

MISSION STATEMENT

Assabet Valley Regional Technical High School is a dynamic and supportive school system that prepares students to meet the challenges of the future by providing a rigorous and relevant education in a safe and secure environment resulting in academic, career, and technical proficiency.

WELCOME

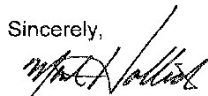
Assabet Valley is a community supported regional technical school preparing students for careers in seventeen different areas. Due to the state-of-the-art education, our students are provided the opportunity to acquire skills academically and vocationally that will enable them to graduate with a high school diploma as well as a certificate of proficiency which will open doors of opportunity upon graduation.

Assabet Valley believes that all students should be well-rounded individuals and places emphasis upon participating in after school extra-curricular activities. We offer seasonal athletics, including intramural sports, a variety of clubs and music programs, community service opportunities, as well as state and national competitive opportunities.

Our administrators, faculty and support staff are committed to working together to create an environment that is above all safe and exhilarating for our learners. We have established rules to ensure a supportive and appropriate learning environment. It is my hope that you will familiarize yourself with these rules outlined in this handbook.

I welcome you as a member of the Assabet Valley Regional Technical High School Community. If there is anything I can do to help make your Assabet experience more engaging, please do not hesitate to contact me.

Sincerely,



Mark Hollick
Principal

Assabet Valley Regional Technical High School Student Handbook

Dear Parents and Guardians:

Please read these revised or new policies and procedures:

Page 7: Appeals Process

Page 37: Bell Schedule

Page 39: Dress Code

Page 58: Class Dues

INFORMATION / INFORMAÇÃO / INFORMACIÓN

IN ENGLISH:

If you need information, in Portuguese or Spanish, please call 508-485-9430 or 1-800-537-6663, and ask to speak with Ms. Carol Ann Sussman-Ghatak, extension 1425.

EM PORTUGUÊS:

Se necessita de ajuda ou informação, em português, ligue para o número 508-485-9430 ou 1-800-537-6663, extensão 1425 e fale com a Sra. Carol Ann Sussman-Ghatak

EN ESPAÑOL:

Si necesita de ayuda o información, en español, llame el número 508-485-9430 o 1-800-537-6663, extensión 1425 y hable con la Sra. Carol Ann Sussman-Ghatak

PURPOSE

This handbook is intended to provide you with information about your school's opportunities and rules so that you are able to make appropriate decisions. If you have additional questions, please feel free to ask your teachers, counselors, or school administrators.

STATEMENT OF EDUCATIONAL OPPORTUNITY

The Assabet Valley Regional Vocational School District is in compliance with Federal Regulations, Title II, Title VI, Title IX, and Section 504 and the Commonwealth of Massachusetts regulations under Chapter 622 of the Acts of 1972, and makes available its advantages, privileges, and courses of study without regard to race, color, sex, religion, national origin, sexual orientation, handicap or disability.

Inquiries regarding Title II, Title VI, Title IX, Section 504 or Chapter 622 may be directed to Alyssia Berghaus, Coordinator, at (508) 485-9430, ext. 1430. See Appendix B

Parents may request information on the professional qualifications of your child's teachers. Please contact the Principal's Office.

PHILOSOPHY - WHAT WE BELIEVE

Education is shaped by society to satisfy certain needs, general or specific, current and anticipated and should be a composite of vocational, technical, and academic courses.

Vocational/Technical education is an integral part of education and is designed primarily to prepare students to enter the workforce with marketable occupational skills upon leaving high school. Such an education must include an academic base, which will support and enhance vocational/technical skills as well as prepare students for life in a pluralistic society.

High school graduation marks the beginning of a lifelong need for new learning, skill enhancement and personal fulfillment. Flexible opportunities and varied programs for adults enrich the educational experience of all students.

Essential to all education is the development of a safe, positive, and caring atmosphere, which allows professional staff, students, and all parties involved to progress.

The individual students, whose talents, interests, and needs are recognized as unique, must be the focus in the development of curriculum which remains flexible and encourages each person to develop to the level of his/her capacity.

Aware of its growing responsibilities, the educational staff of Assabet Valley Regional Technical High School accepts with confidence the task of preparing our students realistically for the world of work and for a productive life.

SCHOOL GOALS

- To provide academic and technical programs that prepare our students to be productive members of society;
- To provide integrated academic and technical programs that challenge each student to achieve state performance standards;
- To provide programs and activities that contribute to a safe and supportive environment for a diverse student body;
- To provide counseling services for all students to achieve academic, personal-social and career goals;
- To use student assessment results to review and improve curricula, courses, programs and instructional practices;
- To utilize the expertise of the Advisory Committees in order to provide new areas of training required for community and industrial development;
- To support special populations in their classrooms and technical programs to help them achieve academic and career goals;
- To provide staff with the professional development opportunities, resources and support needed to motivate and engage students to master challenging content in standards based classrooms and shops;
- To provide teachers with courses and practices that enable them to facilitate student mastery of technology competencies;
- To provide professional development opportunities that will assist staff in obtaining and maintaining professional licensure;
- To develop partnerships with parents, businesses, industries and community agencies;
- To provide on-going safety programs;
- To obtain 3rd party certification in our technical programs;
- To align technical programs with the Certificate of Occupational Proficiency requirements.

STUDENT ACADEMIC/ TECHNICAL EXPECTATIONS

Students will be:

Self-Directed Learners Who:

- Think, identify and define problems
- Access and evaluate information
- Make informed decisions

Communicators Who:

- Write effectively
- Speak effectively, articulately and confidently
- Read purposefully
- Listen attentively

Skilled Workers Who:

- Demonstrate career/technical competencies
- Implement technology in their skill area
- Achieve industry credentials

- Qualify for post-secondary education

Technology Users Who:

- Connect technology to learning
- Apply various forms of media (in learning situations)
- Accept personal responsibility for their own decisions and behaviors
- Appreciate and accept diversity
- Act with respect, courtesy and compassion in all dealings with others
- Address conflict using positive resolution skills
- Develop their individual talents and exhibit a sense of pride in themselves
- Exhibit the skills needed to work cooperatively
- Be active members and willing to contribute to school and community

PARENT INVOLVEMENT POLICY -- Parental involvement is critical to a child's success in school; parents are a student's first and most important teachers. Assabet Valley Regional Vocational School District and the Assabet Valley Title I Program are committed to building a partnership with parents to achieve the goals of having high expectations for all children and to help them achieve success. A child's success is linked to the relationship between the teacher and the parents, as well as to organized support provided by the School District and the school building administration.

To support the partnership between home and school Assabet Valley will:

- Maintain a school that is open, helpful and friendly
- Provide parents with opportunities to play a variety of roles (teacher, learner, decision-maker, supporter, advocate)
- Support parental participation on school councils and parent advisory councils
- Maintain and strive to continually improve two-way communication with all parents
- Create opportunities and programmatic structures at the school to enable parents to participate in their child's education

Parents have a right to know if:

- Their child's teacher has met state qualifications and licensing criteria for the grade level and subjects taught
- A teacher is teaching under emergency or provisional status
- A school has been identified as in need of improvement
- Their child is eligible for school choice or supplemental services
- Their child has been taught for four or more weeks by a teacher who is not highly qualified
- Their child's level of achievement on each of the State's academic achievements is below standard
- Their child is identified as Limited-English Proficient and placed in a language instruction program, parents have a right to opt out and choose an alternative method of instruction for their child. The District will supply this information to all effected parents

OPPORTUNITIES FOR PARENTAL INVOLVEMENT -- Parents are encouraged to maintain an active role in their child's education. The school has a number of advisory committees to facilitate parental input on school policies. These include:

- School Council Membership
- Advisory Committee Membership
- Special Education Committee Membership
- Booster Club
- FIRST Robotics Competition
- Skills USA Competition
- Senior Project Presentations
- Mentoring
- JROTC Auxiliary

Parents interested in serving on the School Advisory Council should contact Mark Hollick, Principal.

STUDENT RESPONSIBILITIES

The staff and citizens of the district are committed to making the learning experience at Assabet Valley Regional Technical High School rewarding and challenging to those who are prepared to accept the responsibility.

TRANSFER STUDENTS -- Upon enrolling at Assabet Valley, the Guidance Department will conduct an audit of credits. Transfer students will be responsible to complete all Assabet Valley graduation requirements. Credits issued towards Assabet Valley graduation requirements will be issued and included on the Assabet Valley transcript as NON AV courses. When applicable, the appropriate corresponding letter grade will be included. Letter grades posted for NON AV courses will be calculated into the students' QPA.

ATTENDANCE -- Since this school is committed to vocational certification and placement upon graduation, as well as to the granting of a high school diploma, students should be aware of the impact that absenteeism will have on this ultimate goal.

Absence from school is the individual responsibility of the student and his/her parent or guardian as defined by the provisions of the General Laws of the Commonwealth, Chapter 76, Section 1- 4. State law considers absences in excess of seven (7) days in a six-month period to be excessive.

Parents or guardians are required to call the Attendance Clerk (ext. 2677, 0, 1191) by 9:00 a.m. on the morning of any absence. Any student involved in any after school activity is required to be in school for a minimum of three (3) hours on the day the activity is scheduled. This includes interscholastic sports.

A student who enrolls in a course is expected to be present each time class is in session. Absences are defined in the following manner: Massachusetts law requires compulsory attendance for all students. Chapter 76, section 1 of the Massachusetts General laws requires all children between the ages of six and sixteen to attend school. The law permits a school district to excuse up to seven day sessions or fourteen partial day sessions in any six month period.

Consistent attendance is necessary for successful attainment of a high school diploma and technical certificates.

Students may lose credit for any classes, academic and vocational, if they have accrued twelve (12) or more unexcused absences during the school year.

- After five (5) unexcused absences, a warning letter will be sent home and a Connect-Ed phone call will be made.
- After ten (10) unexcused absences, a second warning letter is sent home, a Connect-Ed phone call will be made, informing parents/guardians with information regarding the appeals process.
- After twelve (12) unexcused absences, an automatic appeals process will take place unless extenuating circumstances apply.

Appeals Process

If a student is absent from any class or shop for more than twelve (12) unexcused days for the entire school year, school officials will take one or more of the following actions:

- Scheduling and holding a parent conference with the guidance counselor to discuss the school's attendance policy and to develop a proactive attendance plan.
- Scheduling and holding an attendance meeting with the parents, administrator and School Truancy Officer.
- Possible loss of credit and/or retention in the current grade.
- Students wishing to appeal a loss of credit for the year must submit a written petition to the Administration.

Excused Absences (must be documented and/or verified)

- Bereavement/Death of family member
- Doctor/Dentist appointment
- Hospitalization
- Documented illness
- Religious Holiday
- Legal/Court matter
- Parental call-in with a note handed in
- Military Service
- Approved Field Trips
- College Visitations which have received prior approval from guidance and are supported by verification on the appropriate form
- Registry of Motor Vehicles appointment

Unexcused Absences

- Truancy - Absence without call from parent/guardian and a follow-up note
- Out-of-School suspension
- Extended family vacation

Attendance Credit Recovery – Plan of Action

Teacher– Parent communication
 Make-up time for credits: After school program
 Saturday School
 Community Service
 Summer School

In accordance with the stated attendance policy and with the intention of guaranteeing that students with excessive unexcused absences do receive credit, the district will provide specific interventions. .
 If a student has accumulated more than eight (8) unexcused absences, each absence beyond eight (8) must be made up through attendance at Saturday School. (Equivalent replacement hours may be accrued through attendance at the After School Help Sessions.) There are no exceptions to these guidelines. Documentation of verification must be provided for all excused absences.

Students who are absent from school are not permitted to be on school grounds on that day unless arrangements have been made with the Principal.

NO DOCUMENTATION WILL BE ACCEPTED AFTER THE CLOSE OF EACH TRIMESTER. EXTENUATING CIRCUMSTANCES MAY BE APPEALED TO THE PRINCIPAL.

Religious Observances:

- a. Any absence due to the observance of a religious holiday will be considered a documented absence. All Assabet Valley teachers will be sensitive to the diversity of the students in the District who observe religious holy days when school is in session.
- b. Teachers will provide alternate learning activities or the opportunity to make up work when students are absent in order to observe a religious holy day.
- c. No major tests will be scheduled on religious holy days when students may be absent. However, regular classroom instruction and activities will continue as planned.

Undocumented Absence: all absences not mentioned above, including suspension from school. Extended absences while school is in session are discouraged. However, if parents feel taking their child out of school is necessary for exceptional reasons, they may petition the Superintendent-Director in writing through the Principal.

Tardiness to School Policy:

Unexcused tardiness to school is unacceptable. Students who are consistently tardy to school risk loss of credit for loss of classroom instruction time.

Note: Students may be limited to less than twelve (12) unexcused absences per year in order to receive credit for their classes.

Administrative detention may be assigned if a student has more than three (3) unexcused tardies in a term. Such detentions are to be served on Tuesday, Wednesday, and Thursday. Students will be given twentyfour (24) hours' notice to make arrangement for this detention.

Students not present in their first period for the bell at the start of the first period are considered tardy to school. All students not admitted to first period due to tardiness, must report to the Attendance Clerk for admittance to school.

Every instance of tardiness after the third per term could result in a student being assigned to Administrative Detention, and or loss of school privileges including driving.

Failure to report to Administrative Detention for excessive tardiness will result in assignment to Saturday School or Suspension from school.

Students are expected to make up the work, time, and grades lost by reason of absence or tardiness, whether documented or undocumented.

PERFECT ATTENDANCE -- To receive recognition for Perfect Attendance, a student must be present at school each day, all day. Students who are tardy, dismissed or absent do not meet the Perfect Attendance requirement.

DOCUMENTATION PROCEDURE FOR STUDENTS

1. Bring documentation to the Attendance Clerk.

COLLEGE VISITATION POLICY -- Juniors and seniors will be allowed two (2) excused college visitations per school year. A College Visitation Request Form with parental and Attendance Clerk approval must be completed at least two (2) school days prior to visitation. Verification of attendance at this appointment must be submitted to the Attendance Clerk on the next school day following the absence (i.e., college letterhead signifying a statement of attendance with an official signature or signature on Assabet Valley form). Failure to comply with the above regulation will result in an unexcused absence.

BEHAVIOR -- Students are expected to behave in an orderly and respectful manner at all times. Student behavior must take into account the rights of others as well as the effective operation of the school.

A corridor pass is a permit to allow a student to be out of a class. At no time should a student be out of a class without a pass. In addition, students must sign the sheet provided whenever leaving and returning to a class. A student who does not have a pass will be subject to disciplinary action.

PUBLIC DISPLAYS OF AFFECTION -- Public displays of affection that are deemed inappropriate or prolonged will be addressed by all staff members. After first warning, students will be reported to an administrator for disciplinary action.

WE MUST ADHERE TO THE FOLLOWING RULES:

THE DISTRICT IS REQUIRED TO PUBLISH AND ADHERE TO THE FOLLOWING RULES:

- Conduct of Teachers and Students (M.G.L. c. 71, s.37H)
- Felony Compliant or Conviction of Student (M.G.L. c. 71, s. 37H1/2)

- Suspension or Expulsion on Grounds other than those set forth in Secs. 37H or 37H1/2)
- Prohibition of Tobacco on School Grounds (M.G.L. c 71, s. 2A)
- No Idling of Vehicles on School Grounds (M.G.L. c. 90, s. 16B)
- Prohibition Against Bullying (M.G.L. c. 71, s. 37O)

MASSACHUSETTS GENERAL LAWS (CHAPTER 71, SECTION 37H)

Publication of School Committee Policies Relative to the conduct of Teachers and Students.

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games may be subject to expulsion from the school or school district by the principal.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated provisions of this section.

(e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

(f) Districts shall report to the Department of Elementary and Secondary Education the specific reasons for all suspension and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The Department of Elementary and Secondary Education shall use its existing data collection tools to obtain this information from districts and shall modify those tools as necessary, to obtain the information. On an annual basis, the Department of Elementary and Secondary Education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable

format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

(g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than ten (10) cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension and expulsion. The results of the analysis shall be publicly reported at the school district level.

Students are expected to behave in accordance with the School District's rules and regulations and to remove themselves from situations which involve illegal activity or the possession or use of illicit drugs, alcohol, or weapons. Students who put themselves in these situations or who do not remove themselves from such situations may be subject to disciplinary action including suspension or expulsion. It is the policy of the Assabet Valley Regional Vocational School District to maintain a safe, alcohol-free and drug-free environment.

POSSESSION OF ANY WEAPON.

Possession of any weapon is strictly forbidden. A weapon is any object that may be used to assault or intimidate, such as a knife or sharp spiked jewelry. Any knife required within a vocational shop will be issued by the shop teacher, and will remain in the shop. Any infraction of this restriction calls for an immediate suspension. Parents will be notified and the student will be referred to the police for violating State Law and Marlborough City Ordinance. Expulsion from school may result.

USE OR POSSESSION OF ALCOHOL/DRUGS AND LEGALLY CONTROLLED SUBSTANCES.

The nature of vocational education places students at increased risk of injury as a result of the equipment used in training in many shops. For reasons of students' safety, the school must maintain a zero tolerance for the use of controlled substances. Therefore, the use, possession, distribution, solicitation or being under the influence of a controlled substance (including alcohol and/or non-prescribed drugs) or the possession of drug paraphernalia by students on school grounds or within 1000 feet of school property or at a school sponsored activity is strictly prohibited. The intentional misuse of chemical vapors from solvents and other chemicals or the abuse of non-prescription drugs is prohibited. Students who use prescription drugs must confer with the school nurse. Prescriptions used during the day must be kept in the Nurse's Office. Notwithstanding changes to state laws concerning marijuana, the District is required to comply with Federal laws which continue to prohibit marijuana. Additionally, irrespective of its legal status, marijuana continues to pose a threat to the safe use of shop equipment. Accordingly, use, possession, or being under the influence of marijuana or its derivatives continues to be strictly prohibited.

Students, who in the opinion of the Principal's or Assistant Principal's Office may be in possession of or under the influence of any controlled substance, could be subject to a drug test arranged by the school. Failure to comply will result in suspension until the student presents evidence of being drug free and may result in referral to police.

Possession of any so called "masking agent" for the purpose of giving a false reading on a drug test to hide the use of drugs is also a violation.

DO NOT USE OR HAVE IN YOUR POSSESSION DRUGS OR ALCOHOL.

It is not the intent of the School District to violate individual liberties; however, the obligation of the school is to be vigilant and aware of possible safety concerns or violations of the law. In addition to complying with the School District's rules and regulations, student athletes will also be responsible for complying with the rules and regulations of the Massachusetts Interscholastic Athletic Association.

MEMORANDUM OF UNDERSTANDING:

It is essential that the positive learning environment in our school should not be undermined by drug and alcohol abuse. We must make it clear that the use, possession, and sale of drugs and/or alcohol will not be tolerated in our school. The success of this initiative depends, in part, on creating a link between the educational community and law enforcement agencies.

To this end the Assabet Valley Regional High School and Marlborough Police Department have coordinated their efforts to prevent drug and/or alcohol abuse and to respond effectively, therein, to incidents in school, on school premises, or at school sponsored events. The parties below have adopted a written memorandum of understanding, available on the Assabet Valley website, clarifying the notification process and procedures necessary when a student is discovered using, possessing and/or distributing drugs or alcohol on school premises.

Ernest Houle
Superintendent

David Giorgi
Chief of Police

MASSACHUSETTS GENERAL LAW (CHAPTER 71, SECTION 37H1/2)
Felony Complaint or Conviction of Student; Suspension; Expulsion; Right to Appeal

Notwithstanding the provisions of Section eighty-four and Sections sixteen and seventeen of Chapter seventy-six:

- (1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reason for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five (5) calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent

shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five (5) calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services under an education service plan, under section 21 chapter 76.

MASSACHUSETTS GENERAL LAWS, CHAPTER 71, SECTION 37H 3/4
Suspension or expulsion on grounds other than those set forth in Secs. 37H or 37H1/2.

(a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.

(b) Any principal, headmaster, superintendent or other person acting as a decision-maker at a student hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion 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 headmaster, or a designee, to

discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, 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 headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

(d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than ten (10) school days for a single infraction or for more than ten (10) school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster, or a designee, shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade three (3) prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reason 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 one (1) day or more.

(e) A student who has been suspended or expelled from school for more than ten (10) days for a single infraction or for more than ten (10) school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than five (5) calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so request, shall be granted an extension of up to seven (7) calendar days. The superintendent, or a designee, shall hold a hearing with the student and the parent or guardian of the student within three

(3) school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to seven (7) calendar days, provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within five (5) calendar days of the hearing. That decision shall be the final decision of the school district with regard to suspension or expulsion.

(f) No student shall be suspended or expelled from a school or school district from a time period that exceeds ninety (90) school days, beginning the first day the student is removed from an assigned school building.

MASSACHUSETTS GENERAL LAWS, CHAPTER 71, SECTION 2A
Student Use of Tobacco Products

The Assabet Valley Regional Vocational School is a SMOKE FREE school. In accordance with M.G.L. c71, §2A, use of all tobacco products is prohibited within all school facilities, on all school grounds, and on all school buses by any individual, including students, visitors, and school personnel. Tobacco products are defined as any product or substance containing tobacco including smoke and chewing items, including electronic or nicotine e-cigarettes.

Smoking and the use of tobacco products are also prohibited at all school-sponsored events regardless of where they are held.

Violations of the smoking policy may result in one or more of the following: attendance at a smoking cessation program, loss of school privileges, detention, Saturday School, suspension or expulsion.

A smokelyzer is used if the student disputes the reasonable suspicion allegation. Smoke detectors may be used to monitor smoking on the premises.

Assabet Valley accepts and agrees to enforce Marlborough Board of Health Regulation XI and designates the Principal and Superintendent as enforcement officers.

MASSAHCUSETTS GENERAL LAWS, CHAPTER 90, SECTION 16B
Offensive or Illegal Operation of Motor Vehicles

Operators of buses and personal motor vehicles, including students, faculty, staff and visitors, are restricted from idling vehicles on school grounds, consistent with section 16B of chapter 90 and 540 C.M.R. 27.00.

The purpose of this policy is to restrict unnecessary idling time in order to improve and protect campus air quality. Local law enforcement authorities have the authority to enforce the requirements of M.G.L. c 90, §16B and 540 C.M.R. § 27.00. Penalties range from \$100.00 for a first offense up to \$500.00 for second and subsequent offenses.

MASSACHUSETTS GENERAL LAWS, CHAPTER 71, SECTION 370
School Bullying Prohibited; Bullying Prevention Plans

Bullying shall be prohibited:

1. On school grounds, 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 a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school.
2. At a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the

bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

Each school district, charter school, approved private day or residential school and collaborative school shall provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum of the school district or school. The curriculum shall be evidence-based.

Each school district, charter school, non-public school, approved private day or residential school and collaborative school shall develop, adhere to and update a plan to address bullying prevention and intervention in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. The plan shall apply to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

The plan shall be publicized and widely available for members of the school community.

If an incident of bullying or retaliation involves students from more than one school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school first informed of the bullying or retaliation shall, consistent with state and federal law, promptly notify the appropriate administrator of the other school district or school so that both may take appropriate action. If an incident of bullying or retaliation occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in a local school district, charter school, non-public school, approved private day or residential school or collaborative school, the school district or school informed of the bullying or retaliation shall contact law enforcement consistent with the provisions of clause (viii) of second paragraph of subsection (d).

**SAFE SCHOOL ASSURANCES AGAINST:
HARASSMENT, SEXUAL HARASSMENT, BULLYING, INTIMIDATION AND
HUMILIATION**

Every Assabet student has the right to: travel to and from school on buses; participate in academic classes and vocational programs; walk the corridors and stairwells, have lunch in the cafeteria; participate in sports, clubs, activities and school functions; make friendships; express individuality; and enjoy a sense of belonging; leave past mistakes behind and achieve greater success and confidence.

You have the right to do all these things **in safety, free from harassment, sexual harassment, bullying, intimidation or humiliation.**

No student has the right to interfere with another student's guaranteed rights. Assabet Valley will not tolerate harassment, sexual harassment, bullying, intimidation or humiliation.

Behaviors that interfere with the right of others include, but are not limited to: unwelcome words or behavior of a sexual nature (looks, touches, comments, gestures, signs, pictures, etc.); physical or verbal intimidation (threats, fighting, forcing another to do or say something they don't wish to do or say, cornering someone); name-calling, rumors, gossip, cyber-bullying (using technology or electronic communication to spread information designed to hurt or embarrass another person); physical or verbal assaults (serious fight with injury, violent words, cheering an attack); ganging-up on, hazing, excluding, isolating (group actions against another student, "outnumbering"); racial, ethnic and sexual insults (slurs that insult/demean others for race, nationality, sex); contribution to a "hostile environment" (making class, shop, gym, bus uncomfortable for others).

It is never an acceptable excuse to say "I was only joking," or "I didn't mean it," or "I wasn't talking to him/her," or "I was talking about somebody else." You do not have the right to say or do things that are offensive to others who can see or hear you. **When you do this, you are contributing to a hostile environment.** What one person sees as a joke, another person may see as harassment. *It doesn't matter whether you intend to hurt or harass someone with these behaviors or not. It only matters how you make the other person feel.* **If they feel upset, hurt, harassed, or humiliated by your words or actions, then you're responsible.**

What can happen if you make someone feel this way? They may stop participating in class, shop, on a team, in an activity, their grades may go down because they can't concentrate on their work; they may start being absent from school, or feeling sick when there's no reason; they may decide to leave Assabet for good, and go back to their hometown high school. **This deprives a person of their right to attend school here. The law protects this right, and you could face legal charges outside of school.**

DEFINITIONS:

1. HARASSMENT/SEXUAL HARASSMENT

Any form of harassment, student to student, adult to student, student to adult, will not be tolerated. Every member of the school community has the right to work and learn in a safe and secure environment, free from harassment and bullying of any kind.

Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct that is derogatory to a person and designed to demean, intimidate, or have the effect of substantially interfering with an individual's school/work performance. In addition to school rules, there are state and federal laws, which forbid harassment. By law, the victim defines sexual harassment. What one person may consider acceptable behavior may be viewed as sexual harassment by another person. If you feel harassed, you should report this to a teacher, a counselor, the nurse, or an administrator immediately. Action will be taken to correct the situation promptly with all respect for the confidentiality of the persons involved.

Every complaint of harassment will result in an investigation of the circumstances and an interview of the offending person. Harassing behavior will be stopped. Harassing students will be warned that there can be no discussion of the incident and no retaliation against a student who makes a complaint. Retaliation against a person who reports harassment, provides information during an investigation of harassment, or witnesses or has reliable information about harassment is absolutely prohibited.

Harassing behavior will result in, but will not be limited to, disciplinary consequences that could include counseling, loss of school privileges, detention, Saturday school, suspension or expulsion, and/or notification of the police.

2. BULLYING -- Bullying is a form of harassment. “Bullying” is defined as 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 victim that: (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm or of damage to his/her property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. It includes direct behaviors like taunting, stealing, threatening, and unwanted physical contact. Bullying also includes indirect behaviors like deliberate exclusion, lying about someone and spreading rumors.

Students are notified that direct and indirect bullying behaviors will result in disciplinary consequences. Bullying behaviors will result in, but will not be limited to, disciplinary consequences that could include counseling, loss of school privileges, detention, Saturday School, suspension or expulsion, and/or notification of the police.

3. CYBER-BULLYING -- Cyber-bullying is a form of bullying. “Cyber-bullying” is defined as the use of the internet, cell phones or other electronic devices to send, post or text messages and/or images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim’s real name, address, or school on websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target, which is determined to have a material and substantial interference with school activities or with the rights of students and teachers.

Cyber-bullying shall also include the distribution by any electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

The state approved School District’s Bullying Prevention/Intervention Plan may be accessed on the school’s website: www.assabettech.com.

4. HAZING -- Hazing is 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.

Hazing is strictly forbidden by the school and by state law.

Upper-class students are reminded of the obligation under the law to treat new students with respect. Failure to observe this regulation will result in disciplinary action. Such offense(s) may lead to expulsion.

WHAT CONSEQUENCES WILL YOU FACE IN SCHOOL? Assabet Valley, its administrators and teachers, have NO TOLERANCE for harassment, sexual harassment, bullying, intimidation, or humiliation between or among students. Consequences for these behaviors could include: counseling, detentions, Saturday school, loss of school privileges, suspension and expulsion; depending on the nature, number and seriousness of the offense(s) and/or notification of the police.

GUIDELINES FOR STOPPING BEHAVIOR:

- a. If you are harassed, bullied, intimidated, or humiliated by the words, actions or printed/posted statements of another student or students, tell them to STOP. Then talk to an adult immediately (teacher, counselor, nurse, administrator).
- b. If you witness any of this behavior toward another student, speak up. Tell the offending student(s) to STOP and let an adult know (teacher, counselor, nurse, and administrator).
- c. If you are guilty of harassing behavior toward another student, UNDERSTAND THAT YOU WILL BE STOPPED AND WILL BE PUNISHED.

PHYSICAL RESTRAINT POLICY AND PROCEDURES -- Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Assabet Valley School District. Further, students of the District are protected by law from the unreasonable use of physical restraint.

Physical restraint shall be used only in emergency situations after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

- To administer a physical restraint only when needed to protect a student and/or a member of the school community from immediate, serious, physical harm; and
- To prevent or minimize any harm to the student as a result of the use of physical restraint.

The following definitions appear at 603CMR 46.02:

- Extended Restraint: A physical restraint the duration of which is longer than twenty (20) minutes.
- Physical escort: Touching or holding a student without the use of force for the purpose of directing the student.
- Physical restraint: The use of bodily force to limit a student's freedom of movement.

The use of mechanical or chemical restraint is prohibited unless explicitly authorized by a physician and approved in writing by the parent/guardian. The use of seclusion restraint is prohibited in public education programs.

Mechanical restraint – the use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. A protective or stabilizing device ordered by a physician shall not be considered a mechanical restraint.

Seclusion restraint – Physically confining a student alone in a room or limited space without access to school staff. The use of “Time out” procedures during which a staff member remains accessible to the student shall not be considered “seclusion restraint”.

Chemical restraint – the administration of medication for the purpose of restraint.

The Superintendent will develop written procedures identifying:

- Appropriate responses to student behavior, that may require immediate intervention
- Methods of preventing student violence, self-injurious behavior, and suicide
- Descriptions and explanation of the school’s method of physical restraint
- Descriptions of the school’s training and reporting requirements
- Procedures for receiving and investigating complaints

The 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, which the department of education recommends be at least sixteen (16) hours in length.

Only school personnel who have received training pursuant to 603CMR 46.00 shall administer physical restraint on students. Whenever possible the administration of physical restraint shall be administered in the presence of at least one adult who does not participate in the restraint. A person administering physical restraint shall only use the amount of force necessary to protect the student from injury or harm.

Physical restraint is prohibited as 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.

A member of the School Committee or any teacher or any employees or agent of the School Committee shall not be precluded from using such reasonable force as is necessary to protect pupils, other persons or themselves from an assault by a pupil.

The program staff shall report the use of physical restraint that lasts longer than five (5) minutes, or results in injury to a student or staff member. The staff member shall inform the administration of the physical restraint as soon as possible, and by written report, no later than the next school day. The Assistant Superintendent/Director/Principal or his/her designee shall maintain an ongoing record of all reported instances of physical restraint, which, upon request, shall be made available to the Department of Education.

When a restraint has resulted in serious injury to a student or program staff member or when an extended restraint has been administered, the program shall provide a copy of the required report to the Department of Education within five (5) school working days of the administration of the restraint.

In special circumstances waivers may be sought from parents either through the Individual Education Plan (IEP) process or from parents of student who show or present a high risk of frequent, dangerous behavior that may result in the frequent use of restraint. LEGAL REF: 603 CMR 46.00; M.G.L. 71:37G

NON-DISCRIMINATION POLICY AND GRIEVANCE PROCEDURE

I. Introduction

Assabet Valley Regional Vocational School District (AVRVSD) has a commitment to maintaining an educational environment where bigotry and intolerance, including discrimination such as harassment on the basis of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, are not tolerated. Discrimination, including harassment, is contrary to the mission of AVRVS and its commitment to equal opportunity in education, community integration and diversity.

AVRVSD does not discriminate against students, parents, employees or the general public. No person shall be excluded from or discriminated against in admission to Assabet Valley Regional Vocational School District programs or services, or in obtaining the advantages, privileges of AVRVS on account of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status

For purposes of this policy and procedure, "organization" includes AVRVS - sponsored events, trips, sports events, similar events connected with the receiving services from the organization or providing employment for the organization. Any retaliation against an individual who has complained about discrimination, including harassment, or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint, is also unlawful and will not be tolerated.

AVRVSD takes allegations of discrimination, including harassment, seriously and will respond promptly to complaints. Where it is determined that conduct that violates the law and this policy has occurred, AVRVS will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include school-related discipline.

II. Definition of Discrimination and Harassment

"Discrimination" includes conduct that excludes a person from participation in, denies an individual the benefits of, or otherwise subjects an individual to different treatment on the basis of race, color, sex, religion, national origin, sexual orientation, age, or disability. Harassing conduct involving these bases can be a form of discrimination.

"Harassment" is defined as unwelcome conduct, whether verbal or physical, that is based on: race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status. Harassment is prohibited by AVRVS, and violates the law.

Examples of harassment include:

- Display or circulation of written materials or pictures that are degrading to a person or group based upon the criteria listed above.

- Verbal abuse or insults about, directed at, or made in the presence of an individual or group described above because of one of the criteria listed above.
- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above.
- Any action or speech that is sufficiently severe, pervasive or persistent that it either (i) interferes with or limits the ability of an individual or group (as described above) to participate in or benefit from a school program or activity of AVRVD; or (ii) creates an intimidating, threatening or abusive educational environment.

Many forms of harassment have been recognized as violations of the civil rights laws (including Section 504 of the Rehabilitation Act of 1973, the ADA, Title VI, Title IX and state statutes like M.G.L. 15 IC) by federal courts, state courts, the U.S. Department of Education, Office for Civil Rights, and the Massachusetts Commission Against Discrimination.

"Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

- Submission to or rejection of such advances, requests, or conduct is made either explicitly or implicitly as a term or condition of employment, academic standing, school-related opportunities, provision of services, or as a basis for employment decisions.
- Such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an individual's academic or work performance by creating an intimidating, hostile, humiliating, or sexually offensive work or educational environment.

While it is not possible to list all circumstances that may be considered sexual harassment, the following are examples of conduct that violate the law and policy and which, if severe and pervasive, constitute sexual harassment. In each case, such a determination will depend upon the totality of the circumstances, including the severity of the conduct and its pervasiveness. Sexual harassment includes, but is not limited to:

- Unwelcome sexual advances, whether they involve physical touching or not.
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments.
- Sexual epithets, jokes, written or verbal references to sexual conduct, comments about an individual's body, comments about an individual's sexual activity, deficiencies, or prowess.
- Discussions of one's own sexual activities or inquiries into others' sexual experiences.
- Displaying sexually suggestive objects, pictures, cartoons.

The definitions of discrimination, harassment and sexual harassment are broad. In addition to the above examples, other unwelcome conduct, whether intended or not, that has the effect of creating a school environment that is hostile, offensive, intimidating, or humiliating may constitute discrimination, harassment and/or sexual harassment.

Please note that sexual harassment can occur: adult to student, student to adult, student to student, male to female, female to male, female to female and male to male.

III. Grievance Procedure: Reporting Complaints of Discrimination and Harassment

A. Introduction

If any AVRVS student, parent or employee believes, in good faith, that he or she has been subjected to sexual harassment or any other form of harassment or discrimination described above, the individual has a right to file a complaint with AVRVS. This may be done informally or formally, as described below.

Teachers or other staff members who observe or receive reports of incidents of harassment or discrimination involving students shall report such incidents immediately to a school Administrator. Administrators aware of harassment or discrimination involving any employee shall report such incidents to the Civil Rights Coordinator, listed below, or to the Superintendent.

Please note that while these procedures relate to AVRVS's policy of promoting an organization that is free from discrimination and harassment, including sexual harassment, as detailed further in this policy, these procedures are not designed nor intended to limit AVRVS's authority to discipline or take remedial action for conduct which AVRVS deems unacceptable.

B. Grievance Procedures

i. Organization Contact

Assabet Valley Regional Vocational School District's Civil Rights Coordinator is:

Alyssia Berghaus
Assabet Valley Regional Vocational School District
215 Fitchburg Street
Marlborough, MA 01752
Telephone: 508-485-9430, X1430
E-Mail: aberghaus@assabet.org

Students, parents or employees who wish to initiate the formal complaint process may also put their complaint in writing to the Civil Rights Coordinator listed above, who will then begin the formal procedure described below.

Any teacher or other employee who receives a formal complaint of discrimination or harassment shall immediately forward the complaint to the Civil Rights Coordinator listed above, who will begin the formal procedure described below.

The Civil Rights Coordinator shall handle the investigation and resolution of the complaint, unless the Superintendent chooses to investigate the complaint or designates another person to investigate it on his/her behalf. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair Person of Assabet Valley Regional Vocational District School Committee, who should consult with legal counsel concerning the handling and investigation of the complaint.

ii. Internal Grievance Procedure

1. Informal Resolution of Discrimination and Harassment Complaints

Before initiating the formal procedure, the student/parent/employee may wish, if possible, to resolve the complaint on an informal basis through discussion.

A student or parent can discuss the issue with his/her teacher or a school Administrator. An employee can discuss the issue with his/her immediate supervisor. Any teacher who receives an informal complaint should notify a school Administrator and any school Administrator who receives an informal complaint should notify the Civil Rights Coordinator. From there, the Civil Rights Coordinator and the Administrator will determine if the informal complaint process is appropriate and who will handle resolution of the informal complaint.¹

The person assigned to address the informal complaint shall attempt, within his/her authority, to work with the complainant to resolve the issue fairly and expeditiously within ten (10) working days of receiving the complaint. If the complainant is not satisfied with the resolution from the informal process, or if he/she does not choose informal resolution, then he/she can begin the formal complaint procedure described below.

Contact information is located below.

2. Formal Resolution of Discrimination and Harassment Concerns:

A student, parent or employee who is not satisfied with the informal resolution process or who chooses not to participate in the informal resolution process may initiate the formal complaint procedure at any time by putting the complaint in writing to the Civil Rights Coordinator. An employee, at the request of the student, may put the complaint in writing for the student.

a. What the complaint should include:

The student/parent/employee's complaint should include:

the name of the individual making the complaint, the name of the individual aggrieved, the name of the individual(s) accused of committing the harassing or discriminatory practice, the location where the alleged discriminatory practice occurred, the basis for the complaint, witnesses (if any) and the corrective action the complainant is seeking.

If the written complaint does not contain this information, the District Civil Rights Coordinator will ask the complainant for this information.

¹ Informal resolution may not be appropriate in all cases, including but not limited to more severe or egregious allegations of discrimination or harassment.

b. When to file a complaint

Efforts should be made to file such complaint within twenty (20) calendar days after the alleged discriminatory practice occurred in order for an expeditious investigation to be conducted, unless extenuating circumstances exist. However, AVRUSD will investigate any complaint no matter when it is filed.

c. What will happen after the complaint is filed

Promptly after receiving the complaint, the Civil Rights Coordinator will conduct the necessary investigation, including making good faith efforts to gather all relevant evidence for consideration. In the course of his/her investigation, the Civil Rights Coordinator shall contact those individuals that have been referred to as having pertinent information related to the complaint. This process shall include, at a minimum, contacting the complainant; and the person against whom the complaint was filed and/or the appropriate authority involved; interviewing witnesses; and considering relevant documentation. During this process, complainants will have the opportunity to present witnesses and other relevant evidence to the Civil Rights Coordinator conducting the investigation.

The Coordinator or designee should use appropriate interim measures during the investigation of a complaint to ensure that the complainant is free from discrimination and/or harassment during the pending investigation.

Barring extenuating circumstances, the Civil Rights Coordinator will complete the investigation within twenty (20) working days. When more than twenty (20) working days is required for the investigation, the Civil Rights Coordinator shall inform the complainant that the investigation is still ongoing.

After completing the formal investigation of the complaint, the Civil Rights Coordinator shall make a decision on the complaint within ten (10) working days and shall inform the complainant and the person(s) against whom the complaint was made, of the results of the investigation in writing. If the Civil Rights Coordinator finds that there is reasonable cause for believing that a discriminatory or harassing practice has occurred, the Civil Rights Coordinator will refer the matter to the Superintendent or Chair of the AVRUSD Committee and/or his or her designee for appropriate action, up to and including discipline for either the employee or the student(s) who engaged in the harassing or discriminatory conduct.

d. What you can do if you are not satisfied with the outcome of the formal complaint procedure

If the complainant is not satisfied with the Civil Rights Coordinator's decision, he/she can appeal the Civil Rights Coordinator's finding to the Superintendent within ten (10) business days.

The Superintendent will review the information considered by the Civil Rights Coordinator, collect any additional information he/she believes is necessary to make an informed decision and shall issue a written decision to the complainant and the person against whom the complaint was made. Again, strict timelines cannot be set for conducting the investigation because each set of circumstances is different. However, the Superintendent will make sure that the complaint is handled as quickly as feasible and will strive to complete the investigation within ten (10) working days.

If the complainant is not satisfied with the Superintendent's decision, or if he/she does not choose either of the internal resolution processes, he/she may follow the external grievance procedure described below.

Contact information:

Alyssia Berghaus	District Civil Rights Coordinator	508-485-9430 X1430	aberghaus@assabet.org
Ernest F. Houle	Superintendent-Director	508-485-9430 X1431	ehoule@assabet.org
William Cahrbonneau	School Committee Chair	978-562-1083	wcharbonneau@assabet.org

iii. External Grievance Procedure

Any student, parent or employee who chooses not to use the Assabet Valley Regional Vocational School District's internal grievance procedures or who is not satisfied with the district's internal grievance procedures may file a complaint of discrimination or harassment with an appropriate state or federal agency.

1. For complaints related to discrimination/harassment of students:
2. For complaints related to discrimination/harassment of parents:

The Office for Civil Rights US Department of Education
8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921

Telephone: 617-289-0111

FAX: 617-289-0150 TDD: 877-521-2172

The Office for Civil Rights US Department of Education
8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921
Telephone: 617-289-0111
FAX: 617-289-0150

TDD: 877-521-2172

CARELESS OR ABUSIVE USE OF SCHOOL PROPERTY -- Careless or abusive use of school property is a serious violation. Students are financially responsible for loss or damage to school property. Abuse of school property could result in, but not be limited to, loss of school privileges, detention, Saturday school, suspension or expulsion.

ENDANGERING HEALTH AND SAFETY --Endangering the health and safety of a student and/or other members of the school community is a violation of State Law. The Superintendent, Principal or other designated administrator may authorize a personal search of a student, a student's property, a classroom, or an automobile, if there is a reasonable suspicion that health and safety are at risk or that a student has violated or is violating school rules or federal/state laws. Should a student decline to be searched, the parent/guardian will be notified and police contacted immediately.

Searches of students, their possessions, lockers or student automobiles will be conducted in a way conducive both to the preservation of individual rights and to an atmosphere supportive of the educational process. If, at any time during the search process, a designated administrator feels a threat is imminent to any student or other personnel, the police will be contacted.

Whenever a student search is conducted, the following shall apply:

1. No search shall be conducted unless there is reasonable suspicion that a violation of law or school rules has occurred.
2. Searches shall be conducted by an administrator in the presence of at least one other staff member.
3. Whenever a personal search is deemed necessary, the student shall be advised of the reason for the impending search prior to its implementation. School officials may examine articles of clothing such as pockets, coats, book bags, etc.
4. In recognition that right to privacy considerations intensify as a search becomes invasive, no school official shall ever conduct a "strip search" of a student.
5. Should a student refuse to voluntarily comply with a request for a search, the student may be detained until parents, and if necessary police, can arrive at the school to assist, as appropriate, in the investigation. A student who fails to cooperate, lies, misleads or threatens any person during or after a search or questioning, may be subject to additional disciplinary action.
6. Should a search uncover any substances or contraband, such shall be turned over to the appropriate authorities or rightful owner, as appropriate, and suitable disciplinary action shall be taken.

Nothing herein shall be construed to limit the right of the School Committee or administration to make use of external detecting resources should these become necessary or desirable. In 2014, the Assabet Valley School Committee approved random searches throughout the school year.

K-9 SEARCH OF PROPERTY -- Illegal drug possession and use by school-aged children is a dangerous and persistent problem. Assabet Valley Technical High School remains vigilant at all times to prevent illegal drugs from entering our school and follows strict enforcement of anti-drug rules to protect the health and safety of all students and faculty. Our primary goal is to deter students using or bringing drugs (and/or unlawful or unauthorized items) into the school, not to subject students to arrest or school discipline.

To that end, Assabet Valley will request canine units, under the direction of the Marlborough Police Department, to conduct unannounced searches for illegal drugs. Be assured that students will not come into contact with the dogs.

All lockers and randomly selected shops and classrooms will be subject to search. In addition, all vehicles parked on school property will be subject to search. In the event that drugs, weapons or other unlawful or unauthorized items are found, the parents of the offending student will be notified. All decisions concerning school discipline and police referral will be made by the Principal or designated administrator, using existing school procedures.

Canine patrols/searches conducted by the Marlborough Police Department shall be in addition to any health and safety searches conducted by school officials.

CAUSING A MAJOR DISTURBANCE -- Causing a major disturbance by fighting or enticing someone to a fight is strictly forbidden. Any action which interferes with a student's ability to participate in normal school activities, including racial, ethnic, or sexual slur or symbol, is not permitted.

Consequences of causing a major disturbance could result in, but not be limited to: counseling, loss of school privileges, detention, Saturday school, suspension or expulsion.

CONDUCT ON BUSES -- While riding school buses, pupils are expected to be well behaved, courteous and concerned for the safety of themselves as well as others. School buses are an extension of the school and pupils are under the jurisdiction of the school while riding. The bus driver is the school official in charge and is responsible for your safe passage. The drivers need a minimum of distraction and your cooperation to effectively do this job. On buses, TV cameras may be used to monitor student bus behavior.

Students who violate school regulations while riding a school bus may temporarily lose their privilege to use the school bus service. Students who seriously violate bus rules and regulations or who damage property may be denied the privilege of riding a school bus for a length of time to be determined by the Assistant Principal after a hearing. Should a student have to be deprived of bus transportation twice in any one school year, the Assistant Principal may formally notify the Principal with a recommendation for more serious punitive action.

CHEATING/PLAGIARISM -- Cheating is to act dishonestly; to trick, mislead or fool. Plagiarism is taking from others their ideas, writing, etc. and passing them off without attribution as one's own. Any form of cheating is an act of dishonesty and is strictly prohibited. All parties involved in such dishonesty, including students who aid or abet, are in violation of this policy and are subject to disciplinary action. Students found cheating on a test or on other academic or vocational work projects shall receive a grade of zero for the test or academic or vocational work with no opportunity for makeup. Students who conspire with other students to cheat (ex: stealing exams, providing term papers, senior capstone graduation requirements, text messaging, etc.) will be subject to suspension or expulsion. Consequences of cheating/plagiarism could result in, but not be limited to: failing grades, loss of school privileges, detention, Saturday school, suspension or expulsion.

STUDENT DISCIPLINE AND DUE PROCESS RIGHTS -- Consistent with the Massachusetts Student Discipline Law (Chapter 222 of the Acts of 2013) and the student discipline regulations (603 CMR 53), Assabet Valley's student policy includes specific procedures related to student suspensions and expulsions and is designated to provide students who are suspended or expelled the opportunity to make academic progress. Our goals are:

1. To keep school safe and supportive for all students while ensuring fair and effective disciplinary practices
2. To promote engagement of a student and a student's parents or guardian in discussion of the student's misconduct, and the options for responding to it
3. To assure that every student who is expelled or suspended, regardless of the reason for suspension or expulsion, has the opportunity to receive education services to make academic progress during the period of suspension or expulsion, and

4. To limit the use of long-term suspension as a consequence for student misconduct until other consequences have been considered and tried as appropriate.

Student discipline at Assabet Valley will consist of teacher detention, administrative detention, Saturday School detention, out-of-school suspension, Social Skills Instructional Center (SSIC), exclusion and revocation of class privileges. Any action beyond a teacher detention will result in an entry on the student's record.

Teacher Detention -- A Teacher Detention requires a student to attend session(s) after school for infractions of shop or classroom rules. Students will be given one-day notice. Students must report no later than 2:45 p.m. Failure to report to teacher detention could result in two (2) administrative detentions.

Administrative Detention -- An Administrative Detention requires a student to attend an administrative detention after school session for serious violation of school rules. Students will be given one-day notice. Failure to report to administrative detention could result in further disciplinary action.

Saturday School Detention -- A Saturday School Detention will be served on Saturday mornings from 8:00 – 11:00 a.m. at Assabet Valley. Transportation to and from Saturday School detention is the responsibility of the parent. Failure to serve Saturday School detention could result in an out-of-school suspension. Saturday School will consist of students working on a school improvement project, which could lead them outdoors, and assigned class work.

Social Skills Instructional Center (SSIC) - SSIC is an in-house program to which a student may be assigned for a short period of time in lieu of out-of-school suspension. SSIC is designed to counteract many negative effects of suspension. Instructional time can continue without interruption and special academic help can be provided as needed. Counseling services for students experiencing personal, academic, or behavioral difficulties can result in behavioral changes such as improved self-image and greater self-discipline. Students will be in a separate room, eat lunch at a designated time, and be held accountable for school assignments. Behavior modification is the goal of SSIC.

Suspensions - A suspension is a temporary loss of a student's membership in the school community. A suspension may be long-term or short-term and may be served in school (see SSIC, above) or out-of-school. Suspensions will be served by participation in Saturday School or an Out-of-School suspension. A suspension includes all co-curricular activities including cooperative placement.

Students that are suspended will receive additional re-admittance conditions. These conditions will be explained at the re-admittance hearing. The additional consequences may include but are not limited to: administrative detentions, Saturday schools, SSIC, community service and random drug testing.

A. Definitions:

1. "In-school suspension" means removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored

events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension.

2. "Long-term suspension" means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The Principal may, in his or her discretion, allow a student to serve a long-term suspension in school, except for students who are charged with a disciplinary offense set forth in subsections (a) or (b) of
3. M.G.L. c 71 §37H, or in section 37H1/2 of M.G.L. c. 71, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.
4. "Short-term suspension" means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. The Principal may, at his or her discretion, allow a student to serve a short-term suspension in school.
5. "Suspension" means short-term suspension and long-term suspension (unless otherwise stated).

B. Due Process -- Except in cases of an emergency or when the student's continued presence poses a danger to person or property, the Principal may not impose a suspension without first providing the student and the parent or guardian oral and written notice of the offense, the basis for the charge and the potential consequences. The student will be provided an opportunity for a hearing on the alleged offense and the parent or guardian an opportunity to participate in the hearing. The Principal shall make reasonable efforts to notify the parent or guardian orally of the opportunity to attend the hearing. A hearing may be conducted without the parent or guardian present, if after reasonable, good faith efforts to include the parent or guardian, the Principal is unable to secure their participation.

This section does not apply to the suspension of a student for:

1. Possession of a dangerous weapon
2. Possession of a controlled substance
3. Assault on a member of the educational staff
4. A felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony
5. If the Principal determines that the student's continued presence in school would have a detrimental effect on the general welfare of the school, as provided in M.G.L. c 71, §§37H or 37H1/2

C. Principal's Hearing -- The Principal shall determine the extent of the rights afforded to a student at a disciplinary hearing based on the anticipated consequences for the offense. Students facing a long-term suspension will be afforded greater minimum rights than students facing a short term suspension. For additional information refer to 603 CMR 53.08.

a. **In-School Suspension:** The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses. When considering an in-school suspension, the principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the Principal determines that the student committed the disciplinary offense, the Principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the student's parent or guardian orally of the disciplinary offense, the reasons supporting a finding that the student committed the offense and the length of the in-school suspension. The Principal shall also invite the parent or guardian to meet to discuss the student's behavior and academic performance, strategies for engagement and possible responses to the behavior. This meeting will be scheduled on the last day of the in-school suspension, if possible, and if not, as soon thereafter as possible. If the Principal is unable to reach the parent or guardian after a least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent or guardian of the in-school suspension.

The Principal shall send written notice to the student and parent or guardian about the in-school suspension, including the reason for the suspension, the reasons supporting a finding that the student committed the offense, the length of the in-school suspension, and inviting the parent or guardian to a meeting with the Principal if such meeting has not already occurred or been scheduled.

b. **Short-term Suspension:** At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts that the Principal should consider in determining whether other remedies or consequences (other than suspension) may be sufficient and appropriate. If present, the parent or guardian shall be provided an opportunity to discuss the student's conduct and other information, including mitigating circumstances that the Principal should consider in determining consequences for the student.

Following the hearing, the Principal shall notify the student and parent or guardian of the determination, the reasons for the determination, and the type and length of any suspension being imposed. The determination shall be in writing. Students shall be provided with the opportunity to make up assignments and such other work as needed to make academic progress during the period of removal.

c. **Long-term Suspension:** At a minimum, a student facing a long-term suspension shall be afforded all of the rights afforded a student in a short-term suspension hearing. In addition, a student facing a long term suspension shall have the following additional rights:

- In advance of hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making his/her determination
- The right to be represented by counsel or a lay person at the student's choice and at the student's/parent's or guardian expense

- The right to produce witnesses on his or her behalf
- The right to cross examine witnesses presented by the school district
- The right to request that the hearing be recorded

The Principal's determination shall be in writing and sent to the student or parent or guardian. If the Principal decides to suspend the student, the written determination shall:

- Identify the 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 suspension
- Include notice of the student's opportunity to receive education service to make academic progress during the suspension
- Inform the student of the right to appeal the decision to the Superintendent (or designee). Appeal to the Superintendent is only provided in those cases where the Principal has imposed a long-term suspension

In every case of misconduct for which suspension may be imposed, the Principal shall exercise discretion in deciding the consequence for the offense.

The right to request that the hearing be recorded, and to receive a copy of the audio recording upon request: If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the students and parent upon request.

D. Superintendent's Hearing -- A student placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent. The appeal must be filed within five (5) calendar days of the effective date of the long-term suspension. The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent or guardian request extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension. A good faith effort will be made to include the parent or guardian in the hearing. The Superintendent shall send written notice to the parent or guardian of the date, time, and location of the hearing.

The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parents or guardian upon request. The student shall have all of the rights afforded at the Principal's Hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing. While the Superintendent may modify the Principal's decision to reduce the suspension or consequence imposed on the student, under no circumstances may the Superintendent impose a suspension which is greater than that imposed by the Principal's decision. The decision of the superintendent shall be the final decision of the school district.

E. Emergency Removal -- Nothing in these rules and regulations shall prevent the Principal from removing 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 alters and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall:

- Make immediate and reasonable efforts to notify the student and the student's parent or guardian of the emergency removal, the reason(s) for removal and other matters set forth in 603 CMR 53.06(2)
- Provide written notice to the student and parent or guardian pursuant to 603 CMR 53.06(2)
- Provide the student with an opportunity for a hearing and the parent or guardian an opportunity to attend the hearing, before the expiration of two (2) school days, unless an extension of time for the hearing is agreed to by the Principal, student and parent or guardian
- A decision must be rendered (orally) on the same day as the hearing, and in writing no later than the following day

A student may not be removed from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

EXPULSION -- Under Massachusetts General Law, Chapter 71, Section 37H1/2 a student who is convicted of a felony or upon an adjudication or admission in court of guilt with respect to a felony or felony delinquency, may be expelled from school by the Principal or Headmaster of his or her school if such Principal or Headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

The student shall receive written notification of the charges and the reasons for such expulsion prior to such expulsion taking effect. The student shall also receive notification of his or her right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

As described below, a student may also be expelled following multiple suspensions where the student has failed to improve or correct his or her behavior.

Repeated Suspensions -- Administration shall require that parents/guardians take responsibility by supporting an improvement plan developed for the student after the third suspension. Oppositional, noncompliant repetitive school offenders who are disruptive to teachers, fellow students and to the school community will be subjected to higher level discipline, while parents/guardians will be required to work more closely with the school in supporting improvement plans. Any student suspended a third time during the school year could lose the privilege of participating in, as well as attending, any school sponsored co-curricular activities for the remainder of the school year, including athletics, dances and proms. The privilege to drive an automobile on school grounds could also be revoked.

Additionally, the student will do the following:

1. Return to school after the third suspension with a parent/guardian to attend a contingency hearing with the Principal or designee.
2. The student will be placed on an improvement plan designed by the administrator that will include specific behavioral expectations as well as requirements for parent/guardian cooperation in supporting the plan in the best interest of the student.
3. Improvement plans may include parent/guardian responsibility to monitor student attendance by calling the school, attending meetings with teachers, drug testing their child, arranging for private counseling, or evaluation outside of school, etc.
4. Any student suspended for a third time may be considered a habitual school offender and may be reported to the Marlborough District Court.

Any student failing to fulfill the expectations of his/her personal improvement plan for violating school policy to involve a fourth (4) suspension will be required to attend a hearing with the Principal. Consequences for the fourth offense could include suspension for the remainder of the marking term, suspension for the remainder of the school year, or expulsion.

Special education students suspended a fourth time will be required to attend a manifestation determination hearing, regardless of whether the total days of suspension are under ten.

An Out-of-School Suspension denies the student permission to be on school grounds or to participate in school-sponsored activities during the time of the suspension. A student will be readmitted to school following a parental conference.

A re-admittance hearing is a meeting between the student, the Principal or his designee, the Assistant Principal, the parent/guardian, and may include the counselor, a special needs professional, or a teacher. The purpose of a hearing is to evaluate the facts of a case and determine the disposition of a case.

Expulsion is the severing of the student's membership from the Assabet school community upon recommendation of the Principal. When a student is expelled, any subsequent school must be notified of the reasons for the student's expulsion. Any student who has been expelled shall have the right to appeal to the Superintendent-Director within ten (10) school days and the opportunity to be represented by an attorney or an advocate at that hearing. In all disciplinary incidents, students will have the right to due process.

The following are some examples of offenses and consequences. The provided examples are not allinclusive. The Principal reserves the right to apportion punishment as he/she deems it to be in the best interest of the school environment.

TEACHER DETENTION -

Tardiness
 Safety Violation
 Classroom Disturbance
 Leaving Class without Permission

ADMINISTRATIVE DETENTION(S) -

Failure to Report to Teacher Detention

Not Reporting To an Administrator
 Insubordination
 Excessive Tardiness
 Repeated Violations
 Failure to Report for Medications

SATURDAY SCHOOL SUSPENSIONS - Truancy

Smoking
 Failure to Report to Administrative Detention
 Safety Violation
 Repeated Detention Violations
 Use of Electronic Device without permission or outside designated times.

SOCIAL SKILLS INSTRUCTIONAL CENTER (SSIC)

Fighting
 Hazing/Harassment/Bullying
 Profanity Directed Toward a Teacher/Administrator
 Repeated Violations
 Failure to Report to Administrative Detention/Saturday School
 Failure to Comply With Administrative Requests

SUSPENSION -

Controlled Substance Violation
 Fighting
 Hazing/Harassment/Bullying
 Profanity Directed Toward a Teacher/Administrator
 Major Disturbance
 Repeated Violations
 Failure to Report to Administrative Detention/Saturday School
 Failure to Comply With Administrative Request
 Endangering Health and Safety

EXPULSION -

Assault/Battery on a School Staff Member
 Threatening a Staff Member
 Possession of a Weapon
 Use, Possession, Solicitation or Distribution of Alcohol/Controlled Substance
 Repeated Suspendable Offenses
 Repeated Smoking Offenses
 Serious Risk to Health and Safety
 Felony Charges/Conviction

STUDENTS WHO HAVE BEEN IDENTIFIED WITH A DISABILITY

The disciplining of students who receive special education services or have services under a 504 Accommodation Plan is governed by this handbook, federal and state special education laws and the regulations promulgated thereunder. These laws include the Individual with Disabilities Education Act, 20 U.S.C. 1401 *et seq.*, its implementing regulations 34 C.F.R. 300 *et seq.*; and Massachusetts General Laws, Chapter 71B and its implementing regulations, 603 C.M.R. 28.00.

Students who receive special education services or have services under a 504 Accommodation Plan and who violate school rules are subject to removal from their current educational placement for up to ten (10) cumulative school days in any school year. Such removal may be applied to the extent that it would be applied to students who do not receive special education services. However, the student must continue to receive appropriate educational services as described in his or her Individual Educational Plan (IEP) or a 504 Accommodation Plan. If, however, a student receiving special education services or have a 504 Accommodation Plan will be removed in excess of ten (10) days, prior determination as to whether the misconduct is a manifestation of the student's disability is required.

When appropriate, the Principal may seek an order from the Department of Education, Bureau of Special Education Appeals (BSEA) placing a student in an interim alternative education setting (IAES) for up to forty-five (45) school days. An interim alternative educational setting is a program identified by the team that allows a child access to the general curriculum, provides IEP services or services under a 504 Accommodation Plan, and addresses the behavior involved in the incident.

The Principal, or designee, may unilaterally order a change in educational placement of a child with a disability to an appropriate interim alternative educational setting for up to forty-five (45) school days if the student:

1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function
2. Knowingly possesses or uses illegal drugs at school, a school function, or school sponsored event
3. Sells or solicits the sale of a controlled substance while at school, a school function, or school sponsored event

The Principal may also seek an order from the Department of Education, Bureau of Special Education Appeals (BSEA) placing a student in an IAES for up to forty-five (45) calendar days. For a copy of the Massachusetts Department of Education brochure on Special Education Parents' Rights, available in many languages, visit www.doe.mass.edu/sped/parents or contact the Special Services Coordinator at (508) 485-9430 extension 1426.

Procedures for suspension up to 10 days and after 10 days: General requirements:

1. Any eligible student may be suspended up to 10 days in any school year
2. After a student with special needs has been suspended for 10 days in any school year, during any subsequent removal the public school provides sufficient services for the student to continue to receive a free and appropriate public education

3. The school provides additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year

State Requirements: M.G.L. c. 76, sections 16-18

Federation Requirements (IDEA-97): 34 CFR 300.519-300-529

Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district.

1. A suspension of longer than ten (10) consecutive days or a series of suspensions that are shorter than ten (10) consecutive days but constitute a pattern are considered to represent a change in placement.
2. Prior to a suspension that constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene to review all relevant information in the student's file, including the Individual Education Plan (IEP) or 504 Accommodation Plan, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP – "a manifestation determination".
3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the district may suspend or expel the student consistent with policies applied to any student without disabilities, except that the district must still offer:
 - a. services to enable the student, although suspended, to continue to participate in the general education curriculum and to progress toward IEP goals; and
 - b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur
4. Interim alternative educational setting. Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the Team) for up to forty-five (45) school days.
 - a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or in the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
 - b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure him/herself or others

Characteristics – In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services

5. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the Team completes a function behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when the student has been placed in an interim alternative

education setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise.

6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student’s current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

State Requirements Federal Requirements

IDEA-97:34 CFR 300.519-300.528; IDEA 2004: Section 615(k) (1)-(4); Section 504

OPERATIONAL PROCEDURES

2018-2019 Bell Schedule

7:30 AM Bus arrival

7:40 First Bell

BELL SCHEDULE	FORWARD	REVERSE
7:43 - 8:44	Period 1	Period 6
8:47 - 9:45	Period 2	Period 5
9:48 - 10:46	Period 3	Period 4
LUNCH	10:49–11:19	LUNCH
11:22 - 12:20	Period 4	Period 3
Shop Release	11:57	11:57
SHOP LUNCH	12:00 – 12:30	LUNCH
Late Bell to Shop	12:33	12:33
12:23 - 1:21	Period 5	Period 2
1:24 - 2:25	Period 6	Period 1
2:32 p.m. --	Buses Depart	
2:30-3:30 p.m. --	Help Sessions/Detentions/Homework Coach (Tues., Wed., Thur.)	
4:00 p.m. --	Late Buses (Tuesday, Wednesday, and Thursday)	
5:30-6:00 p.m. --	Sports Buses (depends on season)	

NO SCHOOL SIGNALS -- “No School or Delayed Opening” announcements for the Assabet Valley Regional Technical High School will be broadcast between 5:30 a.m. and 7:00 a.m. over T.V. stations: Channels 4, 5, 7, and FOX 25. You will also receive a cancellation message via our School Messenger phone message system, Assabet Mobile App, and the School’s website: assabettech.com.

Students from in-district communities (Berlin, Hudson, Marlborough, Maynard, Northborough, Southborough and Westborough), should follow cancellations and delays pertaining to the Assabet Valley Regional Technical High School.

Students from out-of-district communities should follow cancellations and delays pertaining to their particular community with the exception of the following:

- a. Students from out-of-district communities should follow the time of delay established by the Assabet Valley Regional Technical High School, when Assabet and the students’ out-of-district communities both have delays.

DIRECTIONS FOR STUDENTS/PARENTS DURING INCLEMENT WEATHER

Assabet’s Decision	Out-of-District	Assabet Student Action
Regular Schedule	Regular Schedule	Regular Schedule
Regular Schedule	1 Hour Delay	1 Hour Delay
Regular Schedule	90 Minute Delay	90 Minute Delay
Regular Schedule	2 Hour Delay	2 Hour Delay
Regular Schedule	No School	No School
2 Hour Delay	Regular Schedule	2 Hour Delay
2 Hour Delay	1 Hour Delay	2 Hour Delay
2 Hour Delay	90 Minute Delay	2 Hour Delay
2 Hour Delay	2 Hour Delay	2 Hour Delay
2 Hour Delay	No School	No School
No School	Regular Schedule	No School
No School	1 Hour Delay	No School
No School	90 Minute Delay	No School
No School	2 Hour Delay	No School
No School	No School	No School

ARRIVAL – No student will be allowed into the school building before 7:15 a.m. Once students are allowed into the building they are to gather in designated areas. At 7:40 a.m., students will be allowed to pass to lockers, first period class, the library, guidance office, nurse’s office or meet with teachers at their room. All students must be in their homeroom prior to 7:43 a.m.

EARLY DISMISSAL -- Early dismissals occur periodically for special purposes. Early dismissals will occur at 11:12 AM.

DISMISSALS -- Students will not be permitted to leave the school grounds at any time during the school day except for reasons authorized below. Students who are to be dismissed for authorized reasons must

present a valid note from their parent or guardian to the Attendance Clerk prior to the beginning of the school day. A parental phone call to the Attendance Clerk (ext. 2677 or 0) to confirm the note is strongly encouraged. Students who must leave school by reason of illness, accident or other emergency will report to the school nurse. A parent or guardian will be notified. Appointments not connected with the school program must be scheduled after school hours, whenever possible, i.e., dentist, doctor, registry, court. Dismissals by the nurse are not considered documented unless approved by the Principal.

PARKING -- Staff and student parking areas are located in the front of the building. In order to help protect the rights, safety and property of all students and staff, conditions for having cars on school property shall be set and enforced. Everyone **MUST** obey traffic laws. Those students wishing permission to bring their cars to school must see the Attendance Clerk for a registration form. High school student applications must be signed by parent/guardian indicating approval and that the vehicle is properly insured. The school-parking sticker must be displayed. Upon arrival at school, students are expected to enter the building promptly.

VIOLATIONS THAT WILL RESULT IN REVOCATION OF PARKING PERMITS AND/OR SUSPENSION:

1. Going to vehicles during the school day or driving off school grounds by car without permission of an Administrator.
2. Excessive tardiness.
3. Driving in excess of 15 M.P.H.
4. Driving to endanger.
5. Serious infraction of school rules.
6. Loitering in or near vehicles on school grounds.

ELECTRONIC DEVICES (cell phones, iPods) -- All electronic devices are to be turned off and put away during the school day. Parents, please do not call or text message students during school hours. Students may not use personal radios, beepers, CD players, cellular phones, laser pointers, palm pilots, digital cameras, video cameras, camera phones, remote controls, or any distracting electronic devices in the school building during school hours. Use of personal electronic devices (i.e. cell phones, iPods, and alike) is prohibited while class/shop is in session, unless otherwise permitted by the teacher, or if said device is deemed disruptive. Students may use personal electronic devices (i.e. cell phones, iPods, and alike) during their ASSIGNED LUNCH, unless deemed disruptive. Violation of this policy could result in disciplinary action such as: confiscation of the device, loss of school privileges, Administrative detention, Saturday School, SSIC, suspension, or expulsion.

DRESS -- By reason of the fact that Assabet Valley is a vocational school, many students come in contact with the general public through a wide variety of programs at school. In general, students have the responsibility to present a neat, clean, and non-offensive appearance. The torso must be covered, shorts must have a minimum of a 5" inseam and skirts must be mid-thigh, and no bare feet are allowed. Hats are not allowed to be worn in the building during the school day except as part of a shop uniform. Shops may impose additional restrictions on required dress for safety and health reasons.

Individual attire that is disruptive to the educational process or causes distraction to others will not be tolerated. The following items are not to be worn at Assabet Valley Regional Technical High School:

1. Any clothing which displays tobacco or alcohol advertising, profanity, racial slurs, disruptive images or words, drug or gang related symbols
2. Clothing or accessories that display offensive images or words that would be considered socially, culturally, or ethnically inappropriate and disrupt the educational process
3. Shirts that are unbuttoned revealing the chest/stomach
4. Sheer fabrics that can be seen through
5. Clothing that reveals undergarments or skin
6. Tube tops, halter tops and backless shirts and dresses
7. Clothing that is excessively frayed or torn revealing undergarments
8. Sweatbands, bandannas, doo-rags, sun glasses, hats, hoods, or visors

Students who violate this policy could be subject to the following discipline action: Change of clothes, Administrative Detentions, parental conferences, Saturday School, loss of school privileges, or suspension.

GRADUATION DRESS -- All students are expected to dress appropriately for Graduation exercises. No students will be allowed to participate in Graduation exercises wearing jeans, shorts, T-shirts, or flip flops. Males are expected to wear, at a minimum, casual pants, and collared shirts. Females are expected to wear a dress, a skirt, or dress pants.

SAFETY -- The personal safety and health of everyone in this school is of greatest importance.

VISITOR SIGN-IN PROCEDURE:

All visitors, including parents, must register at the Reception window located at the main entrance. Please be prepared to present your pictured driver's license, passport, or military I.D. You will be issued a visitor's pass. This pass must be returned to reception upon leaving the building. If a visitor does not possess a form of picture I.D. listed above, a member of the administrative team will be called to address the situation.

SCHOOL SECURITY CAMERA PROTOCOL:

The School Committee authorized the use of video cameras throughout the School District for the purpose of enhancing school safety and security. Our goals are to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure public safety for community members who visit or use our school property, and to diminish the potential for personal and district lost or destruction of property.

GENERAL PROTOCOLS:

Signage:

Signage will be posted at the school building that notify students, parents, staff, and the general public of the District's use of security cameras.

Camera Placement:

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

Security cameras will not be used where there is a reasonable expectation of privacy, including, but not limited to restrooms, changing rooms, private offices, nurses' office, or locker rooms.

Viewing:

There will be monitoring of live recordings, except in the case of a suspected emergency or safety concern. Reviewing the recordings will occur only when a suspected incident (e.g. vandalism, graffiti, etc.) is committed inside or outside of the building.

Viewing the data is to be performed by authorized personnel that have been expressly designated by the Principal or Superintendent.

No sound is to be monitored or recorded in connection with the video surveillance system. Surveillance system misuse shall be addressed on a case-by-case basis by the Superintendent.

Limited Access to Recordings:

Any video recordings used for security purposes in school buildings or grounds are the sole property of the District. Release of such videos will be made only as permissible pursuant to applicable laws and with the permission of the Superintendent or his/her designee.

Access to video recordings from security cameras shall be limited to school administrators, Superintendent or designee, Principal or designee. Law enforcement officials (Chief of Police or designee) shall be granted access to video recordings after giving prior notice to the Superintendent or designee.

Data Storage:

All video recordings and logs are stored in a secure place to avoid tampering and ensure confidentiality in accordance with applicable laws and regulations.

Recordings will be saved for thirty (30) days and automatically deleted unless being used in an ongoing investigation.

Legal References: U.S. Department of Justice, Office of Programs Published Research Report, Family Educational Rights and Privacy Act.

FIRE DRILLS, EMERGENCY EVACUATION AND LOCKDOWN SECURITY

An evacuation procedure plan is posted in each room. Students should study the plan and become familiar with it. Students are expected to leave the building in a quiet and orderly manner.

Students are required to remain with their assigned teacher during evacuation drills. Attendance will be taken.

In the event that an emergency occurs in a location to which students are normally evacuated, students will be moved to another area by the teacher and/or supervisor so that emergency vehicles will have free and easy access to the area.

Periodic fire drills will be conducted by the school and the Marlboro Fire Department.

Periodic lockdown security drills will be conducted by the school and Marlborough Police Department.

SAFETY AND HEALTH

The prevention of work injuries and illness will be given first consideration over any operation whenever necessary. It is recognized that work projects and safety are inseparable. The effectiveness of our instructional programs is in part determined by surroundings free from disruptions to the learning process. Accidents not only disrupt the learning process but may result in personal injury, wasteful, and costly damage to equipment and property. To be successful, our safety program requires the cooperation and proper attitude toward injury and illness prevention from all of us. Only through such a cooperative effort can a safety record, in the best interest of all, be established and preserved. Each shop area will establish a safety policy which must be adhered to at all times.

Students are responsible to cooperate with all aspects of the safety and health program - including compliance with all rules and regulations, and working safely while performing duties. It is the responsibility of each student of this school to act to provide:

1. Safety to yourself.
2. Safety to your fellow student.
3. Safety to all staff members.
4. Protection to all visitors.
5. Adherence to all rules set forth by the school.
6. Reporting of all accidents or injuries to an instructor or other staff member.

Safety equipment including fire extinguishers, fire blankets, and first-aid materials are located throughout the building for use in emergency only. **USE OF SAFETY EQUIPMENT IN A NON-EMERGENCY SITUATION IS STRICTLY PROHIBITED.**

Students are required to pass written safety tests yearly. Students are required to wear appropriate personal protective equipment in all operations where there is an exposure to hazardous conditions or where the need is indicated for using such equipment.

Protective equipment, including personal protective equipment for face, eyes, head and extremities, protective clothing, respiratory devices and protective shields and barriers will be provided and shall be used and maintained in a sanitary and reliable condition.

Students who claim that their corrective lenses and frames are industrial quality are required to verify such claims with a signed statement from their optometrist attesting that the safety glasses in question meet or exceed all requirements of the American National Standard Institute Z87.1-1968. This standard requires 3mm thick lenses, whether glass or plastic, inserted in a safety frame.

PARENTAL CONFERENCE

Parents are encouraged to confer with teachers, counselors, and administrators at any reasonable time. The school is open from 7:30 AM to 4:00 PM for purposes of transacting the business of the regular school day program. Periodically the school conducts open house and parents night programs. Notification of these conference dates is made on the school's website: www.assabet.com.

Appointments for conferences may be arranged by contacting or writing to the school requesting a teacher, counselor or administrator to set up an appointment date at a mutually convenient date and time.

Any parent/guardian may request to review the curriculum of courses their child is taking by contacting the Principal to arrange such a review.

Any parent/guardian, who desires that their child be exempt from a portion of the curriculum because it involves issues that are deemed controversial, may request an exemption by writing a letter to the Principal. Such exemption shall be granted without penalty to the student provided an alternative lesson is completed.

Parents of Special Education students and their designees requesting access to a child's program, for the purpose of evaluation, under MGLc.71B, 2.3 should contact the Principal's Office.

TEXTBOOKS -- Students are responsible for any textbooks that are issued to them. Textbooks must be covered as directed by the issuing teacher. Failure to make restitution for lost textbooks will result in disciplinary action. Students will be assessed the cost of any damaged or destroyed textbooks.

EDUCATIONAL SUPPLIES AND MATERIALS -- Students who lose, damage or misuse school equipment will be held responsible for repair or replacement. Failure to do so will result in disciplinary action.

LOCKERS AND LOCKS -- All students will be assigned lockers for their own personal use. Lockers should be kept clean. A lock for a corridor locker must be obtained from the Assistant Principal's Office for a \$3.00 deposit. Any other locks will be removed. Students are to retain their locks until the end of their senior year.

Lockers are provided to students for their convenience. It should be kept in mind that lockers in their entirety remain the property of the Regional School District. The school maintains the right to open any locker at any time for inspection purposes. This may be done with or without the presence of the student and shall be done under the direction of the Principal's Office. Items, the possession of which violate school rules or state and federal laws, include but are not limited to smoking materials, drugs, alcohol, stolen property and weapons.

TELEPHONE CALLS -- Except in cases of emergency, students are not called to the telephone during school hours. Messages will be conveyed to students at the end of the day.

LOST & FOUND -- Any student who finds a lost article is requested to turn this item into the Front Office. Students losing articles are requested to notify the Front Office as soon as possible.

VALUABLES -- Where possible, items of significant value or large sums of money should not be brought to school. If necessary, however, valuable items may be left in the Front Office for safekeeping.

WORK PERMIT -- In accordance with M.G.L. 149, Assabet Valley Regional Technical High School issues work permits. Permits must be obtained through the Principal's Office or you can go to the Superintendent's Office in your hometown. Students between the ages of 14 and 17 must obtain a work permit.

FIELD TRIPS -- A teacher, coach, or counselor must accompany each group of students making a special trip. Pupils shall be appropriately dressed when making field trips. Seat belts must be worn where available. Students are to abide by the Code of Behavior and all school rules while on field trips. Any concerns regarding health or medical issues, parents/guardians should notify the school nurse.

VISITING STUDENTS -- By reason of latent hazards possible and state laws governing vocational schools, student visitations will be kept at a minimum and all student visitors must agree to adhere to all rules and regulations of the school. The procedure for having a visitor is:

1. Any visiting student must be a middle school or high school student.
2. Obtain a form from the Assistant Principal's Office. The host student will accomplish this task.
3. The host student must obtain the written permission of the academic instructors at least two days prior to the visit.
4. The form should be returned to the Assistant Principal's Office at least one day prior to the visit with all necessary signatures, including a parental signature and the signature of an administrator employed by the school of the visitor, when possible. It is the responsibility of the host student to return this form.
5. The visiting student will report to the Attendance Clerk on the day of the visit. He/she will sign the register indicating that he/she is a legal visitor and agrees to abide by the rules and regulations of the school.
6. The visiting student who does not complete these procedures will be considered as trespassing and should not be on school property.
7. No student will be admitted as a visitor to Assabet Valley Regional Technical High School on days when any or several school districts have scheduled early release days or during the last week of the school year.

PICTURES/VIDEO TAPING -- Students may be photographed or videotaped as part of the School's efforts to document student work or to promote vocational/technical education and the school. Such products are the property of the School District. If a parent objects to their child being photographed or videotaped, they must inform the Principal in writing at the start of the school year.

DIPLOMA AND VOCATIONAL CERTIFICATION

REQUIREMENTS FOR DIPLOMA

Under provisions of Massachusetts General Laws and in accordance with the policies of the Massachusetts Board of Education and the Assabet Valley Regional Vocational District School Committee, a full high school diploma may be earned at this school. This school and its programs are accredited by the New England Association of Schools and Colleges (NEASC).

Student schedules must include 18 academic and 10 vocational credits per year. A maximum of 18 credits from elective courses are obtainable. From a total of 115 possible credits – 72 academic, 40 vocational, and 3 for senior capstone graduation requirements – a student must successfully pass all MCAS exams currently required by the Commonwealth and earn a minimum of 109 credits in the configuration described below, in order to graduate with a high school diploma and a vocational certificate.

Rank in class is established by deriving a quality point average (Q.P.A.) based on points accumulated from the grade in each course. Honors course grades are given extra weight of 0.5 Advanced Placement and Pre-Engineering courses are weighted with a factor of 1.0.

Valedictorian/Salutatorian are based on class rank senior year at the close of the second term grades.

Specific values are clearly illustrated in the “grading system” section of the Student Handbook. Students should note that outside evaluators often look at rank in class as a basis for making predictions regarding employment or higher education.

REQUIRED COURSES:

	YEARS	CREDITS
Vocational/Technical	4	40
English	4	12
Mathematics	4	12
Social Studies	4	12
Science	3	9
Phys Ed/Health	4	6
Senior Capstone Requirements		3
Mathematic Strategies	2*	3
Required Elective Credits		15

Total Credits

112

*Starting with the Class of 2021

COURSE CHANGE POLICY -- Students select their courses in the spring each year for the following school year. Students have the chance to review course offerings, discuss their choices with their parents and teachers, and review their choices with their guidance counselor prior to submitting their final requests. Once these decisions regarding their schedules are complete, course changes are difficult, if not impossible to make.

1. **Add/Drop Period:** While we encourage students to solidify schedule requests at the end of the previous school year, there are circumstances that may necessitate a change at the start of the school year. Students may request a change prior to September 30th by making an appointment with their guidance counselor. Changes will be honored only for unusual circumstances, and reassignments are subject to course availability. Students are not allowed to change courses due to teacher preference. Any level changes may require a parent, teacher, and/or department head signature.
2. **Changes Requested after September 30th:** Course changes after September 30th are rare. In addition to the above procedure, any course changes made after this date require completion of a Student Schedule Change Form. Changes may also require approval of the parent, teacher, respective department head and the Academic Chairman. Any changes made after September 30th will be reflected on the students' transcript.
3. **Changes Requested after Mid-Term:** In addition to the above procedures, all changes requested after marks close for the first mid-term **must** be approved by the parent, teacher, respective department head and the Academic Chairman. Any course change this late in the school year would only be considered in an extraordinary circumstance.

DUAL ENROLLMENT -- Dual enrollment allows seniors to complete their high school graduation requirements through enrollment in college courses. Students are able to earn college credits at the same time. There are various colleges that offer dual enrollment options at the individual's cost.

Enrollment – Students are strongly encouraged to meet with their guidance counselor first to determine if the Dual Enrollment Program is a good choice for them.

Eligibility – Students must have prior approval from their guidance counselor and the school principal.

SUMMER SCHOOL MAKE-UP OF ACADEMIC FAILURES -- Assabet Valley students must make-up failed English, Mathematics, Science, Social Studies, and required PhysEd/Health courses in the summer school session *immediately following* the failure(s). A student's final grade average in English, Mathematics, Science, Social Studies and/or PhysEd/Health cannot be lower than 50% in order to be eligible to attend summer school class(es). Should there be extenuating circumstances; an appeal of this policy may be made in writing to the principal on or before June 30th.

This policy is necessary for two reasons:

1. To ensure that students are prepared for the next course in the sequence of English, Mathematics, Science and Social Studies
2. To ensure the timely completion of all graduation requirements

FAILURE TO COMPLETE COURSE MAKE-UP WILL RESULT IN NON-PROMOTION.

Appeal of this policy may be made in writing to the Principal on or before August 1.

Students who fail all Academic subjects are not able to make up credit deficiencies in summer school. Students will need to appeal to the principal and may be required to re-apply to Assabet Valley for enrollment in the following class. Admission will be based on the state approved admissions criterion.

Assabet students take a total of 115 credits in 4 years, including 72 academic credits, 40 vocational/technical credits and 3 senior capstone graduation requirements. Students must earn 109 credits in the subject areas listed above, to graduate, 3 of which must be senior capstone graduation requirements.

Students need the approval of their guidance counselor to enroll in a make-up course.

Students must earn a "C" or better in order to get credit from a make-up course. Any credits and/or hours accumulated in a non-promotion year will not be credited.

POLICY ON THE FAILURE OF THE VOCATIONAL PROGRAM -- There is *no make-up* for vocational-technical program failures. If a student fails the vocational program for the year, he/she will not be promoted to the next grade level and will be reassigned to a different vocational program.

REQUIREMENTS FOR A VOCATIONAL CERTIFICATE -- Under provisions of Massachusetts General Laws, Chapter 74, this school is authorized to certify a student's successful completion of a distinctive vocational/technical education program fully approved by the Massachusetts Department of Education.

GRADING SYSTEM

PROGRESS REPORTS

At approximately the mid-point of each trimester, a progress report will be issued to the student and parents, indicating that the achievement of the student is above average, average or poor in each of the major subjects.

SEMESTER ELECTIVES

Semester Electives will have course grades issued at their completion (mid-year and end-of-year).

COURSE GRADES

Course grades shall be issued at the end of each trimester and a final grade will be issued at the conclusion of a course.

Quality Points for Q.P.A

Letter Grade	Numerical Range	College Prep.	Honors	A.P. & Pre-Engineering
A	95-100	4.0	4.5	5.0
A-	90-94	3.7	4.2	4.7
B+	87-89	3.3	3.8	4.3
B	83-86	3.0	3.5	4.0
B-	80-82	2.7	3.2	3.7
C+	77-79	2.3	2.8	3.3
C	73-76	2.0	2.5	3.0
C-	70-72	1.7	2.2	2.7
D+	67-69	1.3	1.8	2.3
D	65-66	1.0	1.5	2.0
F	64-0	0	0	0

COMMENTS -- On all term report cards, teachers may comment on student performance in their classes. Comments are intended to give students and parents/ guardians additional information of an evaluative nature.

INCOMPLETE GRADES -- Students who, with good cause, have been unable to complete the necessary work for a grade will receive an "incomplete". If such work is not made up satisfactorily within ten (10) school days of the receipt of the distribution of the report card in homeroom, the missing work is given a grade of zero (0) and a final grade for the term is computed on that basis. It will not always result in an F. It might bring a B down to a D for instance.

MAKE-UP WORK -- Homework, classwork and tests missed because of absences or suspensions must be made up within two (2) weeks of the student's return to school. It is the student's responsibility to contact his/ her teachers about work missed during an absence. Late buses are provided for students who must stay after school for extra help, make-up work, or extracurricular activities. Arrangements for extension of this time may be granted in case of prolonged illness.

HOMEWORK POLICY-- The administrative and teaching staff of Assabet Valley Regional Technical

High School believes that homework is an integral part of a student's high school education. Homework not only teaches the student self-reliance, but also develops study skills and the ability to organize and follow direction. Further, because it is impossible to impart all the knowledge required by the curriculum during school hours, work done at home reinforces what the student has learned in school. Homework at Assabet Valley will be acknowledged and recorded by the teacher and will be counted as part of a student's grade. Each teacher will determine the frequency and the amount of homework assigned in each subject matter area. Each student will be expected to complete homework assignments within the required time limits. Students may be required to complete academic homework during their technical week. In no circumstances will homework be assigned to a student as punishment for a school infraction.

MANDATORY HELP SESSIONS -- Students who are failing a course at the end of a term must attend extra help sessions. Teachers who believe a student is in danger of failing a course may require the student to attend help sessions after school and failure to comply will be treated as a disciplinary action.

HONOR ROLL -- At the conclusion of each trimester, the Principal's Office will issue an honor roll to be released for publication in area newspapers. Students qualified for Honor Roll will be listed alphabetically by class.

Qualifications as follows: Honor Roll - B- or better; High Honor Roll - B+ or better; Highest Honor Roll - all A's.

Final Exams – Final exams will be administered in June prior to the conclusion of the school year. Any student who maintains a 90% average for the school year in a core content subject could be exempt from the final exam. Students may be exempted from only two (2) of the four (4) core content final exams.

FRESHMAN EXPLORATORY PROGRAM -- Grade nine is an exploratory year in which students learn about themselves as well as the technical programs they explore. Students explore all technical programs during a mini-exploratory and they then choose their top six choices for an extended exploratory. They discover their personal strengths and interests, and compare these with the work skills and requirements of six (6) career areas.

All students have the opportunity to explore at least their first three choices. Other exploratories may be assigned by the school and students are encouraged to consider training in any program, which matches their aptitudes, interests, and goals, without regard to traditional stereotypes.

The exploratory program helps students to make informed vocational choices by December for a permanent shop assignment, which usually begins in January. Most students qualify for a career program in which they have an interest.

Instructors use the following grading guidelines:

Grade A: The student shows interest and outstanding ability and potential by comparison to all students who explore the area. The student consistently performs tasks to the satisfaction of the instructional staff.

Grade B: The student shows interest, better than average ability and potential by comparison to all students who explore the area. The student almost always performs tasks to the satisfaction of the instructional staff.

Grade C: The student does not meet the qualifications listed in “A” and “B” above in comparison to all students who explore the area. The student usually performs shop tasks to the satisfaction of the instructional staff.

Grade D: The student lacks demonstrated ability to perform the basic shop tasks required in a given shop area and shows limited potential for employment in the vocational/technical area at this time.

Grade F: The student shows no desire, willingness, or ability to perform the required shop tasks, and little employment potential in the vocational/technical area is evident.

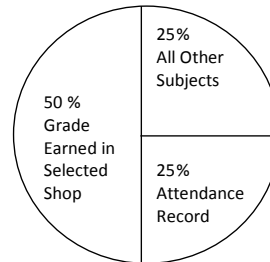
SELECTION of a CAREER MAJOR -- Prerequisite: A student must earn a “C” or better in a shop exploratory in order to qualify for acceptance into that shop at the end of the Exploratory Program.

Procedure: Students indicate their first, second, and third choices for shop placement. They are ranked for assignment to their choices based upon the following factors: 1. Grade earned in the shop of choice, as evaluated by the shop teachers

2. Grade average in all subjects and exploratories
3. Attendance record

It is important that all parents/guardians and students understand that because each shop is limited in the number of students it can take, admission to some shops can be competitive. Some students may be offered assignment to a shop which is not their first choice. To be sure that each student has a chance to compete on the same basis for the shop of his/her choice, we evaluate the factors listed above.

Grade average in all subjects and exploratories (25%) and attendance (25%) and shop performance in the shop of choice (50%).



For purposes of Selection of a Career Major, students who miss school for more than three (3) days in a row due to illness and who provide the Nurse’s Office with a physician’s note will not be unduly penalized. Students who are absent from school because of a religious day and who provide the Dean’s Office with a parental note in advance of that date of absence will not be penalized.

STUDENT SERVICES

GUIDANCE -- The Assabet Valley School Counseling Department will engage and challenge students to meet the demands of the 21st century workforce by developing emotional and social well-being, building skills for career and college readiness, and encouraging students to reach their full potential. This is achieved through individual/group counseling, workshops, classroom activities, consultation and collaboration with staff, parents and community partners.

HOW TO MAKE USE OF GUIDANCE SERVICES -- Counselors and other guidance personnel will call upon you individually concerning certain matters, which pertain to you. In addition, they will meet with you in groups of various sizes from 5 or 6 students, to one classroom at a time, or even to a whole class meeting when there is information you need to know. You should feel free to contact your counselor when you have any need for assistance. You may make an appointment to meet with your counselor in one of several ways:

1. Drop in to the Guidance Office before school, between classes, or after school and fill out an appointment request form.
2. Fill out an appointment request form available from your homeroom teacher. It can be forwarded to Guidance through the homeroom teacher.

Since all counseling appointments occur during classroom or shop time, you must be sure to report to your classroom or shop first, to show your appointment slip to your teacher before going to your guidance appointment.

POST -SECONDARY PLANNING -- All students participate in post-secondary planning activities annually. Counselors meet with students individually to review post-graduation plans and course selections to keep them on target to reach their goals. The guidance department has developed a curriculum to expose students to Career, College and Military pathways. Students will be invited to attend a broad range of activities including testing, assessments, workshops and field trips.

RECRUITER POLICY -- One of the goals of the Guidance Department is to introduce students to a variety of career pathways and options. With this said the students are on a tight and demanding schedule and their time on learning is critical to success.

We welcome college and military recruiters to meet with students during both lunch periods (10:49-11:19 a.m. & 12:00 a.m. -12:30 p.m.) once per term. Meeting with students during school hours is strictly prohibited unless a staff member has invited you into their classroom or technical program. To reserve a lunch period, please contact the guidance secretary via e-mail or phone.

Please Note: Anytime a recruiter visits the school for any reason, they must check in with the front desk and then sign in with the Guidance Department.

GROUP COUNSELING -- Students may see an adjustment counselor on an individual basis and/or for group counseling support. There are a variety of social skills and support groups provided by the adjustment counseling staff. Students who would benefit from individual services and/or group meetings with peers can be referred by their guidance counselor, school nurse, through their TEAM or by an administrator.

MENTOR TEACHERS -- When extra contact and a supportive relationship will help a student to be successful, faculty and staff members volunteer to mentor individual students. Mentors speak with a student's teachers and family on a regular basis, and help students to focus on behaviors that lead to success. Referrals are made through the Assabet Valley Student Support Team

TRANSPORTATION -- Each student will have access to school provided bus transportation. These buses are under the regulation and control of school officials. Buses will pick up and discharge students only at designated pick up points according to a published schedule. Schedules are available on the website or can be obtained by contacting the guidance office.

Late buses will leave at 4:00 p.m. or 4:15 p.m. on Tuesdays, Wednesdays and Thursdays. Students must sign up for the Late Bus during homeroom. Additional buses will be provided for students involved with sports teams. Sports buses will stop at a limited number of designated points within each of the communities.

Students being transported in school vans or other vehicles of less than eight (8) passengers must use seat belts where available.

HEALTH SERVICES

1. The services of a registered nurse are available to any student in the case of sudden illness or accident. First aid will be administered and the parent or guardian will be notified immediately. In the event of a serious injury or extreme medical emergency, the student will be transported via ambulance to Marlboro Hospital and parents will be notified immediately.
2. First aid is immediate temporary care, which excludes the administration of medication.
3. The nurse is not required to treat illness or accidents that happen outside the school jurisdiction.
4. Health services will also include annual screenings for vision, hearing and BMI (Body Mass Index) to assist students in maintaining good health. According to the Massachusetts Department of Public Health Regulation 105 CMR 200.500 every student in grade 10 will have a Body Mass Index Screening (measurement of height and weight) by the Physical Education Department/School Nurse. Parents and Guardians may waive their child's BMI Screening at school by submitting a written request.
 - A. Physical examinations by a physician are the responsibility of the parent/guardian.
 - B. Physical exams are required in grade 10 and prior to participation in athletics on an annual basis.
5. Students who must have medication administered during the school day are required to do so under the supervision and assistance of the school nurse and with the written prescription of a physician. All prescription and non-prescription medications will be kept under the control of the school nurse in the Health Office. Medications are to be delivered to the school by the parent or guardian. Medication must be in the labeled bottle from the pharmacy.
6. When a student repeatedly fails to report for scheduled medication, the School Nurse will forward a discipline report to the Assistant Principal's Office. When a student consistently fails to report for scheduled medication, a parent will be required to attend a meeting to determine a resolution.
7. Communication between the parent or guardian and the school nurse relative to any health problems concerning the student is encouraged and welcomed. A student's medical problem, which could affect his/her performance, safety, or general wellbeing during school hours, should be brought to the attention of the school nurse.

AFTERNOON SESSIONS -- Three afternoons a week will be set aside for make-up work or extra help. Students who desire help should take advantage of this opportunity and make the required arrangements

with their instructors. Buses leave at 4:00 p.m. or 4:15 p.m. on Tuesdays, Wednesdays, and Thursdays for those students seeking extra help.

Students must sign up for the 4:00 p.m. bus routes with their first period teacher on the morning of the day they are remaining for extra help.

TUTORING -- When a student is unable to attend school for ten (10) days or more due to an accident or prolonged illness, the parent or guardian may request home tutoring by calling the guidance counselor. A doctor's certificate and communication with the school nurse shall be required where appropriate.

ENGLISH LANGUAGE LEARNER AND BILINGUAL ASSISTANCE

English Language Learner and Bilingual Services

Support services including ELL English class, an academic support elective, and translation are available for students whose primary language is not English. Assabet teachers receive professional development designed to assist them in delivering the curriculum to English language learners. Students are tested to determine their need for support services and parents are notified of test results. Parents have the opportunity to accept or not accept the proposed measures.

Serviços para aprendizados da língua inglesa (ELLs) e bilingues

Portuguese:

Serviços de apoio incluindo classe de inglês como segunda língua (ELL English), classe de apoio acadêmico, tradução e interpretação, estão disponíveis para estudantes cuja língua mãe não é Inglês. Os/as professores/as da Assabet recebem desenvolvimento profissional com instrução específica para ensino do currículo a aprendizados de inglês. Os estudantes são avaliados para determinar a sua necessidade de serviços de apoio. Os Pais são notificados sobre os resultados e têm a oportunidade de aceitar ou não as medidas propostas.

Spanish:

Servicios para Principiantes de lengua inglesa (ELLs) y bilingües

Servicios de ayuda incluyendo una clase de ingles como segunda lengua (ELL English), clase de apoyo académico, traducción y interpretación están disponibles para estudiantes cuya lengua materna no es el inglés. Los/as profesores/as de Assabet reciben desarrollo profesional diseñado para asistirles a enseñar el aprendizaje a principiantes de lengua inglesa. Los estudiantes son evaluados para determinar su necesidad de apoyo y sus padres son avisados de los resultados de la evaluación. Los Padres tienen la oportunidad de aceptar o no los resultados.

LIBRARY-MULTI MEDIA CENTER -- Students are encouraged to use the Library-Multi Media Center for school assignments and personal educational pursuits and enjoyment. The library center is open from 7:45 AM until 3:45 PM every day except Mondays and Fridays when the library closes at 2:45 PM. Every Tuesday, Wednesday and Thursday, between 2:45-3:45 homework coaches also work in the library with

any student who needs help with their assignments. Computers are available for student use in the Library research center. Students always have access to the Library Center's resources.

All books and materials taken from the library must be properly checked out at the library desk. Books may be checked out for three (3) weeks. Removal from the library of any books or materials without checking out will result in disciplinary action.

INTERNET ACCEPTABLE ON-LINE BEHAVIOR

Assabet Valley Regional Vocational High School Technology Acceptable Use Policy - Students

Assabet Valley Regional Vocational High School recognizes that knowledgeable use of computer technology is an increasingly important skill in every aspect of modern day society. In order for the school district to provide network and Internet service to all students, the district is obligated to have an Acceptable Use Policy and a contract form signed by each student and his/her parent/guardian (unless the student is 18 years of age or older) agreeing to comply with the school district's policy. Once this form has been signed and returned, a standard password will be issued to the student. On the first log-in, the student will create their personal password. Any student who uses school computers for unethical, illegal or mischievous purposes will be referred to the school's administrators for disciplinary action, and/or possible cancellation of computer privileges. The Principal or his/her designee may deny or suspend computer privileges at any time. The use of the district's computers is a privilege, not a right. All students are expected to exercise this privilege in a manner consistent with the educational objectives of the district.

All students must be accompanied by a supervising teacher, administrator, or other adult school staff member when accessing district computer equipment. No student is allowed to access district computer equipment when no supervising adult is present.

Access to the Acceptable Use Policy on the website is found at www.assabettech.com/page.php?p=aup

RIGHT OF ACCESS AND REVIEW -- Students should have no expectation of privacy, (this includes your password), using district computer resources or other equipment connected to the district's equipment. This includes material stored using removable media such as floppy disks, writeable CD-ROMs, and flash drives, MP3 Players, as well, as non-removable media. The school retains the right to access, review, edit, delete, and confiscate all user files. School officials reserve the right to monitor all uses of district's resources.

The Administrators may suspend specific user access at any time pending review of circumstances by the Principal, or his/her designee.

ACCOUNT USER ID AND PASSWORD -- Each user upon first login will create a personal password, which the user is encouraged to change on a regular basis. No account, username or password,

may be transferred or shared with anyone else. Each user is responsible for all activity conducted under their respective account or username. No user may attempt to access another user's account. Passwords must be safeguarded at all times. Users are to access only those applications and files they are assigned and store files only on network space designated for the individual's storage.

- Log off network whenever finished with the computer.
- Respect commonly accepted Internet Etiquette and Safety that include but are not limited to: Be Polite, Use Appropriate Language, and do not use the network in such a way that would disrupt the use of the network by others.

Attempts to login as a system administrator or illegally accessing or hacking into a network resource will result in cancellation of user privileges. Snooping, probing, or breaking into a restricted network resource, such as student data records, financial records, medical records are unlawful. Users caught in any such activity will face administrative action, suspension, expulsion, and/or legal action.

STUDENT TECHNOLOGY ACCEPTABLE USE POLICY (AUP) GUIDELINE AGREEMENT FORM

Explanation of Guidelines -- The Assabet Valley Regional School District provides students access to its computer network and the internet for educational purposes only. If a student has doubts regarding whether a resource has educational merit, he/she should ask a staff member.

In order for the Assabet Valley Regional School District to supervise student use of the computer network and the internet, the Acceptable Use Guidelines must be read and the Student Handbook must be signed by all students who want to have access to educational resources. Signing the Student Handbook indicates that the student and parent/guardian have read and understand the expectations of the Assabet Valley Regional School District.

Scope of Technology Policies -- Policies, guidelines and rules refer to all computing devices including, but not limited to computers, handhelds or PDAs, MP3 players, portable memory storage devices, calculators with interfacing capability, cell phones, smart phones, or ECDs (electronic communication devices), digital cameras, etc., as well as technology infrastructure, associated peripheral devices and/or software:

1. Owned by, leased by, and/or on loan to the Assabet Valley Regional School District
2. Owned by, leased by, and/or on loan to any third party engaged in providing services for the District
3. Any computing or telecommunication devices owned by, in the possession of or being used by district students and/or staff that are operated on the grounds of any district facility or connected to any equipment at any district facility by means of direct connection, telephone line or other common carrier or any type of connection including both hardwired, fiber, infrared and/or wireless

All Acceptable Use Policies also apply to any online service provided directly or indirectly by the district for student use, including but not limited to: Gmail; Calendar; and Docs (Google Apps for Education); iPads and iPad applications; Lynda. Com.; Study Island.com.; Moodle; etc.

Student Gmail Safety Measures – Assabet Valley Regional School District provides all students with a Google Apps account. That account gives students’ access to Gmail, Google Docs, Google Calendar and selected Google Apps for Education applications.

Because Google Apps provides email and collaboration abilities for students, it is critical that we provide appropriate safety measures for the proper use of these tools. This document covers the main safety measures we have in place.

Clear guidelines for use – We provide two documents that address use, misuse, and consequences related to the Google Apps tools (and all other technology services).

- Student Technology Acceptable Use Policy (AUP) – this document found within our Student Handbook covers how technology is and is not to be used in our educational setting. Parents and students both sign the Student Handbook to indicating that they have read and agree to the policies within the AUP. A copy of the AUP is also available on our website for reference
- Student Email Guidelines – This document is more specific concerning what is and is not allowed with email usage. This document is found within our Student Handbook and is also available on our website in written form.

Parents and students are encouraged to review these two documents as needed. They can be found on our website in the About AV Section at: <http://www.assabtech.com>

Limits on email senders and recipients – The Gmail accounts provided to our students are only for use within the school district. These accounts provide another way for students to communicate with their teachers, and for students to collaborate together on group projects. The following limits are set on email use:

- Assabet students can email other Assabet students, and all staff
- Assabet students cannot email anyone outside of the Assabet Valley Regional School District domain (unless on the rare occasion that certain email addresses are whitelisted by an administrator), or any of the district mailing lists (this also means student email cannot be forwarded to non-school personal accounts)
- Assabet students cannot receive email from outside of the domain (unless on the rare occasion that certain email addresses are whitelisted by an administrator)

Student Gmail Guidelines – Uses for student email:

Email can be a powerful communication tool for students to increase communication and collaboration.

- Students are encouraged to check their email at least once per day once they have been set-up within the domain
- Teachers may send email to their students to communicate reminders, course content, pose questions related to class work, and such
- Students may send email to their teachers with questions or comments regarding class
- Students may send email to other students to collaborate on group projects and assist with school classes

Student email permission – Our Gmail system controls who may send a message, and from whom they may be received .

- Assabet students may email other Assabet students, and all staff
- Assabet students may not email anyone outside of the Assabet Valley Regional School District domain (unless in the rare occasion that certain email addresses are whitelisted by an administrator), or any of the district mailing lists (this also means student email cannot be forwarded to non-school personal accounts)
- Assabet students cannot receive email from outside of the domain (unless in the rare occasion that certain email addresses are whitelisted by an administrator)

Students emails to staff -- Students are encouraged to email staff concerning school-related content and questions. However, there will be no requirement or expectation for staff to answer student email outside of their regular work day, although they certainly may if they choose. For example, an unanswered email to a teacher would not excuse a student from turning in an assignment

SOFTWARE COPYRIGHTS and INTELLECTUAL PROPERTY -- The Assabet Valley Regional Vocational School District does not condone the illegal duplication of software. The copyright law is clear. The copyright holder is given certain exclusive rights, including the right to make and distribute copies. Title 17 of the U.S. Code states, “It is illegal to make or distribute copies of copyrighted material without authorization” (Section 106).

All information posted on the internet, also called intellectual property, is considered copyrighted unless specifically stated otherwise. Refer to rules on citing references to avoid plagiarism charges.

WASTEFUL OR INAPPROPRIATE USE OF EDUCATIONAL RESOURCES -- These technical tools are valuable resources to be used for educational purposes only. All computer resources should be treated with utmost care and respect. Do not waste electronic storage space on frivolous files or programs. Game playing is often destructive to equipment. Therefore, games other than those provided by the school and approved by administration for educational use related to a particular course or school activity are prohibited.

VANDALISM -- Vandalism is defined as any malicious attempt to harm or destroy equipment or the data of another user or other networks that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses, attempts at gaining unauthorized access, or changing on-line materials without permission. Vandalism will result in cancellation of privileges, restitution and disciplinary action.

NETWORK SECURITY -- In an effort to protect district computer resources, Assabet Valley uses virus-scanning software. All computers in the Assabet Valley Regional Vocational School District that have access to the Internet are equipped with filtering software designed to identify and prohibit access to sites that educators believe contain inappropriate material for educational users. It is important to remember, however, that no system is perfect. Ultimately, all users must take responsibility for their own actions and take the necessary steps to safeguard themselves. Students should report any unintentional inappropriate Internet website accessed. Teachers are responsible for the supervision of all students’ use of

computers and access to the Internet. Students will be responsible for any activity on the computer during the time they are signed into the computer.

Only the school's technology staff, under the direction of the Computer Coordinator, shall perform the configuration and installation of computer equipment for use on the district network. This is true whether these devices are owned by the district or not, and anyone who attempts to connect equipment not authorized by the school's Technology Department to the school's network shall be liable for disciplinary and possible legal action. Any use of proxy servers will result in disciplinary action.

PENALTIES -- Penalties for violations of the Acceptable Use and/or the Code of Conduct may include suspension or termination of access to computer use, networks or the Internet. Should vandalism occur, the student responsible may be held accountable for the cost of damages, repairs, or necessary replacement. Additionally, if deemed appropriate, the rules and regulations set forth in the student handbook may also be applied.

Students and their parents/guardians should review this information and return the form located in the back of this handbook, appropriately signed, as soon as possible. Students will not have access to school computers until this form has been signed and returned, with no changes or modifications to the wording on the form.

Thank you for your cooperation in helping assure the responsible access and use of these very important services.

CAFETERIA -- The Assabet Valley Regional Technical High School serves nutritious breakfasts and lunches each day. Students are expected to use this area for lunch and to behave in an orderly manner. Students will return all trays and dishes to a specific area and are expected to pick up and deposit rubbish in containers, which will be available for this purpose. There is to be no running, excessive loud talking or fooling around during this time. Students may use the courtyard adjacent to the cafeteria at lunchtime.

Meal prices and menus are available on the District's website. Students are encouraged to pre-pay for meals/snacks and make payments periodically to their account.

Many students are eligible for a free/reduced lunch. Please contact the Guidance Office for the proper forms.

STUDENT OBLIGATIONS

The Assabet Valley School District assumes the responsibility of providing the greatest portion of the school expense involved in educating its high school and post-secondary students.

Students who, for substantiated reasons, cannot meet all or part of the required school expenses may request financial assistance through the Guidance Office.

Items to be purchased or supplied by high school students are as follows:

1. Students are required to purchase shop uniforms in some program areas for appearance or safety reasons. Students are expected to maintain their uniforms in a clean and presentable manner. The uniform requirements vary and a list will be provided for sophomore, junior and senior students in the following shops: Auto Collision Technology, Automotive Technology, Carpentry, Cosmetology, Culinary Arts, Design and Visual Communications; Electrical Wiring, Health Technologies, HVACR, Metal Fabrication, Painting and Design Technology, Plumbing, Precision Machining & Automated Manufacturing. Professional and/or State Licensing examination fees may be required.
2. Class Dues for all classes are \$25.00 until January 1st and \$30.00 after January 1st.
3. Safety and athletic shoes, where required (approximately \$35.00 to \$55.00).
4. Personal notebooks. These will remain the personal property of the individual upon completion of the subject.
5. All students will be issued safety glasses as required. If glasses are lost or damaged, there will be a charge of \$5.00.
6. Students are supplied all tools and equipment necessary to perform instructional tasks in their vocational program while in school. However, in order to accept an entry-level position in some vocational areas, the graduating student should have the basic hand tools. While not required, it is recommended that students accumulate basic tools from a recommended list in the following shops: Auto Collision Technology, Automotive Technology, Carpentry, Cosmetology, Culinary Arts, Design and Visual Communication, Electrical Wiring, Metal Fabrication, Painting and Design Technology, Plumbing, and Precision Machining and Automated Manufacturing.
9. USB flash drive.
10. Students that elect to participate in Advance Placement (AP) courses are required to pay for the AP Exam. This fee will be paid directly to the Business Office.

NOTICE TO ALL PHYSICAL EDUCATION STUDENTS AND PARENTS

There are inherent risks of injury in physical education activities and therefore, you can be injured during participation. As a result, Assabet Valley Technical High School and our staff implement a risk management program for our physical education programs.

We ask for your child's full cooperation in following the teacher's instructions regarding proper conduct, proper use of equipment and facilities, and the rules of a particular activity, as well as appropriate attire.

We look forward to your participation in a productive, enjoyable, and safe physical education program.

SCHOOL INSURANCE

According to Massachusetts law, all students must have health insurance.

The school district maintains limited medical and accident insurance for all students during school hours. This provides limited coverage for those expenses incurred beyond coverage maintained by the family. More extensive accident insurance is available at a cost for those who wish it. Applications for 24-hour coverage are available in the Director of Student's Office. All injuries sustained by a student must be reported to a staff member and/or the school nurse immediately.

The Assabet Valley Booster Club provides support for athletic and other school activities. Dues are \$10.00 per year.

POST-SECONDARY STUDENTS

All post-secondary students and students over 18 years of age are subject to the operational policies of this school.

Items to be purchased by Post-Secondary students are as follows:

1. \$200.00 Registration Fee (Non-Refundable) for in-district students, credited toward tuition of \$2,800.00.
2. All required textbooks, personal equipment and apparel.
3. Personal, health, and accident insurance.
4. Professional Practice Liability Insurance for practical nursing students.
5. Transportation for all assigned experiences at locations other than Assabet Valley Regional Technical High School.
6. Other such expenses which may be necessary to individual programs:
 - a) Pre-Admission Examination fees and testing administration costs for all "Class A" programs approved by the School Committee.
 - b) Medical and/or dental examination where required.
 - c) Usual classroom items, such as paper, pencils, notebooks, etc.
 - d) Graduation fees approved by the School Committee.
 - e) Professional and/or State Licensing Examination fees.

CO-CURRICULAR ACTIVITIES

Participation in co-curricular activities is a privilege that should be enjoyed by all students as a means of enriching their education. To ensure that the fullest enjoyment can come from these activities, Assabet Valley recognizes that it is responsible for the safety and welfare of all that participate. Therefore, no student will engage in any criminal activity.

Any Assabet Valley student in violation of the school's tobacco, drug or alcohol policy, who are members of any school athletic team, club, leadership organization, or musical co-curricular organization, will be subject to the penalties imposed by the M.I.A.A. as well as Assabet Valley's School District code.

Recognizing the varying degrees of severity, the type of misconduct and a student's previous record of conduct, each situation will be considered individually. The Principal working with the coach/advisor will determine appropriate consequences, which may include suspension for a period of time, or dismissal from the team/activity. In all cases, the student will have the right to due process.

Any guest who is taken to a school sponsored event such as a school dance, senior reception or other school related activity, must be under the age of twenty-one (21).

Throughout the school year, there may be times when Assabet Valley Regional Technical High School staff, the media, or other organizations, with the approval of the school principal, may take photographs of

students, audiotape/videotape students, or interview students for school-related stories in a way that would individually identify a specific student. Those photographs and/or audio/videotaped images or interviews may appear in district publications; in district video productions; on the district Web site; in the news media; or in other nonprofit, education-related organizations' publications. If you would prefer your student's image not be used, please notify Michele Nichols in the Guidance Office at mnichols@assabet.org, or 508-263-9626.

STUDENT ADVISORY COUNCIL -- It is hoped that the student body will elect a responsible and active Student Advisory Council. This council will be composed of nine (9) members, two from each high school class and one from the high school population at large.

Elections for 10th, 11th and 12th grade representatives will be held in the spring; for new freshmen the election will be held in the late fall. Members of the Regional Advisory Council will be elected during March. This group serves in an advisory capacity to the State Board of Education.

The General Laws of the Commonwealth mandate that the students of each secondary school within the Commonwealth elect one delegate and one alternate from its own body to the Regional Advisory Council. These representatives attend meetings of one of the eleven regional councils. Every Massachusetts high school must elect a delegate and an alternate to this group by March 15th of each year. It will be the responsibility of the Student Advisory Council, along with the Regional Advisory Council delegates to represent the students relative to the operation of the school, the program, and any matters affecting the students.

The Student Advisory Council and the representatives to the Regional Advisory Council will meet monthly with class representatives to discuss common concerns.

SCHOOL COUNCIL -- Five students, at least one male and one female, are annually elected to the School Improvement Council. This council develops a school improvement plan and annually reviews the STUDENT HANDBOOK. Elections are carried out in the fall.

CLUBS AND ORGANIZATIONS

The school sponsors a growing activity program. Students who wish to form additional clubs or organizations centered on their interest should contact the Dean of Students. Faculty advisors are available and each club or organization must have at least one advisor. Activity period will be held after school.

AFTER SCHOOL MUSIC -- Various instrumental and vocal groups can rehearse and take lessons with instructors on Tuesdays, Wednesdays, and Thursdays after school. This is offered to ALL students.

ART CLUB -- Meets twice a week during the year. Projects include drawing, painting, printmaking and advice on developing a portfolio for those whose interest may extend beyond high school. Field trips are scheduled twice a year.

AV SLIDERS -- A recreational club for skiers and snowboarders. We do a six-week package at Wachusett Mountain, along with day trips to northern New England. There has also been an occasional weekend trip to the mountains.

BUSINESS PROFESSIONALS OF AMERICA -- A national student organization for students preparing for careers in all aspects of business. The mission of the organization is to contribute to the preparation of a world-class work force through the advancement of leadership, citizenship, academic and technological skills.

DANCE TEAM -- Started by students who enjoy dancing and coming up with new choreography, the team meets twice a week all year long and includes students from all grade levels. Performances include the Fall Pep-Rally and halftime shows for the Girls Varsity Basketball Team.

DRAMA CLUB -- “To be or not to be” part of the AV Drama Club should be an easy question to answer - DO IT! Join us as we undertake the production of a major Broadway musical each year along with members of Chorus and Band. The season also includes trips to a variety of theater experiences, too.

FIRST -- The FIRST Robotics Competition challenges teams of young people and their mentors to solve a common problem in a six-week timeframe using a standard ‘kit of parts’ and common set of rules. Teams design and build robots from the parts and enter them in a series of competitions designed by engineering professionals. The competition has grown to include over 4,000 teams from across the country competing in regional events, and a National Championship Event. Students collaborate with teachers and engineers from corporate partners to apply math, science, communication, design, and manufacturing skills toward the development of a ‘real world’ product; a robot built to rigid constraints of time, materials, budget, and performance goals.

GAME CLUB -- The Game club is a place where kids of like interests in leisure games can meet after school twice per month and engage each other in conversation and competition. As part of the club, students are afforded the opportunity to play games in a controlled and monitored environment.

MATH CLUB -- The Assabet Valley Math Club is made up of students of various ability levels from all four grades. We compete, with 23 other area high schools, in the Worcester County Mathematics League. We also compete, with over 250 other schools, in the New England Mathematics League. Our Mathematicians are competitive and have proven themselves since 1982.

MEDIA CLUB -- The media club films academic, vocational, and social events that are held here at Assabet Valley. Students, through the use of new communications technologies, help document their educational experience.

MULTICULTURAL ADVISORY GROUP -The Multicultural Advisory Group is comprised of students who are eager to promote respect and appreciation for the diverse culture within our District. They do so by engaging in activities that address cultural differences, promote dialogue to respond in a positive way to such differences which in turn, creates a sense of belonging within our student body.

NATIONAL HONOR SOCIETY -- The Assabet Valley Chapter of the National Honor Society of Secondary Schools was established in 1974. Selection to the National Honor Society is governed by such standards as scholarship, character, leadership, and service.

PEER LEADERSHIP -- Peer leadership is a training program for interested students in group leadership skills, communications and tutoring. Duties of a Peer Leader include presentations in ninth grade health education classes, lessons on drug and alcohol prevention to middle school students, orientation of ninth graders in Assabet Valley, organization and implementation of school wide programs dealing with dating violence, drinking and driving, tobacco prevention and Daffodil Days. In order to participate in the Assabet Valley Peer Leadership Program, a student must be responsible, reliable, maintain good grades and be committed to helping others.

SkillsUSA -- SkillsUSA is a national student organization whose purpose is reflected in its motto:

“PREPARING FOR LEADERSHIP IN THE WORLD OF WORK”

For many years students from Assabet Valley have taken advantage of this exceptional program to improve their technical skills through competition with students from other vocational/technical schools throughout Massachusetts and the country. Each year Assabet Valley has seen its students crowned as district, state or national champions in skill and leadership contests such as: Major Appliance Repair, Industrial Motor Control, Residential Wiring, Basic Health Care, Health Occupations Professional Portfolio, Collision Repair Technology, Job Skills Demonstration, Cabinetmaking, Principles of Technology, Practical Nursing, First-Aid/CPR and more. Students from Assabet have served as members of the State Officer Team that help direct the course of Massachusetts’ annual program. Other students have been responsible for the state design of our annual trading pin. All these awards are a direct result of the superb technical and academic preparation that our students receive every day.

In addition to honing their skills, Assabet Valley students are a part of the community. Community service projects and fund-raisers for charitable groups are a small part of their mission. SkillsUSA students are recognized by labor and industry as students who take pride in their work, as students who present themselves professionally, and as students who are mindful that a job well done is its own reward.

STUDENT PUBLICATION – A school newspaper and yearbook are currently published by students and advisors. Interested students are encouraged to join the staff of these worthwhile projects.

TAD (Tolerance Acceptance and Diversity) GAY STRAIGHT ALLIANCE (GSA)

The philosophy of TAD is to heighten awareness of rights and issues pertaining to the gay, lesbian, bisexual, and transgendered population, as well as to promote tolerance and safety within the school building and to continually develop and maintain a safe school environment for all.

TOADS (Teens Organized Against Drugs) -- TOADS is a support group for those students who are drug free. Entrance into this organization is by invitation of existing members or by the Advisors. A student must be drug free for at least three months to be eligible. This organization is dedicated to civic-minded and service-oriented activities.

CLASS ACTIVITIES -- Students are encouraged to actively participate in class activities. A social calendar is developed each year by class advisors for the Dean of Students' Office.

CLASS OFFICERS -- Students seeking elective offices must demonstrate good school citizenship and be passing all their courses. **ALL ELECTIONS FOR CLASS OFFICERS WILL BE HELD IN OCTOBER.**

ATHLETIC PROGRAMS -- Assabet Valley runs a complete athletic program under the governance of the rules of the Massachusetts Interscholastic Athletic Association and rules established by the Assabet Valley Athletic Staff. Any student desiring to participate in athletics will make a team appropriate to their level of skill development and/or age, and grade level. This level of development will be determined by the coaches. A student/ athlete will be placed on a varsity, junior varsity, freshmen, or developmental team.

The placement of an athlete on a team does not guarantee her/him any amount of playing time. This will be determined by each coach depending on such items as attitude of the athlete, obeying school and team participation rules, effort put forth at all times by the athlete, attendance at and effort put forth in all practices, game conditions, etc.

In return for this guarantee of participation each student must adhere to the Assabet Valley's eligibility standards – no more than two (2) class failures in the marking period prior to the sports season.

Eligibility for the fall season is based on the final grade for the preceding year. Students may become eligible by successful completion of summer school. Assabet Valley has a no cut athletic program.

Any athlete receiving a failing grade on the Progress Report during his/her season, is required to go to extra help sessions with that teacher before attending practice until the student receives a passing grade. Any extenuating circumstances will be reviewed by the Principal. **NOTE:** A mark of incomplete does not assure the subject has been passed satisfactorily and is, therefore, not creditable toward the pupil's eligibility; credit for this subject cannot be allowed as long as the work is incomplete.

We offer an interscholastic and intramural program consisting of the following teams and individual sports:

Interscholastic

FALL: Varsity, JV, Freshmen Football
Varsity and JV Soccer
Field Hockey
Cheerleading
Cross-Country
Golf
Volleyball--Girls

Intramural

Weightlifting

WINTER: Varsity JV, Freshmen Basketball,
Cheerleading,
Varsity and JV Ice Hockey
Bowling

Weightlifting

Wrestling

SPRING: Varsity, JV, & Freshmen Baseball
 Varsity & JV Softball
 Track & Field
 Lacrosse
 Volleyball—Boys & Girls

Tennis

The intramural program is offered for both male and female students. The most pertinent rules and regulations will be given to each athlete at the start of each sports season.

CONCUSSION POLICY

In recent years, there has been significant research done and legislation passed regarding concussion management. As a result, Assabet Valley Regional Technical High School has established a concussion management protocol to provide information about concussions to our coaching staff and other school personnel. This protocol outlines procedures for managing head injuries and the policy for return to play after a concussion.

Assabet Valley seeks to provide a safe return to activity for all athletes after an injury, particularly after a concussion. In order to ensure the best protocol, the guidelines set by the National Federation of State High School Associations (NFHS)¹ and Massachusetts Interscholastic Athletic Association (MIAA)² were used as well as the *“National Athletic Trainers’ Association Position Statement: Management of Sport-Related Concussion”*³ (referred to in this document as the NATA Statement), the *“Summary and Agreement Statement of the 2nd International Conference on Concussion in Sport, Prague 2004”*⁴, and *“Consensus Statement on Concussion in Sport: the 3rd International Conference on Concussion in Sport held in Zurich, November 2008”*⁵.

This protocol will be reviewed on a yearly basis and updated as necessary. All athletic department staff will attend a yearly in-service meeting in which procedures for managing sports-related concussion are discussed.

Contents:

- I. Concussion Education
- II. Recognition of concussion (signs and symptoms)
- III. Management and referral guidelines for all staff
- IV. Procedures for the Certified Athletic Trainer (ATC)
- V. Guidelines and procedures for coaches
- VI. Follow-up care during the school day
- VII. Return to play procedures VIII. Multiple

I. Concussion Education

Based on the law passed by the state of Massachusetts (Chapter 111, Section 223), the following are **required** to participate in a mandatory sports head injury and concussion awareness program:

- Coaches
- Athletic Trainers
- Parent volunteers for any extracurricular athletic activity
- Physicians employed by the school or who volunteer for any extracurricular athletic activity
- School nurses or nurses who volunteer for any extracurricular athletic activity
- Athletic Directors
- School marching band directors
- Parents or legal guardians of children who participate in any extracurricular athletic activity

This testing is required only once per academic year. The testing for parents is available on the Center for Disease Control and Prevention (CDC) website at www.cdc.gov/concussion. The certificate **must** be printed and turned in to the Athletic Director or Athletic Trainer and will be kept in each student-athletes file. ****Athletes will NOT be able to participate in their sport until the certificate is turned in****

The testing for coaches is available on the NFHS website at <http://www.nfhslearn.com/electiveDetail.aspx?courseID=15000>. The MIAA will receive notification of completion and the printed certificates will be kept on file with the Athletic Director.

Coaches and parents will be required to attend their respective meeting with the Athletic Director and Athletic Trainer to review policies and protocol for concussion as well as view the “Heads Up: Concussion in High School Sports” video provided to the school by the Center for Disease Control and Prevention. An alternate video may also be shown depending on current research.

Every season athletes will attend a concussion lecture given by the Athletic Director and Athletic Trainer where they will learn the signs and symptoms and treatment of concussions and view the “Heads Up” video.

SCHOLARSHIPS AND AWARDS -- Each year an assembly is held for the purpose of honoring students for superior vocational/academic achievement. Service clubs, local industries and other groups honor Assabet Valley graduates. Awards are also given to seniors in memory of former classmates, teachers, or individuals who have been associated with the school in some way. Some awards are monetary; others are in the form of scholarships for further education. Students can obtain scholarship and award information and applications from the Guidance Department. A current listing of the scholarships and awards available through the school is posted on the school website as they become available.

Ninth, tenth, eleventh and twelfth grade students whose grade point average is 3.50 or better are awarded Academic/Vocational Achievement letters and pins in subsequent years.

COOPERATIVE AND PLACEMENT PROGRAMS

The Cooperative Program will function on an alternating week basis. This work based program is open for all senior students who meet and maintain the eligibility requirements. In order to be considered for cooperative placement a student must be a minimum of sixteen (16) years of age and have successfully completed a minimum of five successive trimesters in the program the student is currently enrolled in. Under no circumstance may cooperative placement begin before the middle of second trimester of junior

year. Students wishing to apply for cooperative placement will complete an application procedure through the Cooperative Office. The Supervisor of Cooperative Placement will assist the student in the application process. Students must complete a ten (10) hour safety training and certification program. (i.e. OSHA, Career Safe).

Placement FAQs -- The cooperative placement position job must be in the career-technical area studied. The cooperative office is a source of possible placements currently available; students are also encouraged to seek out local employers. Before employment begins, the position will be evaluated to ensure a viable learning experience. An eligible student **MUST** have a minimum shop grade of a "B-" as well as their shop instructor's recommendation for placement.

Academic Requirements -- A student **MUST** have a minimum academic grade of "C" in all subjects to be considered eligible for cooperative placement. Grades will be reviewed at all marking terms. In the fall of the senior year, prior to midterm reporting, junior final average grades are reviewed for eligibility. A senior student, who is ineligible for co-op because of junior year final grades, may apply at the first trimester's mid-term report if all requirements are currently met. A student should also have met all MCAS requirements.

Attendance Requirements -- Students must meet or exceed Assabet Valley's attendance policy requirements prior to and during Cooperative Employment placement. **Students on co-op MUST NOTIFY the Cooperative Employer and the Attendance Clerk (ext. 2677 or 0) whenever absent from work.** Failure to maintain attendance standards will jeopardize placement.

Attendance Note: Students may apply for a waiver of attendance if absences total more than the maximum allowance due to illness or other uncontrollable circumstances. Students wishing to apply for the waiver must start the process with the Supervisor of Co-op.

Employment Requirements -- Students **MUST** reflect an attitude and degree of maturity that is a credit to themselves and to Assabet Valley Regional Technical High School. A student's cooperative position may be ended for any infraction of school rules. Please take into consideration that the willingness of employers to hire Assabet Valley students on co-op depends on your performance and your acceptance of responsibility on the job. Don't let the school and future students down.

FOLLOW-UP -- In order to maintain evaluation on the effectiveness of our programs and greater service to our students, graduates are contacted periodically for current status data. Job placement opportunities are available through the school to graduates seeking employment or changes in employment. Graduates are encouraged to share their employment needs or potential job placement leads with Assabet Valley.

STUDENT RECORDS

NOTIFICATION REGARDING STUDENT RECORDS

The Massachusetts Department of Education has written regulations about student records, revised in 2002, and a complete copy may be obtained in the Guidance Office.

The student record has two parts: the transcript and the temporary record.

The transcript includes student name, address, date of birth, and phone number; parent/guardian name, address and phone number; course titles, grades, credits, grade level and year of completion. The transcript must be maintained for 60 years.

The temporary record includes other information maintained in the Guidance Office and other school offices. The information in the temporary record shall be of importance to the educational process. This may include standardized test results, Special Education records, health and discipline records, and evaluation by teachers, counselors and other school staff. The temporary record is destroyed in the summer, one year after graduation or transfer.

Custodial parents and students have clear rights to inspect the entire body of the student record within ten days of request, and copies may be provided for a reasonable fee. Student or parent may request that a school professional interpret the student record, or they may authorize a third party to review the record with a signed release to do so. In addition, the student or parent may request, in writing to the principal, the addition to, deletion from or amendment of information contained in the record, and there are provisions for appeal of the principal's decision in these matters. The student record is maintained in privacy and security. Authorized school personnel have access to the record, but a log is maintained documenting release of any part of the record to a third party.

Students and parents are hereby notified of the possible release of student record information, without their written consent, as provided in the Massachusetts Student Record Regulations:

- A. Directory information such as student name, city/town of residence, academic and vocational program, activities, honors, degrees and future plans
- B. Subpoenaed information by court order
- C. Requested information by Division of Social Services, Division of Youth Services, Probation or Courts
- D. Information to police or agencies protecting health and safety
- E. Audit and evaluation information for federal, state and local education officials.
- F. Student record requests occurring after law enforcement reports a student as missing
- G. Health records to local, state and school health personnel
- H. Complete school record including discipline to authorize school personnel when student seeks or intends to transfer

Under the No Child Left Behind law, branches of the U.S. Military may receive student directory lists including names, addresses and telephone numbers of students in all grades 9 through 12, unless the student or a parent/guardian informs the school that they do not want this information provided. Assabet Valley may be requested to provide the names, addresses and telephone numbers of high school students to military recruiters, colleges and other groups. If you would prefer your student's information not be released, please notify Michele Nichols in the Guidance Office at mnichols@assabet.org, or 508-2639626.

NON-CUSTODIAL PARENTS Ref. M.G.L c. 71, s 34 H

If non-custodial parent/guardian is requesting to receive notifications and/or records for the student named on page 1, the following process must be followed annually:

1. In order to obtain access to the student's records, the non-custodial parent must submit a written request to the building Principal.
2. Upon receipt of the request, the Principal will send a reply letter to the non-custodial parent explaining the process required to grant access to notices and records.
3. The Principal will concurrently provide written notice by certified and first class mail, in English and the primary language of the custodial parent, informing them of the request by the non-custodial parent.
4. If custodial parent has a legal reason (accompanied by a copy of a court order) as to why the non-custodial parent should not have access to these notices or records, the custodial parent/guardian must provide this documentation to the Principal within twenty-one (21) days from the date of the letter.
5. If documentation restricting the non-custodial parent's access to student notices/records is delivered to the Principal with this twenty-one (21) day period, the Principal will notify the noncustodial parent of the restricted status and provide copies of document(s) upon request or
6. If documentation restricting the non-custodial parent from receiving student notices/records does not exist or is not received within this twenty-one (21) day period, the non-custodial parent has the right to notices and records of that student. The school must delete the address and telephone number of the student and custodial parent from all student records prior to delivering them to the non-custodial parent.
7. Non-custodial parents must renew their request annually to the Principal in order to have continued access to the student notices and/or records.

Please remember that a non-custodial parent/guardian is eligible to obtain access to the student's record unless:

1. The parent/guardian's access to the child is currently prohibited by a temporary or permanent protective order, except where the protective order, or any subsequent order which modifies the protective order, specifically allows access to the information or
2. The parent has been denied visitation or,
3. Based on a threat to the safety of the child, is currently denied legal custody of the child or
4. Is currently ordered to supervised visitation, and the threat is specifically noted in the order pertaining to custody or supervised visitation.

All of these restrictions require written documentation and/or court orders to enforce.

YOUR RIGHTS TO AN EQUAL EDUCATION

Discrimination can take many forms. It exists in any policy or practice which prevents or discourages students from participating in any school activity due to their race, color, sex, religion, national origin, disability, handicap, or sexual orientation. If you are attending a public school, even if you are not an American citizen, you are granted the same rights as all other students there. There are several laws which prohibit discrimination in education. They are: The Massachusetts State Constitution, Chapter 622 of the Acts of 1971 (a state law), Title IX of the Education Amendments of 1972 (a federal law), Title II of the Americans with Disability Act (a federal law), Title VI of the Civil Rights Acts of 1964 (a federal law), and Section 504 of the Rehabilitation Acts of 1973 (a federal law). Chapter 622 regulations specify the

responsibilities of schools for ensuring equal rights. Some of your rights under Chapter 622 are given below.

1. **ADMISSION AND SEPARATE COURSES** -- Your school may not discriminate in admitting students and may not assign students to different or separate courses or activities on the basis of sex, race, color, religion, national origin, handicap, sexual orientation, or gender identity. The regulations cover all extracurricular activities such as student government, language clubs, drama clubs, etc. They also cover interscholastic and intramural athletic activities. The only exception to the regulation is that a school may establish separate male and female teams for interscholastic competition in a particular sport, provided that both teams are granted equal instruction, training, coaching, access to facilities, equipment, and opportunities to practice and compete, and that funds for athletics are fairly distributed. If a school offers only an interscholastic team in a particular sport, such as field hockey, soccer or football, students of both sexes must be allowed to try out for the team.
2. **GUIDANCE AND COUNSELING: TRACKING** -- According to Chapter 622, your guidance counselor must inform you about all educational and career opportunities without regard to of sex, race, color, religion, national origin, handicap, sexual orientation, or gender identity. For instance he or she may not advise girls to be nurses rather than doctors because of their sex. Remember that your guidance counselor is an advisor and may not limit what you do after high school. Your school may not channel or “track” students into certain programs or classes. For instance, it may not push minority students into “general” programs and away from “college prep” programs on the basis of race, nor may it make decisions on the basis of discriminatory tests that are unfair to students from minority cultures.
3. **ACCESSIBILITY OF THE FACILITY** -- Every new school building, as well as every addition to existing buildings must be planned to insure equal educational opportunities for all students. The facilities must be equally available without regard to the race, color, sex, religion, national origin, handicap, sexual orientation, or gender identity.
4. **DISCIPLINE** -- Your school cannot punish one student more severely than another based on race, color, sex, religion, national origin, handicap, sexual orientation, or gender identity.

EVALUATION FOR SPECIAL EDUCATION ELIGIBILITY

Any student who is experiencing difficulty in school may be referred by the parent/guardian or any other person in a caregiving or professional position concerned with that student’s development for a Special Education Evaluation. When a referral for special education is made, a group of educational professionals who are members of the Individualized Education Program (IEP) Team conduct evaluations to determine whether the student is eligible for special education services under state and federal law. If special education services are required, the members of the IEP Team develop an Individual Education Program (IEP). Parental permission is necessary for all IEP Team evaluations and Individual Education Programs are implemented only with parental approval.

If you have any questions regarding your child's school progress or a suspected special education issue, please contact your child's teacher(s). If you have questions regarding the special education referral process, please call the Special Services Coordinator at (508) 485-9430, extension 1426.

STUDENT SUPPORT TEAM PROBLEM SOLVING PROCESS.

The Student Support Team is a multidisciplinary, student-centered team of professionals helping students to succeed and reach their full potential. This model promotes a collegial approach in which teachers work together to solve students problems by sharing information and employing research-based intervention strategies in mainstream academic and technical learning environments. The district curriculum accommodation plan itemizes many of these strategies.

The Student Support Team meets on a monthly basis to consider individual student difficulties and the results of teacher-implemented interventions on student performance. Support Team members are available for teacher support and consultation as well as student observation.

EVALUATION FOR ACCOMMODATIONS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 identifies as handicapped, school-age children who (1) have or (2) have had a physical or mental impairment which substantially limits a major life activity, or (3) are regarded as being handicapped. These activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself and performing manual tasks. The handicapped condition need only significantly restrict one major life activity in order for the student to be eligible.

If the district has reason to believe that, because of a handicap as defined under Section 504, a student needs either special accommodations or related services in the regular setting in order to participate in the school program, the district must evaluate the student and, if the student is determined to be handicapped under Section 504, develop and implement a plan to deliver needed services.

Referrals for eligibility may be made by a parent, teacher, counselor, nurse, or other school personnel knowledgeable about the student. Referrals may be made to the Director of Pupil Personnel Services, (508)483-9430.

McKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT

Members of the public and the Assabet Valley Regional Vocational School District are hereby informed of the provisions of an act to ensure that homeless children and youth have equal access to the same free, appropriate public education as provided to other children and youth. Assabet Valley has designated a staff person to serve as the Homeless Education Liaison, whose role is to assist homeless children to enroll in school and to receive the educational services for which they are eligible, and to ensure that homeless youth participate fully in the opportunities at Assabet without segregation or stigmatization.

DEFINITION -- The homeless population consists of preschoolers, children and youth who lack a fixed, regular and adequate nighttime residence, including those who are:

- Sharing the housing of other persons due to loss of housing or economic hardship
- Living in motels, hotels, trailer parks or camp grounds due to lack of alternatives
- Living in publicly or privately operated emergency or transitional shelters
- Living in places not designed for the sleeping accommodation of human beings
- Living in cars, parks, public spaces, abandoned buildings, substandard housing
- Living in temporary, transitional or emergency care, awaiting foster placement
- Unaccompanied youth under age 18, not in physical custody of parent/guardian

ENROLLMENT -- The parent of a homeless child, or an unaccompanied youth acting on his own behalf, has the right to choose continued enrollment in the school of origin or to enroll in the school where the child is sheltered.

- Students choosing their schools of origin have the right to remain there until the end of the school year in which they get permanent housing
- Students choosing to enroll where they are sheltered must be immediately enrolled with or without records (“enrollment” means attending classes)
- The homeless education liaison must obtain records from the school previously attended and must ensure access to all school activities and events

TRANSPORTATION -- Homeless students are guaranteed transportation to and from the school of origin or the school where the student is sheltered. The school system involved will follow the guidelines for reasonable commuting time (one hour) and for cost apportionment outlined in state advisories. The homeless education liaison will ensure that parents or unaccompanied youth are informed of their right to transportation.

ACCESS TO COMPARABLE SERVICES

- Homeless students will be provided services and educational programs comparable to those received by other students and for which they meet eligibility criteria, including but not limited to: services provided under Title I or similar state or local programs; programs for students with disabilities; programs for students with limited English proficiency; vocational or technical programs; and school nutrition programs (documentation of homelessness constitutes immediate eligibility for free meals).
- Homeless students will be referred for counseling and medical services available to other students
- Parents of homeless students will be informed of opportunities to participate in their child’s education

DISPUTE RESOLUTION

If a dispute arises over school selection or enrollment, the homeless student will be enrolled immediately in the selected school, pending resolution of the dispute. The school will attempt to resolve the dispute in-district, and will provide the parent or unaccompanied youth with a written copy of the placement decision and their right to appeal the decision. The homeless education liaison will carry out the dispute resolution process in a timely manner as specified in the state advisory.

HOMELESS STUDENTS

Once enrolled at Assabet Valley, if a student becomes homeless and is then sheltered, that student is entitled by state policy to continue attending the technical school. We will continue to provide transportation if the student is within our district, or has moved to an out-of-district community that does not belong to a vocational school district. We will also provide that student with free breakfast and lunch and we will notify his/her teachers to take this information into consideration in the classroom for any appropriate accommodations.

If, however, a student becomes homeless prior to the first day of school, and is relocated outside the district, every effort will be made to assist the student in transferring to the vocational technical high school serving that new town of residence.

Homeless students living in the district are qualified to apply to Assabet Valley for admission. They will receive the same consideration through our Admissions Policy as any other student. A homeless student, who qualifies for acceptance under our policy and is accepted, will be enrolled without health records if there are none.

PREGNANT OR PARENTING STUDENTS

If an Assabet Valley student is pregnant or parenting, she is encouraged to continue to attend AV, at grade level, in the same program placement, and to participate in any extracurricular activities unless her physician deems it inappropriate for health concerns.

Once a student is identified as pregnant, she is provided with the "Physician's Statement for Temporary Home or Hospital Education." Through this form, the doctor alerts the school that the student will be out and will need tutoring. The expected length of time out of school is also indicated. Upon the doctor's written approval, the student will return to school, to the same program of studies as before.

Due to insurance stipulations, at no time will a baby be allowed into the shop or academic areas of the school.

The Commonwealth of Massachusetts--Chapter 439**AN ACT REQUIRING SCHOOL COMMITTEES TO NOTIFY PERSONNEL OF REPORTING REQUIREMENTS REGARDING CHILD ABUSE AND NEGLECT.**

Chapter 71 of the General Laws is hereby amended by inserting after section 37K the following sections: Section 37L. The School Committee of each city, town or regional school district shall inform teachers, administrators, and other professional staff of reporting requirements for child abuse and neglect as specified in sections 51A to 51F, inclusive, of chapter 119.

Copies of this law may be obtained in the Superintendent-Director's office.

ALTERNATIVES FOR 16-21 YEARS OF AGE -- Students who decide to withdraw from Assabet Valley Regional Technical High School without completing the requirements for a high school diploma, a certificate of attainment, or a certificate of completion, have a number of alternatives open to them.

1. First, we would hope that you would reconsider and remain in high school. If there is anything we can do to help you, please see your counselor as soon as possible or call us at your earliest convenience.
2. Return to your local high school to continue your formal education, or remain at Assabet.
3. Request a special education evaluation which may result in a modified program for you, either at Assabet or at your local high school.
4. If you are already receiving services in special education, be aware that you have the right to continue to receive services until you either earn a diploma or turn 22, provided that you stay in school.
5. Enter the work force.
6. Take the High School Equivalency Test You must be 18 or older to be eligible to take the HiSET test in Massachusetts with no qualifications; however, if 16 or 17, you must bring the official letter of withdrawal from your last school of attendance to the test center.
7. Check with your community college to determine whether you are eligible to take the Ability to benefit Test or Gateway to College program.

Your professional school counselor is trained to discuss any and all of the above alternatives with you. In addition, there are public and private agencies that may be of assistance to you.

Dept. of Social Services
63 Fountain Street., 5th Floor
Framingham, MA 01701
800-445-6020 or 508-424-0100
www.mass.gov/dss

Employment/Training Res.
201 Boston Post Road West
Suite 200
Marlborough, MA 01752
508-786-0928 Fax:
617-727-0676
www.etrcc.com

MA Rehabilitation Comm.
251 W. Central St., Suite 25
Natick, MA 01760
508-651-7531
Fax: 508-655-8799

Wayside Youth and Family
Support Network
1 Frederick Abbott Way
Framingham, MA 01701
508-879-9800
www.waysideyouth.org

Workforce Central
44 Front Street, 6th Floor
Worcester, MA 01608
508-799-1600 Fax:
508-799-1628
www.workforcecentralma.org

Office of Social Security
51 Myrtle Street
Worcester, MA 01608
508-753-4105

Shriver Job Corps Center
270 Jackson Road
Devens, MA 01432
800-454-6322 or 978-784-
2600 shriver.jobcorps.gov

Grafton Job Corps Center
100 Pine Street
No. Grafton, MA 01536
508-839-6904 Fax: 508-
839-9781
www.grafton.jobcorps.gov

Quinsigamond Comm. Coll.
670 West Boylston Street
Worcester, MA 01606
508-854-4262
Fax: 508-852-6943

ASSABET VALLEY REGIONAL VOCATIONAL SCHOOL DISTRICT

I have received and read the 2018-2019 edition of the Assabet Valley Regional Technical High School Student Handbook and, by my attendance I agree to abide by the operational procedures and rules and regulations set forth in this edition.

Under provision of Massachusetts General Law, Chapter 536, you are required to sign this statement acknowledging that you have received a copy of the Student Handbook containing this information.

I have reviewed the school's Safe School Assurances against: harassment, sexual harassment, bullying, intimidation, or humiliation. I will do everything I can as a member of the Assabet Valley community to create and preserve a physically and emotionally safe environment.

Through my signature, I agree that I will not bully my peers. This includes physical and verbal bullying, intimidation and teasing, sexual harassment and intentionally ignoring or excluding my peers. I understand if I engage in these behaviors there will be consequences.

Student Signature

Parent Name _____

Parent's Signature _____

Date _____

Student's Name _____

Student's Signature _____

Date _____

Homeroom Teacher _____ **Initials**

_____ **Date** _____

Assabet Valley Regional Vocational School District

Technology Acceptable Use Policy – Student Agreement

I/We have read and agree to comply with the school district’s Acceptable Use Policy and regulations as set forth in the 2018-2019 Student Handbook.

Print Student Name: _____

Class of: 20__ __

Grade: _____

Student Signature: _____

Date: _____

Print Parent/Guardian name: _____

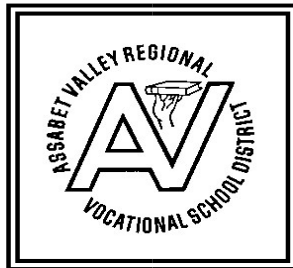
Parent/Guardian signature: _____

Date: _____

Please return these two pages to your Homeroom Teacher

STUDENT HANDBOOK

2018-2019



ASSABET VALLEY REGIONAL TECHNICAL HIGH SCHOOL

Marlborough, MA 01752

This School Handbook belongs to:

Name: _____

Address: _____

City/Town: _____

Phone No.: _____

Homeroom/Shop: _____

Grade: _____

