means conduct of a written, verbal or physical nature that is designed to embarrass distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities; or
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student.

**Student- to-Student Harassment** means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students, when:

- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Written, verbal, or physical (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. Individuals should consider how their words and actions might reasonably be viewed by others.

The District will promptly and reasonably investigate allegations of harassment through designation of Title IX Coordinator or building based employees, who may include principals or their designees. The Superintendent-Director will recommend, in consultation with the principals, opportunities to the designated recipients for appropriate training. Where it is determined that discrimination or harassment has occurred, the District will act promptly to eliminate the conduct and will impose developmentally appropriate disciplinary, restorative and/or corrective action.

The District will respond promptly and reasonably investigate allegations of sexual harassment through designation of the Title IX Coordinator or building based employees to any reports or complaints of discrimination, including harassment and retaliation, or other violations of civil rights, pursuant to our detailed response protocol. Where it is determined that discrimination or harassment has occurred, the District will act promptly to eliminate the conduct and will impose developmentally- appropriate disciplinary, restorative, and/or corrective action.

\*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.

LEGAL REF.: M.G.L. 151B:3A  
Title IX of the Education Amendments of 1972  
BESE 603 CMR 26:00  
34 CFR 106.44 (a), (a)-(b)  
34 CFR 106.45 (a)-(b) (1)  
34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020  
Acts of 2022, Chapter 117 -  
<https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117>

CROSS REF.: AC, Non-Discrimination Policy Including Harassment and Retaliation

## **PREGNANT STUDENTS**

The School Committee wishes to preserve educational opportunities for those students who may become pregnant and/or take on parenting responsibilities.

Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave.

The school district does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school.

Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services, as well as instruction, are offered; that return to school after leave is encouraged; and that every opportunity to complete high school is provided.

LEGAL REFS.:       M.G.L. 71:84  
                          Title IX: 20 U.S.C. § 1681  
                          34 CFR § 106.40(b)

## **SEARCHES AND INTERROGATIONS**

### Searches by Staff

The right of inspection of students' school lockers is inherent in the authority granted school committees and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own property and school property.

Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools.

Searches by school officials of students' automobiles or the student will be conducted in a way that protects the students' rights consistent with the responsibility of the school district to provide an atmosphere conducive to the educational process.

### Interrogations by Police

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to protect each student's rights with respect to interrogations by law enforcement officials. Therefore:

1. When law enforcement officials find it necessary to question students during the school day or periods of extracurricular activities, the school Principal or their designee will be present when possible. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation.
2. If custody and/or arrest are involved, the Principal will observe that all procedural safeguards, as prescribed by law, are followed by the law enforcement officials.

## **STUDENT COMPLAINTS AND GRIEVANCES**

The School Committee recognizes that there may be conditions in the school district that are in need of improvement and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well-conceived and understood in advance, can do much to maintain harmonious relationships among the schools and the students and community. Every attempt will be made to seek a satisfactory solution to any concerns in a friendly and informal manner.

Students and their parents and/or guardians who believe that a student has received unfair treatment may bring forward their grievance through the appropriate channels as listed in the student handbook. Appeals of disciplinary cases will be required to follow the district's policy on student discipline. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings.

CROSS REF: JIB, Student Involvement in Decision Making  
JIC, Student Discipline

## **CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES**

The School Committee believes that student activities are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations and knowledge and skills.

Therefore, the school will provide a broad and balanced program of activities geared to the various ages, interests, and needs of students.

The following will serve as guides in the organization of student activities:

1. The assistance of parents in planning activity programs will be encouraged.
2. The goal for each student will be a balanced program of appropriate academic studies and activities to be determined by the school, the parents/guardians, and the student. This should be a shared responsibility.
3. Guidance will be offered to encourage participation of all students in appropriate activities and to prevent over-emphasis on extracurricular activities at the cost of academic performance.
4. All activities will be supervised; all clubs and groups will have a faculty advisor.

LEGAL REF.:       M.G.L. 71:47  
                      603 CMR 26:06

## STUDENT ORGANIZATIONS

### Student Organizations

Student organizations in the District shall be encouraged when they meet the criteria of contributing to student self-esteem and performance and should operate within the framework of state statutes, School Committee policies, and administrative procedures.

The Assistant Superintendent-Director/Principal shall develop general guidelines for the establishment and operation of student organizations within the school. Among other provisions, such guidelines shall require the approval of the Assistant Superintendent-Director/Principal prior to the formation of any club or organization in the school and the assignment of at least one faculty or designated adult advisor to each approved student organization. Within such guidelines will be provisions for a periodic review of all student organizations.

The formation of any student organization that may engage in activities of a controversial nature shall require approval by the Committee.

All student organizations shall be required to have open membership to all interested and/or eligible students. Disruptive groups, secret societies, and/or gangs shall not receive recognition in any manner under this policy.

All forms of hazing in initiations shall be prohibited in a student organization. No initiation shall be held for a student organization which will bring criticism to the school system or be degrading to the student.

The faculty or designated adult advisor must attend every meeting of the student organization whether conducted on school premises or at another location.

In addition to the above requirements, all clubs or organizations will relate to the subject matter covered by the curriculum. The Assistant Superintendent-Director/Principal is responsible for determining that the purpose of a student organization is related to the curriculum. The Assistant Superintendent-Director/Principal is authorized to deny requests by unauthorized student organizations desiring to meet or form in the school, the Assistant Superintendent-Director/Principal shall inform the group of the reasons for the denial. The students and/or group may submit a written request to the Superintendent-Director for review of the Assistant Superintendent- Director/Principal's decision.

LEGAL REF.: 603 CMR 26:06

CROSS REF: JICF, Gang Activities/Secret Societies

## **STUDENT FUND-RAISING ACTIVITIES**

While the School Committee recognizes that fundraising activities have become a part of the school environment at all levels, the Committee wishes to ensure that students are not exploited by the process. The Committee further recognizes that families have different resources; those differences should, as much as possible, not be highlighted by school activities, including fundraising.

The Committee supports student involvement in the sale of tickets to scheduled athletic events, school dramatic and musical performances, and other school events where sales are required. Also, student publications which require the sale of advertising to sustain themselves and serve the student body and/or the community may involve students in such sales.

Charitable fundraising activities, especially those that are part of a community service event or program are encouraged provided such proposals are submitted to and approved by both the building Principal and the Superintendent.

Other fundraising activities that would involve students in the fundraising process shall be submitted to the Superintendent for approval.

For safety reasons and because the School Committee recognizes that community members receive requests for support from many worthy causes, activities such as canning and door-to-door sales are strongly discouraged.

Fundraising activities may not involve competitions among students.

No money collections of any kind may be held in the schools without the specific consent of the Superintendent-Director or designee.

CROSS REFS.:       KHA, Public Solicitations in the Schools

## **STUDENT ACTIVITY ACCOUNTS**

Student funds may be raised to finance the activities of authorized student organizations. Student activity funds are considered a part of the total fiscal operation of the District and are subject to policies established by the School Committee and the Office of the Superintendent-Director. The funds shall be only for the benefit of students and managed in accordance with sound business practices, which include accepted budgetary, accounting, and internal control practices. The Superintendent-Director shall ensure that, annually, the Principal and student organizations receive a copy of this policy as well as a copy of established procedures for control of receipts and expenditures that meet or exceed DESE guidelines.

In compliance with Massachusetts General Law, the School Committee:

1. Authorizes the Principal to accept money for recognized student activity organizations, which currently exist, or as from time to time may be revised. All funds received for student activities must be deposited into the Student Activity Agency Account and no funds shall be directly deposited to a Student Activity Checking Account except from the Student Activity Agency Account.
2. Authorizes the District Treasurer to establish and maintain a Student Activity Agency Account(s) which is to be audited as part of the District's annual audit. The interest that is earned on such accounts shall be maintained in the Agency Account and distributed annually among the Student Activity Checking Accounts as directed by the procedures established by the Superintendent-Director.
3. Authorizes Student Activity Checking Accounts for use by the Principal with a maximum balance limit of \$25,000. Payments for expenditures shall be made, whenever possible, by check, debit, or EFT directly from the Student Activity Checking Account. Reimbursements to personal credit card holders shall require the prior authorization of the Superintendent-Director, or their designee. Signatory authorization for Student Activity Checking Accounts shall be restricted to the Principal and Treasurer. Student Activity Checking Accounts shall be audited annually in accordance with DESE guidelines.

Student Activity Account balances will not exceed \$25,000.

### **Graduating Class Funds**

Funds held on behalf of graduating classes are to be held within the Student Activity Checking Account. Such funds shall be designated by the class's Year of Graduation.

Once a class has graduated, their funds should be removed from the Student Activity Checking Account no later than December 31st of the year of graduation. It is the responsibility of the class officers to arrange for these funds to be removed from the Student Activity Checking Account. When requested, and once all outstanding financial obligations of the graduating class have been met, the remaining balance should be removed from the fund by check transfer payable to the Class of XXXX. Checks payable to individual members of the graduating class are not permitted.

Should the class officers not request to have their funds removed from the Student Activity Checking Account by December 31st of their year of graduation, the funds will be forfeited by the class and transferred to the Shawsheen Valley Technical High School Alumni Association, Inc.

Class officers should be given a copy of this policy during the course of their senior year to ensure their knowledge of their obligations to perform under this policy.

### **Inactive Student Activities**

The Principal, or their designee, will review all Student Activity Checking Accounts by October 15th of each school year to identify any inactive accounts. A list of inactive Student Activity Checking Accounts will be forwarded to the Business Manager and the Superintendent-Director.

When a student activity ceases to be active for a period of three years or more the Principal, or their designee, shall require the following actions:

1. Obtain written notice from the faculty advisor or student officer that the activity will cease to be a viable account. If unable to obtain such notification the Principal shall request action to close the account from the School Committee.
2. Identify in writing all assets of the student activity. The disposition of any assets shall be determined by the School Committee and may not benefit specific individuals.
3. Annually notify all students of the required actions if an activity ceases to exist.

### **Student Activity Deficits**

Individual student activity accounts are not permitted to be in a deficit position. Whenever a deficit exists that is not the result of timing, the Superintendent-Director shall recommend remedial action to the School Committee in a timely manner.

LEGAL REFS:       M.G.L. 71:47

CROSS REFS:       JJA - Student Organizations  
                      DIE, Audits

## STUDENT TRAVEL

All student trips which include late night or overnight travel must have prior approval of the School Committee. Initial approval by the School Committee is required before engaging students in fundraising activities. The School Committee will also consider the educational value of the trip in relation to the cost prior to granting initial approval. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level.

Final approval will not be granted until all preparations for the trip have been completed including, but not limited to, all logistical details involving transportation, accommodation arrangements and fundraising efforts. The School Committee requires that final approval be sought no less than 30 days prior to the scheduled trip dates.

Teachers and other school staff are prohibited from soliciting for privately run trips through the school system and in the schools. The School Committee will only review for approval school-sanctioned trips. The School Committee will not review or approve trips that are privately organized and run without school sanctioning.

CROSS REFS.:        IJOA, Field Trips

LEGAL REFS.:        M.G.L. 69:1B; 71:37N

APPROVED: March 10, 2004

## **STUDENT TRAVEL REGULATIONS**

### **1. Transportation**

The use of vans or private automobiles for trips planned to include late night or overnight student travel is prohibited. Late night or overnight trips will use commercial motor coaches.

Trips planned to include late night or overnight student travel will include a pre-trip check of companies, drivers, and vehicles. CORI checks will be conducted in accordance with Massachusetts General Laws Chapter 71, section 38R.

The Superintendent-Director or designee will ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The district will not contract with any carrier that has a safety rating of "conditional" or "unsatisfactory". FMCSA ratings are available at <http://www.saferys.org/>.

The contract with the carrier will prohibit the use of subcontractors unless sufficient notice is given to the district that allows verification of the subcontractor's qualifications.

### **2. Trip Scheduling**

Overnight accommodations should be made in advance with student safety and security in mind. Whenever possible, trip schedulers should avoid planning student travel between the hours of midnight and 6:00 a.m., due to the increased risk of vehicular accidents during this time period.

Whenever possible, overnight trips should be scheduled on weekends or during school vacations to minimize lost classroom time. Non-academic field trips are considered "optional school programs" and do not count toward meeting structured learning time requirements. (Refer to the Massachusetts Department of Education publication Student Learning Time Regulations Guide)

Trip itineraries must leave enough time for drivers to rest in conformity with federal hour-of-service requirements and common sense.

Trip scheduling should take into account the likelihood of delays due to weather, traffic, stragglers, and other unanticipated factors.

If substantially all members of a class are participating in a trip, the school should provide appropriate substitute activities for any students not participating.

### **3. Fundraising**

The amount of time to be devoted to fundraising should be reasonable and commensurate with students' obligations for homework, after-school activities, and jobs.

Group fundraising activities are preferred. Students should not be assigned individual fundraising targets.

If students are charged individual fees for participation, every effort should be made to provide scholarships where needed.

Additional Resources

Federal Motor Carrier Safety Administration (FMCSA) [www.fmcsa.dot.gov](http://www.fmcsa.dot.gov)

United Motorcoach Association - Student Motorcoach Travel Safety Guide (includes "Motorcoach Safety Checklist")

[www.uma.org/consumer/student-transportation/](http://www.uma.org/consumer/student-transportation/)

Department of Defense's approved list of motor carriers  
[www.defensetravel.dod.mil/Docs/BusAgreementPOCs.pdf](http://www.defensetravel.dod.mil/Docs/BusAgreementPOCs.pdf)

CROSS REFS.: IJOA, Field Trips

LEGAL REFS.: Chapter 346 of the Acts of 2002 (et al) approved on October 9, 2002  
M.G.L. 69:1B; 71:37N; 71:38R  
603 CMR 27.00

CROSS REFS.: IJOA, Field Trips  
ADDA Background Checks

LEGAL REFS.: M.G.L. 69:1B; 71:37N; 71:38R  
603 CMR 27.00

## **INTERSCHOLASTIC ATHLETICS**

The School Committee believes that students will benefit from the experiences in self-discipline and team effort made possible through participation in inter-school sports.

District participation in interscholastic athletics will be subject to approval by the School Committee and will be in accordance with regulations and recommendations of the Massachusetts Interscholastic Athletic Association.

At the high school level, interscholastic athletic competition will include a variety of sports. Students will be allowed to participate in individual sports on the basis of their abilities and desire.

The School Committee is aware that team participation in athletic contests by members of the student body requires that "away games" be scheduled. It also recognizes that there is a need to regulate certain aspects of student participation in such contests. Therefore, the Superintendent-Director will establish regulations to ensure the safety and well being of students and staff members who participate in these activities.

LEGAL REFS.:       M.G.L. 71:47; 71:54A  
                          603 CMR 26:06

CROSS REFS.:       AC, Nondiscrimination (and subcodes)

## **ATHLETIC DEPARTMENT PROTOCOL AND PROCEDURES FOR MANAGEMENT OF SPORTS-RELATED CONCUSSION**

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.

### Contents:

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

### **I. Recognition of concussion**

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

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

1. Athlete appears dazed or stunned
2. Confusion (about assignment, plays, etc.)
3. Forgets plays
4. Unsure about game, score, opponent
5. Moves clumsily (altered coordination)
6. Balance problems
7. Personality change
8. Responds slowly to questions
9. Forgets events prior to hit
10. Forgets events after a hit
11. Loss of consciousness (any duration)

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

1. Headache
  2. Fatigue
  3. Nausea or vomiting
  4. Double vision, blurry vision
  5. Sensitive to light or noise
  6. Feels sluggish
  7. Feels "foggy"
  8. Problems concentration
  9. Problems remembering
3. These signs and symptoms are indicative of probable concussion. Other causes for 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 Tool<sup>2</sup>)<sup>3</sup> (See Appendix A), SAC, or other standard tool for sideline cognitive testing.

## II. **ImPACT neuropsychological testing requirements**

1. 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.
  - a. Neuropsychological testing is utilized to help determine recovery after concussion.
2. 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).

3. 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. Suggested Guidelines for Management of Sports-Related Concussion<sup>4</sup>

1. 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.
2. 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.
3. Any athlete who exhibits any of the following systems should be transported immediately to the nearest emergency department, via emergency vehicle.
  - a. deterioration of neurological function
  - b. decreasing level of consciousness
  - c. decrease or irregularity in respirations
  - d. decrease or irregularity in pulse
  - e. unequal, dilated, or unreactive pupils
  - f. any signs or symptoms of associated injuries, spine or skull fracture, or bleeding
  - g. mental status changes: lethargy, difficulty maintaining arousal confusion or agitation
  - h. seizure activity
  - i. cranial nerve deficits
4. Any athlete who is symptomatic but stable, may be transported by his or her parents. The parents should be advised to contact the athlete's primary care physician, or seek care at the nearest emergency department, on the day of the injury.
  - a. ALWAYS give parent the option of emergency transportation, even if you do not feel it is necessary.
5. A head injury/concussion education program will be a part of the Athletic Department's player/coach/parent meetings each year. The CDC's "**Heads Up**" **concussion fact sheets** will be made available to athletes, coaches and parents at these meetings and will be available on the **school's website**.
6. A brief head injury/concussion education presentation to faculty including the need for academic restrictions will be a part of a faculty meeting annually.
7. 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**)

8. Athletic Trainers will be certified and annually trained.

#### **IV. Protocol for Assessment**

1. 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.
2. Athletic Trainer will complete accident form. Copies provided to Athletic Director and School Nurse.
3. 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.**
4. **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.
5. 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.
6. Athletic Trainer will use Return to Play Guidelines

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

- A. The ATC will assess the injury, or provide guidance to the coach if unable to personally attend to the athlete.
  1. Immediate referral to the athlete's primary care physician or to the hospital will be made when medically appropriate (see section III)
  2. The ATC will perform serial assessments following recommendations in the NATA Statement, and utilize the SCAT2 (Sport Concussion Assessment Tool2), as recommended by the Prague Statement.
    - a. The Athletic Trainer will notify the athlete's parents and give written and verbal home and follow-up care instructions.
- B. The ATC will notify the school nurse of the injury, prior to the next school day, so that the school RN can initiate appropriate follow-up in school immediately upon the athlete's return to school.
  1. The ATC will continue to provide coordinate care with the school RN, for the duration of the injury.
- C. The ATC is responsible for administering post-concussion ImPACT testing.
  1. The initial post-concussion test will be administrated within 48-72 hours post-injury, whenever

possible.

- a. Repeat post-concussion tests will be given at appropriate intervals, dependent upon clinical presentation.
2. The ATC will review post-concussion test data with the athlete and athlete's parent.
  - a. ImPACT data will be forwarded to the school medical advisor for review and consultation.
3. The ATC will forward testing results to the athlete's treating Physician, with parental permission and a signed release of information form.
4. The ATC or the athlete's parent may request that a neuropsychological consultant review the test data. The athlete's parents will be responsible for charges associated with the
5. The ATC will monitor the athlete, and keep the School Nurse informed of the individual's symptomatology and neurocognitive status, for the purposes of developing or modifying an appropriate health care plan for the student athlete.
6. The ATC is responsible for monitoring recovery & coordinating the appropriate return to play activity progression.
7. The ATC will maintain appropriate documentation regarding assessment and management of the injury. He/she will provide all documentation to the School Nurse

## **VI. Guidelines and procedures for coaches**

### **RECOGNIZE, REMOVE, REFER**

#### **A. Recognize concussion**

1. All coaches should become familiar with the signs and symptoms of concussions that are described in section 1.
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.
  - a. 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 ATC will be responsible for contacting the athlete's parents and providing follow-up instructions.

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

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

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

1. The athlete will be instructed to contact the school nurse prior to returning to school to provide notice of plans to return. The school nurse will inform the Director of Guidance who will set up a re-entry meeting, as well the school nurse will arrange a time to meet with student for the following procedures: At this point, the school nurse will:
  - a. Re-evaluate the athlete utilizing a graded symptom checklist (See Appendix B).
  - b. Review any medical evaluations with appropriate restrictions relevant to shops, gym, contact sports and academics.

- c. Provide an individualized health care plan based on both the athlete's current condition, and initial injury information provided by the ATC or parent.
2. The Director of Guidance will schedule a re-entry meeting with the student, parents, School Nurse, Academic Director, Vocational Director, School Psychologist and Guidance Counselor to discuss all school related issues and develop a plan(including but not limited to academics, PE, make up work and work in shop). If need be, the Director of Student Services will also be invited. The Academic Director will notify the student's teachers of the student's return.
3. If the school nurse receives notification of a student-athlete who has sustained a concussion from someone other than the ATC (athlete's parent, athlete, 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 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:
  - c. 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)**

- |          |  |
|----------|--|
| Grade 1: | No loss of consciousness and post-traumatic Amnesia <30 minutes, and post-concussion symptoms 15-30 minutes. |
| Grade 2: | Loss of consciousness <1 minute or post-traumatic amnesia 30 min. -24 hours.                                 |
| Grade 3: | Loss of consciousness > 1 minute, post-traumatic amnesia > 24 hours, or signs and symptoms < 1 week.         |

## STUDENT CONDUCT

The Massachusetts General Laws require the School Committee to adopt written policies, rules and regulations not inconsistent with law, which may relate to study, discipline, conduct, safety and welfare of all students, or any classification thereof, enrolled in the public schools of the District.

The implementation of the general rules of conduct is the responsibility of the Assistant Superintendent-Director/Principal and the professional staff of the building. In order to do this, each school staff in the District shall develop specific rules not inconsistent with the law nor in conflict with School Committee policy. These building rules shall be an extension of the District policies by being more specific as they relate to the individual schools.

The purpose of disciplinary action is to restore acceptable behavior. When disciplinary action is necessary, it shall be administered with fairness and shall relate to the individual needs and the individual circumstances.

Students violating any of the policies on student conduct and control will be subject to disciplinary action. The degree, frequency, and circumstances surrounding each incident shall determine the method used in enforcing these policies. Most of the situations which require disciplinary action can be resolved within the confines of the classroom or as they occur by reasonable but firm reprimand, and/or by teacher conferences with the student and/or parents or guardians.

If a situation should arise in which there is no applicable written policy, the staff member shall be expected to exercise reasonable and professional judgment.

LEGAL REFS.:       M.G.L. 71:37H and 37L; 76:16 and 17  
                          Chapter 380 of the Acts of 1993  
                          Chapter 766 Regulations, S. 338.0  
                          Mass. Dept. Of Education, Advisory Opinion on Student Discipline, January 27,  
                          1994

LEGAL REF.:       M.G.L. 71:37H; 71:37H ½; 71:37H ¾; 71:37L; 76:16; 76:17  
                          603 CMR 53.00

## **PHYSICAL RESTRAINT OF STUDENTS**

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations of last resort after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring themselves, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603CMR 46.02.

The use of mechanical restraint, medical restraint, and seclusion is prohibited.

The power of the School Committee or of any teacher or other employee or agent of the Committee to maintain discipline on school property shall not include the right to inflict corporal punishment upon any student.

Physical restraint, including prone restraint where permitted under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent-Director will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements; including, but not limited to making reasonable efforts to orally notify a parent/guardian of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents/guardians in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00,
- A process for obtaining Principal approval for a time out exceeding 30 minutes.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint".

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents/guardians of enrolled students. The Superintendent-Director shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00

## **STUDENT WELFARE**

### Supervision of Students

School personnel assigned supervision are expected to act as prudent adults in providing for the safety of the students in their charge.

In keeping with this expected prudence, no teacher or other staff member will leave their assigned group unsupervised except when an arrangement has been made to take care of an emergency.

During school hours or while engaging in school-sponsored activities, students will be released only into the custody of parents or other persons authorized in writing by a parent or guardian.

### Reporting to Authorities - Suspected Child Abuse or Neglect

Any school official or employee shall report any suspected child abuse or neglect as required by M.G.L. Ch. 119, S 51A.

In accordance with the law, the District shall establish the necessary regulations and procedures to comply with the intent of the Act consistent with the District's responsibility to the students, parents, District personnel, and the community.

### Student Safety

The vocational educational mission of the district makes consideration of personal safety an integral part of the educational program. While a general effort to promote safe behavior should be found in all parts of the curriculum, a concerted effort needs to be made to promote safety among the students in the technical areas.

Safety instruction will precede the use of materials and equipment by students in the specific shop environments. Instructors will teach and enforce all safety rules set up for each shop. Included will be the wearing of protective eye devices and other protective equipment and clothing as shop conditions make necessary.

### Safety on the Playground and Playing Field

The District shall provide safe play areas. Precautionary measures, which the District requires, shall include:

- A periodic inspection of the school's playground and playing fields by the Superintendent-Director or designee;
- Director/Principal of the school and others as may be deemed appropriate; Instruction of students in the proper use of equipment;
- Supervision of both organized and unorganized activity.

### Fire Drills and reporting

The District shall cooperate with appropriate fire departments in the conduct of fire drills. The Principal of any public or private school, containing any of grades 1 to 12, shall immediately report any incident of unauthorized ignition of any fire within the school building or on school grounds, to the local fire department. Within 24 hours, the Principal shall submit a written report of the incident to the head of the fire department on a form furnished by the Department of Fire Services. The Principal must file this report whether or not the fire department responded.

LEGAL REFS: MGL 71:37L; 148:2A

CROSS REFS.: EB, Safety Program  
EBB, First Aid

## **STUDENT HEALTH SERVICES AND REQUIREMENTS**

Activities may include identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The District recognizes that parents have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

### Procedures for Emergency at School

School personnel shall give only emergency care to students who become ill or injured on school property, buses, or while under school supervision.

Each year parents shall supply information indicating where the student is to be taken in case of an emergency; the name, address, and phone number of another individual to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

The District shall maintain an Emergency Procedures Handbook, which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

**Provision for care beyond First Aid, which would enable care by the family or its physician or the Paramedic Assistance Unit of the Fire Department. In instances when the Paramedic Assistance Unit is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;**

**Information relative to not permitting the administration of any form of medicine or drugs to students without written approval of parents. Requests made by parents for such administration of medication shall be reviewed and approved by the Assistant Superintendent-Director/Principal or designee;**

**Provisions for reporting all accidents, cases of injury, or illness to the Assistant Superintendent-Director/Principal. Provisions shall be made (in all cases of injury or illness involving possible legal or public relations implications) for reporting such to the appropriate executive director of education immediately;**

**Prompt reporting by teachers to the Assistant Superintendent-Director/Principal or designee any accident or serious illness and such reports will be filed with the Business Office.**

### Student Illness or Injury

In case of illness or injury, the parent or guardian will be contacted and asked to call for the student or provide the transportation.

Transportation of an ill or injured student is not normally to be provided by the school. If the parent cannot provide transportation and the student is ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the District.

Transportation of a student by school personnel will be done only in an emergency and by the individual so designated by the school administrator.

LEGAL REF.: M.G.L. 71:53; 54; 54A; 54B; 55; 55A; 55B; 56; 57

CROSS REF.: EBB, First Aid

## **PHYSICAL EXAMINATIONS OF STUDENTS**

Every student will be examined once in each school year for screening in sight or hearing and for other physical problems as provided in the laws. A record of the results will be kept by the school nurse.

Every student will provide evidence of or will be given a general physical examination four times: upon entering school and upon admittance to the tenth grade. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be kept.

Every candidate for a school athletic team will present the signed consent of parent or guardian in order to participate on a squad and will, with the signed consent of parent or guardian, be thoroughly examined to determine physical fitness. The school physician will examine athletes, except when a family wishes to have the examination done by their own doctor at their own expense. A written report stating the fitness of the student to participate signed by the physician will be sent to the school Assistant Superintendent-Director/Principal.

The school physician will make a prompt examination of all children referred to him/her by the school nurse. He/she will examine school employees when, in his opinion, the protection of the student's health may require it. Except in an emergency, the school physician will not prescribe for or treat any student.

Whenever the school nurse finds a child suffering from any disease or medical problem, the situation will be reported to the parent or guardian in writing, or by personal visit if remedial treatment is recommended. A copy of the report will be filed at the school.

The school nurse will make a monthly report to the Superintendent-Director of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.

LEGAL REFS.: M.G.L. 71:53; 71:54; 71:56; 71:57

CROSS REF.: JF, School Admissions

105 CMR 200

## **IMMUNIZATION OF STUDENTS**

Students registering in the district, will be required to present a physician's certificate attesting to immunization against communicable diseases as may be specified from time to time by the Department of Public Health. The only exception to these requirements will be made on receipt of a written statement from a doctor that immunization would not be in the best interests of the child, or by the student's parent or guardian stating that vaccination or immunization is contrary to the religious beliefs of the student or parent/guardian.

LEGAL REF.: M.G.L. 76:15

CROSS REF.: JF, School Admissions

## COMMUNICABLE DISEASES

The District is required to provide educational services to all school age children who reside within its boundaries. By law, however, admission to school may be denied to any child diagnosed as having a disease whereby attendance could be harmful to the welfare of other students and staff, subject to the District's responsibilities to handicapped children under the law.

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases.

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement.

In the event a student with a life-threatening communicable disease qualifies for services as a disabled child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy. Only those persons with a direct need to know shall be informed of the specific nature of the student's condition. The determination of those who need to know shall be made by the Superintendent-Director.

LEGAL REF.: M.G.L. 71:55

## ADMINISTERING MEDICINES TO STUDENTS

Medication may not be administered to students while at school unless such medicine is given to them by the school nurse acting under specific written request of the parent or guardian and under the written directive of the student's personal physician (see below for exceptions). If a student has been approved for self-administration, a student who needs medication during the school day may be reminded to take the medicine by the school nurse or other individual designated by the school nurse in the student's medical administration plan. This provision only applies when the school nurse has a medical administration plan in place for the student. No one but the school nurse, and those others listed in the medical administration plan acting within the above restriction, may give any medication to any student.

### Exceptions:

The school district shall, through the district nurse leader, register with the Dept. of Public Health and train personnel in the use of epinephrine auto-injectors.

The school district may, in conjunction with the School Physician and the School Nurse Leader, stock nasal naloxone (Narcan) and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life threatening opiate overdose in a school setting.

If the school district wishes medical personnel to train non-medical staff in the administration of nasal naloxone, the School Committee shall vote to approve such training and the Superintendent-Director shall ensure that medical personnel have a written protocol which complies with medical directives and regulations from the Dept. of Public Health.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.
4. Students with life threatening allergies may possess and administer epinephrine.

LEGAL REF.: M.G.L. 71:54B

Dept. of Public Health Regulations:  
105 CMR 210.00; 244 CMR 3.00

## **GUIDANCE PROGRAM**

Guidance is defined as helping individuals understand themselves in the light of their abilities, aptitudes, interests, attitudes, strengths and limitations. This process should assist students in the development of their potential; their decisions relating to personal, educational, and vocational matters, and also in becoming capable of mature self-guidance.

The school system's guidance program will be based on this definition and developed from these broad fundamental principles:

1. Individuals are different from one another in their capabilities, aptitudes, interests, needs, goals, desires and values.
2. Conditions may be improved. Equality of educational opportunity will benefit the individual and society.
3. Guidance is a continuous and developmental process. Every experience of the individual influences his performance in some way.
4. Guidance does not propose to program an individual's course of action but rather tries to assist him in arriving at his own satisfactory solutions.

Guidance services will include: educational guidance; testing programs; occupational, career, and higher education assistance and information; study aids; consultation services; and personal developmental guidance as needed. These services will be available to all students.

While some of the problems of the individual may relate to behavior and consequently entail guidance on behavior, student discipline will not be a regular function of guidance personnel.

LEGAL REFS.: M.G.L. 71:38A through 71:38F; 71:46G 603 CMR 26.04

## **GUIDANCE PROGRAM**

Guidance Counselors and other personnel shall represent to the students a broad spectrum of education and career opportunities. Race, color, sex, national origin, disability, sexual orientation and religion shall not be considered as limiting factors in career determination.

"Career Day" programs and other occupational information shall include representatives of both sexes and of minority group members in a broad variety of occupational roles. Schools shall not permit materials including pictorial representations to be used to recruit students for employment, including training, that contain a preference of individuals of particular race, color, sex, religion, disability, sexual orientation or national origin. Any pictorial representation in such materials, in the aggregate, shall depict members of both sexes and of minority groups.

No material or tests shall be employed for guidance purposes which discriminate and/or limit choices on the basis of race, color, sex, religion, disability, sexual orientation or national origin.

LEGAL REFS.: M.G.L. 71:38A through 71:38F; 71:46G 603 CMR 26.04

## **STUDENT FEES, FINES, AND CHARGES**

The School Committee recognizes the need for student fees to fund certain school activities. It also recognizes that some students may not be able to pay these fees. While no student will be denied access due to an inability to pay fees, all students will be required to remit charges and fines.

A school may exact a fee or charge only upon Committee approval. The schools, however, may:

- Charge students enrolled in certain courses for the cost of materials used in projects that will become the property of the student.
- Charge for lost and damaged books, materials, supplies, and equipment.

Students who are indigent are exempt from paying fees. However, indigent students are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

All student fees and charges, both optional and required, will be listed and described annually in each school's student handbook or in some other written form and distributed to each student. The notice will advise students that fees are to be paid and of the penalties for their failure to pay them. Permissible penalties include the denial of participation in extra class activities and graduation exercises and activities while the student is enrolled in this District.

Any fee or charge due to any school in the District and not paid at the end of the school year will be carried forward to the next succeeding school year, as such debts are considered to be debts of the student to the District.

## STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school district to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent-Director will provide for the proper administration of student records in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations. The temporary record of each student will be destroyed no later than seven years after the student transfers, graduates or withdraws from the School District. Written notice to the eligible student and their parent/guardian of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following their graduation, transfer, or withdrawal from the school district.

The Committee wishes to make clear that all individual student records of the school district are confidential. This extends to giving out individual addresses and telephone numbers.

LEGAL REFS:       Family Educational Rights and Privacy Act of 1974,  
                      P.L. 93-380, Amended  
                      P.L. 103-382, 1994  
                      M.G.L. 66:10; 71:34A, B, D, E, H  
                      603 CMR 23.00

CROSS REF:        KDB, Public's Right to Know

## **STUDENT PHOTOGRAPHS**

Individual schools may arrange, in cooperation with the school's parent organization, student council, designated student committee, or a staff committee, to take individual student and/or class group pictures.

Individual and/or class group pictures may be taken at the school facility and during the regular school day hours. The pictures may be made available for purchase by students and/or parents/guardians on a voluntary basis. The building Principal or their designee shall have final authority in authorizing the picture-taking program and will be responsible for overseeing the process.

Students may be required to have an individual picture taken for the cumulative file or identification purposes; however, no student shall be pressured or required to purchase photographs.

The purpose of the policy is to:

- Enhance the safety of students through visual identification in an emergency situation.
- Facilitate the social, educational, and administrative activities conducted in the school.
- Provide a service to parents/guardians and students.
- Allow the profits gained from the picture-taking program to be used by the sponsoring group and authorized by the building Principal.

LEGAL REF.:        M.G.L. 30B:1(b)(31)