HANDBOOK
FOR STUDENTS & FAMILIES

2026 - 2027

ASSABET VALLEY REGIONAL
TECHNICAL HIGH SCHOOL

ASSABET
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WELCOME AND INTRODUCTION

Updates for 2026-2027 Handbook

Page Number	Update
25 - 30	Attendance
32	Audio/video recording
33	Bathroom policy and safety guidelines
34	Cheating and plagiarism
35	E-bikes, bicycles, scooters; Outside food deliveries
51	Addition prohibiting ski masks as head coverings
60	Minimum term grades
61 - 62	AP course expectations and end-of-year exams
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102	No returning to vehicles once on school grounds

Mission Statement

Assabet is a dynamic, equitable, and supportive community where students meet the challenges of the future by engaging in a rigorous and relevant education within a safe and innovative environment resulting in academic, career, and technical achievements.

Vision Statement

To be the leader in career and technical education by applying evidence-based practices to ignite the potential of each student, equipping them with knowledge and skills to pursue success in a rapidly evolving global society.

Principal's Welcome Letter

Dear Assabet Community:

Assabet Valley is a regional technical school backed by community support, preparing students for careers in sixteen diverse fields. With our cutting-edge education, students gain academic and vocational skills, enabling them to graduate with a high school diploma and a certificate of proficiency, opening up numerous opportunities for success.

At Assabet Valley, we believe in developing well-rounded individuals. We emphasize participation in extracurricular activities, offering seasonal sports, intramural athletics, various clubs, music programs, community service projects, and competitive events at the state and national levels.

Our dedicated administrators, faculty, and support staff collaborate to create a safe and stimulating environment for our students. We have established guidelines to maintain a supportive and appropriate learning environment. I encourage you to familiarize yourself with the rules detailed in this handbook.

I am pleased to welcome you to the Assabet Valley Regional Technical High School Community. If there is anything I can do to enhance your experience here, please feel free to reach out to me.

Sincerely,

Patrick O'Rourke
Principal

Statement of Educational Opportunity

The Assabet Valley Regional Vocational School District does not exclude from participation, deny the benefits of AVRVSD from or otherwise discriminate against, individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities.

Inquiries regarding Title II, Title VI, Title IX, Section 504 or Chapter 622 may be directed to Alyssia Berghaus, Director of Pupil Personnel Services, at (508) 485-9430, ext. 1430.

Purpose of Handbook

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.

SCHOOL INFORMATION AND ADMINISTRATION

Contact Information

Assabet Valley Regional Technical High School
215 Fitchburg Street
Marlborough, MA 01752

Main Phone: 508-485-9430
Fax: 508-460-3472
information@assabet.org

Serving the communities of:

- In-District: Berlin, Hudson, Marlborough, Maynard, Northborough, Southborough and Westborough
- Out-of-District: Boxborough, Boylston, Clinton, Leicester, Shrewsbury, and Sudbury

Administrators

Name	Title	Extension
Patrick O'Rourke	Principal	1458
Gerald Gahagan	Assistant Principal, Class of 2028 & 2030	1481
Maki Faria	Assistant Principal, Class of 2029 & 2027	1481
Melissa Andrade	Director of Technical Programs	1457
Robert McCann	Director of Academics	1445
Ernest F. Houle	Superintendent/Director	1431
Stefanie Fields	Director of Business Operations	1432
Alyssia Berghaus	Director of Pupil Services	1430
Dixie Diamond	Director of Special Education	1476
Denise Carrier	Director of College, Career, and Cooperative Placements	1457

School Committee Members

Name	Title	Town
Peggy Ayres	Chairperson	Marlborough
Mark Pietrewicz	Vice-Chairperson	Southborough
Pamela Reiniger	Secretary	Maynard
Lynn G. Ryan		Berlin
David A. Greenwood		Hudson
Virginia Simms-George		Northborough
Paul L. George		Westborough

GRADUATION REQUIREMENTS

Updated Competency Determination (CD) Policy

Passing the MCAS exams is no longer a graduation requirement. However, students are still required to take part in the state-mandated MCAS testing program. Every effort will be made to ensure students participate during the scheduled testing period. Students who are absent will be given adequate time to complete any missed sections of the tests. While passing scores on the MCAS assessments are not required for competency determination, the district reserves the right to assign relevant supplemental coursework to students who do not achieve the standard passing scores. This coursework is designed to equip students with essential skills for post-graduation success. Competency determination will be based on successfully fulfilling both the graduation requirements and Competency Determination outlined below.

- ☐ Complete all Assabet Graduation Requirements (see chart below)

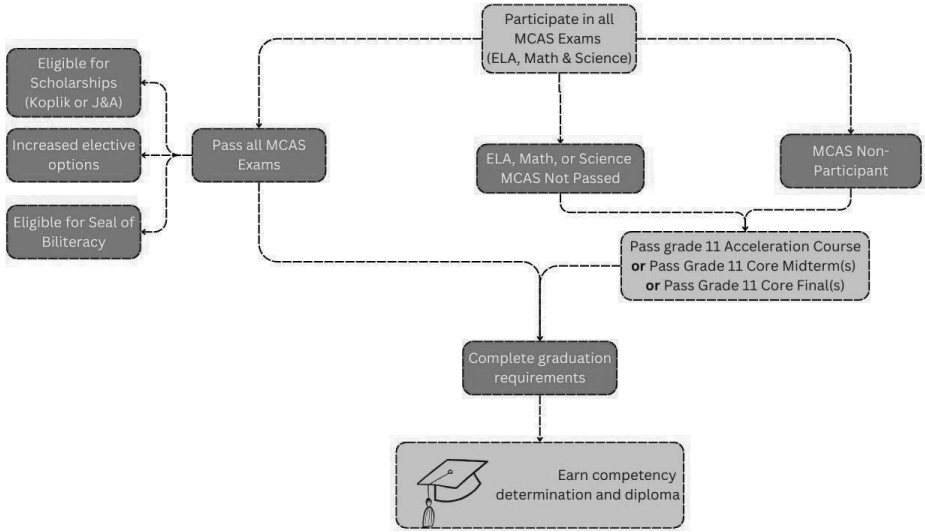
	Course	**Years**	**Credits**
Required Courses	Vocational/Technical	4 years	40 credits
	English	4 years	12 credits
	Mathematics	4 years	12 credits
	Math Strategies (Enrichment)	2 years	3.5 credits (Math Strategies 9 & 10 both 1.5 credit courses)
	Career-Focused Writing	2 years	3 credits (CFW 10 & 11 both 1.5 credit courses)
	Social Studies	4 years	12 credits
	Science	3 years	9 credits
	Physical Education	4 years	4 credits
	Senior Project	1 year	3 credits
	Required Credit Total		98.5 credits
	Possible Elective Credits (including Directed Study x4)		18 credits
	Required Credits to Graduate		*112 credits

Additional CD/Graduation Requirements:

- ☐ Participation in all Grade 10 MCAS Exams (ELA, Math, Science)
- ☐ Pass Grade 11 Midterm (s) or Final (s) (for MCAS course not passed/non-participant) or
- ☐ Pass Grade 11 Acceleration Course (for MCAS course not passed/non-participant)

**Students who do not pass a particular MCAS exam or do not participate in a particular MCAS exam will be automatically enrolled in the Grade 11 Acceleration course. The Grade 11 Acceleration course will support students in completing CD requirements for graduation.*

Graduation Requirements/Competency Determination Flow Chart



Updated Competency Determination (CD) Requirements – December 2024 Amendment

As mandated by G.L. c. 69, s. 1D(i), Massachusetts students must meet the requirements of the Competency Determination (CD) to graduate from high school. In December 2024, Ballot Question 2 amended the CD statute to reflect a broader and more comprehensive standard for graduation.
Under the new law, the CD is now based on students demonstrating mastery in the academic standards and curriculum frameworks for 10th grade in the following areas:

- Mathematics
- Science and Technology
- History and Social Science
- Foreign Languages
- English Language Arts

Mastery is determined not only through performance on the MCAS tests (as administered in 2023) but also through successful completion of district-certified coursework that aligns with the state standards. This allows districts to verify student achievement using both standardized assessments and locally approved academic evidence.

[The "competency determination" shall be based on the academic standards and curriculum frameworks for tenth graders in the areas of mathematics, science and technology, history and social science, foreign languages, and English, and shall represent a determination that a particular student has demonstrated mastery of a common core of skills, competencies and knowledge in these areas, by satisfactorily completing coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks in the areas measured by the MCAS high school tests described in section I, administered in 2023, and in any additional areas determined by the board.]

This amendment establishes new academic benchmarks that students must meet to fulfill graduation requirements.

Key Definitions

- "Satisfactorily Completing Coursework"
  Students must earn full credit for required courses based on the district's grading policy. This typically means passing the course with a minimum grade of 65% or higher.

- "Demonstrating Mastery"
  Students must successfully complete the course's final assessment, or an equivalent measure approved by the district, in alignment with the school's grading policy.

  Exception: If a student is exempt from the final assessment due to high academic performance (Grade 9/11 Final Grade = 90%+), this requirement is considered fulfilled.

Meeting the Competency Determination (CD) Requirement

To meet the CD requirement, students must both satisfactorily complete and demonstrate mastery in the following courses. All listed courses are part of Assabet's graduation requirements:

Subject	Required Courses	Notes
English Language Arts	• English 9 • English 10	
Mathematics	• Algebra I • Geometry	Alternative Pathway: Students who completed Algebra I in middle school or place beyond Algebra I must take and pass: • Honors Algebra II • Geometry
Science	• Biology • One additional lab science course	Exception: Students entering Assabet after Grade 9 who have not completed Biology may fulfill the requirements with: • One year of Physics • One year of Chemistry
U.S. History	Beginning with Class of 2027 • U.S. History I & II or • U.S. History II & U.S. Government III	Exception: Students entering Assabet after Grade 9 may meet this requirement through equivalent coursework, pending approval by the Principal or designee.

Transfer Student CD Evaluation and Support

Students who enroll at Assabet Valley Regional Technical High School after Grade 9 will have their transcripts reviewed by the Principal (or designee) to determine whether their previous coursework meets the Competency Determination (CD) requirements.
If a student has not yet fulfilled the CD, they will be offered alternative pathways to meet the requirement. These may include:

- Summer school

- Online coursework
- Mastery-based performance assessments
- Other approved options as determined by the Principal (or designee)

Please note that some of these alternatives may require a commitment beyond the regular school day or academic year.

Ongoing Support for Students Not Yet Meeting the CD Requirement ("Attaining Mastery")

Students who have not met the Competency Determination (CD) requirement by the end of Grade 10 will receive continued guidance and support during Grades 11 and 12 (if necessary). To satisfy the requirement, students will be expected to:

- Successfully complete relevant subject-area courses in Grades 11 and 12

- Complete any necessary makeup coursework from Grades 10 and 11 that aligns with the Massachusetts Curriculum Frameworks through the Acceleration course mentioned above in the Competency Determination Flowchart.

This structured support system is designed to ensure that every student has the resources and opportunities needed to meet graduation requirements.

Expanded Competency Determination (CD) Areas

The Massachusetts Board of Elementary and Secondary Education has the authority to expand the Competency Determination (CD) to include additional subject areas. As part of the amended regulations, United States History has been officially added as a required CD area, beginning with the graduating class of 2027. Future additions may include other disciplines, such as History/Social Science and World Languages, as determined by the Board.

Free Appropriate Public Education (FAPE) for Students with Disabilities

Assabet Valley Regional Technical High School remains fully committed to providing a Free Appropriate Public Education (FAPE) for all students with disabilities, as required under federal law. The new legislation, effective December 11, 2024, does not change this obligation. In accordance with federal and state requirements, the school must:

- Ensure that students with disabilities are provided access to FAPE

- Confirm that students meet all state and local graduation requirements before a diploma is awarded

Policy Communication and Compliance

This policy has been formally approved by the Assabet Valley Regional Technical High School Committee and is publicly available in both English and Spanish on the school's website. Additionally:

- The CD and graduation requirements have been submitted to the Department of Elementary and Secondary Education (DESE)
- Assabet Valley will certify its compliance with these requirements to DESE
- DESE will conduct periodic audits of district CD policies to ensure alignment with state regulations and standards

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.

ATTENDANCE EXPECTATIONS AND POLICIES

School Year Calendar

Please visit the website for access to the school year's most current calendar.

School Hours and Bell Schedule		
Bell Schedule	**Forward Week**	**Reverse Week**
7:30	Bus Arrival	
7:40	First Bell	
7:43 - 8:44	Period 1	Period 6
8:47 - 9:45	Period 2	Period 5
9:48 - 10:46	Period 3	Period 4
10:49 - 11:19	Academic Lunch	Academic Lunch
11:22 - 12:20	Period 4	Period 3
11:50 - 12:20	Shop Lunch	Shop Lunch
12:23 - 1:21	Period 5	Period 2
1:24 - 2:25	Period 6	Period 1
2:32	Buses Depart	
2:30 - 3:30	Help Sessions/Detentions/ Homework Coach (Tuesdays & Thursdays)	
4:00	Late Buses (Tuesdays and Thursdays)	
5:30 - 6:00	Sports Buses (Specific Seasons)	

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 Boston 25. You will also receive a cancellation message via our school messaging system Catapult, and the School's website: Assabet.org.

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:

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 During Inclement Weather

Assabet's Decision	Out-of-District	Assabet Out-of-District Student Action
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 7:00 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 class or shop prior to 7:43 a.m.

Early Dismissal

Early dismissals occur periodically for special purposes. Early dismissals will occur at 12:00 PM.

Attendance Policy

Good attendance in high school leads to positive outcomes such as:

- Improved academic performance
- Higher graduation rates
- Better social development
- Increased engagement in learning
- A stronger sense of responsibility
- Greater opportunities for future success, including employment, post-secondary education/training, or military enlistment.

Responsibilities

Parents/Guardians:

- Must ensure that their child attends school (G.L. c. 76, §2).
- Must report their child's absence and provide a reason via the Assabet Absence Notification Form by 8:15 AM on the day of the absence (G.L. c. 76, §1A, §1B).

Students:

- Are expected to attend every scheduled class session.
- Must make up missed work, time, and grades due to absences, tardiness, or dismissals (documented or undocumented) within two weeks of returning to school.
- Are expected to review their teacher's specific policies regarding attendance and grades.

General Attendance

Students are expected to be present every school day and for all class periods. In order to be considered "present," a student must be in school for a minimum of a half day, or the equivalent of three hours, on any given school day.

Students may accrue up to 7 absences in a six-month period or a **total of 14 absences without professional documentation** in a school year.

- Excused Absences: Absences may be categorized as excused when:
  - A parental note indicates a death in the family or a religious observance.
  - A professional note (e.g., medical, court, etc.) supports absences due to illness or appointments. Professional notes should be provided within three (3) business days of the absence.
- **Required Documentation Parameters**
  - Student Information: The student's full legal name and date of birth.
  - Provider Information: The name of the professional office, their physical address, and a reliable office contact number for verification purposes.

    - Details of the Visit: The specific date(s) the student was seen and the duration of the excused absence (e.g., "excused for the full day" or "excused from 10:00 AM to 1:00 PM").
    - Authorization: A formal signature from the provider or an authorized staff member, along with the date the note was issued.
    - Note: For privacy reasons, the specific medical diagnosis is not required; the note simply needs to confirm that the student was under professional care during the time of the absence.
- After-School Activities:
    - **Student athletes** being dismissed or arriving late on game days **must have a professional note** in order to be eligible to participate in the game.
    - All students participating in any after-school activity must be in school for a minimum of three (3) hours on the day of the activity (e.g., clubs, dances).
- Time spent off-campus for school activities (e.g., sports dismissals, field trips) does not count as an absence.

Tardiness Policy

Expectations:

- Students are expected to arrive at school on time.
- Students not present in their first-period class when the bell rings are considered tardy.
- Students may accumulate up to ten (10) tardies per year. Tardies may be excused with a professional note (e.g., medical, court) supporting the reason for the tardiness.

Dismissal Policy

Expectations:

- Students are expected to remain in school for the entire school day. Students will not be permitted to leave the school grounds at any time during the school day. Dismissals may be excused with a professional note (e.g., medical, court) supporting the reason for the dismissal. Parent(s)/guardian(s) must report the dismissal before the start of the school day via the Assabet Absence Notification Form. Students may accumulate up to five (5) dismissals per year.
- Students who must leave school due to 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.
- Students may accumulate up to five (5) dismissals per year.
- Dismissals may be excused with a professional note (e.g., medical, court) supporting the reason for the dismissal.

Attendance Interventions

Parent/guardians and students will receive warnings at five (5), ten (10), and fourteen (14) undocumented absences and/or excessive tardies (more than 10 undocumented per school year) or dismissals (more than five (5) undocumented per school year). These warnings may be written, electronic, verbal, or in-text. All communication and interventions will be documented and tracked in the Student Information System.

In addition, the Assistant Principals' Office may implement one or more of the following interventions when attendance concerns arise:

- Request an in-person meeting with the parent/guardian and student
- Refer the student to a school counselor for additional support
- For students with disabilities, coordinate with the student's IEP liaison or 504 Coordinator to ensure compliance with applicable accommodations and supports
- Coordinate with the multilingual liaison for students identified as English Learners
- Refer the family to appropriate community-based resources
- File a Child Requiring Assistance (CRA) application, when appropriate, under the Massachusetts General Law, and based on the specific circumstances

Professional Attendance Status

As a technical high school preparing students for the professional world, Assabet Valley Regional Technical High School recognizes attendance as a professional responsibility. Consistent attendance supports academic achievement, skill development, and workforce readiness.

Students who have accumulated fourteen (14) or fewer undocumented absences during the school year will maintain **Professional Attendance Status** and remain eligible to participate in school privileges.

Student privileges include, but are not limited to:

- Attendance at school-sponsored events, including:
  - School dances (including prom and homecoming)
  - Sporting events and theatrical performances
- Seniors: Participation in senior events, including the senior reception, senior breakfast, graduation ceremony, and other senior-related activities
- Cooperative Education (Co-op) placement
- Field trips
- Membership in clubs and extracurricular activities
- Parking privileges
- Participation in interscholastic athletics and competitions (sports)
- Honors and Advanced Placement courses

Attendance Probation Status

A student who accumulates fifteen (15) or more absences during the school year will lose Professional Attendance Status and will be placed on Attendance Probation, resulting in the temporary loss of student privileges.

Attendance Probation status will be reviewed at the next midterm or at the end of the academic term.

To regain Professional Attendance Status, the student must:

- Attend school every day, on time during the probationary period
- Avoid any additional absences
- Comply with any Attendance Action Plan or required interventions established by the administration

If Professional Attendance Status is restored and the student subsequently incurs additional absences, the student will be returned to Attendance Probation until the next review period. During this time, only professionally documented absences are permitted.

Participation in graduation-related activities is contingent upon maintaining Professional Attendance Status. The Principal retains discretion to consider documented extenuating circumstances in accordance with the Attendance Appeals Process.

Attendance Requirements Summary

Total Absences in School Year	**Standing**
0-14	**Professional Attendance Status** Eligible for all student privileges as listed in the handbook
5	Parent/Guardian and student receive warning
10	Parent/Guardian and student receive warning
14	Parent/Guardian and student receive warning
15	**Attendance Probation** Loss of eligibility for student privileges

Attendance Appeals Process

Students who are placed on attendance probation may appeal if they believe there are documented extenuating circumstances that affected their attendance.

Who May Appeal?

Appeals will only be considered in cases involving documented extenuating circumstances, such as:

- Chronic or serious medical conditions
- Family emergencies
- Required legal proceedings
- Other significant circumstances reviewed by the administration

Family vacations or undocumented absences are not eligible for appeal.

How to Submit an Appeal

1. The student must submit a written appeal request to the Principal's Office.
2. The appeal must clearly explain the reason for the absences.

3. Supporting documentation (doctor's notes, court paperwork, professional letters, etc.) must be included.

Review Process

- The Principal will review:
  - The student's full attendance record
  - Academic standing
  - The student's Attendance Action Plan
- A decision will be made within five school days of submission.

Possible Outcomes

- Full restoration of Professional Attendance Status
- Restoration on a probationary basis
- Denial of appeal

School Attendance for School and State-Sanctioned Tests

Required Attendance

Participating in and taking midterms, finals, and MCAS tests is a graduation requirement.

Students must attend school on days for school and state-mandated assessments (e.g., Massachusetts Comprehensive Assessment System (MCAS), Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS), midterms, and finals).

Make-Up Exams for Midterms and Finals

- Students who miss exams due to excused absences may request a make-up exam with a professional note (e.g., doctor's note).
- Undocumented absences will not be allowed to make up missed tests and will receive a zero on the exam.
- Make-up exams must be scheduled within two weeks of the original test date.

Make-Up Exams for MCAS

- Students who miss an MCAS exam will be required to make up the exam within the state-designated testing window.

Additional Notes Regarding Attendance

- Students may be required to attend summer school or lose credit for any class (academic or vocational) if they are chronically absent as defined by the Massachusetts Department of Elementary and Secondary Education.
- Students must make up all work, time, and grades lost due to absences, tardiness, or dismissals, regardless of whether the absences, tardiness, or dismissals are documented or undocumented.
- Inconsistent attendance (absences, tardiness, dismissals) may lead to additional consequences, including but not limited to:
  - Detentions
  - Saturday School

    - Loss of co-op
    - Loss of privileges (e.g., participation in clubs, sports, field trips, driving privileges, school events such as athletics, prom, senior events, and graduation).
    - Community service
    - Summer school
- Automated Notifications: Parents/guardians will receive an automated notification whenever a student is absent, whether documented or undocumented, as a safety measure.
- Please see the Appendix for Guidelines for Extended Leave.

Attendance Key Terms and Definitions

Present: According to DESE's Attendance and Dropout Reporting Guidance, a student must be at school, at a school-related activity, or receiving academic instruction for at least half of the school day to be counted as present.

Absent: A student who is not present (as defined above) is considered absent from school.

Chronic Absence: DESE reports chronic absenteeism as the percentage of students missing 10 percent or more of their days in membership regardless of whether such absences are documented or undocumented (e.g., absent 18 school days when enrolled for 180 school days).

Habitually Truant: Massachusetts state law (G.L. c. 119, § 21) defines as habitually truant "a school-aged child, not excused from attendance under the lawful and reasonable regulations of such child's school, who willfully fails to attend school for more than 8 school days in a quarter."

Child Requiring Assistance (CRA): Massachusetts state law (G.L. c. 119, § 21) defines a child requiring assistance as "a child between the ages of 6 and 18 who: (i) repeatedly runs away from the home of the child's parent, legal guardian or custodian; (ii) repeatedly fails to obey the lawful and reasonable commands of the child's parent, legal guardian or custodian, thereby interfering with their ability to adequately care for and protect the child; (iii) repeatedly fails to obey the lawful and reasonable regulations of the child's school; (iv) is habitually truant; or (v) is a sexually exploited child." A CRA Application may be filed in Juvenile Court by a parent/guardian or school official to address habitual truancy and/or other issues specified in state law. For more detailed information about CRA proceedings, please see Juvenile Court Standing Order 3-21.

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.

STUDENT CONDUCT AND DISCIPLINE

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.

Electronic Device Policy

All personal electronic devices are to be turned off and put away during the school day. We ask that parents please do not call or text message students during school hours. Should you need to get in touch with your student immediately, please call the front office at the school. Students may not use wireless and/or Bluetooth-enabled devices, technology capable of recording, or other distracting electronic devices in the school building during school hours. This includes but is not limited to cell phones, smart watches, earbuds, headphones, smart glasses, AI-enabled eyewear, etc.

Meta glasses are considered prohibited devices due to their wireless and/or Bluetooth capabilities. This is a reminder that wireless communication devices are prohibited during both class changes and instructional time.

In addition, students may not have any wireless communication devices in their possession during the administration of district or state-wide assessments. Testing will be invalidated if students are found in possession of these devices, even if they are not in use.

School-Issued Technology and Accounts School-issued computers, Chromebooks, and school network accounts are provided strictly for educational purposes. Students are required to use these resources exclusively for school-related work; they are not to be used for gaming, texting, chatting, personal social media, other non-school related activities, or the access of non-educational websites. **Please note that the district actively monitors all school-issued computers, devices, and network accounts. Students have no expectation of privacy when utilizing school technology or accounts, and usage data may be reviewed by administration at any time to ensure compliance with school policies.**

Medical Exceptions & Accommodations Exceptions to this policy will be granted for students with documented medical necessities (e.g., continuous glucose monitoring for diabetes, heart rate monitoring, or seizure detection). Students requiring the use of a personal electronic device for medical reasons must have a medical order from their provider which will result in an accommodation documented in a formal Section 504 Plan or an Individualized Education Program (IEP). In such cases, the device must be used strictly for its intended medical purpose.

General Usage Use of personal electronic devices is prohibited while class/shop is in session, unless otherwise permitted by the teacher, required by a medical accommodation, or if said device is deemed disruptive. Students may use personal electronic devices during their ASSIGNED LUNCH, unless deemed disruptive.

Violation of this policy could result in disciplinary action in accordance with school policy and Massachusetts laws.

Audio or Video Recording

Students shall not use audio or visual recording devices without the permission of a school administrator. This includes, but is not limited to, using recording devices to video,

photograph, or record activities, or to violate others' privacy. Failure to respect others' privacy may result in disciplinary action. Massachusetts recording law stipulates that it is a two-party consent state. In Massachusetts, it is a criminal offense to use any device to record and/or disseminate communications, whether they are wire, oral or electronic, without the consent of all contributing parties. Mass. Gen. Laws ch. 272, § 99 (C). Per above, it is a crime to secretly record a conversation, whether the conversation is in-person or taking place by telephone or another medium.

Bathroom Policy and Safety Guidelines

Restrooms are provided for the private and intended use of students. To ensure these spaces remain safe, clean, and free from prohibited activities such as substance use or vaping, the following guidelines apply:

1. Occupancy and Privacy

- To ensure student privacy and discourage unsafe gathering, only one person is permitted in a bathroom stall at any time.
- Students are expected to use the restroom and return to their scheduled class or shop promptly. To ensure student privacy, only one student is allowed in a stall at any given time. Loitering or congregating in groups within the restroom or in the entryway is prohibited.

2. Prevention of Substance Use & Vaping

- The use, possession, or distribution of tobacco, nicotine products (including vapes/e-cigarettes), or any controlled substances is strictly prohibited on school grounds, including in restrooms.
- **Health & Safety Monitoring:** For the protection of the student body, restrooms may be monitored by staff for excessive occupancy or lingering. Where there is reasonable suspicion of a violation of school policy or a safety risk, the administration reserves the right to conduct a search in accordance with the "Search and Seizure" policy outlined in this handbook.

3. Accountability and Interventions

- **First Violation:** Students found congregating or violating occupancy rules will receive a warning and a review of the safety rationale. Parents/Guardians will be notified.
- **Repeated Violations:** Persistent refusal to follow bathroom safety protocols may result in disciplinary action, such as Saturday School or a loss of hall pass privileges for a designated period.
- **Substance Use Support:** If a student is found in possession of or using a vape or controlled substance, the school will prioritize safety and health. In addition to disciplinary measures, the student may be referred to an Adjustment Counselor or a substance use prevention specialist to provide support and resources for cessation.

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.

Cheating and Plagiarism

Cheating is defined as acting dishonestly to gain an unfair academic or vocational advantage, including misleading, deceiving, or misrepresenting one's work. Plagiarism is the act of using another person's ideas, writing, or work without proper attribution and presenting it as one's own.

All forms of cheating and plagiarism are strictly prohibited. This includes the unsanctioned, unapproved, or unmonitored use of artificial intelligence (AI) tools in ways that violate assignment expectations or District AI procedures. Students are expected to use AI responsibly, ethically, and only when explicitly permitted by their teacher.

Any student involved in academic dishonesty, including those who engage in, assist with, provide, receive, or allow cheating or plagiarism to occur, is in violation of this policy and will be subject to disciplinary action.

Students found cheating on tests, assignments, or vocational projects will receive a grade of zero, with no opportunity for makeup. Students who participate in or conspire to cheat, including but not limited to stealing exams, sharing work, completing work for others, inappropriate collaboration, text messaging during assessments, or misuse of AI, may be subject to more serious consequences.

Consequences for cheating and plagiarism may include, but are not limited to: failing grades, loss of school privileges, removal from Honors or Advanced Placement courses, detention, Saturday school, suspension, or expulsion.

The school also follows a clearly defined staff procedure when incidents of academic dishonesty occur. This includes direct communication with the student, timely parent/guardian notification, formal documentation of the incident, and submission of supporting evidence. This process ensures consistency, transparency, and fairness in how all cases, including those involving misuse of AI, are addressed.

Conduct on Buses

While riding school buses, students 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 students 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 Principal or designee after a hearing. Should a student have to be deprived of bus transportation twice in any one school year, the Principal or designee may impose a more serious punitive action.

E-Bikes, Bicycles, Scooters

All riders of e-bikes, bicycles, and scooters must follow local traffic laws, which include staying off sidewalks, avoiding reckless maneuvers, and never carrying additional passengers. HELMETS ARE REQUIRED BY LAW for anyone under the age of seventeen (MGL c. 85, § 11B.2.iii). All equipment must be parked in the designated bike racks at the front of the school, and students are strongly encouraged to provide their own locks, as the school is not responsible for lost or stolen property. To maintain an orderly environment, riders must depart campus promptly at dismissal unless involved in a supervised activity. Please be aware that failure to comply with these safety and parking standards will result in the loss of privilege to bring these items to school.

Outside Food Deliveries

Ordering food from outside vendors, including but not limited to **GrubHub, DoorDash, or UberEats**, for delivery to the school campus is strictly prohibited to maintain school safety and minimize disruptions to the educational environment. All unauthorized deliveries will be refused, and any food items delivered to the building will be confiscated by school officials until the conclusion of the school day. Students are expected to utilize the school cafeteria services or bring lunch from home to ensure the building remains secure and orderly.

Out of Class Procedure

When a student needs to leave class for any reason, they must request permission from a staff member. At no time should a student be out of a class without permission. In addition, students must follow the sign-out procedure whenever leaving and returning to a class. A student who does not have permission will be subject to disciplinary action.

Discipline at Assabet Valley

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.

Assabet will use the following definitions:

- **Suspension**
  Means short-term suspension and long-term suspension (unless otherwise stated).

- **In-School Suspension**

Means removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) school days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension. 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.

- **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 M.G.L. c 71 §37H, or in section 37H ½ of M.G.L. c. 71.

- **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.

- **Expulsion**
  Means the removal of a student from the school premises, regular classroom activities, and school activities for more than 90 school days, indefinitely, or permanently, as permitted under M.G.L. c. 71, § 37H or 37H½ for:

  (a) possession of a dangerous weapon;
  (b) possession of a controlled substance;
  (c) assault on a member of the educational staff; or
  (d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½.

- **Disciplinary offense under M.G.L. c. 71, § 37H ¾ (DOES NOT include offenses under M.G.L. c. 71, § 37H or 37H½)**
  Means any alleged or determined disciplinary infraction by a student. Massachusetts General Law c. 71, § 37H ¾ governs out-of-school suspensions and expulsions for student misconduct that is not related to weapons, drugs, or assaults on staff. Schools must use this statute to implement alternative remedies (e.g., restorative justice, mediation) before removing students, with a maximum suspension of 90 days. It requires due process, including written notice and a hearing.

- **Disciplinary offense under M.G.L. c. 71, § 37H or 37H½**

Means one or more of the following alleged or determined disciplinary infractions:

(a) possession of a dangerous weapon;
(b) possession of a controlled substance;
(c) assault on a member of the educational staff; and
(d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½.

Example Offenses and Consequences

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

Consequence	Sample Offenses
Teacher Detention	Tardiness Safety Violation Classroom Disturbance Leaving Class without Permission
Administrative Detention	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

Consequence	Sample Offenses
	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 Felony Charges/Conviction

Specific Due Process Rights for Students

Prior to issuing any disciplinary consequences pursuant to G.L. c. 71, § 37H ¾ and not subject to G.L. c. 71, §§ 37H and 37H ½, which are discussed below, the Principal or designee will consider alternative remedies to such consequences. (This policy regarding alternative remedies applies only to short-term or long-term suspensions or in-school suspensions, or expulsions that are not issued under G.L. c. 71, §§ 37H and 37H ½. This policy does not apply to disciplinary consequences issued under G.L. c. 71, §§ 37H and 37H ½, which include: assault of educational staff, possession of controlled substances or a dangerous weapon on school grounds, and felony charges or conviction.)

The Principal or designee will consider alternative remedies - methods to re-engage the student - in the learning process when deciding disciplinary consequences for the student. Specifically, the Principal or designee will consider and use alternative remedies including but not limited to mediation, conflict resolution, restorative justice, and collaborative problem solving. The use and results of such alternative remedies will be documented in writing. The Principal or designee will consider, use to the extent possible, and document in writing such alternative remedies before the Principal or designee may suspend or expel a student. The Principal will also implement school or district models to re-engage students in the learning process, including positive behavioral intervention and support models and trauma sensitive learning models. However, the Principal or designee will not implement such models in direct response to a specific incident.

The Principal or designee will document specific reasons where alternative remedies are unsuitable or counter-productive. The Principal or designee will document specific reasons in situations where the student's continued presence in school would pose a specific,

documentable concern about the infliction of serious bodily injury or other serious harm on another while in school, the Principal or designee will document specific reasons for these findings.

Due Process Procedures for Short-Term Suspension

(Short Term Suspension - exclusion of a student from school premises and regular classroom activities for a specified period of not more than ten school days.)

The Principal, or his/her designee, may suspend students on a short-term basis. Unless a student poses a danger to persons or property , substantially and materially disrupts the order of school (requires emergency removal), or engages in one of the offenses in M.G.L. c. 71, § 37H or 37H½ (possesses a firearm, controlled substance, or assaults a school staff member), the student will receive the following prior to a short-term suspension:

Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:

a. The disciplinary offense;

b. The basis for the charge;

c. The potential consequences, including the potential length of the suspension;

d. The opportunity to have a hearing with the Principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;

e. The date, time, and location of the hearing;

f. The right of the parent and student to interpreter services at the hearing.

2. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The Principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the Principal must be able to document reasonable efforts to include the parent. The Principal is presumed to have made reasonable efforts if the Principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

3. Based on the available information, the Principal shall make a determination as to whether the student committed the disciplinary offences and what remedy shall be imposed. The Principal shall notice the student and parent in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.

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

Due Process Procedures for Emergency Removal

If the student's continued presence poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption, the Principal shall temporarily remove the student from the school. The principal may not remove a student from the school on an emergency basis for disciplinary offense until adequate provisions have been made for the students safety and transportation. This temporary removal shall not exceed two (2) days following the day of the emergency removal and the Superintendent shall be immediately notified of the removal.

Additionally, the Principal shall make immediate and reasonable efforts to orally notify the student and student's parent of the emergency removal, the reason for the emergency removal, and the other information required in a short-term suspension notification.

The short-term suspension notice shall be provided in writing to the student and parent. The opportunity for a hearing with the Principal shall occur within two (2) school days, unless otherwise extended by the school and parent. A decision regarding the student's continued suspension or other removal shall be rendered the same say as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion).

The Principal may also remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on a student's misconduct. This type of removal is not subject to the procedures for suspension and expulsion outlined in this policy.

Due Process Procedures for In-School Suspension (ISS)

An in-school suspension may be used as an alternative to short-term suspension for disciplinary events. An in-school suspension means the 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 in one school year.

If the Principal or designee chooses this alternative, the Principal or designee shall inform the student of the disciplinary offense charged and the basis for that charge and provide the student an opportunity to dispute the charge and explain the circumstances surrounding the charge. If an in-school suspension is issued, the Principal or designee shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the offense, and the length of the in-school suspension.

The Principal or designee shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. This meeting shall be scheduled on the day of the suspension, if possible, or as soon as possible thereafter and the need for the principal to document at least two attempts to reach the

parents for the purpose of orally informing the parents. The Principal or designee shall also send written notice to the student and parent about the in-school suspension, including the reason and length of the in-school suspension, and inviting the parent to the above described meeting, if such meeting has not already occurred.

Due Process Procedures for Long-Term Suspension

(exclusion of a student from school premises and regular classroom activities for more than ten school days.)

The Principal, or his/her designee, may issue long-term suspensions at the building level. The Principal may also issue expulsions for the offenses set forth in M.G.L. c. 71, §37H and §37H½. Expulsions for other offenses are handled by the School Committee pursuant to M.G.L. c. 76, §16 and §17

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
    a. The disciplinary offense;
    b. The basis for the charge;
    c. The potential consequences, including the potential length of the suspension;
    d. The opportunity to have a hearing with the Principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
    e. The date, time, and location of the hearing; and
    f. The right of the parent and student to interpreter services at the hearing.
2. The Principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the Principal must be able to document reasonable efforts to include the parent. The Principal is presumed to have made reasonable efforts if the Principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student.
4. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.
5. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the Principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
6. The parent, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances that the Principal should consider in determining consequences for the student.
7. The Principal shall make a determination as to whether the student committed the disciplinary offences and what consequences shall be imposed. The Principal shall notice the student and parent in writing, in English and the primary language of the home, of his/her decision, including the following information:

a. The disciplinary offense, the date on which the hearing took place, and the participants in the hearing;
b. The key facts and conclusions reached by the Principal;
c. The length and effective date of the suspension and the date of return to school.
d. The notice the student's opportunity to receive education services to make academic progress during exclusion.
e. The student's right to appeal the Principal's decision to the Superintendent or his/her designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the parent or student to file a written notice of appeal with the Superintendent 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 an extension is mutually agreed to.
f. The long-term suspension remains in effect unless the Superintendent reverses the Principal's decision.
g. The Superintendent shall make a good-faith effort to include the parent in the hearing.
h. The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or parent upon request.

Superintendent's Hearing
All the same rights as are afforded in the above long-term suspension Principal's hearing shall apply to the student in a Superintendent's hearing. If the student's or parent's notice of appeal is not timely, the Superintendent may deny the appeal at his/her discretion. The Superintendent shall issue a written decision within five (5) calendar days of the hearing. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or lesser consequence than the Principal. The decision of the Superintendent shall be the final decision of the school district.

Additional Protections for Students Identified as Students with Disabilities (including Suspected Disabilities)

In general, special education students and students identified with disabilities may be excluded from their programs for up to ten school days per school year just as any other student. However, when the district seeks to exclude a special education student from his/her program for more than ten school days in the school year, the student's special education Team must first determine whether the student's behavior was caused by, or was directly and substantially related to his/her disability or whether the conduct in question was the direct result of the district's failure to implement the student's IEP (a "manifestation determination"). If the Team determines that the behavior was a manifestation of his/her disability or was caused by a failure to implement the IEP, it must conduct a functional behavioral assessment and develop a behavior plan (or review and modify an existing plan, if necessary), and return the student to his/her current program, unless the student's parents and the district agree to a change in placement.

If the Team determines the behavior was not caused by, or directly and substantially related to the student's disability or failure to implement the IEP, the school may discipline the student according to the school's code of student conduct, except that during the period of suspension or expulsion, the district must continue to provide the student with a free appropriate public education (FAPE) and, if appropriate, conduct a functional behavior assessment and provide intervention services and modifications to prevent the conduct from recurring. If the conduct involves weapons, drugs, or serious bodily injury, a special education student may be removed to an interim alternative educational placement for up to 45 school days regardless of the behavior's relationship to his/her disability.

Additional information regarding the procedural protections for students with disabilities can be obtained from the Director of Special Education.

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 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.

2. When a suspension 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 within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, 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 suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:

a. services to enable the student, although in another setting, 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 reoccur.

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 45 school days

a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or 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. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.

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 functional 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 he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.

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.

Procedural requirements applied to students not yet determined to be eligible for Special Education

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:

a. The parent had expressed concern in writing; or

b. The parent had requested an evaluation; or

c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.

3. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

Educational Services and Academic Progress During Suspension and Expulsion

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, test, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom. The Principal shall inform the student and parent of such opportunity in writing when such suspension or expulsion is imposed.

Any student expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through a school-wide education service plan. This plan will be developed by the Principal and shall describe the services that the school district will make available to students who are expelled or suspended for ten (10) or more consecutive days. The plan will include the process for notifying such students and their parents of the services and arranging the services.

LEGAL AUTHORITY: M.G.L. c. 71, § 37H

M.G.L. c. 71, § 37H ½

M.G.L. c. 71, § 37H ¾

M.G.L. c. 76, § 21

603 CMR 53.00

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 shall attend a re-entry meeting with the Principal or designee.
2. The student may be placed on an improvement plan designed by the administrator that will include reinforcement of 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 recommendations for parent/guardian to monitor student attendance by calling the school, attending meetings with teachers, 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.

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 meeting 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.

Dress Code

Assabet Valley Regional Technical High School respects students' rights to express themselves through their attire. All students are expected to dress in a manner that is safe for their specific learning environment (academic or technical) and does not substantially disrupt the educational process.

- Health or Safety Requirements
  - Students must wear clothing and footwear that meet the safety standards of their specific technical program or physical education class.
  - Clothing that poses a genuine safety threat (e.g. extremely loose clothing near machinery) is prohibited.
  - Footwear must be worn at all times. Specific footwear, such as closed-toed shoes or work boots, is required in technical areas.

- Prohibited Items
  To maintain a safe and focused learning environment, clothing or accessories are prohibited if they contain:
  - Images or language depicting tobacco, alcohol, or illegal drugs.
  - Profanity, hate speech, or racial/ethnic slurs.
  - Content that is reasonably likely to cause a substantial disruption to the school environment or interfere with the rights of others.
  - Threatening language, images of violence, or sexual innuendo.
  - Symbols of groups that promote intolerance or discrimination based on protected categories (e.g., Swastikas, Confederate flags).

Mandatory Exploratory Dress Code

For safety reasons, students are expected to wear the following during the periods of exploratory (mini and extended):

- Hair tied back; no loose jewelry

- Assabet supplied Exploratory T-shirt (cannot be altered)
- Jeans or work pants (no rips, no yoga or sweat pants)
- Work boots or sneakers (closed toed shoes only, no crocs or sandals)
- Short, natural nails are recommended
- **Please note: Some technical programs will require the use of safety goggles and/or other personal protective equipment (PPE).

Headwear Policy

The CROWN Act, or Creating a Respectful and Open World for Natural Hair Act, is a law that prohibits discrimination based on hair texture or style including but not limited to hair texture, hair type, hair length, and protective hairstyle including, but not limited to, braids, locks, twists, durags, Bantu knots, hair coverings and other formations. Head coverings worn for religious or medical reasons are permitted throughout the school building.

With that said, students are not allowed to wear hats or hoods, unless approved by the Principal's Office. Wearing ski masks as head coverings is not permitted.

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. Students are expected to wear, at a minimum, casual pants, collared shirts, a dress, a skirt, or dress pants.

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.

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.

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.

Required Publication of Laws

In addition, the district adheres to the following rules and laws:

Suspension or Expulsion based on M.G.L. c. 71, § 37H Possession of Weapon, Possession of Controlled Substance, Assault on Staff

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; 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.

2. 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.

3. Any student who is charged with a violation of either paragraph (1) or (2) 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, at his discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph (1) or (2).

4. 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 any provisions of this section.

5. 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.

6. Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions 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.

7. Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner of the Department of Elementary and Secondary Education shall investigate and, as appropriate,

shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

A copy of this law may be obtained in the main office.

Suspension/Expulsion Based upon a Felony Charge/Conviction M.G.L. c. 71, § 37H½

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Principal of a school may suspend a student for a period of time determined appropriate by the Principal if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons 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 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 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 calendar days of the hearing. Such a decision shall be the final decision of the city, town or regional school district with regard to the suspension.

The Principal may expel a student who has been convicted, adjudicated, or admitted guilt with respect to a felony or felony delinquency, if the Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such 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 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 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 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.

A copy of this law may be obtained in the main office.

Suspension or expulsion on grounds other than those set forth in Secs. 37H or 37H ½ (CHAPTER 71, SECTION 37H ¾)

(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 purposed 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.

Prohibition of Tobacco on School Grounds (M.G.L. c 71, s. 2A)

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.

Prohibition Against Bullying (M.G.L. c. 71, s. 37O)
School Bullying Prohibited; Bullying Prevention Plans

Bullying shall be prohibited:

A. 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.

B. 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).

Place of Attendance, Violation and Discrimination (M.G.L. c. 76, s. 5)

Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on

account of race, color, sex, gender identity, religion, national origin or sexual orientation.

No Idling of Vehicles on School Grounds (M.G.L. c. 90, s. 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.

GRADING SYSTEM

Grade Point Average (GPA)

The grade point average (GPA) is 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. Students should note that outside evaluators may calculate their own GPA for admission's purposes.

Grade Points for GPA

Letter Grade	Numerical Range	College Prep	Honors	AP & 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

Class Rank

All students are ranked on a decile system derived from GPA. This ranking system is used to group students into percentile ranks by a factor of 10 (e.g. 1st decile is the top 10% of students, 2nd decile is the top 11%-20% and so on).

Valedictorian/Salutatorian

These are the only individual ranks used and are based on GPA rank senior year at the close of the second term grades.

Transfer Students

Upon enrolling at Assabet Valley, the School Counseling 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 not be calculated into the students' GPA.

Progress Reports

At approximately the midpoint 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.

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.

Minimum Term Grades

Term 1 and Term 2 grades shall be recorded with a minimum score of 50%. Term 3 grades may be recorded from 0% to 100% based on student performance. This practice is intended to encourage continued student engagement, attendance, and academic effort throughout the school year regardless of prior term performance. The minimum 50% grading floor in Terms 1 and 2 provides students with a realistic opportunity to recover academically, including the ability to earn a passing final average through strong Term 3 performance or maintain eligibility for summer school credit recovery opportunities.

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, 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

Assabet Valley Regional Technical High School views homework as key to a student's high school education. It builds self-reliance, study skills, and the ability to follow directions. Homework reinforces classroom learning and is graded. Teachers decide on the amount and frequency, and timely completion is expected. Homework may be assigned during technical weeks and will never be punitive.

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.

Advanced Placement (AP) Course Expectations & End of Year Exams

Students enrolled in AP courses are expected to:

- Complete all required coursework and projects (summer assignments are suggested but optional)
- Register for the corresponding AP Exam by established school and College Board deadline
- Pay all applicable AP Exam fees (no waive or refund if the course is dropped) unless approved for a fee reduction or waiver
- Sit for and actively participate in the scheduled AP Exam administration in May

Students who fail to meet these expectations, including failure to sit for the AP Exam without prior administrative approval due to extenuating circumstances, may be subject to administrative review and potential consequences which may include:

- Loss of AP weighted grading status and/or adjustment of course designation
- Removal from future AP course enrollment opportunities
- Restriction from certain senior privileges and activities
- Additional school-based consequences related to failure to fulfill the expectations of a signed AP participation agreement

All students and families enrolled in AP courses will be required to sign an annual AP Course Participation Contract acknowledging these expectations and responsibilities.

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 school 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 school 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 changes this late in the school year would only be considered in an extraordinary circumstance.

Dual Enrollment

Pre-approved dual enrollment programs allow students 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 must meet with their school counselor in advance of registration to determine that Dual Enrollment is a good choice for them and aligns with Assabet graduation requirements.

- Eligibility: Students must have prior approval from their school counselor and the school Principal.
- Please note summer college courses will not be included in the transcript or calculated into students' Assabet GPA.

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 will be required to re-apply to Assabet Valley for enrollment in the appropriate 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 credit senior capstone graduation requirement. Students must earn 109 credits in the subject areas listed above, to graduate.

Students need the approval of their school 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.

VOCATIONAL PROGRAMS

Grade 9 Exploratory Program

Because AVRTHS offers more than 5 Chapter 74 state-approved programs, Assabet provides a half-year exploratory program for 9th-grade students, which is based on the applicable Vocational Technical Education and Massachusetts Curriculum Frameworks. All ninth-graders who enroll at Assabet participate in a vocational-technical exploratory program designed to help them learn about their talents and interests relative to a variety of different vocational-technical programs. After completing a mini exploratory, during which students rotate through all program offerings, they will select their top six programs to explore further in an extended exploratory (approximately 30 hours per program). While students will rank their top six choices, only their top three are guaranteed for the extended exploratory experience. During the extended exploratory, students will receive feedback from the technical program teachers outlining their strengths and areas for improvement. This feedback is based on the Exploratory Rubric and will be factored into the final placement decision.

Mandatory Exploratory Dress Code

- For safety reasons, all students participating in Mini Exploratory and Extended Exploratory are expected to wear the following:
    - Hair secured and tied back if shoulder length or longer
    - No loose jewelry, including necklaces, bracelets, dangling earrings, or chains
    - T-shirt or shirt that fully covers the shoulders, chest, and abdomen
    - Jeans or work pants (no rips, tears, leggings, yoga pants, pajama pants, or sweatpants)
    - Closed-toe, closed-heel shoes such as work boots or sneakers (no Crocs, sandals, slides, slippers, Ugg-style footwear, or other open-back shoes)

- Please note: Certain technical programs may require students to wear safety glasses, hearing protection, gloves, aprons, or other personal protective equipment (PPE) as required by industry and program safety standards.

Program-Specific Admission

Assabet Valley Regional Technical High School is committed to ensuring a fair and transparent shop placement process for all Grade 9 students through a merit-based system that considers student performance, attendance, and conduct. All freshmen will participate in a comprehensive exploratory program designed to expose them to a variety of Chapter 74-approved technical programs. Each student will explore six different technical programs, spending approximately 30 hours in each shop.

At the conclusion of all six exploratory rotations, students will be required to rank the six shops they explored in order of preference, with 1 being their top choice and 6 being their least preferred. Students may only rank shops they have personally explored. Rankings must be submitted by the stated deadline; late or incomplete submissions may negatively impact a student's overall score and placement priority.

Students will be placed into their permanent shop programs using a point-based merit system. Each student may earn a maximum of 1,000 points distributed across four categories. First, extended exploratory shop grades account for up to 600 points. Each extended exploratory is graded on a 100-point scale, so a student completing six shops can earn up to 600 points in

this category. Second, Term 1 academic grades are worth up to 200 points. The student's average GPA-based academic score is multiplied by 2 (e.g., a 90 average earns 180 points). Third, up to 200 points are awarded based on attendance from the start of school through the end of the exploratory period (August 27, 2025, to December 5, 2025). Attendance points are based on the number of undocumented absences, with a full 200 points awarded for perfect attendance and decreasing with additional undocumented absences. An absence is considered excused only if accompanied by a parental note indicating a death in the family or religious observance, or a professional note such as a doctor's or court appointment. If a student misses an entire week of a shop due to an undocumented absence, they will receive zero points for that shop. If the absence is excused, the student will be awarded a grade equal to the average of their other exploratory shop grades.

Disciplinary infractions during the exploratory period will also impact shop placement. Any student who receives a suspension or expulsion under M.G.L. c. 71, §37H or §37H½, or a suspension exceeding 10 days under M.G.L. c. 71, §37H¾, will be placed at the bottom of the placement list, regardless of their total point score.

Once total points are calculated for each student, placements will be made in rank order based on point totals. Each student will be placed into the highest-ranked shop on their list that has available space. In the event where two or more students have the same point total, the tie will be resolved first by comparing their average exploratory grades, then by attendance, and finally by academic performance. If a tie still remains after these criteria, a lottery will be used to determine placement.

If a student is not placed into any of their top six ranked programs due to space constraints, they will be offered a seat in a program with remaining availability. Waitlists will be established for oversubscribed programs and will remain in effect for the duration of the school year following initial placement.

Students may only retain their placement in a technical program if they are promoted to the next grade level at the end of the school year. Students who are not promoted due to academic failure or credit deficiency will forfeit their seat in the technical program.

This placement system ensures equity by rewarding effort and consistent performance, while also supporting students who demonstrate commitment to their education and conduct expectations throughout the exploratory process.

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, space permitting.

Cooperative and Placement Programs

The Cooperative Education (Co-op) Program at Assabet Valley Regional Vocational High School is an experiential learning program that provides eligible junior and senior students with paid, career-related work experience aligned with their technical program of study with the ultimate goal of aligning students with career opportunities beyond their high school

experience. The Cooperative Education Program aligns with the Board of Elementary and Secondary Education (BESE) and Massachusetts Department of Labor Relations (DLR) standards, frameworks, and regulations.

Student Eligibility Requirements:

1. Participation in the Cooperative Education Program is voluntary. Parental/guardian permission of student participation is required.
2. Student must have the recommendation of their Vocational Lead Teacher in collaboration with their instructor and Director of College, Career & Cooperative Education prior to being employed.
3. Student must be in compliance with the Attendance Policy for initial and continued eligibility, poor attendance may result in removal from the program.
4. Student must have served any outstanding discipline for initial and continued eligibility.
5. If a student is suspended from school, he/she is also suspended from Cooperative Education Program as a result of the discipline action.
6. Director of College, Career, & Cooperative Education will attend re-entry meetings to determine suitability for potential return to Cooperative Education placement.
7. Students must be at least 16 years of age for placement consideration.
8. Students must have successfully completed five (5) consecutive trimesters in their current technical program.
9. Students must have completed 10 hours of safety training and certification (OSHA).
10. Students will be required to produce U.S. work authorization documents to their employer prior to being employed.
11. Student shall not begin placement no sooner than before the middle of Trimester 2 of Junior year.

Tiers of Academic Eligibility:

Tier 1

Students must have a grade of 70 or higher in all academic classes and 80 or higher in their respective technical program for initial eligibility and continued eligibility. Eligibility for Cooperative Education is based on grades that are monitored throughout the term.

Tier 2

Students who do not have a grade of 70 or higher in one or more courses are not initially eligible for Cooperative Education placement. Students who do not have a grade of 70 or higher in one or more courses after initial placement will not be eligible for continued placement.

The Director of College, Career & Cooperative Education and/or the Vocational Lead Teacher may petition the Director of College, Career & Cooperative Education for a one-time exemption for said student for either initial or continued placement.

A written petition is made directly to the Director of College, Career & Cooperative Education for review and subsequent approval.

- The student must meet and maintain Tier 1 criteria on the proceeding semester and beyond.
- The Director of College, Career & Cooperative Education, reserves the right to remove the student from the Cooperative Education Program due to lack of progress toward meeting Tier 1 criteria at any point in time during this probationary period.

Attendance:

1. Student must notify his or her employer AND Assabet in the event that he or she will be absent from work. Assabet's extension number for absentee notification are ext. 1191, 2677, or 0.
2. Students must record their hours worked via electronic timekeeping and/or any other method determined by the district.
3. Failure to comply with reporting absences or time keeping is subject to potential removal. The final determination will be made by the Director of College, Career & Co-Op Placements.
4. Should school be cancelled for inclement weather, the student on Cooperative Education will follow the employer's policy and/or protocol related to inclement weather. Students on Cooperative Education are not automatically granted time off due to any school cancellations.
5. Should a student have a need to attend school they must communicate with their employer, Director of College, Career & Co-op Placements, and instructor(s) in question for approval.

Application Process:

Students must apply through the Vocational Office with the Director of College, Career & Co-Op Placements. The Director of College, Career & Co-Op Placements will guide students through the application process, which includes finalization of all required documents such as Cooperative Education Agreement, Cooperative Education Work Permit, and other related logistical matters.

Interviewing/Training Process:

Students scheduled for interviews and/or training for the purposes of Cooperative Education shall notify the Director of College, Career & Co-Op Placements. Students dismissal will be an excused event as long as they have a signed and completed Student Interview or Student Training Form and submitted to the Vocational Office.

Injury Reporting:

- Any injury sustained while on a Co-op placement must be reported immediately to both the employer and the Director of College, Career & Co-Op Placement at Assabet Valley.
- If medical treatment is required, students should seek care promptly and follow the employer's injury response protocols (e.g., first aid, urgent care, or emergency services) and notify their respective parents or guardians.

- Any documentation related to the injury must be shared with the Director of College, Career & Co-Op Placement in a timely manner.
- If the injury results in time away from work, the student must provide a medical clearance before returning to the job site or resuming activities.

Cooperative Education Employer Requirements:

1. Employers must provide supervision to students in their Cooperative Education placements. Supervision is defined by being present and aware of the students whereabouts and job function.
2. Students will be paid directly by the company which employs the student. Hourly wage will be set by the employer and may vary between sites. No employer shall pay students lower than the state legal minimum wage laws.
3. Students will be provided with a minimum of 30 hours or more per week for employment exclusive of lunch.
4. All employers must adhere to state and federal Massachusetts Child Labor Laws.
5. Students will be covered through the Workers' Compensation Insurance of the employer.
6. Employers are required to communicate with the Director of College, Career & Co-Op Placement regarding any issues, discipline, injuries, and other related performance issues.

Co-Op Student In-School Protocol

Purpose:
This policy outlines the procedures for students participating in co-op who need to be in the building during their respective shop weeks.

Notification Requirement:
Students who need to be on campus during their co-op weeks must notify both their shop instructor and the co-op coordinator via email in advance. Students must notify all parties at least 2 days prior to scheduled/intended visit.

Attendance Expectations:

- Students who do not complete the required 30-hour minimum for co-op are not required to make up those hours.
- If a student or employer consistently fails to meet the 30-hour requirement, a review will be conducted to determine if the co-op placement can continue.

Permitted Reasons for In-School Attendance:
Students may be required to come to school during their co-op weeks for the following reasons:

- Make-up work
- Additional training
- Specialized training
- Other approved circumstances, assessed on a case-by-case basis through timely communication.

Limitations on Unnecessary Visits:
While students may wish to visit friends or teachers, such visits can disrupt the educational process and create logistical challenges for staff. Unscheduled or unnecessary visits are not permitted.

Communication & Implementation:
This protocol has been posted in students' JobReady360 platform to ensure clarity and adherence to expectations.

EXTRACURRICULAR ACTIVITIES AND ATHLETICS

Getting involved in extracurricular activities is a fantastic way for students to enhance their academic journey while exploring new interests and building essential life skills. Whether it's joining a sports team, participating in a club, volunteering, or engaging in the arts, these activities offer opportunities to develop leadership, teamwork, and time management skills. They also help students build meaningful connections, boost self-confidence, and create a more well-rounded educational experience. Most importantly, extracurriculars can provide a sense of balance, allowing students to pursue their passions, reduce stress, and make lasting memories beyond the classroom.

Participation in co-curricular activities at Assabet Valley is a privilege that enhances education, with the school prioritizing student safety and well-being. Students involved in these activities must follow school policies, especially regarding tobacco, drugs, and alcohol. Violations may result in penalties from both the M.I.A.A. and the school district. Disciplinary actions will be determined based on the severity of the misconduct and the student's history, potentially leading to suspension or dismissal, while ensuring the student's right to due process.

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.

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.

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).

Class Officers

Students seeking elective offices must demonstrate good school citizenship and be passing all their courses.

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. Check out the clubs and activities calendar to join in on the fun or connect with the advisor for the club you're interested in!

Clubs/Organization	Information
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	Art Club meets every other week during the school year. It runs as an open studio environment, where students can explore a wide variety of art materials and meet other creative people.
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.
Bowling Club	The Assabet Bowling Club runs from November to February, meeting twice a week—once for practice and once for match day. Open to all skill levels, the club offers coaching from professional bowlers to help improve technique and consistency. Bowling is a lifelong sport, making it a great way to stay active and have fun with friends. Plus, our season ends with exciting team and individual tournaments. If you enjoy friendly competition and want to sharpen your skills, join us!
Drama Club	"To be or not to be" part of the Assabet Valley Drama Club should be an easy question to answer - YES! Join us as we undertake the production of a major broadway musical each year along with some other performance opportunities. The season also includes trips to a variety of theater experiences, too. Everyone is welcome so come on down!

Clubs/Organization	Information
Dungeons and Dragons Club	Dungeons and Dragons is a fantasy role playing game where players create heroic characters and embark on adventures together. Students who love to tell stories, use their wits, and make friends around the game table are encouraged to come questing with us. Both Players and Dungeon Masters are welcome!
Faith Club	The Faith Club offers students a supportive space to explore and express their religious beliefs while engaging in social activities and building meaningful connections with peers who share similar values and interests.
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 students 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.
Gender Sexuality Alliance (GSA)	The philosophy of GSA 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.
Latino Club	The Assabet Valley Latino Club is a student organization that celebrates Latino culture, traditions, and heritage. It provides a space for people of Latino descent to connect, share experiences, and express pride in their background. The club often focuses on fostering cultural awareness, inclusivity, and promoting understanding of the Latino

Clubs/Organization	Information
	community. Latino Club is a place where members can form friendships, support one another, and engage in community-building.
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 complete, 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.
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. Students are invited to apply beginning in 10th grade, if their cumulative GPA after Term 1 is a 3.75 or higher. Attending monthly meetings, maintaining at least a 3.75 cumulative GPA, volunteering for 10+ hours of community service per year, and supporting various school-wide initiatives are a few of the requirements of membership.
Newspaper Club	The Aztec Times is a student-created, student-run publication dedicated to informing and entertaining the Assabet Valley RTHS community. Our mission is to highlight the issues that matter most to our students while fostering school spirit through engaging, original, and impactful content.
SkillsUSA	SkillsUSA is a national student organization dedicated to preparing students for leadership in the workforce. Assabet Valley students have actively participated in this program, competing in technical and leadership contests at district, state, and national levels, excelling in fields such as health care, wiring, cabinetmaking, and more. Many have earned championships and contributed to the organization's initiatives, including designing the annual trading pin and serving on the State Officer Team. Beyond competition, students engage in community service and

Clubs/Organization	Information
	fundraising, reinforcing their reputation for professionalism, technical expertise, and dedication to excellence.
Student Council	Student council is a group of students who represent the interests and concerns of their peers in school. They work to improve the school culture and environment by organizing events, fundraisers, and activities, and by advocating for the student needs of the administration. The council is also composed of an Executive Board which includes elected officers such as the president, vice president, secretary, treasurer, and other various positions. They help foster leadership, responsibility, and teamwork among the students. Through their efforts, the student council aims to create a positive school culture and enhance communication between students and staff.
Yearbook Club	The Assabet Yearbook Club is dedicated to capturing the spirit of our school community through creativity, collaboration, and storytelling. Our mission is to create a timeless keepsake that documents the memories, achievements, and unique moments of each school year in a way that reflects the diverse experiences of our students and staff.

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, or junior varsity 2 team.

The placement of an athlete on a team does not guarantee students 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, all students participating in athletics must secure during the last marking period preceding the contest a passing grade, and full credit, in the equivalent of four major subjects and passing grade in your Vocational Technical area of study.

Eligibility for the fall season is based on the final grade for the preceding year, with the exception of incoming 9th graders. Students may become eligible by successful completion of summer school. Assabet Valley has a no cut athletic program, with the exception of seniors. Additionally, student-athletes are expected to fully commit to their athletic program including attending all practices and games.

Any athlete receiving a failing grade on the Progress Report during their season, is required to go to 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:

Season	Interscholastic	Club
Fall	• Football - Varsity, JV, JV2 • Boys Soccer - Varsity, JV1, JV2, Academy • Girls Soccer - Varsity, JV • Girls Volleyball - Varsity, JV1, JV2, Academy • Golf - Varsity, JV • Co-ed Cross Country • Cheer - Competition Team, Game-Day Team	Weightlifting
Winter	• Boys Basketball - Varsity, JV1, JV2, Academy • Girls Basketball - Varsity, JV • Ice Hockey - Varsity, JV • Cheerleading - Competition Team, Game-Day Team • Indoor Track - Cooperative Team	Weightlifting
Spring	• Boys Volleyball - Varsity, JV • Girls Lacrosse - Varsity, JV • Boys Lacrosse - Varsity, JV • Baseball - Varsity, JV • Softball - Varsity, JV • Co-ed Track and Field	Weightlifting

Concussion Protocol

The concussion law requires student-athletes and their parents, coaches, athletic director, school nurses, physicians and others to learn about the consequences of head injuries and concussions through training programs and written materials. The law requires that athletes and their parents inform their coaches or athletic trainer about prior head injuries at the beginning of the season. If a student-athlete becomes unconscious, suffers a known, or suspected concussion during a game or practice, the law mandates removing the student from play or practice, and requires written certification from a licensed medical professional (i.e, physician, athletic trainer, etc.) for "return to play". For more information on the concussion protocol or the Assabet Athletics Program, please refer to the AV Student Athlete Handbook.

STUDENT AND HEALTH SERVICES

Academic/Vocational Supports

Afternoon Sessions

Two 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. on Tuesdays and Thursdays for those students seeking extra help. Students must sign up for the 4:00 p.m. bus routes by 9:15 AM on the morning of the day they are remaining for extra help.

English Language Learner and Multilingual Services

English Language (EL) Support Services are designed to assist students whose first language is not English by providing resources to help them succeed academically. These services include specialized English language classes and Structured English Immersion (SEI) programs to enhance reading, writing, speaking, and listening skills. Students undergo language assessments to determine the appropriate level of support, and parents are notified of the test results. Parents are given the opportunity to review and either accept or decline the recommended EL support services for their child.

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.

Alternative Education 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. 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 workforce.
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	Wayside Youth and Family Support Network 1 Frederick Abbott Way Framingham, MA 01701 508-879-9800 www.waysideyouth.org
Employment/Training Res. 201 Boston Post Road West Suite 200 Marlborough, MA 01752 508-786-0928 Fax: 617-727-0676 www.etrcc.com	Workforce Central 44 Front Street, 6th Floor Worcester, MA 01608 508-799-1600 Fax: 508-799-1628 www.workforcecentralma.org
MA Rehabilitation Comm. 251 W. Central St., Suite 25 Natick, MA 01760 508-651-7531 Fax: 508-655-8799	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	

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 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 at staff discretion.

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 Food and Nutritional Services Director for the proper forms.

Evaluation for Accommodations Under Section 504 of the Rehabilitation Act of 1973

Section 504 identifies as handicapped, school-age children who have or have had a physical or mental impairment which substantially limits a major life activity, or 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) 485-9430.

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 has a disability as defined under IDEA, whether the student is making effective progress in the general education program, whether the lack of progress is related to their disability, and does the student require special education and/or related services to make effective progress or to access the general education curriculum. 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 Education Office at (508) 485-9430, extension 1426.

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 postural, 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 9 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 mediation, 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 condition concerning the student is encouraged and welcomed. A student's medical issue/concerns, which could affect their performance, safety, or general wellbeing during school hours, should be brought to the attention of the school nurse.

School Counseling

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 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 by going online via the Assabet website and fill out an appointment request form.

      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 confirmations to your teacher before going to your guidance appointment.

- 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 Special Education or by an administrator.

- 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 School Counseling 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 School Counseling Office via email, guidance@assabet.org or phone, 508-485-9430 ext. 1430.

      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 School Counseling Department.

Library-Media Center

Students are encouraged to use the Library-Media Center for school assignments, independent study, and personal enrichment. The center is open daily from 7:45 AM to 2:25 PM. Additionally, homework coaches are available every Tuesday and Thursday from 2:30 PM to 3:30 PM to assist students with their assignments.

Computers are available for student use in the library's research center in accordance with the school's acceptable use policies.

All books and materials must be properly checked out at the library desk before being removed from the library. Books may be borrowed for up to one month. Removing library

materials without proper checkout, failing to return borrowed items, or returning damaged materials may result in disciplinary action.

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.

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 campgrounds 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.

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 School Counseling 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.

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 student 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.

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.

Late buses will leave at 4:00 p.m. on Tuesdays and Thursdays. Students must sign up for the Late Bus by 9:15 AM. Additional buses will be provided for students involved with sports teams and after school activities. Late 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.

SCHOOL PROCEDURES, POLICIES, AND PROTOCOLS

Child Abuse and Neglect

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.

Educational Supplies and Materials

The Assabet Valley School District assumes the responsibility of providing the greatest portion of the school expenses 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 School Counseling Office.

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.

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

1. Technical Programs
   - a All students will be issued safety glasses as required. If glasses are lost or damaged, there will be a charge of $5.00.
   - b 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.
   - c Students may be required to cover costs of professional and/or State Licensing examination fees.
   - d 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.

2. Academics
   - a Personal notebooks. These will remain the personal property of the individual upon completion of the subject.

b Students that elect to participate in Advance Placement (AP) courses are required to pay for the AP Exam.

3. Extracurricular/Athletics
   a Class Dues total must be paid by every student by the respective checkpoints.
   b Safety and athletic shoes, where required.

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.

Field Trips

Field trips are considered a privilege and require students to be in good standing for grades, attendance, and discipline. A teacher, coach, or counselor must accompany each group of students making a special trip. 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.

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 Marlborough Fire Department.

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

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.

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 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 the 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

W**e** 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.

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.

Lockers and Locks

All students will be assigned lockers for their own personal use per request. Lockers should be kept clean. A lock must be obtained from the Assistant Principals' Office. 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.

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 AVRVSD 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 AVRVSD 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 AVRVSD - 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, AVRVSD 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 AVRVSD, 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 AVRVSD; 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 AVRVSD 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 AVRVSD. 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 AVRVSD'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 AVRVSD's authority to discipline or take remedial action for conduct which AVRVSD deems unacceptable.

B. Grievance Procedures

a. Organization Contact:
Assabet Valley Regional Vocational School District's Civil Rights Coordinator is:

Alyssia Berghaus
Telephone: 508-485-9430, x1430; E-Mail: aberghaus@assabet.org
Assabet Valley Regional Vocational School District
215 Fitchburg Street, Marlborough, MA 01752

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.

b. Internal Grievance Procedure

i. 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.

ii. 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.

1. 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.

2. 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, AVRVSD will investigate any complaint no matter when it is filed.

3. 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 AVRVSD 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.

4. 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:

Name	Title	Extension/Email
Alyssia Berghaus	District Civil Rights Coordinator	508-485-9430 x 1430 aberghaus@assabet.org
Ernest F. Houle	Superintendent-Director	508-485-9430 x 1431 ehoule1@assabet.org
Peggy Ayres	School Committee Chair	508-485-9430 ext. 1431

iii. External Grievance Procedures

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.

For complaints related to discrimination/harassment of students or parents, please contact:

The Office of 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
Email: ocr.boston@ed.gov

The Massachusetts Commission Against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Phone: 617-994-6000
Email: mcad@mass.gov

Parking

To ensure the safety and organization of our school premises, the following parking expectations are in place for all students who wish to park a vehicle on school grounds:

Parking Pass Requirement:

- All students intending to park a vehicle on school property must obtain a valid parking pass from the Main Office.
- Parking on school grounds without a valid and displayed parking pass is prohibited and may result in disciplinary action, including but not limited to warnings, fines, and/or loss of parking privileges.

Parking Pass Application Process:
To obtain a parking pass, students must present the following documentation:

1. Valid Massachusetts Driver's License: The driver's license must be current and valid. Learner's permits are not sufficient for obtaining a parking pass.
2. Current Vehicle Registration: The vehicle registration must be current and match the vehicle being parked on school grounds.
3. Parent/Guardian Signature: Students under the age of 18 must have the signature of a parent or legal guardian on their parking pass application form, acknowledging their understanding and agreement to these parking expectations.

Parking Location:

- Students with valid parking passes are only permitted to park in the designated student parking area.
- Parking in any other location on school grounds, including but not limited to staff parking areas, visitor spaces, fire lanes, or areas marked as "No Parking," is strictly prohibited.
- Vehicles parked in unauthorized areas will be subject to disciplinary action and may be towed at the owner's expense.

Violations Resulting in Revocation of Parking Permits and/or Suspension:
The following violations will result in the immediate revocation of parking permits and may lead to additional disciplinary action, including suspension:

- Going to vehicles during the school day or driving off school grounds by car without the explicit permission of a School Administrator.
- Excessive tardiness to school.
- Driving in excess of 5 M.P.H. on school grounds.
- Driving to endanger the safety of others on school grounds. This includes, but is not limited to, reckless driving, speeding, and failure to yield.
- Committing a serious infraction of school rules. The administration reserves the right to revoke parking privileges based on the severity of the infraction.
- Loitering in or near vehicles on school grounds. Students are expected to proceed directly to and from their vehicles.

General Parking Expectations:

- Students are expected to operate their vehicles safely and responsibly at all times while on school property. This includes adhering to posted speed limits and traffic flow patterns.
- Reckless driving, speeding, or any unsafe operation of a vehicle on school grounds will result in immediate loss of parking privileges and potential disciplinary action.
- Once school is in session, students are not permitted to return to their vehicles; therefore, it is essential to bring all necessary items for the school day upon arrival.

- Students are responsible for ensuring their vehicle is properly parked within the designated parking space, not obstructing walkways, driveways, or other parking spaces.
- The school is not responsible for any damage to or theft from student vehicles parked on school property.
- Parking privileges may be revoked at any time for violations of these expectations or for any other reason deemed necessary by school administration.
- Students must adhere to any additional parking instructions or directives provided by school staff or signage.

By obtaining a parking pass, students acknowledge that they have read, understood, and agree to abide by these parking expectations and the consequences for violations. Failure to comply with these expectations may result in the revocation of parking privileges and other disciplinary consequences.

Parent Involvement

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 Advisory Council Membership
- Advisory Committee Membership
- Special Education Parent Advisory Council
- 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 the Principal's Office.

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 2:30 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.org.

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.

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:

1. 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
2. To prevent or minimize any harm to the student as a result of the use of physical restraint.

Civil Rights 17A: Procedure for Oral and Written Notification of Parents

In the event of a physical restraint, the Principal shall make reasonable efforts to verbally inform the student's parent of the restraint within 24 hours of the event.

The Principal will provide a written report in student's home language within three school working days of the restraint to an email address provided by the parent for communications about the student, or in the event that there is no email on file for the family by regular mail postmarked no later than three school working days of the restraint. The written report will include:

- Who was restrained? Who participated in the restrained? Observers? Who was informed and when?
- If longer than 20 minutes the name of the Principal or designee who approved the continuation.
- When did the restraint occur? (date/time)
- What was happening before, during, and after the restraint? Describe alternative efforts attempted. Holds used and reasons for their use.
- Documentation of any injury to students or staff.
- Has the school taken, or will it take, any further actions, including disciplinary consequences?

The Principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report directed to the Principal's office.

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".
    - *Time out* is defined as the monitored separation of a student in an unlocked setting, from which the student is allowed to leave and it is implemented for the purpose of calming; or placing a student in a separate location within a classroom with others or with an instructor, so long as the student has the same opportunity to receive and engage in instruction. In addition, there are requirements that any room or area used for time-out must be of appropriate size for the age and the needs of the student; appropriately lighted, ventilated, and heated or cooled, consistent with the remainder of the building; free of objects or fixtures that are inherently dangerous to the student; in compliance with any applicable local fire and building code requirements; and in compliance with any other standards listed by DESE in guidance.
    - There are also circumstances where an *emergency intervention* may be used, where an adult is present and monitoring the student. The requirements for an emergency intervention are as follows:
        1. The emergency intervention may only be used on an individual student basis, when there is imminent threat of assault or imminent serious physical harm to the student or others;
        2. There is documentation from a licensed mental health professional and physician;
        3. There is consent from the student's parent, and, if appropriate, the student, and such use has been approved in writing by the principal; and
        4. At all times during the emergency, a staff member is continuously and actively monitoring the student and is immediately available to the student.
        5. There are also safeguards that must be followed such as parental notification, conducting weekly and monthly data review related to the use of such emergency intervention and documenting and reporting any use of emergency interventions to DESE.
- **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 that 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 instance 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

Pictures/Recording

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 Website; 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 the School Counseling Office at guidance@assabet.org, or 508-263-9626.

Safe School Assurances Against Harassment, Sexual Harassment, Bullying, Intimidation and Humiliation

Please refer to the Assabet Bullying Prevention and Intervention Plan in the appendices.

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.

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.

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.

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 School Counseling 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 sixty (60) years.

The temporary record includes other information maintained in the School Counseling 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 eligible 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. The eligible 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 eligible 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:

Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

a. A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.
b. Upon receipt of a court order or lawfully issued subpoena the school shall comply, provided that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance.
c. A school may release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, sections 51B, 57, 69 and 69A respectively.
d. Federal, state and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed for the audit, evaluation or enforcement of federal and state education laws.
e. A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the Department of Social Services under the provisions of M.G.L. c. 71, section 37L and M.G.L. c. 119, section 51A.
f. Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record of such student. The school shall report any request concerning the records of the such child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. 22A, section 9.
g. Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives

notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.

h. School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records, when such access is required in the performance of official duties, without the consent of the eligible student or parent.

NON-CUSTODIAL PARENTS

As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

a. A non-custodial parent is eligible to obtain access to the student record unless:
    i. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
    ii. the parent has been denied visitation, or
    iii. the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
    iv. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.
b. The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).
c. In order to obtain access, the non-custodial parent must submit a written request for the student record to the school Principal.
d. Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the Principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).
e. The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.
f. Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

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

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.

Lost and 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.

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 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 contacted.

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.

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.

APPENDICES

APPENDIX: GUIDELINES FOR EXTENDED LEAVE

Extended Leave from School: Guidelines and Support

At Assabet, we believe school attendance plays a vital role in a student's academic and social-emotional development. Consistent presence in the classroom fosters a strong foundation for learning, builds valuable relationships, and ensures access to essential resources. However, we understand that unforeseen circumstances may necessitate an extended leave of absence. This document defines what constitutes such a leave, and outlines the school's procedures regarding an extended leave.

Extended Leave Categories

- Medical
- Discipline
- Special Education Extended Evaluation
- School Business and School Sponsored Field Trips
- Unique Family Circumstances

Extended Leave Definitions

Medical

Medical leave within this section pertains to absences of more than three consecutive days defined within the following categories:

- Physical Illness
- Mental Health
- Pregnancy

In order to qualify as a medically excused extended absence, a parent/guardian or adult student is obligated to provide Assabet Valley with a note from their personal physician stating the following:

- The student's physical limitations while in school
- Dates of absence(s)
- The determination as to whether a student can be tutored during the absence: "A public school student who, due to documented medical reasons, is confined to home or a hospital for not less than fourteen (14) school days during the school year, is entitled to receive home/hospital educational services as described under 603 CMR 28.3(3)(c)." (Mass DOE) Receipt of a medical note indicating the student will miss school for 14 days triggers the process of connecting a student with a tutor.
- Anticipated date of return
- Physician's Affirmation of Need for Temporary Home or Hospital Education for Medically Necessary Reasons (up to 60 days)
- Physician's Affirmation of Medical Reasons That Student is Likely to Remain at Home, in a Hospital, or in a Pediatric Nursing Home for More than 60 School Days (more than 60 days)
- Upon receipt of the Physician's Affirmation, Assabet Valley Regional Technical High School reserves the right to communicate with signing physician to make a final determination of support that might be needed to assist the student with making progress in their coursework.

It is in the student's best interest to provide Assabet Valley with the personal physician's note in these circumstances. Families and their personal physician need to consider that in addition to the academic environment, Assabet Valley students are in a vocational-technical environment when determining how the student may participate in their educational program. The shop environment may require contact with fumes and chemicals, height-altering devices, lifting, and/or work off campus.

Upon notification, school personnel will give a copy of the procedural guidelines for extended absence to students who present there as being pregnant and state their preference for non-disclosure to school personnel.

Disciplinary Absence

Students who have been suspended from school for one or more days fall into the disciplinary absence category. Suspensions are determined by the Principal or his designee and are defined in the Assabet Valley Regional Technical High School Student Handbook.

Special Education Extended Educational Evaluation

The determination for a student to participate in an extended educational evaluation can occur in one of two ways:

1. The student's family can independently pursue a placement for this intended purpose.

2. The student's IEP team can make a recommendation for said placement.

3. Example from GLTS page 60 on discipline and students with disabilities

School Business and School-Sponsored Field Trips

School Business and School Sponsored Field Trips are defined in the Assabet Valley School Handbook.

Unique Family Circumstances

Unique family circumstances, for the purpose of this manual, are limited to extended bereavement, critical illness of a parent/guardian, or other absences outside of the defined categories that require a student to be absent from school for an extended period of time, more than three (3) consecutive days. The decision to grant the extended leave in these circumstances is made by the Principal.

Please note family vacations are not considered unique family circumstances.

Resources During Periods of Extended Absence

Medical Absence

Tutoring

"A public school student, who due to documented medical reasons, is confined to home or a hospital for not less than fourteen (14) school days during the school year, is entitled to receive home/hospital educational services as described under 603 CMR 28.3(c)." (Mass DOE)

Receipt of a medical note indicating the student will miss school for 14 days triggers the process of connecting a student with a tutor. Student Services, which is composed of School Counseling and Special Education, has responsibility for the tutoring process. A designated staff person within Student Services will make the appropriate contacts with the Main Office, the Nurses' Office, and, school counselors, the tutor, and the student and the student's family.

The Main Office will be responsible for making the appropriate entry in the student's attendance record. The School Nurse will be responsible for medical contact as needed. Faculty members, who are involved with the student, will provide the tutor with instructional materials in a timely fashion. The student's school counselor and/or special education liaison will be available to the family to provide support as needed. The tutor will collect work from the Academic Office and serve as a liaison between the home-bound student and Assabet.

The Assabet parameters regarding tutoring are as follows:

1. All home/hospital tutoring must take place in the student's home or other agreed-upon public location. In no case will a tutor work with a student without a parent or other responsible adult present at the site.

2. Tutoring will range from 4-8 hours per week, depending on student needs and health issues.

3. The tutor will bring assignments to the student, facilitate instruction and assessment, and return assignments to the responsible teacher for grading and recording.

4. Tutoring authorization will terminate at the date specified by the physician as the student's date to be medically able to return to school.

5. Should a student require a reduced or partial schedule upon return to school, the tutoring protocol remains the same, but hours and duration will be adjusted to reflect the needs.

6. All state and federal laws and protections will be provided to any student so involved.

Disciplinary Absence

It is the obligation of students who are on outside suspension from three (3) to ten (10) days to request academic and related work directly from their teachers/instructors. Faculty email addresses are available to parents and students on the Assabet website as one option by which a family can communicate with Assabet faculty. Teachers will be advised to check their email for student correspondence. It is the responsibility of the Office of the Assistant Principal to inform teachers/instructors when a student has been placed on an outside suspension. Teachers/instructors/liaisons should respond to a student's request promptly. The grading of said work will be at the discretion of each faculty member and, if applicable, the appropriate liaison. Students are required to submit their completed work within 10 days of return.

Students whose behaviors subject them to an exclusion or expulsion hearing will be advised of their educational status and the resources available to them at the disposition stage of the hearing process.

School Business and School-Sponsored Field Trips

Students, who are off campus at a function that qualifies as school business or a school-sponsored field trip, are considered as present for school attendance purposes. These students are subject to

Assabet rules and regulations within the school handbook and any rules and regulations that are specific to that school business or school-sponsored field trip. Parents/guardians are required to sign permission slips for these trips. In addition, parents/guardians and students sign paperwork acknowledging that they understand the rules and regulations and will abide by them. Students are responsible for all missed coursework.

Unique Family Circumstances

School personnel from Assabet will meet with the student and/or parent/guardian to determine the duration of the student's absence and the appropriate resources available to the student through Assabet. Faculty and staff at Assabet who become aware of a student's unique family circumstance are requested to notify the Director of Pupil Personnel in writing.

School Visits During Student Extended Absence

Students who are on extended leaves of absence for any reason should not be on school property or attending school events without the express, written authorization of the Superintendent-Director/Principal, or their designee. It is the student's obligation to make a written request for authorization to be on campus and to attend a school event on or off campus to the Superintendent-Director/Principal. The exception would be a meeting that has been authorized and scheduled by or through a school administrator. Once approved and upon the student's arrival at Assabet, said student must sign in at the Main Office and declare their destination. The student must go directly to that designated area and remain there. The student is not at liberty to roam the school unsupervised.

Re-Entry Meetings

It is highly recommended, but not required, that a re-entry meeting convenes for the student and the student's parent(s)/guardian(s) before the student can return to school. The category of extended leave determines with whom the student will meet.

APPENDIX: Assabet Bullying Prevention and Intervention Plan

Statement of Purpose

Assabet Valley Regional Technical High School is committed to providing all students with a safe learning environment that is free from bullying, cyberbullying, and retaliation. The school district expects that all members of the school community will treat each other in a civil manner and with respect for differences. This commitment is an integral part of the District's comprehensive efforts to promote learning and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process. The Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying, cyberbullying, and retaliation.

Definitions

In order to work as collaboratively and as effectively as possible, to prevent and intervene in all acts of bullying, it is essential for administrators, faculty, staff, students, parents, guardians, law enforcement agencies, and other interested parties to use common language. The following definitions[1] are provided to facilitate this goal.

- Aggressor: a student or a school staff member who engages in bullying, cyber-bullying, or retaliation towards a student.

- Bullying: the repeated use by one or more students or a member of school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:
    - causes physical or emotional harm to the target or damage to the target´s property;
    - places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
    - creates a hostile environment at school for the target;
    - infringes on the rights of the target at school; or
    - materially and substantially disrupts the education process or the orderly operation of the school.

- Cyberbullying: bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes but is not limited to, email, instant messages, text messages, and Internet postings.

- Hostile environment: a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student´s education.

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

[1] Referenced from M.G.L. c.71 § 370

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

- Target: a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

Prohibition Against Bullying and Retaliation

The District prohibits acts of bullying, which include cyberbullying:
(i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by 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, and

(ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

As stated in M.G.L. c. 71, § 370, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

Policies and Procedures for Reporting and Responding to Bullying & Retaliation

A. Reporting Potential Bullying or Retaliation

It is the responsibility of each member of the school community: students, staff and parents to report instances of bullying or retaliation, with the understanding that such reports will be listened to and taken seriously. Reports by students, parents/guardians, school staff, or others who witness or become aware of an instance of bullying or retaliation should bring the matter to the attention of a classroom teacher, the Director of Pupil and Personnel Services, or the Assistant Principals' Office. Additionally, the matter can be brought to any staff member of the school the individual may feel a connection with. All staff members are then required to report the incident to the administration.

*Bullying or retaliation may be reported anonymously, provided however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report.

Options for Reporting Resources

- School voicemail: Do not leave details, simply request a callback
- Email to school administration

- Directly to any administrator or staff member

B. Responding to a Report of Bullying or Retaliation

Before fully investigating allegations of bullying or retaliation, the Principal or designee will take steps to ensure the safety of the alleged target. These measures may include creating a personal safety plan, arranging seating in classrooms or on transportation, designating a staff "safe person," and adjusting the aggressor's schedule. Safety measures will be implemented throughout and after the investigation to protect all involved, including witnesses and those providing information.

C. Investigative Procedures for Potential Bullying or Retaliation

The school will promptly investigate allegations of bullying or retaliation, determining the nature of the incident (bullying or peer conflict). The designee will interview students, staff, witnesses, and parents as needed. After the investigation, outreach to the target and their family will begin, focusing on addressing the target's needs, educating bystanders, and applying appropriate consequences for aggressors. Key steps include:

- Assessing the situation's nature, chronicity, and severity.
- Identifying aggressors, targets, and bystanders.
- Creating a safety plan for the target(s).
- Determining if the bullying occurred on or off campus.
- Informing all parties about the investigation's importance and the prohibition of retaliation.
- Communicating with all involved parties and notifying parents while ensuring confidentiality.
- Establishing a follow-up timetable with parents.
- Collecting and documenting data.

D. Determinations

The Principal or designee will assess all facts to determine if bullying or retaliation occurred. If substantiated, steps will be taken to prevent recurrence and ensure the target can participate in school activities.

*Any student who knowingly makes false accusations of bullying or retaliation shall be subject to disciplinary action.

Key actions include:

- Identifying required remedial or disciplinary actions.
- Consulting with teachers, counselors, and the aggressor's parents to address underlying issues and social skills development.

The Principal or designee will promptly:

- Notify parents of the target and aggressor about the investigation results.
- Report findings and actions to prevent further incidents.

- Ensure all communications comply with privacy laws.

Due to confidentiality regulations, specific disciplinary details cannot be shared with the target's parents unless it involves a necessary directive, like a "stay away" order.

E. Response to Bullying

If the Principal or designee determines disciplinary action is warranted, it will be based on investigation findings. Disciplinary measures, handled confidentially, may include:

- Written warnings
- Apologies to the victim and family
- Loss of privileges or limited access to school areas
- Awareness training on behavior impact
- Parent conferences
- Participation in empathy, cultural diversity, or anti-bullying programs
- Detentions or instructional assignments
- Police notification
- Removal from work sites or exclusion from school activities
- Short-term or long-term suspensions
- Other authorized actions, including expulsion

Please note, these measures are in place to help balance the need for accountability with the need to teach appropriate behavior. Additionally, discipline for students with disabilities is governed by the Individuals with Disabilities Education Improvement Act (IDEA) and relevant state laws.

F. Obligation to Notify Others

- **Notice to Parents/Guardians:** Upon confirming bullying or retaliation, the Principal or designee will promptly notify the parents or guardians of both the target and aggressor about the incident and response procedures. In some cases, parents may be contacted before the investigation begins.
    - The Principal or designee will inform parents about actions taken to prevent further incidents, including consequences and educational activities. Parents will also be made aware of available services, such as individual and group counseling, social skills groups, and role-playing activities aimed at addressing bullying issues.
    - Staff will collaborate to reinforce specific skills for affected students and adjust the school environment as needed.
    - Specialists will consult with staff to support targets and aggressors, and these discussions will be shared openly with parents to foster trust.
- **Notice to Other Schools/Districts:** If bullying involves students from multiple districts or schools, the Principal will promptly notify the relevant administrators to coordinate appropriate actions.

- **Notice to Law Enforcement:** If there is reasonable belief that criminal charges may be warranted against the aggressor, the Principal will notify local law enforcement at any stage of the investigation.

Academic and Non-Academic Activities

Each person involved (participants, coaches, advisors, activity leaders, etc.) on any level with a school club, activity, sports team or non-academic activity will be required to sign off on the Anti-Bullying, Retaliation, and Hazing Agreement provided to them by the school. Without completing this agreement, participation will not be permitted.

To establish a safe and supportive school environment, the following approaches are essential for bullying prevention and intervention:

- Set clear expectations and routines for students.
- Create safe spaces for all, including marginalized groups.
- Use positive responses and reinforcement, even in discipline.
- Implement positive behavioral supports.
- Foster positive relationships between adults and students.
- Model, teach, and reward respectful behaviors.
- Promote collaborative problem-solving and conflict resolution.
- Encourage safe internet use and participation in extracurricular activities.

Guidelines for Student Internet Use:
Internet access supports education and must align with educational objectives. Students must review these guidelines with a teacher, and adherence is required for internet access.

Student Responsibilities:
Internet use must be supervised by faculty, but constant monitoring is not expected. Access is a privilege that can be revoked for abuse with inappropriate conduct subject to disciplinary action.

Personal Safety:
The internet is public and can expose students to inappropriate contacts. Students should avoid sharing personal information and arrange meetings only with parental approval. Any threatening or inappropriate online communication should be reported.

Unacceptable Internet Uses:
Prohibited activities include, but are not limited to:

- Posting personal information about others
- Accessing or searching for obscene materials
- Spamming or chain letters
- Harassment
- Drug-related communications
- Plagiarism or copyright infringement
- Unauthorized use of social media and software platforms
- Non-educational commercial activities
- Electronic chats with peers or others

Collaboration with Families

Parents and guardians should reinforce the curriculum and support the school district's plan by:

- Reading the policy with their children.
- Discussing definitions to ensure understanding.
- Reviewing the policy on the website and providing feedback.
- Modeling positive behaviors and social relationships to maintain consistency between home and school.

Assabet will provide materials on bullying dynamics and notify parents about the Bullying Prevention Plan's availability online. Copies of the Memorandums of Understanding with the Marlboro and Hudson police can be requested.

Resources for parents include:

- The Director of Pupil Personnel Services as a Bullying Liaison.
- The school website for detailed information.
- Access to teachers, administration, and the guidance department.
- Information on online safety and cyberbullying.

Parents will receive written notifications each year about the student-related sections of the Bullying Prevention Plan in the most prevalent languages among them.

Assabet supports the Problem Resolution System (PRS) Office and ensures that students, families, school districts, and other community members have easy access to information regarding learners' rights and educational options and to a forum for the resolution of disputes that is prompt, accurate, and fair.

To file a complaint please access the following website: https://www.doe.mass.edu/prs/intake/default.html

Access to Resources and Services

Promoting a positive school climate involves addressing the emotional needs of targets, aggressors, families, and others. AVRSD will refer families to various resources within the District.

Identifying Resources:
AVRSD offers access to adjustment counselors, mentors, school psychologists, and school administration for targets, aggressors, and families as needed.

Counseling Services:
AVRSD continues to offer culturally and linguistically appropriate resources on bullying and cyberbullying prevention.

Students with Disabilities:

In compliance with MGL c.71B, §3, the IEP Team will address the needs of students whose disabilities affect social skills and may make them vulnerable to bullying. Special education staff receive annual training on these requirements.

All resources are evaluated for engagement, alignment with the District's core values, and cultural appropriateness, as well as connections to community service agencies.

Leadership

Leadership at all levels will play a critical role in the development and implementation of the Bullying Prevention and Intervention Plan in the context of the District, school, and community efforts to promote a positive environment, through public involvement in developing the Bullying Prevention and Intervention Plan, assessing needs and resources, and planning and oversight.

A. Public involvement in developing the plan

The Bullying Prevention and Intervention Plan was developed in consultation and collaboration with teachers, school staff, professional support staff, administrators, community representatives, local law enforcement, students, parents, and guardians.

B. Assessing needs and resources

At least once every four years, the district will administer a Department of Elementary and Secondary-developed student survey to assess the school climate and the prevalence, nature, and severity of bullying in our district. Additionally, the school or district will annually report bullying incident data to the Department.

To assist the district in identifying resource gaps and the most significant areas of need, school leaders, with input from families and staff, will:

- assess the adequacy of current programs;
- review current policies and procedures;
- review available data on bullying and behavioral incidents; and
- assess available resources including curricula, training programs, and behavioral health services.

Based on these findings, the district will revise or develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.

This plan recognizes certain students may be more vulnerable to becoming targets of bullying or harassment based on actual or perceived characteristics, including race, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

***Please Note:** This plan affords all students the same protection regardless of their status under the law.

C. Planning and oversight

Task	Responsible Party
Receiving and maintaining a database of reports on bullying	Director of Pupil Personnel Services
Analyze bullying data, assess present problems, and measure improved outcomes	Director of Pupil Personnel Services Assistant Principals
Address and plan professional development required by law	Director of Academics and Title I Services
Respond to the needs of targets and aggressors	Director of Pupil Personnel Services Assistant Principals Director of Special Education Services
Choose and implement curricula for the school	Administration Team
Develop new or revise current policies and protocols, including internet safety	Director of Pupil Personnel Services Principal
Oversee the amending of student and staff handbooks and codes of conduct	Principal
Engage the efforts and involvement of families and parents	All Administration
Review the plan together each year, and make amendments as needed	All Administration

Training and Professional Development

Professional learning opportunities will help staff create a safe school climate that promotes respectful communication and empathy. The District will provide annual bullying prevention and intervention training for all employees, covering staff responsibilities, reporting procedures, and bullying prevention curricula for all grades. New hires must complete training during their first school year.

Ongoing training will include:

- Effective strategies for immediate intervention in bullying incidents.
- Understanding the dynamics between aggressors, targets, and witnesses.
- Research on at-risk student categories, focusing on those on the autism spectrum or with social skill challenges, as well as cyberbullying and internet safety.
- Strategies to support students with disabilities in their Individualized Education Programs (IEPs).
- Guidance on distinguishing acceptable managerial behaviors from bullying behaviors.

Relationship to Other Laws

Consistent with state and federal laws, and the policies of the District, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege, and courses of study of such public school on account of race, color, sex, religion, national origin, gender identity, disability, ancestry or sexual orientation (Title VI, Title IX, Section 504, ADA, MGL ch.76, sec.5). Nothing in this Plan prevents the District from taking action to remediate discrimination or harassment based upon a person's membership in a legally protected category under local, state, or federal law, or the District's policies.

Additionally, nothing in this Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under MGL, c.71, §§37H, 37H1/2, 37H3/4, c. 71 §§41, 42, 42D, other applicable laws, District policies, or collective bargaining agreements in response to violent, harmful, disruptive or other inappropriate behavior, regardless of whether the Plan covers the behavior.

LEGAL REF.: Title VII, Section 703, Civil Rights Act of 1964 as amended Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26.00
603 CMR 49.00
M.G.L. 71:37O; 71B:§3; 83:1