



Smith Vocational and Agricultural High School

2020-2021

STUDENT INFORMATION HANDBOOK

***Smith Vocational and Agricultural High School
80 Locust Street
Northampton, MA 01060
(413) 587-1414***

School Department Resources

<u>Resource</u>	<u>Name</u>	<u>Phone</u>
Superintendent Title IX Coordinator	Andrew Linkenhoker, Ed.D.	ext. 3406
Principal (Main Office)	Joseph Bianca	ext. 3401
Assistant Principal & Title VI Coordinator	Anthony Sabonis, Jr.	ext. 3407
Director of Student Services & Homeless Liaison	Rebecca Wanczyk	ext. 3402
Curriculum Coordinator/Title I	Michael Parks	ext. 3476
Business Manager	Crystal Fairman	ext. 3436
Vocational Director	Melanie Chartier	ext. 3463
Campus Technology Coordinator	Joshua Shearer	ext. 3477
Land/Facilities Manager	Timothy Smith	ext. 3460
Athletic Director & Co-op Coordinator	Jeffrey Lareau	ext. 3450
Security Director	Kevin Brown	ext. 3420
Food Service Director	Heather Bouley	ext. 3456
School Nurse	Karen Lajoie, R.N.	ext. 3411
Admissions	Guidance Office	ext. 3402
School Counselor	Max Weider	ext. 3415
School Counselor	Molly Alberti	ext. 3416
School Counselor, Admissions	Lauren Devine	ext. 3414
Adjustment Counselor	Thomas Moore	ext. 3419
Adjustment Counselor	Lisa Perry	ext. 3418
ELE Liaison	Katherine Dunn	ext. 3571

Mission Statement

The mission of Smith Vocational and Agricultural High School is to prepare students for social responsibility, employment, and post-secondary education through rigorous, applied technical and academic programs.

Values and Beliefs

As a school community we believe that we must:

- foster an understanding of the value of education so that students become lifelong learners
- model an attitude of personal, professional, and institutional excellence
- respect the diversity of our multi-cultural society by recognizing and affirming the inherent worth and dignity of all people
- encourage non-traditional career path choices by actively working to eliminate racial, cultural, and gender biases
- continually develop curricula that nurture students' self-esteem and inspire them to strive to reach their full potential
- promote a positive, safe, structured, and challenging climate in which all students can succeed

Goals**High Expectations**

- To rise both in technical and academic achievements of all students through core standards and project-based curriculum.

Working Together

- To adopt a culture of unified purpose through active participation in school related activities such as program advisory committees, school council, sports, after school clubs, team meetings, and special events.

Guidance and Support

- To bring all students, parents, and educators together to work toward a common purpose of assisting each student in setting and attaining academic and career goals.

Learning Environment

- To instill a conscious sense of ownership and pride in the school environment through regular systematic upgrading and maintenance of the grounds, physical plant, equipment, and instructional resources.

Public Relations

- To increase public awareness of the value of Smith Vocational and Agricultural High School to the communities it serves, through a stepped-up use of the traditional methods of communication and creative visual displays of students' successes.

Technology

- To provide a comprehensive professional development program to assist the staff in becoming proficient in the use of advanced technological tools to improve instruction, to reflect industry standards, and to increase student achievement.

TABLE OF CONTENTS

Academics/Vocational		General Information (continued)	
Agenda Books	11	Cell Phone	25
Cooperative Ed. Programming	12	Change of Address	25
Courses	8	Extracurricular Activities	22
Course Change	26	Fundraisers	26
Deficiency Reports	11	Goals	2
Dual Enrollment	77	Health and Safety	26
Graduation Requirements	9	Library Procedures	29
Homeless Students: Enrollment	14	Management Plan	30
Honor Roll	11	Mission Statement	2
Incomplete Grades	11	Non Custodial Parent Info	28
Pre-exploratory/Exploratory	30	Food Beverage/Open Container	30
Report Cards	11	Passes	30
State MCAS Requirements	10	Perfume/Cologne/Aerosols	30
Support Services/504 Information	15	Public Display of Affection	30
		Refunds	30
Athletics	23	Registering to Vote	30
		School Cancellation/Delays	21
Attendance	17	School Department Resources	1
Absences	18	Student Organizations	23
Dismissal	19	School Property	30
Non-Performing Student	34	Student Pickup/Drop-Off	32
Tardiness		Student Records	26
(Academic and Shop Classes)	18	Student Vehicles	32
		Table of Contents	3
Code of Conduct	32	Tape Recording	30
Building Base Team Assessment	35	Telephone Use	30
Class Trips	46	Textbooks and Tools	31
Conduct of Discipline	32	Transportation	31
Detention	33	Values and Beliefs	2
Exclusions	33	Visitors/Vendors	32
G.L.c.71, Section 37H/37H1/2	36-42		
37H3/4 Due Process		Policies	
Section A	42	Attendance	47
Section B	43	Bullying	49
Section C	44	Civil Rights	58
Section D	44	Dress Code	59
Section E	44	Hazing	60
Section F	45	Homework	61
Section G	45	ID Policy	61
Section H	45	Notice of Possible Publication	62
Suspensions In/Out	33-41	Restraint	63
		Search and Seizure	68
General Information		Sexual Harassment	69
Age of Majority	24	Opioid Policy	70
Bell Schedule	5-7	Substance Abuse	71
Breakfast/Lunch School Programs	24	Technology/Acceptable Use.	72
Calendar	4	Tobacco	46
		Title IX	69

Smith Vocational and Agricultural High School Calendar 2020-2021

shop 10/12

shop 9/11

August/September

shop 10/12

shop 9/11

August TBD New Teacher Orientation

Aug 24 Teachers & Staff Orientation

Aug 26 Grade 9 Orientation & Faculty Prof. Dev.

Aug 28 First Day of School for ALL Students

1 No school for Students & Teachers

4 No school for Students & Teachers

7 Labor Day

16 Early Release for Students (12:20pm) & Staff PD

24 Back to School Night

February

10 Early Release for Students (12:20pm) & Staff PD

15 President's Day (School Closed)

15-19 Winter Break-No School for Students & Teachers

Faculty Mtg.

2:30pm-3:30pm

Sept. 14

Oct. 5

Nov. 2

Dec. 7

Jan. 4

Feb. 1

Mar. 1

Apr. 5

May/3

June 7

Picture Days TBD

Sept. grades 9 & 11

Sept. grades 10 & 12

Oct. Rethink

Shop Days

9/11-87 Days

10/12-93 Days

Junior Co-Op

Eligibility Date

Jan. 21, 2021

Depart. Head Mtgs.

2:30-3:30pm

Sept. 21

Oct. 19

Nov. 9

Dec. 14

Jan. 11

Feb. 8

Mar. 8

Apr. 12

May/10

June 14

School Council

3:30pm-4:30pm

Sept. 22

Oct. 20

Nov. 17

Dec. 15

Jan. 12

Feb. 9

Mar. 16

Apr. 13

May 18

MCAS Dates TBD

Advisory Mtg.'s

Oct. 28

Mar. 24

ELA

Math

STE

shop 10/12

shop 9/11

August/September

shop 10/12

shop 9/11

August TBD New Teacher Orientation

Aug 24 Teachers & Staff Orientation

Aug 26 Grade 9 Orientation & Faculty Prof. Dev.

Aug 28 First Day of School for ALL Students

1 No school for Students & Teachers

4 No school for Students & Teachers

7 Labor Day

16 Early Release for Students (12:20pm) & Staff PD

24 Back to School Night

February

10 Early Release for Students (12:20pm) & Staff PD

15 President's Day (School Closed)

15-19 Winter Break-No School for Students & Teachers

Faculty Mtg.

2:30pm-3:30pm

Sept. 14

Oct. 5

Nov. 2

Dec. 7

Jan. 4

Feb. 1

Mar. 1

Apr. 5

May/3

June 7

Picture Days TBD

Sept. grades 9 & 11

Sept. grades 10 & 12

Oct. Rethink

Shop Days

9/11-87 Days

10/12-93 Days

Junior Co-Op

Eligibility Date

Jan. 21, 2021

Depart. Head Mtgs.

2:30-3:30pm

Sept. 21

Oct. 19

Nov. 9

Dec. 14

Jan. 11

Feb. 8

Mar. 8

Apr. 12

May/10

June 14

School Council

3:30pm-4:30pm

Sept. 22

Oct. 20

Nov. 17

Dec. 15

Jan. 12

Feb. 9

Mar. 16

Apr. 13

May 18

MCAS Dates TBD

Advisory Mtg.'s

Oct. 28

Mar. 24

ELA

Math

STE

shop 10/12

shop 9/11

August/September

shop 10/12

shop 9/11

August TBD New Teacher Orientation

Aug 24 Teachers & Staff Orientation

Aug 26 Grade 9 Orientation & Faculty Prof. Dev.

Aug 28 First Day of School for ALL Students

1 No school for Students & Teachers

4 No school for Students & Teachers

7 Labor Day

16 Early Release for Students (12:20pm) & Staff PD

24 Back to School Night

February

10 Early Release for Students (12:20pm) & Staff PD

15 President's Day (School Closed)

15-19 Winter Break-No School for Students & Teachers

Faculty Mtg.

2:30pm-3:30pm

Sept. 14

Oct. 5

Nov. 2

Dec. 7

Jan. 4

Feb. 1

Mar. 1

Apr. 5

May/3

June 7

Picture Days TBD

Sept. grades 9 & 11

Sept. grades 10 & 12

Oct. Rethink

Shop Days

9/11-87 Days

10/12-93 Days

Junior Co-Op

Eligibility Date

Jan. 21, 2021

Depart. Head Mtgs.

2:30-3:30pm

Sept. 21

Oct. 19

Nov. 9

Dec. 14

Jan. 11

Feb. 8

Mar. 8

Apr. 12

May/10

June 14

School Council

3:30pm-4:30pm

Sept. 22

Oct. 20

Nov. 17

Dec. 15

Jan. 12

Feb. 9

Mar. 16

Apr. 13

May 18

MCAS Dates TBD

Advisory Mtg.'s

Oct. 28

Mar. 24

ELA

Math

STE

shop 10/12

shop 9/11

August/September

shop 10/12

shop 9/11

August TBD New Teacher Orientation

Aug 24 Teachers & Staff Orientation

Aug 26 Grade 9 Orientation & Faculty Prof. Dev.

Aug 28 First Day of School for ALL Students

1 No school for Students & Teachers

4 No school for Students & Teachers

7 Labor Day

16 Early Release for Students (12:20pm) & Staff PD

24 Back to School Night

February

10 Early Release for Students (12:20pm) & Staff PD

15 President's Day (School Closed)

15-19 Winter Break-No School for Students & Teachers

Faculty Mtg.

2:30pm-3:30pm

Sept. 14

Oct. 5

Nov. 2

Dec. 7

Jan. 4

Feb. 1

Mar. 1

Apr. 5

May/3

June 7

Picture Days TBD

Sept. grades 9 & 11

Sept. grades 10 & 12

Oct. Rethink

Shop Days

9/11-87 Days

10/12-93 Days

Junior Co-Op

Eligibility Date

Jan. 21, 2021

Depart. Head Mtgs.

2:30-3:30pm

Sept. 21

Oct. 19

Nov. 9

Dec. 14

Jan. 11

Feb. 8

Mar. 8

Apr. 12

May/10

June 14

School Council

BELL SCHEDULE

7:37 FIRST BELL	
7:40 FINAL BELL IN FIRST CLASS/ROLL CALL	
PERIOD	BELLS
1	7:40 – 8:30
2	8:33– 9:23
3	9:26 – 10:16
4	10:19 – 11:09
5 11:12 – 12:26 11:12 – 11:34 1st Lunch 11:40 – 12:02 2nd Lunch 12:04 – 12:26 3rd Lunch	11:12 1 st lunch and 4 th period begins 11:34 1 st lunch ends students go to 4 th period class 11:36 1 st lunch students must be in class 11:36 Students are sent to 2 nd lunch 12:02 2 nd lunch end students go to 4 th period class & students are sent to 3 rd lunch 12:04 2 nd lunch students must be in class 12:26 3 rd lunch ends
6	12:29 – 1:19
7	1:22 – 2:12

2 HOUR DELAY SCHEDULE

9:37 FIRST BELL	
9:40 FINAL BELL IN FIRST CLASS/ROLL CALL	
PERIOD	BELLS
1	9:40 – 10:12
2	10:15 – 10:37
3	10:40 – 11:12
<div>5</div> <div>11:12 – 12:26</div> <div>11:12 – 11:34 1st Lunch</div> <div>11:40 – 12:02 2nd Lunch</div> <div>12:04 – 12:26 3rd Lunch</div>	<div>11:12 1st lunch and 4th period begins</div> <div>11:34 1st lunch ends students go to 4th period class</div> <div>11:36 1st lunch students must be in class</div> <div>11:36 Students are sent to 2nd lunch</div> <div>12:02 2nd lunch end students go to 4th period class & students are sent to 3rd lunch</div> <div>12:04 2nd lunch students must be in class</div> <div>12:26 3rd lunch ends</div>
4	12:29 – 1:01
6	1:04 – 1:36
7	1:39 – 2:12

2 HOUR EARLY RELEASE SCHEDULE

7:37 FIRST BELL	
7:40 FINAL BELL IN FIRST CLASS/ROLL CALL	
PERIOD	BELLS
1	7:40 – 8:13
2	8:16 – 8:48
3	8:51 – 9:23
4	9:26 – 9:58
6	10:01 – 10:33
7	10:36 – 11:09
5 11:12 – 12:26 11:12 – 11:34 1st Lunch 11:40 – 12:02 2nd Lunch 12:04 – 12:26 3rd Lunch	11:12 1 st lunch and 5 th period begins 11:34 1 st lunch ends students go to 5 th period class 11:36 1 st lunch students must be in class 11:38 Students are sent to 2 nd lunch 12:02 2 nd lunch end students go to 5 th period class & students are sent to 3 rd lunch 12:04 2 nd lunch students must be in class 12:26 3 rd lunch ends

	Grade 9	Grade 10	Grade 11	Grade 12
English	English 9 Advanced English 9 Writing 9	English 10 Advanced English 10 Writing 10	English 11 Eng. 11 Advanced English II AP Composition	Adv English 12 Eng. 12 AP Literature Lit & Culture
Math	Advanced Algebra I Algebra I Advanced Algebra II Integrated Math I	Advanced Geometry Geometry Integrated Math II	Algebra II Advanced Algebra II Integrated Math III Pre Calculus	Trig Integrated Math IV Financial Lit AP Statistics
Science	Biology I Advanced Biology 9 PLTW: Intro to Engineering Design Physics I	Biology II Advanced Biology 10 BioMed PLTW Principles of Engineering PLTW Physics II	Anatomy & Physiology I Digital Electronics PLTW Renewable Energy Studies I Human Body Systems Circuit Design Physics III	Anatomy & Phys. II Chemistry Engineering by Craft Engineering Design and Develop. Human Body Systems II Robotics
History	U.S. History I Adv US History	U.S. History II Adv US History	World Cultures & Geography Modern America and Global Affairs CMG	Modern American Studies Psychology World Cultures CMG
PE; Health; Foreign Language; Art	Guidance Physical Education Health 9 Art 9	Guidance Physical Education Health 10 Art 10 Spanish 1	Guidance Physical Education Spanish I Spanish II	Guidance Physical Education Spanish I Spanish II Spanish III Wellness Art Elective
Special Education	Applied Academics Developmental Language Arts	Applied Academics Developmental Language Arts	App. Academics Develop. Lang. Arts Transition MCAS Pre	App. Academics Develop. Lang. Arts Transition MCAS Prep

12th Grade Guidance Counselor/504 Coordinator: Lauren Devine
11th Grade Guidance Counselor/504 Coordinator: Max Weider
10th Grade Guidance Counselor/504 Coordinator: Molly Alberti
9th Grade Guidance Counselor/504 Coordinators: Molly Alberti and Max Weider

GRADUATION REQUIREMENTS – POLICY IKF

Starting with the class of 2021 credits necessary for graduation with a diploma shall be 150 credits. In order to graduate with a Chapter 74 competency certificate students must fulfill the competencies of their chosen vocational shop and have been enrolled in that shop during their Junior and Senior years.

During this transition, the following chart will be in effect:

	Class of 2021	Class of 2022	Class of 2023	Class of 2024
# of Credits required for Graduation	150	150	150	150

The course/program requirements for obtaining a diploma from Smith Vocational and Agricultural High school are as follows.

Students:

1. Must fulfill all state testing requirements.
2. Must pass Shop every year. Students on cooperative work agreements will be given shop credit.
3. Must pass a minimum of 4 years of English (Students on a English Educational Proficiency Plan (EPP) must pass a English class each year during EPP, to meet state graduation requirements.)
4. Must pass a minimum of 3 years of Math (Students on a Math EPP must pass a math class each year during EPP, to meet state graduation requirements.)
5. Must pass a minimum of 3 years of History/Social Sciences (one must be a U.S. History as required by State Law.)
6. Must pass a minimum of 3 years of Science.
7. Must pass 4 years of Physical Education.
8. Must pass 2 semesters of Health Education and 2 semesters of Art Education.
9. Must meet attendance standards as set forth in the Student Information Handbook.
10. All graduation requirements (grades, textbooks, supplies, etc.) must be in order prior to graduation. Other student responsibilities (outstanding debts, missing school materials, outstanding discipline, etc.) must be resolved prior to graduation.

11. Must register for a full academic course schedule every year.
12. The principal is authorized to waive local graduation requirements when extenuating circumstances exist.

UPDATED
APPROVED BY VOTE
May 2017

STATE OF MASSACHUSETTS MCAS REQUIREMENTS

▪ MCAS ELA

- 260-280 Advanced Passed
- 240-258 Proficient Passed
- 220-238 Needs Improvement-Placed on an EPP
- 0-219 Warning-must retake MCAS until scoring 220 or above

▪ MCAS Math

- 260-280 Advanced Passed
- 240-258 Proficient Passed
- 220-238 Needs Improvement-Placed on an EPP
- 0-218 Warning-must retake Math MCAS until scoring 220 or above

▪ MCAS SCIENCE- Biology/Physics/Chemistry

- 260-280 Advanced Passed
- 240-258 Proficient Passed
- 220-238 Needs Improvement
- 0-219 Warning-must retake Science MCAS until scoring 220 or above

Educational Proficiency Plan (EPP)

The purpose of an Educational Efficiency Plan (EPP) is to continue to provide instruction to students in the area(s) where they have scored below the proficient level. Students must pass their English and Math courses in both 11th and 12th grade. Students will not meet graduation requirements if they fail any of these courses.

GRADING PRACTICES

Honor Roll

The school recognizes scholarship by announcing a scholastic/vocational honor roll at the end of each marking period.

Honors is awarded for students who receive a **grade of 80** or above in all subject areas.

High Honors is awarded for students who receive a **grade of 90** or above in all subject areas.

Deficiency Reports

Deficiency reports will be issued by teachers as a warning to parents/guardians that the student is not performing to potential or may be in jeopardy of failing.

Report Cards

Report cards are issued at the end of a term. Parents/guardians and students should carefully read all information on the card. Since individual differences are considered when grading students, marks should not be compared with those of fellow students. For students from sending districts, the Superintendent of Schools for that district may take action, if in his/her opinion; a student is not benefiting from his/her vocational-technical education.

Rediker Parent/Student Portal

Smith Vocational and Agricultural High School instructors utilize electronic gradebooks, which can be accessed by parents/guardians and students, allowing student progress to be tracked regularly. Each school year SVAHS emails parents/guardians and students a username, password and the link to access the Rediker Parent/Student Portal. The portal link can also be accessed through the school website at www.smithtec.org and choosing the Rediker Portal button on our homepage. Passwords can be reset directly through the portal by following the prompts. Parents/guardians and students in need of an updated username can contact the main office.

Incomplete Grades

Students receiving an incomplete grade on his/her report card will have **up to fifteen (15) calendar days**, as determined by the teacher, to make up his/her work after receiving the report card. Any incomplete grade not made up will result in loss of credit for work missed. Incomplete shop make-up work will be determined on a departmental basis. Incomplete grades are not accepted at the end of the term except for emergencies as determined by the principal. **Incomplete failing marks will not qualify a student for Cooperative Work Education or athletic participation** (See MIAA/Smith Vocational and Agricultural High School policy).

A **shop student** who has been absent, tardy or dismissed has the opportunity to make up the work he/she has missed as prescribed by his/her shop instructor. The shop instructor may award the student **up to 80%** credit for the make-up work. All students receive 20% of their grade for class/shop participation.

All teachers/instructors will have a written grading policy posted and explained to each student in the department/ shop/classroom.

Agenda Books

Students can have assignment study guides referred to as Agenda Books provided to them by request. The Agenda Books are issued to students in grades 9, 10, 11, and 12 upon a student's or caretaker's request. The purpose of the Agenda Book is to enhance the students' organizational skills, provide tactile/memory closure to each daily lesson and give support personnel (parents/guardians, other teachers) a communication channel into the classroom. To accomplish these important goals, it is recommended that teachers give students time at the end of each class to write a brief description of the day's lesson. Homework assignments should be copied from the board into the Agenda Book.

Shop Instructors should give students time at the end of the day to write this descriptor. Agenda Books may be checked in all classes.

Transfer Credit Process

Smith Vocational will honor academic credit forms other schools. Smith Vocational requires an official records from sending district before consideration of transfer credit.

- Transfer students assigned credits that meet comparable time in learning and that align with our graduation requirements.
- Transfer credit included in the student's overall cumulative GPA
- Transfer courses recorded on transcript as descriptive as possible with an Identifier of TR included

Shop Change Process

The goal of the shop change process is place students in appropriate shop area to ensure student engagement and success.

Students wanting to change shops shall follow the following process.

1. Student will meet with their guidance counselor
2. Counselor will meet with Vocational Director and Principal.
3. Student will fill out and return a shop change form with parent signature
4. A shadow experience will be scheduled in the shop of interest
5. After the shop experience a discussion with parents, student, shop teachers and guidance counselor will occur to determine a move.
6. Shop enrollment will be made by guidance counselor in the student information system and communicated to teachers. Vocational Director and Principal reserve the right to make final decision on placement, based on many factors.
7. Student is responsible to return any shop materials from previous shop and also responsible for any make up work as determined by the receiving shop teachers.

Cooperative Educational Programming

Smith Vocational and Agricultural High School is committed to the college and career readiness of its students. To help achieve this end Smith Vocational allows students to participate in Chapter 74 sanctioned Cooperative Educational Employment. This offers a unique experience for our students, allowing them to continue to learn and refine the skills that they have acquired through paid employment in their field.

I. Site Approval

When an industry partner applies to have a student placed with them for cooperative educational employment, the corresponding program department head must fill out the 'Site Approval Request Form' and submit it to the coop coordinator. The coop coordinator will schedule a site visit with the employer, and shall be accompanied by the corresponding program department head.

1. The coop coordinator will evaluate the site based on:
 - a. input from the program department head.
 - b. the State Safety Checklist.
2. The coop coordinator will:
 - a. obtain proof of Workman's Comp Insurance.
 - b. CORI the identified direct supervisor of the coop student.

3. The coop coordinator will:
 - a. provide applicable forms and policies to the employer.
 - b. orient the employer to all grading and attendance requirements and corresponding rubrics.
 - c. provide a written agreement between the school, employer, student, and parent/guardian delineating the conditions of the employment including, but not limited to, hours, wages and time-off. The agreement shall include the skills to be acquired by the student. The employer shall agree to meet all applicable requirements of state and federal labor laws and regulations including, but not limited to, those addressing worker compensation insurance, equal employment opportunity and occupational safety and health.
 - d.

II. Cooperative Educational Programming eligibility requirements Grade 11 & 12 **(Student Requirements updated by the Board of Trustees October 2017)**

Attendance:

No more than five (5) absences which have not been successfully appealed in a trimester during the 11th and 12th grade. No more than ten (10) absences from any one class or shop. This includes academics, vocational, and coop.

Tardies:

No more than 5 unexcused tardies and/or dismissals in a trimester during 11th and 12th grades, shop, academics, or coop.

Academic Requirements:

12th grade placement:

Minimum final grade of 80 in shop and 80 in related in 11th grade, or 1st trimester 12th grade.
 Minimum final grade of 75 for each 11th grade academic/other-than-related course

 Maintain a minimum of 80 in shop and related trimester grades.
 Maintain a grade of 75 in all classes during 12th grade.

11th grade placement eligible after February 1st:

Minimum of 80 in shop and 80 in related during 1st and 2nd trimester of 11th grade.
 Minimum of 75 in all other classes for 1st and 2nd trimester averaged together.

 Maintain a minimum of 80 in shop and related trimester grades.
 Maintain a grade of 75 in all classes during 11th grade.

Must have met MCAS competency determination-or be enrolled in MCAS remediation

Teacher Recommendation and Verification:

Recommendations of Department Head, Vocational/Technical Teacher, Guidance Counselor, Coop Coordinator, and Assistant Principal
 Demonstrate those academic, technical and employability competencies associated with 1 & 1/2 years of full time study.
 Successfully complete 10-hour OSHA safety course (as scheduled)
 Complete 11th grade portfolio requirements.
 Complete and maintain grade level Career Plan requirements.
 Maintain good discipline record.

III. Student Placement

I. Once the site is approved by the coop coordinator, the prospective student shall fill out the state mandated paperwork to include, but not limited to:

1. Work permit
2. Employment information sheet

3. School Co-op Application

A Cooperative Educational Placement shall be made in accordance with Chapter 74 regulations and guidance. A student shall not be enrolled in Cooperative Education before midway of a student's junior year and not before they have acquired one and one half years in the program or demonstrate the acquisition of knowledge and skills in the applicable Vocational Technical Educational Framework and the Massachusetts Curriculum Frameworks associated with at least one and one half years of full time study in the vocational technical cooperative education program area.

Students who enter a program in their junior year and want to enroll in Cooperative Education at the start of their senior year may appeal the lack of one and one half years in the program to the principal and coop coordinator by providing evidence of the acquisition of knowledge and skills in the applicable vocational technical Educational Framework and the Massachusetts Curriculum Frameworks associated with at least one and one half years of full time study in the vocational technical cooperative education program area by:

1. Providing a letter from an employer identifying the number of hours the student has worked in that career field relevant to their Chapter 74 Program (equivalent to time necessary to reach one and one half years in their vocational program), further the letter must documents the skills and experience on the job that that student has learned and practiced, as well as the student's performance.
2. Providing a letter from the department head of their vocational program which not only recommends the student for placement, but also clearly and specifically cross references the employer letter against the applicable Vocational Technical Educational Framework.
3. By passing their program's proficiency exam for coop placement.

The principal and the coop coordinator will then evaluate the provided materials and render a decision on the appeal.

Once a student is placed in Cooperative Educational Programming the coop coordinator will call the employer and perform site visits regularly. Student's academic and performance shall be reviewed periodically to ensure that the standards that were met to qualify for initial placement in the Cooperative Educational Programming are being maintained. If these standards are not being maintained students shall be permanently or temporarily pulled off of their Cooperative Educational Programming until academics improve, and after the coop coordinator approves the transition back to the placement.

Students who have not been successful in or been terminated from placement due to performance, will have to appeal to the principal and coop coordinator, in order to be placed again in the Cooperative Educational Programming either in a new placement or the previous placement. As a part of this appeal the student must provide a letter of recommendation for placement from the department head of their vocational program

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs. Homeless students are defined as lacking a fixed, regular and adequate nighttime residence. It includes:

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Awaiting foster care placement;

6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
8. Migratory children living in conditions described in the previous examples;

The superintendent shall designate an appropriate staff person to be the district's liaison for homeless assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the District. If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled resolution of the dispute.

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

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally. The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters and soup kitchens. The districts liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

Please contact: Rebecca Wanczyk; Homeless Education Liaison (413) 587-1414 ext. 3402

SUPPORT SERVICES/SPECIAL EDUCATION

Under the provisions of G.L.c.71B, special education and related services are available for students with disabilities which prevent them from making educational progress in the regular education setting. A referral for special education evaluation may be initiated by the school or the parent/guardian. After consent from parent/guardian or the student, if the student is 18 years of age or older is obtained and an evaluation is completed, a team meeting with the parents/guardians, student, evaluators and school personnel, including school personnel of the sending school district, shall be held. If the TEAM agrees that the child has a disability and needs special education/or related services in order to make educational progress, a specific plan is drawn up, accepted and signed by the parent(s)/guardian or if the child is 18 years of age. Only after such agreement are services provided. These plans are reviewed, assessed, and updated at least yearly until it is determined that special education and/or related services are no longer necessary. A re-evaluation process to determine disability and progress takes place every three (3) years. Parents/guardians who have any concerns should contact the Special Education Department for more information and a more detailed description of the parents/guardians rights and responsibilities under G.L.c.71B.

Additional Special Education services may be available through the sending school district. Further information can be obtained from the Special Services Coordinator at Smith School at **587-1414 Ext.3402**. The Smith Vocational and Agricultural High School Special Education Policy and Procedures manual are located in the Special Services office of the Main Office.

Smith Vocational and Agricultural High School identifies all **English Language Learners (ELL)** and provides sheltered English immersion to students who qualify until ELL students are proficient enough in English to participate meaningfully in the district's education program without language support services.. Smith Vocational and Agricultural High School is committed to providing effective

communication with Limited English Proficient parents and guardians. Interpretation and translation services are available at no cost to parents and guardians and may be requested at anytime. The school communicates with the home in the parents'/guardians' preferred language as identified by the Home Language Survey.

INFORMATION REGARDING SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 is an Act that prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. The Act defines a person with a disability as anyone who:

1. Has a mental or physical impairment which substantially limits one or more major life activities (such as: caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working);
2. Has a record of such impairment; or
3. Is regarded as having such impairment.

In order to fulfill its obligation under Section 504, Smith Vocational and Agricultural High School recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will be permitted in any of the programs or practices at Smith Vocational and Agricultural High School.

Smith Vocational and Agricultural High School has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent/guardian disagrees with the determination made by the professional staff of the school, he/she has a right to a hearing with an impartial hearing officer. More detailed information concerning a parent's/guardian's or student's rights under Section 504 is available from the ADA Coordinator. This information would include the parent's notice of rights under Section 504, as well as a complete copy of the grievance procedure.

Please direct any questions regarding Section 504 to the ADA/504 Coordinator at (413) 587-1414 ext. 3401.

Any student expected to have to remain home or in a hospital for a period of not less than fourteen (14) school days at physician's recommendation may be entitled to tutorial services. These instances should be reported to the Guidance Counselor. The student's physician will be required to complete the necessary medical form prior to any tutoring being provided for medical absences.

Procedural Requirements Applied to Students Not Yet Determined Eligible for Special Education-SVAHS

If, prior to the disciplinary action, Smith Vocational and Agricultural High School has 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

- The parent has expressed concern in writing; or
- The parent had requested an evaluation; or
- 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.

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

If Smith Vocational has no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the following procedures will be followed:

- If a request is made for an evaluation of a student during the time period in which the child is subjected to the disciplinary measures under section 300.530, consent will be provided to parents for signature within 5 days of the request. Once consent is received the evaluation will be conducted in an expedited manner.
- Until the evaluation is completed, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion..
See 20 U.S.C. 1415(k)(5) and 34 C.F.R. § 300.534 (d).

ATTENDANCE

Smith Vocational and Agricultural High School is committed to providing a quality education to all of our students. If we are to uphold this commitment, we must begin by first ensuring that every one of our students has regular school attendance. **Children cannot learn if they are not present for school. Present includes physically present on campus, remotely present during distance learning, or engaging in any other scheduled school activity.** Regular school attendance is critical to a child's success and parent/guardian/caretaker involvement is the key to regular attendance. This policy recognizes that school attendance is the responsibility of the student and parent/guardian/caretaker, supported by the teachers, support staff, and administration. The intention of this policy is to encourage regular student attendance through positive rather than punitive means. Smith Vocational and the Board of Trustees recognize that daily, shop, and class attendance is a shared responsibility involving commitment on the part of the student, parent/guardian/caretaker, and the school. This policy is intended to involve all parties in promoting regular school attendance.

- A. Student's Responsibility: It is the student's responsibility to:
 - a.) Attend all assigned shop days, classes, and other instructional activities on time every day that school is in session;
 - b.) Be aware of and follow the correct procedures when absent from an assigned shop day, class, or other instructional activity;
 - c.) Request any missed assignments due to an absence or make arrangements to collect missed work and assignments; and
 - d.) Complete assigned work, including make-up work, in a timely manner.
- B. Parent/Guardian/Caretaker's Responsibility: It is the responsibility of the student's parent/guardian/caretaker to:
 - a.) Ensure the student is attending school regularly and on time;
 - b.) Inform the school in the event of a student absence, in advance if possible;
 - c.) Be aware of and follow the correct procedures for reporting student absences and send in a note or documentation within two (2) weeks of the student's return to school;
 - d.) Provide medical documentation from the child's medical care provider when necessary;
 - e.) **Preemptively notify the school when a planned student absence will occur and support efforts to prepare for the absence(s)**
 - f.) Work cooperatively with the school and the student to resolve any attendance issues that may arise;
 - g.) Make every effort to be available to attend an administrative meeting related to attendance issues;
 - h.) Make every effort to arrange family vacations and trips when school is not in session so that the student does not miss school; and
 - i.) Make every effort to arrange doctor, dentist, and other appointments outside of school hours, when possible.
- C. Teacher's Responsibility: It is the teacher's responsibility to:
 - a.) Take daily attendance and maintain accurate attendance records in each assigned class and other instructional activities;
 - b.) Be familiar with all attendance procedures and apply these procedures uniformly for all assigned students;
 - c.) Provide any student who has been absent with missed assignments upon request and a date by which the assignment must be made up;

- d.) Work cooperatively with the student's parent/guardian/caretaker, Guidance or Adjustment Counselor, as well as the student to resolve any attendance issues that may arise; and
 - e.) Notify the student's Guidance or Adjustment Counselor or Administration when you become aware of an issue regarding a student that is affecting or may affect the student's attendance.
- D. Administrator's Responsibility: It is the administrator's responsibility to:
- a.) Require students to attend all assigned shop days, classes, and other instructional activities;
 - b.) Be familiar with statutes, policies and procedures governing attendance and apply them uniformly to all students;
 - c.) Ensure that all teachers properly account for student attendance in a timely manner;
 - d.) Inform the student's parent/guardian/caretaker of the student's attendance and work cooperatively with them and the student to resolve attendance problems; and
 - e.) Work collaboratively with the teaching staff to develop and implement uniform attendance procedures.

Absences:

If a student is absent from school it is the parent/guardian/caretaker's responsibility to contact the school BEFORE FIRST PERIOD (7:40 a.m.). To report an absence, please use the following procedure:

Call the school at **587-1414** ext. **3403** any time between midnight and 7:00 A.M. on the day of the absence and leave a message on the ATTENDANCE answering machine. The message must include:

- a. Student's name, grade, shop;
- b. Reason for absence; and
- c. Parent/Guardian/Caretaker's name and phone number (needed to verify calls and/or check with parent/guardian/caretaker if necessary)

In order for an Absence to be recorded as an Excused Absence, professional documentation (doctor, dentist, mental health professional, court document, military document, college or technical school visit, DCF or state agency documentation, obituary, etc.) must be provided within 2 weeks of the absence, stating that the student was under care or otherwise unable to attend school on the specified date(s). If you believe the school has made an error in recording your student's attendance, please call the Main Office or your student's Guidance Counselor to report the error. The Assistant Principal, or his/her designee may check all absences, by calling the parent/guardian/caretaker for verification. Students under the age of sixteen may be referred to the school attendance officer from his/her city or town after 8 unexcused absences. **If a student is absent from school he/she may not attend a school function on that day/evening.** In the event of a prolonged illness or injury, the **School Nurse** must be notified to ensure that a determination of possible home tutoring be considered and what accommodations should be considered not only for the shop experience but the classroom as well.

Tardy to School

It is essential that students are on time for school and do not interrupt the first period class by entering late. Students who are tardy to school will receive consequences according to the following levels, and chronic tardiness may warrant a Parent Conference:

4th tardy in trimester = 1 office detention (1 hour)
 7th tardy in trimester = 2 office detentions (1 hour each) and parental phone call
 10th tardy in trimester = 1 In School Suspension Day
 10+ times tardy in a trimester will result in parental meeting and appropriate consequences will be assigned by administration.

Students assigned on co-op have met specific requirements for that privileged learning experience. As such, these students are held to a high standard. Co-op students who have accumulated more than 5 times tardy unexcused and/or dismissals in a trimester may be withdrawn from their coop for a period of time or altogether. Students not allowed to attend coop for a period of time must report to school

during their assigned shop week until they are eligible for coop again.

In order for a Tardy to be recorded as an Excused Tardy, professional documentation (doctor, dentist, mental health professional, court document, military document, college or technical school visit, DCF or state agency documentation, obituary, etc.) must be provided within 2 weeks of the tardy, stating that the student was under care or otherwise unable to attend school on time on the specified date(s). If you believe the school has made an error in recording your student's attendance, please call the Main Office or your student's Guidance Counselor to report the error. The Assistant Principal, or his/her designee may check all tardies, by calling the parent/guardian/caretaker for verification. Oversleeping, excessive reports of missing the bus or other chronic excuses without taking action to remedy the situation are not valid reasons for being late to school. Students, who arrive after 8:10 a.m., will be considered absent from the first period class. If a student is 30 minutes late or later for a class period, the unexcused tardiness will be considered a class absence. For student drivers: Parking on campus is a privilege and the Principal, or his/her designee, reserves the right to take away parking privileges for any student who is excessively tardy.

Classroom Tardiness

Students entering a class late should have a pass. If they do not have a pass, teachers are instructed to allow the students to enter, and provide consequences and follow-up. Teachers will impose a detention for 3rd and subsequent tardiness. If a student is **30 minutes** late or later for class, the unexcused tardiness will be considered a class absence. Any student who is absent without an excuse for 8 class periods of an individual class will lose credit in that class for the year. For any student reaching eight (8) Unexcused Absences within an individual class, an Attendance Appeal should be scheduled with the Assistant Principal to discuss options for the possibility of regaining class credit. Please call (413) 587-1414, ext. 3403 to schedule any Attendance Appeal.

Shop Tardiness

Students entering a shop late should have a pass. If they do not have a pass, teachers are instructed to allow the students to enter, and provide consequences and follow-up. Teachers will impose a detention for 3rd and subsequent tardiness. Any student who is absent for **8 shop days or 50 hours will lose credit for the year**. Shop tardiness and/or dismissals will accumulate by the hour: time less than one hour will accumulate using the rule, every 30 to 59 minutes, counts as an hour. For any student reaching eight (8) Unexcused Absences or 50 Unexcused Hours within their shop, an Attendance Appeal should be scheduled with the Assistant Principal to discuss options for the possibility of regaining shop credit. Please call (413) 587-1414, ext. 3403 to schedule any Attendance Appeal.

Dismissals

Students are not to leave the school during regular hours without permission from a school administrator. Please keep in mind that the school hours are 7:40 a.m. to 2:12 p.m. **Whenever possible: Medical, dental and other appointments should be made outside of school hours.** Request for dismissal must be made in writing, signed by a parent/guardian/caretaker, and must be turned into the Main Office office before the beginning of First Period (7:40 am). The note must contain the time of dismissal, the reason for dismissal, the provision for transportation to the student's destination and a phone number where the parent/guardian can be reached for verification and estimated time of return (if applicable). Students who have their own cars and parking permits will be allowed to provide transportation for themselves, but not for fellow students who are dismissed. **The Assistant Principal, or his/her designee may check all dismissals, by calling the parent/guardian/caretaker for verification. If verification is not possible, the dismissal can be denied.** Students who are eighteen (18) years of age or over must follow the dismissal process and must provide all the information requested of the dismissal process. Failure to complete the dismissal form may lead to denial of the dismissal request. The Administration has the right to deny requests for dismissals of a student who is eighteen (18) years of age or older. (see age of majority)

Unexcused Absence Response

Smith Vocational and Agricultural HS – Attendance Response Process	
Class of 2023 (starting in 2020) – any student accepted at SVAHS on appeal due to attendance concerns must schedule a meeting with Assistant Principal and student's parents/guardians/caretakers to review SVAHS Attendance Policy and supports available to student	
One (1) Absence	First Absence (and every day a student is absent following the first absence): automated phone call home.
Four (4) Unexcused Absences	Warning Letter home from Asst. Principal
Six (6) Unexcused Absences	Warning Letter home from Asst. Principal and Phone Call or Contact made from Secretary, Guidance Counselor, IEP Team Member, or Assistant Principal
Eight (8) Unexcused Absences	Warning Letter home from Asst. Principal and Phone Call or Contact made from Secretary, Guidance Counselor, IEP Team Member, or Assistant Principal
Nine (9) Unexcused Absences	Credit Loss Letter home from Asst. Principal and Phone Call or Contact made from Secretary, Guidance Counselor, IEP Team Member, or Assistant Principal
Attendance Appeal Hearing	Meeting held to dispute or solve the Attendance issues and to collectively decide on a pathway for the student to possibly regain credit (if applicable and student passes class)*
1.) *students can regain credit for those academic classes in which credit was lost due to absences in the following approved ways: after school with a shop instructor (30 minutes per day); staying on campus, with shop teacher approval, on Early Release Days (2.5 hours per day); after school for instruction/work preparation with a teacher; after school for instruction/work preparation with the Homework Help Club; after school by reporting to detention hall; after school by reporting to the Guidance Suite to check-in with support staff; after school by reporting to the Main Office to check-in with administration; or April Vacation Attendance Recovery Boot Camp (pending approval of funding).	

Excused Absence Response:

Smith Vocational and Agricultural HS – Attendance Response Process	
One (1) Absence	First Absence (and every day a student is absent following the first absence): automated phone call home.
Five (5) Excused Absences	Student Meets with Guidance/Adjustment Counselor to update and plan for completion of make-up work; Counselor call to parent/guardian/caretaker
Ten (10) Excused Absences (or when necessary)	Student Meets with Guidance/Adjustment Counselor, Assistant Principal, and parent/guardian/caretaker to update and plan for completion of make-up work and implement support plan.
Twenty (20) Excused Absences (or when necessary)	Student Meets with Guidance/Adjustment Counselor, Assistant Principal, and parent/guardian/caretaker to update and plan for completion of make-up work and implement support plan.

necessary)	Counselor, Assistant Principal, Director of Student Services, and parent/guardian/caretaker to update and plan for completion of make-up work and implement support plan.
------------	---

School Cancellation/Delays Due to Emergency Conditions

The following radio and television stations will broadcast/televise "no school/delay" announcements in the event that Smith Vocational and Agricultural High School has to be closed during the school year.

School closings will be posted on the following channels and a phone call will be placed to all students and staff:

WWLP-TV Springfield Channel 22

WGGB-TV Springfield Channel 40

Delaying school for two hours will be seriously considered on any day when the weather conditions are improving and with additional time it is felt the roads and walkways would be safe for the students. The decision to cancel or delay **will be made by 6:00 a.m. On delay days**, all schedules may be affected by two hours. This includes bus pick-up times and also the times when students should arrive at school. Dismissal time (on delay days) will be the normal time. **The decisions are made by the Superintendent of the Smith Vocational and Agricultural High School.**

Once a decision is made to delay, hopefully there will be no change in the length of delay, and only in extreme cases will we cancel after a delay call has been made.

If buses are not running in the student's school district due to inclement weather there will not be a bus going to Smith School. Students driving cars to school are not required to attend if their school district is closed due to inclement weather. The students therefore, will be excused for the day (Emergency Cancellation) and will not lose credits for this absence. Students, however, will be responsible for any work missed.

Off Campus Work Site Policy

The educational experience at Smith Vocational and Agricultural High School may include activities off campus during the school day. These learning activities will happen during regular vocational program hours and will not exceed beyond the scope of the regular school day, unless prior approval by administration has been granted and notification to students and families has taken place. Students will not be mandated to attend any work site activities after school hours, but may be encouraged to do so. Job sites are located in nearby sending student communities of Smith Vocational and Agricultural High School. Smith Vocational and Agricultural High School maintains liability insurance coverage and participating students are covered by this insurance. Students are not required to waive their legal rights to participate. Supervised transportation is provided to and from the job site. Students are not allowed to drive in their own cars.

Licensed instructors provide continuous supervision at the job site. Only students enrolled in an approved career and technical education program and who have demonstrated the knowledge and

acquisition of skills associated with at least 1 ½ years of full time study in the program are eligible for an off campus work experience. While off campus, students and instructors are expected to follow all Smith Vocational and Agricultural Handbook guidelines and carry themselves in a way that is representative of a Smith Vocational and Agricultural student and instructor. All off campus job sites will maintain prior approval from the vocational director using the Formstack form available at www.smithtec.org. Instructors will be required to have a detailed work plan; agenda; and identify work to be completed related to frameworks and competencies.

EXTRACURRICULAR ACTIVITIES

Students are encouraged to pursue their interests through a variety of activities. These activities enrich school life, enhance personal development and increase leadership skills. Most students form stronger bonds with teachers who serve as advisors and coaches for these activities. Studies have shown that students who participate in school-sponsored extra-curricular activities tend to earn higher grades, become better at time management and are more successful at the workplace than those who do not participate in such offerings. While many of the programs offered take place after school, some meet during the school day. Students should not reject school activities due to transportation issues.

Art Club

Like to draw? Color? Photograph? Paint? Sculpt? Sketch? Design? Just like to talk about art? This is the club for you. Members should strive for a personal goal and fulfillment in the visual arts. Any and all students may join the art club: with no experience needed to join.

Games Club

The SVAHS games club is a social club that provides a positive atmosphere for students to interact through the adventures of gaming, primarily Dungeons and Dragons. All students are welcome, with no experience needed to join.

JABOP

JABOP (Just a Bunch of People), is Smith School's gay/straight alliance. The organization tries to create a safe atmosphere for all students regardless of sexual orientation. This year the group has attended local Pride Marches, conferences, and plays. They have also sponsored the annual Ally Week and teamed up with other local GSA groups to provide education and support to GLBT youth and their allies. JABOP strives to promote tolerance and acceptance school-wide.

School Council

A school council is a representative, school building-based committee composed of the principal, parents/guardians, teachers, community members and, at the secondary level, students. Every school is required to establish a school council pursuant to Mass. General Laws Chapter 71, Section 59C of Section 53. Teachers, parents/guardians, students and community members can become more committed to improving the school and more supportive of Smith School when they employ the opportunity to serve or be represented on a school council that has a role in shaping the policies and programs of our school. The school council assists the principal in reviewing the school building's annual budget, in developing the School Improvement Plan, adopting educational goals for the school and identifying the educational needs of students attending the school. The school council at Smith Vocational and Agricultural High School meets once a month at 3:30pm in the Culinary Arts Dining Room at the school.

Student Government

The Student Government exists to aid students in solving problems that might arise in the daily life of the school. It serves as a channel to the administration and the school council. The Student Government has the responsibility to keep the student body informed of its rights and responsibilities. Meetings are held during the school day, but students may be asked to assist in projects outside of the school day. Members must attend all meetings and participate in the activities in order to earn the right to represent the school.

Writing Club

SVAHS's Writing Club aims to provide all students interested with an environment of like-minded individuals focusing on writing. Journaling, poetry, and short stories are featured areas of

concentration. The Writing Club meets every morning, Monday through Friday, at 7am; tea and snacks are served.

Yearbook

The Yearbook Club at Smith Vocational and Agricultural High School is greatly involved in all aspects of the planning, gathering information and pictures, and production of the school yearbook. Members assist with photography, sales, layout, advertising, and other goals. All students involved play a major role in the completion of our outstanding and memorable product.

STUDENT ORGANIZATIONS

FFA

FFA is a dynamic youth organization within agricultural education. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success. Members have the opportunity to participate in career development events, competing for both individual and chapter awards. Members earn degrees which are based on participation and achievements. The Smith FFA Chapter enrollment is open to students of the Forestry/Horticulture and Agriculture Departments.

4H

4H is the nation's largest youth development organization with research-backed programs for students in the categories of STEM, healthy living, agriculture and civic engagement.

National Honor Society

The National Honor Society emphasizes high standards and goals in academics and vocational studies. Specifically, the school belongs to a national organization that recognizes students who reflect outstanding accomplishments in the areas of scholarship, character, leadership and service. The National Honor Society at Smith began in June 2002.

Skills USA

Skills USA is a student run organization that promotes leadership and employability skills. Students have an opportunity to learn about workplace expectations, social etiquette and total quality management. Students also have the opportunity to compete in area-wide competition in their specific trade skill focus. This competition extends through the state and nation. Some national winners go on to compete on the international level.

ATHLETICS

Smith Vocational currently offers the following sports: football, boys and girls cross country, boys and girls soccer, boys and girls basketball, wrestling, baseball, softball, boys and girls volleyball, boys and girls lacrosse and cheerleading. We have cooperative athletic teams with Easthampton High School for ice hockey and Gateway for skiing. The parent/guardian of the athlete must certify in writing, that the athlete has sufficient insurance coverage maintained through a family accident policy. Students participating in athletics are required to have a yearly physical exam, which may be conducted by a private health care physician or by the school physician. To participate in a game, meet or practice, a student must be in attendance at school prior to 10:47am on that day. Interscholastic athletics are governed by rules and regulations administered by the Massachusetts Interscholastic Athletic Association (MIAA). We will adhere to these regulations and any additional locally established regulations and/or policies. In order to participate in athletics students must have a passing grade in shop; students must not fail more than 2 core academic courses. Parents/Guardians/Students may be informed through the Athletic Director, of standards as set forth by MIAA as appropriate, but it is the Parents/Guardians/Students responsibility to be informed and keep themselves up to date on MIAA Policies through the MIAA Handbook, which can be found at www.miaa.net/miaa/home.

Attendance

To participate in a game, meet or practice, a student must be in attendance at school prior to 10:47 a.m. on that day.

Insurance

The parent/guardian of the athlete must certify in writing, that the athlete has sufficient insurance coverage maintained through a family accident policy or by a school accident policy. Students participating in athletics will be required to have a yearly physical exam. Physical exams may be conducted by a private health care provider or by the school physician.

Chemical Health

From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell or give away any beverage containing alcohol; any tobacco product (including e-cigarettes, VAP pens and all similar devices); marijuana (including synthetic); steroids; or any controlled substance. This policy includes products such as "NA or near beer", inhalants (defined as any substance that produces a minialtering effect when inhaled), and misuse of over-the-counter medications and substances used for the purpose of altering one's mental state. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor. Notification will be made by the Assistant Principal to athletic coaches and Athletic Director, and will take the appropriate action according to the most recent Massachusetts Interscholastic Athletic Association Policy (MIAA) for any violation of this policy.

GENERAL INFORMATION

Age of Majority

Although the age of majority in Massachusetts is 18 years old, which means that a student 18 years or older may assume adult rights and responsibilities, Smith School has a responsibility to the parents/guardians of all undergraduate students to keep them informed of student progress. Massachusetts law requires that a parent/guardian continue to be informed about a student's activities even after he/she turns 18 if the student is still living at home. Once a student is 18 years of age or older, the student and his or her parent/guardian may exercise these rights jointly **unless** the student has specifically and in writing limited the rights of his or her parents/guardians. However, a parent/guardian shall continue to have the right to receive copies of the student transcript and relevant academic information.

Students who have reached the age of majority are not authorized to dismiss themselves from school or sign off on school documents unilaterally, unless they are no longer living at their parent/guardian's home, or the student has specifically and in writing limited the rights of his or her parents/guardians. Otherwise the parent/guardian must still be a signatory on school documents.

Cafeteria Procedures

All students shall respect all school personnel, as well as fellow students at all times. We expect each student to do his/her part to maintain a pleasant atmosphere and a well-organized system in the cafeteria by the following:

1. Food and beverages are not to be taken from the cafeteria by students at breakfast or lunch.
2. Students must clear the table. Students must remove trays to the trash and place all recyclables into the recycle bins. Students must pick up any trash that has fallen to the floor.
3. Students should remain seated while eating. Students should not wander around the cafeteria during the breakfast and lunch times.
4. Students are to enter the cafeteria through the hallway double doors near the stage.
5. Bathrooms in A building only are to be used during the lunch period with permission from the lunch monitor.

Breakfast/Lunch School Program

The school cafeteria provides breakfast and lunch to all students. Breakfast is served daily 7:15 – 7:38AM. All students should partake of some nourishment during the lunch periods. Pre-payment of meals can be done by sending in a check (made payable to SVAHS) or cash is accepted at time of

transaction. However, we strongly recommend that pre-paid monies be made prior to lunchtime. The cashiers will try to remind students when their account is low. Students will not be allowed to charge meals, applications for free and reduced meals are available on the school website. Additionally, requests for information on Free/Reduced Meal Program eligibility should be made to Heather Bouley, Food Services Coordinator. School issued student IDs are to be scanned or entered at the pin pad at the cashier stand by **all** students in order to purchase meals, snacks or drinks. Upon parent/guardian written request, the Food Service Coordinator can print out a copy of their student's meal account history showing payments and deductions.

Full Cost	Breakfast \$1.50	Lunch \$3.00
Reduced Cost	Breakfast \$.30	Lunch \$.40

In order to be eligible to participate in the graduation ceremony, students must pay in full all outstanding cafeteria balances.

Shop Break: is offered daily with a variety of snacks and beverages offered for purchase. Purchases are cash only (no account charges), shop teachers are present for supervision, and students are responsible for cleaning their own tables.

Cell Phones/Electronic Devices

Students are only allowed to use cell phones and other electronic devices during passing periods and lunch, except as allowed by individual classroom policy or teacher discretion. Teachers may require students to turn in phones at the beginning of class, confiscate phones, and/or turn student phones in to the main office, in order to maintain an appropriate learning environment for all students. Please refer to your individual teachers' course syllabi for classroom and shop specific cell phone policies.

Use of cell phones and other electronic devices may not interfere with the learning environment at any time, including listening to audio without headphones. No photographing, video recording, or audio recording of class is allowed without teacher permission or specific IEP or 504 accommodation; and no photographing, video recording, or audio recording of any person at any time is allowed without that person's explicit permission. Students found to be using cell phones or other electronic devices to promote disruption or social conflict will be subject to office discipline.

All use of cell phones and electronic devices is subject to the Technology Acceptable Use Policy. Students shall be personally and solely responsible for the security of electronic devices. Smith School shall not assume responsibility for theft, loss, or damage to any cell phone, MP3 player, or other personal electronic device.

Student Work Permits

All students under the age of 18 must obtain a work permit from Smith Vocational and Agricultural High School in accordance with M.G.L. c. 149 §§ 86-89. Work Permit paperwork can obtain in the main office. Work permits are issued specific to the job and employer. Potential employers must fill out the "Promise of Employment" section. Students under the age of 16 (14 and 15 years old) must also have the "Physician's Certificate of Health" section filled out and have the paperwork signed off by a parent/guardian. Once the necessary sections have been completed, the student seeking the permit must sign the application and return it to the main office for processing. Under normal circumstances, work permits will be made available for the student within 48 hours of the submission of paperwork. A copy of the work permit shall be kept in the student file in the main office and remain there until the student graduates.

Change of Address

If your home address or your telephone number should change, you must report it to the Guidance Office at once. **THIS IS VERY IMPORTANT.** Superintendents of sending school districts are notified of address changes for tuition purposes.

Course Change

There will be no course change except with Guidance, Special Education (when applicable), teacher recommendation and with a written parental/guardian approval if the student is under the age of 18.

A course change should be done by the end of the 1st term unless a teacher puts it in writing that a level change is necessary.

The criteria for students to be placed in a Title I program:

- 2 years or more below grade level
- Have not met Competency Determination
- Other reasons as determined by the **Title I Coordinator**, with input from the **Department Heads in English and Mathematics**

Fundraisers

No organization or student is allowed to sell tickets, products, or to solicit funds without prior permission from the Assistant Principal and the Business Manager.

Health and Safety

All students are responsible for following **general safety practices** during the school day, whether they are in shop or in the classroom.

A **State Law** requires that all students working in shop or labs wear approved occupational safety glasses. Safety glasses will be issued to students in grade 9 for pre-exploratory/exploratory programs. Upon entrance into the student's final shop, safety glasses must be purchased by the student. If your child wears glasses, a signed statement from his/her eye doctor confirming the occupational safety of your child's glasses is required. Goggles must be worn by students who wear other than approved safety lenses. This should be on file with the school nurse.

Any vehicles leaking gasoline or any other liquid or a vehicle that is not suitable for the Smith Vocational and Agricultural High School parking area due to safety concerns will be towed at the owners' expense.

Student Records Request Process

All parents and students who is 14 years of age or older or who has entered 9th grade shall have access to the student records. Access will be provided within 10 days of initial request except in the case of noncustodial parents. Upon request for access, the entire student record regardless of its physical location or its parts shall be made available. Any student regardless of age shall have the right to receive a copy of their transcript. The student or parent shall also have the right upon request to meet with professional qualified school personnel to have any of the content of the records to be interpreted. The student or parent may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the student or parent prior to gaining access to the student record.

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.

Rights Of Certain Divorced or Separated Parents

It is necessary for divorced parents to submit a copy of the custody agreement or order, and any subsequent changes made thereto, to the District so that District personnel may identify which of the parents has physical custody of the child. The non-custodial parent may access his/her child's record unless

1. 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
2. the parent has been denied visitation, or
3. the parent's access to the student or to the custodial parent 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
4. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

The District shall place in the student's record any 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).

Non-Custodial Parent Access: In the case of a non-custodial parent who is eligible to access the student record, i.e., does not fit any of the four (4) categories under 1-4 above, the non-custodial parent must submit a written request for the student record to the school principal. Upon receipt of the request, the principal and/or his/her designee shall 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 under 1-4 above.

When the student record is released to the non-custodial parent, the school will 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 will be marked to indicate that they shall not be used to enroll the student in another school.

Destruction of Student Records

(1) The student's transcript shall be maintained by the school department and may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

(2) During the time a student is enrolled in a school, the principal or his/her designee shall periodically review and destroy misleading, outdated, or irrelevant information contained in the temporary record provided that the eligible student and his/her parent are notified in writing and are given opportunity to receive the information or a copy of it prior to its destruction. A copy of such notice shall be placed in the temporary record.

(3) The temporary record of any student enrolled on or after the effective date of 603 CMR 23.00 shall be destroyed no later than seven years after the student transfers, graduates, or withdraws from the school system. Written notice to the eligible student and his/her parent of the approximate date of destruction of the record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. Such notice shall be in addition to the routine information letter required by 603 CMR 23.10.

Amending the Student Record

(1) The eligible student or the parent shall have the right to add information, comments, data, or any other relevant written material to the student record.

(2) The eligible student or the parent shall have the right to request in writing deletion or amendment of any information contained in the student record, except for information which was inserted into that record by an Evaluation Team. Such information inserted by an Evaluation Team shall not be subject to such a request until after the acceptance of the Evaluation Team Educational Plan, or, if the Evaluation Team Educational Plan is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:

(a) If such student or parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student record, either student or parent shall present the objection in writing and/or have the right to have a conference with the principal or his/her designee to make the objections known.

(b) The principal or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such student or parent a decision in writing, stating the reason or reasons for the decision. If the decision is in

favor of the student or parent, the principal or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.

Library Procedures

Hours 7:30am to 2:30 pm

General Library Information The library is open for the entire school day. Students are encouraged to use the library and ask assistance from the library staff.

STUDENTS WITHOUT PASSES FROM THEIR TEACHERS WILL NOT BE ALLOWED IN THE LIBRARY WITHOUT A TEACHER OR INSTRUCTIONAL ASSISTANT.

Circulation of Materials Students, faculty and staff may borrow library materials any for a period of twenty-one (21) day, except in the case of e-readers, which may be borrowed for fourteen (14) days. Students, faculty and staff may check out up to three (3) materials at a time. Students should be prepared to show their student ID card if asked by the library staff. Students, faculty and staff are responsible for the materials that they borrow whether lost, misplaced or stolen. If they are not returned, the student, faculty or staff member must pay for the cost or replacement. Library materials may be checked out if they are needed for a longer period of time by requesting an extended renewal date from the library staff.

Overdue Materials Notices are sent periodically and are automatically continued to be sent until materials are returned or replaced. If overdue materials are not returned or renewed before the December holiday break, and the Monday before graduation, a bill for the replacement costs will be sent to the students' home. Student will not be allowed to attend graduation if bill is not paid. If a student has one or more materials more than three weeks overdue he/she must return the materials(s) before borrowing another. Students must return all library materials in order to be eligible participate in servitor events, including graduation.

Fines Students, faculty and staff are not required to pay fines for overdue books. However, all patrons are encouraged to return books promptly in order to keep them available for others.

Magazines Current issues of magazines, identified by clear binders and their placement on periodical shelves, do not circulate outside the library. Back issues may be borrowed. They may be signed out on the magazine clipboard at the main desk. The library maintains one year of magazine back issues for research.

Reference Reference books and new magazines may not be checked out by students. Students may make copies of articles reference and new magazines on the library copier. Faculty may check out reference books for up to one week.

Research Resources In addition to print resources, students have access to several electronic resources through the school's computer network. These include an automated card catalog, encyclopedias, magazine databases, career information resources and the Internet. Only those students and staff who have a signed Acceptable Use Policy on file will be permitted access to the school's computer network. Access to the library's computers will be denied to anyone who fails to abide by the school's Acceptable Use Policy, or fails to return borrowed materials in a timely manner.

Library Use Students using the library must have a pass signed by their teacher. The pass should be signed by the library staff when the student leaves the library unless they remain in the library until the period ends. Upon entering the library, students must sign in at the desk, and sign out when they return to class. Students are expected to signed in and out during their lunch time and remain in the library for the duration of the lunch period.

Library Code of Conduct Loud and/or disruptive behavior, insubordination or misuse of library materials/ equipment will not be tolerated in the library. Failure to adhere to the Code of Student Conduct while in the library may result in the loss of library privileges.

NO FOOD OR DRINKS ARE ALLOWED IN THE LIBRARY. EXCEPTION: WATER BOTTLES MAY BE LEFT AT THE FRONT DESK FOR USE WHILE AT THE LIBRARY.

Enforcement of the rules/and policies of the library will be in accordance with the Code of Student Conduct.

Management Plan (Asbestos) - This notification is required by the Asbestos Hazard Emergency Response Act (AHERA, 40 CFR Part 763 of Title II of the Toxic Substances Control Act). An Asbestos Management Plan has been developed for our education facility which has asbestos containing materials. The plan is available in the Office of the Superintendent and accessible for review by the public.

Food and Beverage/Open Containers - Food and beverages are allowed in classrooms, only with the permission of the classroom teacher.

Teachers may limit students' access to and placement of open containers in classrooms to prevent disruptions or damage to computers and other equipment.

Passes - Students not in a class or shop during the school day must have a signed pass on his/her person. A pass is a permit allowing the student to be out of a teaching area. At no time should a student be out of a room without a signed pass including visits to the counselors, school nurse, and to the Main Office etc.

Perfume/Cologne/Aerosols - Students are not allowed to have perfume, cologne or aerosols on campus. If students are spraying other students this could be lethal. The presence of cologne, perfume or aerosols would be considered as a Section A offense.

Pre-exploratory/Exploratory Program - The ninth grade student begins the year with a pre-exploratory program with a series of one-day visits to each shop at the school. Students may go to off-campus sites as part of the pre-exploratory and exploratory experiences. At the completion of the pre-exploratory program each ninth grade student selects four vocational departments to further explore. When the student completes the fourth exploratory shop, he/she selects the department he/she wishes to study for the remainder of the ninth grade, Sophomore, Junior, and Senior years at Smith. A student may not get his/her first selection following the exploratory; therefore, if a student does not receive his/her first choice, he/she will be given a second choice and when necessary a third choice.

Public Display of Affection - Public displays of affection such as prolonged kissing and hugging are not appropriate at school. If students engage in this type of behavior they will be told to stop and disciplinary consequences may be assigned if the behavior continues.

Refunds - Refunds for any student request will not be processed until after they have paid their debt(s) in the Cafeteria, Library, Shop or Student Activities. They will not be allowed to attend Field Trips, Graduation, or Student Activities.

Registering To Vote - Massachusetts' voter registration forms are available in the Main Office for Northampton students who are interested and are eligible to become registered voters in Massachusetts. Voter registration forms can either be completed in the Main Office or taken and completed at the student's convenience.

School Property - Each student is responsible for the desks that he/she uses, and will be required to pay for refinishing a desk if it is defaced.
Students are not to touch windows or window blinds without permission.
Each student is asked to respect school property and to display pride in keeping the corridors, rooms, and grounds free from litter and refuse.

Tape Recording - Refer to Technology Acceptable Use Policy
Audio/Video recording of meetings is not permitted unless tape recording of a meeting is necessary to accommodate a **documented disability of the student/parent/guardian/educational surrogate; the limited English proficiency of the student/parent/guardian/educational surrogate; or an impediment of the student/parent/guardian/educational surrogate** that prevents that person from fully understanding the process without the use of a tape recording. Parents/guardians must contact the Team Chairperson prior to a Special Education meeting or Principal or Assistant Principal prior to any other meeting, two (2) school days prior to the meeting to request the accommodation. Documentation must be provided at that time.

Telephone Use Phones in the Main Office or the Guidance Office are for business use only. Students may be granted permission to use the phone in the Guidance Office before 7:50am or after 2:05pm.

Outside calls to students during the school day:

1. Emergency calls will be processed via the Main Office or through the Office of the Assistant Principal.
2. Outside calls will be screened by the Main Office staff to determine appropriateness for forwarding information

Textbooks/Tools/Equipment Textbooks/electronic devices are loaned to students and are issued by teachers. When a student returns his/her textbook/electronic device, he/she must pay for any damage to it or for excessive wear. If a textbook/electronic device is lost, the student must pay the cost of replacement. If the lost text is found, the fine will be refunded.

When tools, instruments, or materials are removed from the tool crib or dispensary, the student to whom issuance was made is held responsible for return of such item(s). If a student loses or damages a tool, the student must pay the cost of replacement. Students are not permitted to borrow tools to take home. A student who does so may be disciplined for theft under the code of student conduct. In order to be eligible to participate in the graduation ceremony, students must pay in full all outstanding balances for lost or damaged books, equipment and tools.

Transportation Providing bus transportation to and from Smith Vocational and Agricultural High School is the responsibility of each student's sending school district. If you have questions or concerns about bus routes, feeder bus connections, pick-up or drop-off times or locations, or concerns about a bus driver's behavior please contact the Superintendent's Office of your sending district. If you have concerns about student behavior on a bus, please contact the Assistant Principal at Smith (413) 587-1414 ext. 3403

The Board of Trustees and its staff share with students and parent s the responsibility for student safety during transportation to and from school. The authority for enforcing Board of Trustees requirements of student conduct on buses will rest with the Principal or his/her designee.

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

Students riding the school buses, vans, etc. or at school bus stops shall observe the following rules:

1. Loading and Unloading at Bus Stop
 - Riders must be on time. Bus drivers will not wait.
 - Riders will enter or leave the bus at regular stops only
 - Orderly behavior and respect for private property will be required.
 - Instructions and directions of the driver must be followed by the riders when entering and leaving the bus.
2. Conduct of Students on School Buses, Vans, etc.:
 - Remain seated while the bus is in motion;
 - No loud conversation, boisterous conduct, unnecessary noise, or profanity;
 - Keep all parts of the body inside the vehicle;
 - No eating
 - No Smoking or use of tobacco products;
 - No possession of drugs or alcohol or use of such;
 - No bodily injury to other students;
 - No littering and/or defacing of the bus, van etc;
 - No hazing; no harassment;
 - No opening or closing windows
3. Student Misconduct Warranting Discipline. Students on school buses, vans, etc. or at school bus stops may be disciplined for:
 - Refusal to comply with the above rules;
 - Any action endangering the safety of the bus/van and students;
 - Refusal to comply with authority of the driver
 - Offenses which tend to distract the driver's attention;
 - Any offense which seriously disturbs the driver's attention

4. In case of any misconduct on the bus/van, the incident will be reported in writing to the Assistant Principal. The incident will be reported to the parent by the Assistant Principal
5. Special Trips:
 - a) A teacher or coach must accompany each group of students;
 - b) Students shall be appropriately dressed based on the requirements to support reasonable health, safety and cleanliness when making special trips
6. Penalties/consequences will reflect sending school districts or Smith Vocational policies.

Other behavior not specifically covered in the preceding rules and regulations will be considered on an individual basis. Parents will be held responsible for any defacing or damaging of busses/vans. Parents and students will be informed of these regulations at the beginning of each school year.

Student Pickup/Drop-off

All student drop-offs and pickups before, during and after school must occur in the parking area of the Main Building A.

Student Vehicles All vehicles must be registered with the Director of Security. After proper registration, the student will receive a school parking tag that must be displayed in the following manner: hung from the vehicle's rearview mirror.

Parking on Smith property is a privilege that can be suspended or revoked at the discretion of the Assistant Principal for student violations of Smith's attendance policy or Code of Student Conduct. In addition, if a student parks on Smith Property in violation of Smith's parking rules, Smith reserves the right to have the student's car towed at the owner's expense.

Upon arrival to school, students must go directly to a parking space and park. Students are not allowed to go to their vehicles during school hours, including lunch, unless given permission by the administration/staff. (See: Section F, code of Student Conduct). It is recommended that vehicles be locked at all times. When utilizing the parking areas at Smith Vocational and Agricultural High School students are doing so at his/her own risk. Smith Vocational and Agricultural High School is not responsible for any damage or theft to or in a student's motor vehicle.

The vehicle is to be driven in a reasonable manner, not to exceed 10 mph on school grounds, meeting safety and motor vehicle requirements of good driving as required by the Registry of Motor Vehicles and the school.

Students observed driving a vehicle improperly will lose the privilege of having a vehicle on school grounds. Violations will be reported to parent/guardian and if necessary the police. School officials reserve the right to inspect and search vehicles when deemed necessary and when there is reasonable suspicion to believe that the vehicle has evidence that a student has committed a violation of the Schools Code of Conduct and/or criminal statutes.

Visitors/Vendors

Only visitors or vendors who have legitimate business to attend to at the school, will be allowed on the school campus. Although parents/guardians and other visitors are welcome, they must obtain approval from the Main Office staff prior to their visit to the school. Upon entrance to the school, such persons shall register in the office and obtain a pass. It is understood that no visitor, vendor or parent/guardian shall disrupt or interfere with the conduct of any class or educational activity. Too frequent visitations, by either a parent/guardian or visitor can disrupt or interfere with the conduct of any class or educational activity, and therefore, may be limited or prohibited by the principal.

CODE OF STUDENT CONDUCT

Conduct and Discipline

Parents/guardians and students should realize the importance of good conduct as part of the student's school success. The school is concerned with the student's conduct from the time he/she leaves home in the morning until returning in the afternoon. Therefore, any misconduct on the bus or at the bus stop during those hours is treated as an infraction of the school discipline policy. In addition, the school reserves the right to discipline students for conduct which is sufficiently related to the student's participation in school

and/or school-related activities, even though it may not have taken place on school property or at school-related functions. Upon arrival to school, students are expected to remain at school. Leaving the school campus without permission from an administrator will be dealt with according to Section E of the Code of Conduct. Individual school districts may have their own code of conduct of students on school buses. Serious misconduct or repeated violations of the Code of Student Conduct may warrant suspension or possible exclusion/ expulsion from school and/or school busing.

Any student in a leadership role, or participates in extra or intra-curricular activities, and violates the Code of Student Conduct may be removed from such position at the discretion of the administration.

The Assistant Principal is the Chief Officer in charge of school discipline.

Detention

Detention can be assigned by teachers. If a student does not remain for a teacher detention, the teacher will notify the Assistant Principal. Teachers may require students to remain after school up to the length of one (1) hour for disciplinary purposes. Failure, by the student, to stay for a teacher's given detention will result in a one (1) hour Central Detention for the same offense. If the student fails to remain for the one (1) hour detention the student will then be given progressive detention required to serve the original given detention. The student will be given a one (1) day notice enabling the student to arrange for transportation.

Emergency Removals

In cases of emergency, the Assistant Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Assistant Principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days.

Suspensions

It is the determination of the principal or his designee to assign a student to In School Suspension or to an out-of-school suspension within the parameters of state and federal law.

In School Suspension (ISS)

It is the Board of Trustees belief that every student should be in school a minimum of 180 days during a school year. We believe all students are responsible for their own behavior and choices. When a student is in ISS, the focus is on class work and away from inappropriate behavior. Students assigned to ISS will be given credit for their class work, but will not be allowed to attend school related activities. These consist of any activities under the jurisdiction of the school, i.e. sports, field trips, plays, dances etc. After serving in ISS, the student must leave the school grounds at the end of the school day. The day goes from 7:40 AM until 2:12 PM. Students assigned to ISS may be required to participate in community service for one (1) period during the school day. *Goals:*

1. *To provide students with an opportunity to maintain academics while being able to work on discipline issues in a consistent, structured setting (learning environment.)*
2. *To help students learn to make better choices academically and behaviorally, through self-reflection activities and access to adjustment counselors and guidance counselors.*
3. *To support students in their academic and shop success by allowing them time and space to manage difficult emotions or behavior.*
4. *TO connect students with community support if needed.*

Out-Of-School Suspension

Out of School Suspension (OSS) is the temporary removal of the student from the school setting. A student in this category is prohibited from entering the school building, attending classes, being on the school grounds (unless granted permission from the school principal for extenuating circumstances) or attending any school related activities. Students will have the opportunity to make up any work missed during this time period. If a student is suspended for more than 10 consecutive days in a school year, the student will have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide education service plan. A time limit equal to the number of days of the suspension will be allowed for the completion of such work.

NOTE: A suspended student is ineligible for athletic practices or competition for at least the number of days (or partial day) of the suspension.

Expulsion

A student may be expelled, or permanently excluded from the district, for conduct enumerated in M.G.L. c. 71, 37H or 37H1/2.

Education Services and Academic Progress (applies to all suspensions/expulsions)

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

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

The principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under M.G.L. c 69, §§ 1D and 1F.

The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension (more than 10 consecutive days). Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten consecutive days, whether in school or out of school, the school district shall document the student's enrollment in education services.

Non-Performing Student

The following situations describe a **Non-Performing Student**:

- any student who has been suspended for more than five days in any quarter
- any student who has violated a term of his/her suspension
- documented non-participation in all aspects of course work resulting in academic failure
- abuse of the Attendance Policy beyond violations stated in the Attendance Policy
- continued infractions of the Code of Student Conduct
- any student who has been excluded from school

NOTE: The **Building-Base Team Assessment** will be held in which a parent/guardian will be notified and after teachers have worked with parents, guardians, and caretakers and attempted to implement the DCAP, students will be referred to the appropriate building-based support team. For students with disabilities, the IEP or 504 Team will convene to consider student's current performance and educational accommodation and service needs. A parent/guardian/caretaker will be consulted or notified of any outcomes.

Building-Base Team Assessment will be held in which a parent/guardian will be notified.

Suspension/Expulsion of Students with Disabilities (Special Education/504 Students)

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to due process protections afforded to all students under applicable federal and state laws, the IDEA, Section 504 and relevant regulations require that additional provisions may be made for students who have been found eligible for special education services or who the school knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline.

The following procedures apply to the discipline of students with disabilities:

(1) The Individualized Education Plan (IEP)/504 Plan for every student eligible for special education or 504 Plan shall indicate if the student cannot be expected to meet the regular discipline code of the school or whether and how the code should be modified to address the student's individual needs.

(2) Before a student with a disability can be excluded from the school for more than ten (10) school days in a given school year or subjected to a pattern of removal constituting a "change of placement," the IEP or 504 Team (which may include the building administrators, the parent(s) and relevant members) will hold a Manifestation Determination meeting to determine the relationship between the student's disability and the student's conduct. The purpose of the Manifestation Determination meeting is to determine whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability, OR whether the conduct in question was the direct result of the school's failure to implement the student's IEP or 504 Plan.

(3) If the IEP or 504 Team determines that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students, as set forth in this handbook, but will continue to provide a free appropriate public education to the student. The student's IEP Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or, where appropriate, conduct a functional behavioral assessment. When appropriate, consideration in reviewing a behavior intervention plan or performing a functional behavioral analysis will also be given to students eligible for a 504 plan.

(4) If the IEP or 504 Team determines that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or

exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others) until the IEP Team develops, and the parent's consent to, a new placement or unless the School obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The IEP Team shall also review, and modify as appropriate, any existing behavior intervention plan or arrange for a functional behavioral assessment.

(5) If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the School may place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days. A court or BSEA Hearing Officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days without the need for parental consent for this change in placement.

With respect to removal of students on an IEP from a public school, Massachusetts General Laws Chapter 71B, section 3 dictates:

"No school committee shall refuse a school age child with a disability admission to or continued attendance in public school without the prior written approval of the department, and without complying with state and federal requirements for disciplining students with disabilities, where applicable. During the pendency of administrative or judicial proceedings, a court of competent jurisdiction shall have the authority to change a child's educational placement, including removing the child from school, in any circumstances when the school committee shows that the child's behavior poses a substantial likelihood of injury to himself or others; provided, however, that the foregoing shall not be construed to abrogate any authority concerning discipline for such a child which is available to a school committee under said regulations and procedures or any other law. No child who is so refused or removed shall be denied an alternative form of education approved by the department, as provided for in section 10, through a tutoring program at home, through enrollment in an institution operated by a state agency, or through any other program which is approved for the child by the department."

Due Process for Disciplinary Action under M.G.L.c.71, § 37H; § 37H1/2; § 37H3/4

Due Process under M.G.L. c. 71, §37H3/4

All disciplinary violations not described in M.G.L. c. 71, § 37H and § 37H1/2 are covered by M.G.L. c. 71, §37H3/4.

Emergency Removal:

In cases of emergency, Assistant Principal/Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Assistant Principal/Principal's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Assistant Principal/Principal shall:

- (a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal;
- (b) Provide written notice to the student and parent;
- (c) Provide the student and parent/guardian an opportunity for a hearing with the Assistant Principal/Principal, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Assistant Principal/Principal, student, and parent.

(d) Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

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

In-School Suspension (ISS):

(1) The Assistant Principal/Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

(2) The principal may impose an in-school suspension for a disciplinary offense under 603 CMR 53.10, provided that the principal follows the process set forth in 603 CMR 53.10(3) through (5) and the student has the opportunity to make academic progress as set forth in 603 CMR 53.13(1).

(3) The Assistant Principal/Principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten days, cumulatively or consecutively, in a school year.

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

(5) The Assistant Principal/Principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The Assistant Principal/Principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the principal and the parent.

Suspension

Except in the case of an emergency removal, in-school suspension, or disciplinary offense defined under M.G.L. c. 71, §§37H or 37H½, the school shall provide the student and parent/guardian with written and oral notice of the proposed suspension, an opportunity to be heard at hearing, and the opportunity to participate at the hearing.

Notice shall set forth in plain language:

- a) the disciplinary offense;
- b) the basis for the charge;
- c) the potential consequences, including the potential length of the student's suspension;

- d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and student's parent/guardian to interpreter services at the hearing if needed to participate;

The principal shall make reasonable efforts to notify the parent/guardian orally of the opportunity to attend the hearing. In order to conduct a hearing without the parent/guardian present, the principal must be able to document reasonable efforts to include the parent/guardian. Reasonable effort is presumed if the principal sent written notice and documented at least two attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency situations.

All written communications regarding notice of proposed suspension shall be either by hand delivery or delivered by first-class mail, certified mail, or email to address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

Short-Term Suspension

A short-term suspension is the removal of the student from the school premises and regular classroom activities for ten (10) days or less. Short-term suspensions which do not cumulatively over the course of the school year exceed ten (10) days of suspension shall be conducted in accordance with this section.

Principal/Assistant Principal Hearing. The purpose of the hearing with the principal/assistant principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts. A parent/guardian present at the hearing shall have the opportunity to discuss the student's conduct and offer information, including mitigating circumstances.

Based on the available information, including mitigating circumstances, the principal will make a determination whether the student committed the disciplinary offense, and if so, the consequence. The principal will provide notification in writing of his/her determination in the form of an update to the student and parent/guardian, and provide reasons for the determination. If the student is suspended, the principal shall inform the parent/guardian of the type and duration of the suspension, and shall provide an opportunity for the student to make up assignments and other school work as needed to make academic progress during the period of removal.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the address provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or other means of communication where appropriate.

Long-Term Suspensions

A long-term suspension is 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 purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an

opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student has committed the disciplinary offense, the basis for the charge, and any other pertinent information. The student shall have an opportunity to present information, including mitigating facts, that the principal will consider in determining whether alternatives to suspension such as loss of privileges, detention, an apology, a student contract, restitution, and/or probation are appropriate.

Additionally, the student shall have the following additional rights:

- i. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;
- ii. the right to be represented by counsel or a lay person of the student's choice, at the student's and or parent's/guardian's expense;
- iii. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
- iv. the right to cross-examine witnesses presented by the school district;
- v. the right to request that the hearing be recorded by the principal. All participants shall be informed that the hearing is being recorded by audio. A copy of the audio recording will be provided to the student or parent/guardian upon request.

Based on the evidence submitted at the hearing the principal shall make a determination as to whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension (the use of evidence-based strategies and programs, such as mediation, conflict resolution, restorative justice, and positive interventions and supports) what remedy or consequence will be imposed. If the principal decides to impose a long-term suspension, the written determination shall:

- i. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- ii. Set out key facts and conclusions reached by the principal;
- iii. Identify the length and effective date of the suspension, as well as a date of return to school;
- iv. Include notice of the student's opportunity to receive a specific list of education services to make academic progress during removal, and the contact information of a school member who can provide more detailed information.
- v. Inform the student of the right to appeal the principal's decision to the superintendent or his/her designee (only if a long-term suspension has been imposed) within five (5) calendar days, which may be extended by parent/guardian request in writing an additional seven (7) calendar days.

The long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.

All written communications regarding the hearing and principal determination shall be either hand delivery or delivered by first-class mail, certified mail, or email to the provided by the parent/guardian for school communications (or other method agreed to by the principal and parent/guardian) in English, and in the primary language in the home if other than English, or by other means of communication where appropriate.

Superintendent Appeal (Long-Term Suspension only)

A student who is placed on a long-term suspension shall have the right to appeal the principal's decision to the superintendent if properly and timely filed. A good faith effort shall be made to include the parent/guardian at the hearing. The appeal shall be held within three (3) school days of the appeal, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, which the superintendent shall grant.

The student and parent/guardian shall have the same rights afforded at the long-term suspension principal hearing. Within five (5) calendar days of the hearing the superintendent shall issue his/her

written decision which meets the criteria required of the principal's determination. If the superintendent determines the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than that of the principal. The superintendent's decision shall be final.

Due Process under M.G.L. c. 71, §37H (Drugs, Weapons, Assaults on School Staff)

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

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

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

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

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

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

(f) Districts shall report to the department of elementary and secondary education the specific reasons for all 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.

(g) 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 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.

Due Process under M.G.L. c. 71, §37H1/2 (Felonies)

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the 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 decision shall be the final decision of the city, town or regional school district with regard to the suspension.

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

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five 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.

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 under an education service plan, under section 21 of chapter 76.

VIOLATIONS/PENALTIES

SECTION A

Violations

A student found to have committed the following violations will be suspended and face possible expulsion for any length of time (G.L.c.71, Section 37H) under the 1993 Education Reform Act.

1. An assault (verbal or physical) of any member of the school staff;
2. *The sale or distribution of controlled substances on school property or at school-sponsored events, wherever held;
3. *Possession or use of a controlled substance on school property or at school-sponsored events, wherever held;
4. Possession of, or use of, weapons, such as firearms, knives, laser pointer, clubs, slingshots, fireworks, paint ball, air and BB gun rifles, shotguns or pistols, chains or other articles which may be used as, or are intended to be used as dangerous weapons, e.g., ice picks, screwdrivers, scissors, etc. determined to be dangerous;

Consequences (see below for drug offenses)

1st Offense: out of school suspension (length to be determined by administration), police notification, referral to the Principal for further action as deemed necessary..

NOTE 1: If a student is arrested or charged with a felony, the student may be suspended from school from that date up through and including the termination of criminal proceedings against the student. If found guilty, the student can be expelled. **See** G.L. c.71, §37H 1/2.

NOTE 2: Under the "Gun Free Schools Act of 1994", a minimum of one year exclusion for any student who is determined to have brought a firearm to school, subject to modification on a case to case basis.

NOTE 3: Any student who violates section A, Numbers 2 and 3 above will be subjected to the consequences as outlined in Section A-1.

* This includes controlled substances properly prescribed for one individual, but which are being sold, distributed to, used by, or provided by a student for whom the controlled substance is not prescribed.

Students will be held responsible if they bring weapons or drugs to school, even if they do so inadvertently.

Consequences (for drug offenses)

Because Smith Vocational and Agricultural High School is a vocational school, students are working with equipment and potentially dangerous machinery, therefore, **suspected use of, possession of, or being under the influence of drugs (controlled, prescription, and/or over the counter drugs), alcohol or inhalants (huffing), or possession of drug paraphernalia**, on school property is a serious violation of the Code of Student Conduct. When a staff member suspects use or possession of a substance the procedures outlined in the **Substance Abuse Policy** shall be followed. **A urine/blood drug/alcohol testing through a chain of custody must take place on the day of suspension.** If testing is negative and the student was not in possession of any contraband substances or paraphernalia, the suspension will be withdrawn. If the student was in possession of contraband substances or paraphernalia and/or tests positive for contraband substances, then the following action shall occur:

1. Suspension from all classes and school activities.
2. Mandatory urine or blood drug/or alcohol testing, through a chain of custody, completion on or about the day after the last day of suspension, with a negative result being obtained;
3. If by the day after the last day of suspension the student has not undergone such a test or has not obtained a negative test result, the student will not be allowed to return to school for ten (10) school days and the days missed will be considered unexcused absences until the student undergoes a urine or blood screening drug or alcohol test and receives a negative result from such test. If the student does not receive a negative result after missing ten (10) school days after the initial suspension, then the student may face expulsion under M.G.L. c. 71, Section 37H.
4. If a student complied with the foregoing and obtains a negative test result and is able to return to school, then the student is required to abide by the following:
 - a. The student will be required to **complete all missed work** by the date which may be specified in the principal's or designee's suspension letter;
 - b. The student will maintain a **passing average in his/her school program** which includes the full schedule to which he/she is currently assigned. The guidance counselor will monitor his/her performance;
 - c. The student will adhere strictly to the **Attendance Policy** as stated in the student handbook throughout his/her full day. The Assistant Principal will monitor such compliance;
 - d. A **violation of the Code of Student Conduct** may result in further action, up to and including possible exclusion from Smith. The Assistant Principal will monitor the student's compliance with the Code of Student conduct;
 - e. Unscheduled **searches of the student's locker** can occur at any time. In addition, searches of the student's person, belongings, and/or vehicle brought to school may occur when there is reasonable suspicion to believe that the student has violated the Code of Student Conduct or any laws or regulations of the state or federal government, or when evidence of such possible violation may be on the student's person or in the student's belongings or vehicle;
 - f. The student shall be required to immediately undergo, and obtain negative results from, urine or blood drug/alcohol screening when there is **reasonable suspicion** that the student is under the influence or in possession of drugs and/or alcohol or drug paraphernalia on school property or at school-related events. This will be done at the student's own expense and for subsequent tests if required;
 - g. The student shall participate in **individual or group counseling** for substance abuse at his/her own expense. The student will bring documentation verifying such participation from the program administrator or counselor to his/her guidance counselor if requested;
5. Referral to the Principal for further action as deemed necessary. This may include recommendation for exclusion or expulsion.

NOTE: If a student refuses to be drug tested on the day of infraction such student will be considered positive for the drug in question.

SECTION B

Violations

1. Malicious destruction of, or damage to, school or personal property including graffiti (See Note 1)
2. Theft of school or personal property
3. Obtaining unauthorized money, material goods, or favors on school grounds
4. Organizing or participating in hazing (See Note 2)
5. Acts of arson, bomb threats, false alarms
6. Possession, use, or distribution of alcohol

Consequences up to:

1st Offense: 5 day suspension from all classes and school activities, possible police involvement

2nd Offense: 10 day suspension from all classes and activities, possible police involvement, referral to the Principal for further action as deemed necessary

NOTE 1: If it is determined that a student is responsible for damage to school property or equipment, the student and/or parent(s) or legal guardian(s) of the student will be liable for restitution in the amount necessary to restore the property or equipment to its original condition and any other penalty allowed by law.

NOTE 2: The term "hazing" shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person.

SECTION C

Violations

1. Assault of a student (verbal, physical or sexual)
2. Battery of a student
3. Possession/distribution of pornographic material, sexting
4. Sexual conduct on school grounds or at school sponsored events
5. Harassment/Sexual Harassment/Bullying/Retaliation (see Note 1)
6. Fighting
7. Major disruption to school order

Consequences up to:

1st Offense: 5 day suspension from all classes and school activities, possible police involvement

2nd Offense: 10 day suspension from all classes and activities, possible police involvement, referral to the Principal for further action as deemed necessary **NOTE 1:** All violations of a student's civil rights which are violations of constitutionally protected rights and violations of the Commonwealth's criminal laws shall be reported to the Northampton Police Department or District Attorney when there is any possibility of harm or threat to the students or faculty member. A copy of the Memorandum of Understanding, Protocol for the Reporting of Civil Rights Violations and other Crimes can be obtained in the Main Office.

SECTION D

Violations

1. Use of obscene, abusive, profane, or threatening language, gestures, and/or actions
2. Insubordination or flagrant disrespect towards school personnel
3. Instigating a dangerous situation
4. Leaving school grounds without authority

Consequences up to:

1st Offense: 1 day suspension from all classes and activities, possible police notification

2nd Offense: 3 day suspension from all classes and activities, possible police notification

3rd Offense: 5 day suspension from all classes and activities, possible police notification

SECTION E

Violations

1. Forgery of a school related document and knowingly using such a document

2. Failure to identify oneself properly upon request of school personnel acting in their official capacity
3. Unauthorized visit to a student vehicle
4. Safety infraction (includes horseplay)
5. Non-compliant or disrespectful behavior toward any school personnel acting in his/her official capacity
6. Inappropriate behavior
7. Repeated, disruptive classroom behavior (non-responsive to teacher/classroom consequences)
8. Taunting/teasing
9. Class Cut

Consequences up to:

1st Offense: 1 hour central detention, possible loss of privilege

2nd Offense: 2 hour central detention, possible loss of privilege

3rd Offense: 1 day suspension, possible loss of privilege

SECTION F

Violations

1. Failure to operate a motor vehicle in a safe and reasonable manner on school property, or in the vicinity of the school
2. Parking a vehicle without an authorized school parking permit
3. Use of vehicle to leave campus without permission
4. Parking on campus while parking privilege has been suspended

Consequences up to:

1st Offense: temporary loss of parking privileges (length to be determined by Assistant Principal)

2nd Offense: temporary loss of parking privileges (length to be determined by Assistant Principal), possible tow removal

3rd Offense: remainder of school year removal, possible tow removal

SECTION G

Violations

1. Possession or use of unauthorized electronic devices (including video cameras, any audio recording device, etc.)
2. Possession of unauthorized or inappropriate materials
*Students shall be personally and solely responsible for the security of electronic devices. Smith School shall not assume responsibility for theft, loss or damage to any personal wireless communication device.

Consequences up to:

1st Offense: confiscation of items- return at the end day

2nd Offense: confiscation of items-requirement to hand in electronic device each morning with a return at the end of the day

3rd Offense: confiscation of item, parent conference

SECTION H

Violations

1. Plagiarism
2. Cheating

Consequences up to:

1st Offense: redo assignment/test for no higher than 50%

2nd Offense: zero

3rd Offense: zero and 1 hour central detention

NOTE: The list of infractions presented here is not to be considered all-inclusive. The Administration reserves the authority to apply consequences as deemed appropriate, which may

or may not match the progression stated previously. The Administration reserves the right to take disciplinary action for off school conduct which interferes with the school's commitment to a safe and healthy environment. Any other inappropriate behavior not specifically addressed in the Code of Student Conduct will be subject to consequences.

Class Trips

Class Trips are categorized as non-curricular outings. As such, students with excessive discipline, defined as magnitude of offense(s) or frequency, or students with excessive absenteeism may be denied the ability to attend.

Administration will review the roster of potential attendees against the above criteria and notify any students who do not qualify to attend. Any funds deposited will be reimbursed to the student/family.

TOBACCO/VAPING POLICY

Smith Vocational and Agricultural High School is committed to have a smoke and tobacco-free environment for all members of the school community and visitors. Therefore, the use of tobacco in any form (including smokeless tobacco, dip, chew, e-cigarettes, vapes, electronic hookahs, or the like, etc.) and the possession of matches or lighters on school property or at work sites, school functions off campus, field trips, and vehicles used in the transportation of students are strictly prohibited.

If a student is observed in possession of tobacco, matches, or a lighter, the contraband materials will be confiscated and handed over to the Assistant Principal. In addition, if there is reason to believe that a student may have used, may be in possession of, or may have distributed tobacco or tobacco related products or paraphernalia, the Assistant Principal may, with reasonable suspicion, search the student.

Enforcement of the Smith Vocational and Agricultural High School Tobacco Free School policy must be adhered to and be consistent to be effective.

Massachusetts Education Reform Act, in accordance with Chapter 71, Section 37H, clearly establishes that all schools within the Commonwealth be tobacco free. This includes the school buildings, grounds and school vehicles.

STUDENT VIOLATIONS:

- | | |
|--|--|
| 1st Offense: | - 2 Hour Detention
- Parent or guardian notification
- Completion of assigned Anti-Tobacco or Anti-Vaping Curriculum section(s) before completion of Detention |
| 2nd Offense: | - One-day in ISS
- Completion of assigned Anti-Tobacco or Anti-Vaping Curriculum section(s) before completion of Suspension
- Two-hour community service after school may be required
- Parent or guardian conference request |
| 3rd/Additional Offenses: | Two days in ISS
- Completion of assigned Anti-Tobacco or Anti-Vaping Curriculum section(s) before completion of Suspension
- Two hour community service after school may be required
- Parent or guardian conference required |

Notification by the Assistant Principal to athletic coaches and Athletic Director with appropriate action, according to the Massachusetts Interscholastic Athletic Association Policy (MIAA) for any violation of this policy.

Note: During the ISS or out of school suspension period, the student will be allowed to complete all schoolwork missed.

For all offenses, students will be given a due-process hearing. Students will be provided information regarding Tobacco Cessation classes, Tobacco Education, and related workshops on tobacco usage and the health risks.

Any staff person observing a student not adhering to the above policy must report such incident on the appropriate disciplinary referral form.

*"Smoking" means inhaling, exhaling, burning or carrying any lighted cigar, cigarette, pipe (whether made of tobacco or any other combustible substance), or any other device or object, the purpose of which is to burn tobacco or other substances so that the resultant smoke may be inhaled or otherwise ingested.

ATTENDANCE POLICY

Smith Vocational and Agricultural High School is committed to providing a quality education to all of our students. If we are to uphold this commitment, we must begin by first ensuring that every one of our students has regular school attendance. Children cannot learn if they are not present for school. Present includes physically present on campus, remotely present during distance learning, or engaging in any other scheduled school activity. Regular school attendance is critical to a child's success and parent/guardian/caretaker involvement is the key to regular attendance. This policy recognizes that school attendance is the responsibility of the student and parent/guardian/caretaker, supported by the teachers, support staff, and administration. The intention of this policy is to encourage regular student attendance through positive rather than punitive means. Smith Vocational and the Board of Trustees recognize that daily, shop, and class attendance is a shared responsibility involving commitment on the part of the student, parent/guardian/caretaker, and the school. This policy is intended to involve all parties in promoting regular school attendance and to remind parents, guardians, and caretakers of their legal obligation to require their student to attend school when it is in session.

- E. Student's Responsibility: It is the student's responsibility to:
 - e.) Attend all assigned shop days, classes, and other instructional activities on time every day that school is in session;
 - f.) Be aware of and follow the correct procedures when absent from an assigned shop day, class, or other instructional activity;
 - g.) Request any missed assignments due to an absence or make arrangements to collect missed work and assignments; and
 - h.) Complete assigned work, including make-up work, in a timely manner.
- F. Parent/Guardian/Caretaker's Responsibility: It is the responsibility of the student's parent/guardian/caretaker to:
 - j.) Ensure the student is attending school regularly and on time;
 - k.) Inform the school in the event of a student absence, in advance if possible;
 - l.) Be aware of and follow the correct procedures for reporting student absences and send in a note or documentation within two (2) weeks of the student's return to school;
 - m.) Provide medical documentation from the child's medical care provider when necessary;
 - n.) Preemptively notify the school when a planned student absence will occur and support efforts to prepare for the absence(s)
 - o.) Work cooperatively with the school and the student to resolve any attendance issues that may arise;

- p.) Make every effort to be available to attend an administrative meeting related to attendance issues;
 - q.) Make every effort to arrange family vacations and trips when school is not in session so that the student does not miss school; and
 - r.) Make every effort to arrange doctor, dentist, and other appointments outside of school hours, when possible.
- G. Teacher's Responsibility: It is the teacher's responsibility to:
- f.) Take daily attendance and maintain accurate attendance records in each assigned class and other instructional activities;
 - g.) Be familiar with all attendance procedures and apply these procedures uniformly for all assigned students;
 - h.) Provide any student who has been absent with missed assignments upon request and a date by which the assignment must be made up;
 - i.) Work cooperatively with the student's parent/guardian/caretaker, Guidance or Adjustment Counselor, as well as the student to resolve any attendance issues that may arise; and
 - j.) Notify the student's Guidance or Adjustment Counselor or Administration when you become aware of an issue regarding a student that is affecting or may affect the student's attendance.
- H. Administrator's Responsibility: It is the administrator's responsibility to:
- f.) Require students to attend all assigned shop days, classes, and other instructional activities;
 - g.) Be familiar with statutes, policies and procedures governing attendance and apply them uniformly to all students;
 - h.) Ensure that all teachers properly account for student attendance in a timely manner;
 - i.) Inform the student's parent/guardian/caretaker of the student's attendance and work cooperatively with them and the student to resolve attendance problems; and
 - j.) Work collaboratively with the teaching staff to develop and implement uniform attendance procedures.

Any student who misses more than eight (8) class periods, without an approved excuse, will not receive credit for that course. The course must be retaken in order to obtain credit. Prior to enrollment in any course or program designed for the student to earn credit in a course they must retake, the student's Guidance Counselor, Director of Pupil Services, or the Assistant Principal must approve any such course or program. **Any student who misses more than eight (8) shop days, without an approved excuse, in one school year will not receive credit for that shop.**

Grade 12 Shop Students

Any Grade 12 shop student losing credit due to lack of attendance must make up the number of shop days missed over the allotted eight (8) before a diploma may be issued to that student. All days in excess of the number of school days remaining in the School Calendar year will have to be made up the following school year or through some other approved program.

It is the responsibility of the parent, guardian, or caretaker to track their student's attendance record. Parents, guardians, or caretakers will be notified in writing when a student is in jeopardy of losing credit due to lack of attendance. Upon notification, parents, guardians, or caretakers may appeal any absence with two (2) weeks of notification. Students under the age of sixteen may be referred to Hampshire/Franklin Juvenile Court after missing eight days. Parents, guardians, and caretakers have the right to request a meeting with the Assistant Principal to discuss attendance issues at any time. On the ninth class or shop absence, parents, guardians, or caretakers will be notified by US Mail that their student will not receive credit for the course and/or shop.

Appeals for exemptions of the Attendance Policy must be made within two (2) weeks of the time or absence or the receipt of the notification letter. Appeals must be made to the Assistant Principal's Office and the Administration reserves the right to verify any requests for appeal for exemptions.

Examples of absences that may be excused:

1. Significant or chronic illness/or injury: serious with a doctor's note specifying the date/or time the student was not able to attend school.
2. Religious observance;
3. School sponsored activities;
4. Death of a member of the immediate family; and
5. Extraordinary circumstances.
6. Court Appearance

If a student over the age of 16 is absent for ten consecutive days a letter will be sent indicating, pursuant to M.G.L. c. 71, § 18, school district is notifying parent/guardian and student of student's right to an exit interview with Smith Vocational and Agricultural High School about educational options available to student before the district considers student withdrawn from the district roster. If student and parent/guardian fail respond to this notice, school district will hold an exit interview without student and parent/guardian participation. Afterwards, district will consider student withdrawn from the district.

BULLYING POLICY

BULLYING PREVENTION AND INTERVENTION PLAN

Statement of Purpose

Smith Vocational and Agricultural High School is committed to creating and maintaining a learning environment that is safe, caring, accepting, and inclusive with civility and respect for all members of the community regardless of race, color, religion, national origin, age, gender, sexual orientation, disability, or for any other reason.

Descriptions and Prohibitive Statements (Bullying, Cyber Bullying and Retaliation)

a. Bullying is prohibited: 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 and 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. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs. The Board of Trustees expects administrators and supervisors to make clear to school community members that bullying in the school building, on school grounds, on the bus or school-sanctioned transportation, or at school-sponsored functions will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students, and termination for employees.

b. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is prohibited. The District will take appropriate steps to protect from retaliation persons who take action consistent with this Plan, or who report, file a complaint of, or cooperate in an investigation of a violation of this Plan. Threats or acts of retaliation, whether person-to-

person, by electronic means, or through third parties, are serious offenses that will subject the violator to significant disciplinary and other corrective action up to and including expulsion.

c. Smith Vocational and Agricultural High School will endeavor to maintain a learning and working environment free of bullying.

d. Definitions: i. "Bullying", the repeated use by one or more school community members of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: causes physical or emotional harm to the victim or damage to the victim's property; places the victim in reasonable fear of harm to himself or of damage to his property; creates a hostile environment at school for the victim; infringes on the rights of the victim at school; or materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying. Bullying is based upon unequal physical, psychological or social power or perceived power. Bullying may occur in a dating relationship. Bullying generally involves a pattern of conduct that is directed at another person, rather than a single, isolated incident. Bullying may include elements of bias (as defined below under Harassment).

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

iii. "Cyber-Harassment" is defined as any willful and repeated harm inflicted through, but not limited to, web pages, social networking sites, email, instant messaging or text messaging using computers, cell phones and other electronic devices which is motivated by the target individual or individuals membership in a protected group, whether real or perceived.

iv. "Hostile Environment" is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education. A hostile environment is created and the victim's rights infringed upon creating a disruption of the education process if, following an incident covered in this paragraph, said intimidation, bullying or harassment, by either the perpetrator(s) or anyone acting on their behalf, whether through written, verbal or electronic expression or a physical act or gesture or any combination thereof, continues within the confines of the school building, on school grounds or at a school-sponsored activity, function, program.

v. "Harassment", is defined as unwelcome, intentional, unprovoked discriminatory behavior, toward an individual or individuals, motivated by membership (real or perceived) in a protected category including: race, color, religion, ethnicity/national origin, disability, gender, gender identify, sexual orientation and age. Harassment includes cyber-harassment.

vi. "Retaliation" is defined as any form of intimidation, reprisal, or harassment by a school community member directed against another school community member for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under this plan, or for taking action consistent with this plan.

vii. "School Community Member" is defined as any student, district or school employee,

school committee member, independent contractor, school volunteer, parent or legal guardian of a student, or a visitor on school premises or at a school-related or school sponsored function or activity.

Confidentiality of Records:

a. A principal may not disclose information from a student record of a target or aggressor to a parent unless the information is about the parent's own child. b. A principal may disclose a determination of bullying or retaliation to a local law enforcement agency under 603 CMR 49.06 without the consent of a student or his/her parents/guardians. The principal shall communicate with law enforcement officials in a manner that protects the privacy of targets, student witnesses, and aggressors to the extent practicable under the circumstances. c. A principal may disclose student record information about a target or aggressor to appropriate parties in addition to law enforcement 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 as provided in 603 CMR 23.07(4) (e) and 34 CFR 99.31(a) (10) and 99.36. This provision is limited to instances in which the principal has determined there is an immediate and significant threat to the health or safety of the student or other individuals. It is limited to the period of emergency and does not allow for blanket disclosure of student record information. The principal must document the disclosures and the reasons that the principal determined that a health or safety emergency exists.

Requirements for Students with Disabilities

a. For students identified with a disability on the autism spectrum, the IEP Team must consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing (M.G.L., c. 71B, s3, as amended by Chapter 92 of the Acts of 2010). b. If the IEP team determines that a student has a disability that affects social skills development, or the student may participate in or is vulnerable to bullying, harassment or teasing because of the disability, the Team must address the skills and proficiencies needed that shall be included in the student's IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing (M.G.L., c. 71B, s3, as amended by Chapter 92 of the Acts of 2010).

Procedures for Reporting Bullying or Retaliation

. a. Any school employee, independent contractor, or school volunteer who becomes aware of or has a reasonable belief that harassment, bullying, discrimination, retaliation, or a hate crime has occurred or may have occurred on school property at a school-related activity, or off school premises when the conduct may impact on the learning environment of Smith Vocational and Agricultural High School or a particular student, must report the alleged incident(s) to the building principal or designee within twenty-four (24) hours of a school day (no later than the same time on the next day that school is in session) .

b. Any student or other person (who is not a school employee, independent contractor or school volunteer) who becomes aware of or has a reasonable belief that harassment, bullying, discrimination, retaliation, or a hate crime has occurred or may have occurred on school property, in a school-related activity or off school premises when the conduct may impact on the learning environment of Smith Vocational and Agricultural High School or a particular student, is strongly encouraged to and should report the incident(s) to the building principal or designee within twenty-four (24) hours of a school day (no later than the same time on the next day that school is in session). In situations where a student or other person does not feel comfortable reporting the incident to a principal or a designee, (s) he may report it to a trusted school employee, who must transmit the report to a principal within twenty-four (24) hours of a school day (no later than the same time on the next day that school is in session).

c. Any school community member may also report alleged incidents of harassment, bullying, discrimination, retaliation, or a hate crime directly to a Principal (or his/her designee), or to the Superintendent (or his/her designee).

d. Reports may be provided orally (directly to school staff or by telephone, in written form (using the school's paper based form or through a letter, note or other written

means), or through email.

e. The principal/designee will also explain that the investigation will be kept as confidential as possible, but that Smith Vocational and Agricultural High School cannot promise absolute confidentiality, and may not be able to withhold the target's identity from the aggressor, since such a promise could interfere with Smith Vocational and Agricultural High School's ability to enforce its Policy, conduct a fair and thorough investigation, or impose disciplinary or corrective action.

Anonymous Report

a. Reports may be made anonymously which will trigger an investigation but no disciplinary actions may be taken based solely upon an anonymous report. b. Ideally the report/complaint will include identifying the name(s) of the subject of the complaint, if known; describing the facts and circumstances of the incident or pattern of behavior; providing the time(s) and date(s) of the incident(s); and identifying any witnesses and relevant documentary information.

Response Procedures to a Report/Complaint

a. Upon receipt of a report/complaint, the principal (or his/her designee) will promptly investigate the incident to determine if bullying, cyber-bullying, harassment, or retaliation has occurred. Investigation of the complaint will be completed within one to five (1-5) school days whenever possible, and if additional time is required to conduct the investigation no more than two such extensions of five (5) days shall be permitted. Parents/guardian(s) of any students involved in a complaint will be notified by the administration of the complaint within twenty-four (24) hours of a school day (no later than the same time on the next day that school is in session) upon determination that bullying has occurred. Such notification of bullying must comply with the confidentiality requirements of the Massachusetts Student Records Regulations (603 CMR 23.00) and the Federal Family Educational Rights and Privacy Act Regulations (34 CFR Part 99 as set forth in 603 CMR 49.07). The investigation includes but is not limited to:

- i. Interview the reporter if possible
- ii. Note witnesses
- iii. Note adults who may have been present
- iv. Investigate actions by perpetrator's friends or others on his/her behalf
- v. Query about any online or electronic involvement
- vi. Query about behaviors which are threatening in the context of bullying but are not explicitly forbidden in the school's disciplinary code

b. There are several circumstances under which an incident may be referred to the Superintendent (or his/her designee). These include: i. When a parent/guardian/school community member feels the situation is unresolved at the building level. ii. When the incident involves the administrator or other staff in a building who are responsible for investigations. iii. When the situation remains unresolved even after investigation and corrective action (at administrator's discretion but generally meaning there are two or more separate and substantiated incidents regarding a single person or group of persons). iv. Adult to Adult behavior (at the building administrator's discretion).

c. All reports/complaints will be documented on the "Smith Vocational and Agricultural High School Bullying/Harassment Incident Reporting Form."

d. All investigative information will be documented on the "Smith Vocational and Agricultural High School Bullying/Harassment Investigation Form."

e. When a report or complaint involves physical injury, the principal (or his/her designee) will report the incident to the Superintendent within twenty-four (24) hours of a school day (no later than the same time on the next day that school is in session).

f. The principal/designee will determine whether the allegations of bullying, cyber-bullying, harassment or retaliation have been substantiated, and whether the Student Code of Conduct has been violated. If the complaint is substantiated, the principal/designee will: i. Seek the advice and guidance of legal counsel for Smith Vocational and Agricultural High School if legal issues arise. ii. Prepare a written report that includes the investigative findings, the investigative steps taken, and the reasons for those findings. These findings will specify whether the allegations have been

substantiated, whether the Student Code of Conduct, has been violated, and any decision for disciplinary and corrective action. iii. Take appropriate corrective action which may include an informal or formal resolution and/or disciplinary action iv. Notify the parents of both the target and aggressor of the incident v. Notify the parents of the target(s) of actions taken to prevent further acts of bullying/cyber-bullying, harassment, or retaliations vi. When appropriate, notify another school or district if the reported incident involves students from outside the district. The principal/director of a public school, charter school, non- public school, approved private special education day or residential school or collaborative school will be notified within twenty-four (24) hours of a normal school day (by the same time on the next day school is in session) by telephone by the investigator of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations and 603 CMR 49.00. vii. When appropriate, notify law enforcement if the principal/designee believes criminal charges may be pursued (this may include physical injury, destruction of public/personal property, potential hate crimes and other acts of a serious criminal nature). Notice will be consistent with the requirements of 603 CMR 49.00 and all locally established agreements with local law enforcement and the district attorney's office. viii. All actions taken will be documented on the "Smith Vocational and Agricultural High School Bullying/Harassment Determination Form." ix. The principal/designee will notify the complainant and the subject of the complaint in writing within five school days to let them know whether the complaint has been substantiated. If the complaint is substantiated, the principal/designee will also notify the target of any non-disciplinary corrective action imposed to protect him/her from future Policy violations within five school days. If the complaint is substantiated and the aggressor remains a student in the school, the principal/designee will meet with the aggressor and his/her parent or guardian, to describe the disciplinary and/or corrective action imposed, the school's expectations for future behavior and the potential consequences for retaliation or future violation of the Policy. x. If a complaint is substantiated, a report of the incident and its resolution will be placed in the aggressor's student record. xi. If Smith Vocational and Agricultural High School's investigation results from a third party report, the principal/designee will inform that person that Smith Vocational and Agricultural High School has taken steps consistent with the Policy, while not providing information about any disciplinary action imposed or any other information that would violate applicable state and federal confidentiality laws or student record regulations. xii. The Principal (or his/her designee) will notify all parties of the investigation/resolution of the complaint to the extent consistent with state and federal law. Please note that this element does NOT permit the school to release information that is protected by existing confidentiality laws.

Range of Actions Following Determination of Bullying

a. Informal Response

i. The principal/designee will separately discuss in a timely manner with the target and the aggressor and, if a student, with his/her parent(s) or guardian(s), the informal process, the nature of the complaint, explain the prohibition against retaliation, and determine the corrective action the target seeks. ii. If appropriate after adequate investigation, the principal/designee, in consultation with the Superintendent, will propose a resolution. If the target, the aggressor and their parent(s) or guardian(s) agree with the proposed resolution, the principal/designee will write down the resolution, and the target and the aggressor, and their parent or guardian, if present, will sign it, and each person will receive a copy. At the meeting, the principal/designee will again explain the prohibition against retaliation. iii. A principal/designee will monitor the situation, and will follow up with the target to determine whether there are further incidents or concerns. The principal/designee will maintain a written record of the follow-ups (using the "Smith Vocational and Agricultural High School Safety/Conduct Form"). iv. If the target and aggressor cannot agree to an informal resolution, or if at any time after resolution the principal/designee, in consultation with the School Legal Compliance Officer, determines that the problem is not corrected, Smith Vocational and Agricultural High School may

apply the Student Code of Conduct or commence a Formal Proceeding. If this Policy does not cover the reported conduct, Smith Vocational and Agricultural High School will address the report or complaint through its Student Code of Conduct, if applicable. v. File retention: the principal will maintain in a separate confidential file the Smith Vocational and Agricultural High School Bullying/Harassment Incident Reporting Form, the Bullying/Harassment Investigation Form, the Bullying/Harassment Determination Form and the Safety/Conduct Form, information obtained through inquiry and investigation, and the proposed and agreed-to resolution, if any, and will maintain a copy of the file in the applicable student record file to the extent required by law.

b. Formal Proceedings:

i. The principal/designee will separately discuss in a timely manner with the target and the aggressor and, if a student, with his/her parent(s) or guardian(s), the formal process, explain the prohibition against retaliation, and determine the remedy the complainant seeks. ii. File Retention: The principal will maintain in a separate confidential file the Smith Vocational and Agricultural High School Bullying/Harassment Incident Reporting Form, the Bullying/Harassment Investigation Form, the Bullying/Harassment Determination Form and the Safety/Conduct Form, investigatory interview notes and reports, findings made, the results of the investigation, including any decision for action, and other relevant investigatory materials, and will maintain a copy of the file in the applicable student record file to the extent required by law. iii. Any disciplinary or corrective action against a student must conform to the due process requirements of federal and state law. iv. A principal/designee will monitor the situation, and will follow up with the target to determine whether there are further incidents or concerns, and whether the corrective action imposed has been effective. The principal/designee will maintain a written record of the follow-ups using the "Smith Vocational and Agricultural High School Safety/Conduct Plan." v. Any right of appeal from a disciplinary decision is governed by the Student Code of Conduct, the school's disciplinary code and Massachusetts and federal law.

c. Disciplinary Actions:

i. If a principal/designee concludes that the subject of the complaint has violated this Policy, Smith Vocational and Agricultural High School will in a timely manner impose disciplinary measures and/or corrective action reasonably calculated to end the complained of conduct, deter future improper conduct, and protect the complainant(s) and other similarly situated individuals. In imposing disciplinary and corrective measures Smith Vocational and Agricultural High School will take into account harm the target and other members of the school community suffered and any damage to school climate or property. ii. Disciplinary and corrective action concerning a student may include, but is not limited to, a written warning; classroom transfer; short-term or long-term suspension; exclusion from participation in school sponsored functions, after-school programs, and/or extracurricular activities; limiting or denying access to a part or area of a school; exclusion, expulsion, or discharge from school; adult supervision on school premises; parent conferences; an apology to the victim; awareness training (to help students understand the impact of their behavior); participation in empathy development, cultural diversity, anti-harassment, anti-bullying or intergroup relations programs; counseling, or any other action to be determined within the discretion of Smith Vocational and Agricultural High School. iii. The District complies with the federal and state law requirements that apply to the discipline of students with disabilities, including the federal "Individuals with Disabilities Education Act" ("IDEA"). iv. Acts of bullying, cyber-bullying, harassment or retaliation allegedly committed by adult members (including teachers, administrators, staff members, other school personnel, parents/guardians, community partners, school committee members, or other visitors to the school) of the school community will be reported to school administrators and/or the Superintendent's office, for investigation and consequences, in accordance with applicable procedures, including appropriate legal actions.

Safety Plans

a. Will take steps to assess the need to restore a sense of safety to the alleged target

and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation as necessary.

b. The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

c. After the determination that bullying has occurred, and after appropriate disciplinary action has been taken, the Principal/designee will develop with the target, and if a student with his/her parent/guardian(s) a safety plan; and with the aggressor(s) and if a student with their parent/guardian(s) a conduct plan. Both plans will include notifying the teachers (or relevant school community member) not only of the incident, but also of all the parties involved, specifying their roles.

d. A staff member (as designated by the administrator, school community member, and if a student, the parent/guardian(s)) will be assigned as a check-in person to regularly meet with the school community member to ensure that the safety plan is being followed. The safety plan of the target will include, but not be limited to, the following: i. No acts of retaliation have occurred. ii. Strategies are provided for dealing with future incidents, emphasizing immediate reporting of any further acts. iii. Information regarding outside support services are provided to the school community member and if a student, his/her family. iv. The frequency and duration of the check-ins will be determined on a case-by-case basis. v. After two (2) weeks (or sooner if necessary), the check-in person will provide a progress report on the emotional well-being of the school community member to the principal/designee. vi. The safety plan cannot be discontinued without the agreement of the school community member, and if a student, the parents/guardians, the designated check-in person, and the principal/designee. vii. A selection of a ‘Safe Zone’—an area identified where the victim can go to get help from a trusted school community member. viii. A mechanism for information all relevant adults (teachers, coaches, bus drivers, counselors and other support staff) of the situation between the victim(s) and the perpetrator(s). ix. A plan for monitoring of less structured areas of the school environment, such as buses and lunchroom. x. Follow up with parent/guardian(s) of all involved to inform them of actions being taken.

e. The principal/designee will hold compulsory meetings to ensure that the conduct plan is being followed for the aggressor(s) which will include, but not be limited to, the following: i. No further acts of bullying have been committed. ii. The school community member has been educated regarding acceptable alternative behaviors. iii. The school community member has received further education of the school’s anti-bullying policy, including the potential for more severe school consequences and/or criminal charges being filed. iv. The frequency and duration of these meetings will be agreed upon and will depend on future actions. v. Information regarding outside support resources will be made available to the school community member(s) and if students, their parents/guardians. vi. A progress report identifying school community member conduct will be provided after two (2) weeks (or sooner if necessary). vii. Discontinuation of the conduct plans will be determined by the principal/designee. All meetings and the ending of the conduct plan should be documented and kept throughout the school community member’s school career. If a student, parents/guardians will be notified of the discontinuance of a conduct plan.

f. Staff members (as designated by the administrator/designee) will be asked to observe activity to ensure that anyone who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about an act of bullying is safe and check that: i. No acts of retaliation have occurred. ii. Strategies are provided

for dealing with any incidents, emphasizing immediate reporting of any further acts. f. Any person who knowingly makes false charges or brings a malicious complaint regarding bullying may be subjected to any of the disciplinary and/or corrective actions outlined in this plan.

School Climate and Public Involvement

a. Smith Vocational and Agricultural High School's Bullying and Intervention Plan will be reviewed and revised in consultation with school staff, school volunteers, community representatives, local law enforcement agencies, students, parents and guardians.

b. Smith Vocational and Agricultural High School's school climate is monitored through student surveys, staff participation in school and district committees, school council and administrative open door policies.

c. Information on Smith Vocational and Agricultural High School's school climate and more specifically, the Bullying Prevention and Intervention Plan will be distributed through student handbooks, mailings, staff meetings, student assemblies and through the district's website.

d. The school will provide parent/guardian education and resources through the auspices of the Safe and Drug Free Schools Task Force in conjunction with PTO's, school councils, Friends of Gateway and the special education parent advisory council. This will include, but not be limited to: i. Working with the School Council to engage and collaborate with students' families in order to increase the capacity of the school or district to prevent and respond to bullying by maintaining a positive school climate. ii. Each year parents will receive resources on bullying and bully prevention, information on the anti-bullying activities in the schools, information on the bullying curriculum in place in school and ideas for how families can collaborate with the school to prevent bullying including: 1. How parents and guardians can reinforce the curricula at home and support the school or district plan; 2. The dynamics of bullying; and 3. Online safety and cyber bullying. iii. Parents and guardians will be notified in writing each year about the student-related sections of the Bullying Prevention and Intervention Plan, in the language(s) most prevalent among the parents or guardians. iv. Smith Vocational and Agricultural High School will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the School Council and Special Education Parent Advisory Council. v. Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber bullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and related information on its website.

Notice to Law Enforcement Agency

a. Before the first day of each school year, the superintendent or designee of a school district shall communicate with the chief of police or designee of the local police department about the implementation of this section. Such communication may include agreeing on a method of notification, a process for informal communication, updates of prior written agreements, or any other subject appropriate to the implementation of this section.

b. At any point after receipt of a report of bullying or retaliation, including after an investigation, the principal shall notify the local law enforcement agency if the principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor. Notice shall be consistent with the requirements of 603 CMR 49.00 and established agreements with local law enforcement agencies. The principal shall document the reasons for his/her decision to notify law enforcement. Nothing in this section shall be interpreted to require reporting to law enforcement agencies in situations where bullying and retaliation can be handled appropriately within the school district or

school. i. In making the determination whether notification to law enforcement is appropriate, the principal may consult with the school resource officer and any other individuals the principal deems appropriate. ii. Nothing in this section shall prevent the principal from taking appropriate disciplinary or other action pursuant to school district or school policy and state law, provided that such disciplinary actions balance the need for accountability with the need to teach appropriate behavior. iii. The principal shall respond to the incident as set forth in relevant provisions of this plan. c. 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 the school district or school, the principal of the school informed of the bullying or retaliation shall notify the local law enforcement agencies if the principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

Training and Professional Development

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

b. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying.

c. As required by M.G.L. c. 71, § 37O, the content of school-wide professional development will be informed by research and will include information on: (i) developmentally (or age-) appropriate strategies to prevent bullying; (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents; (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying; (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment; (v) information on the incidence and nature of cyber bullying; and (vi) Internet safety issues as they relate to cyber bullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development. Additional areas identified by the school for professional development may include: i. promoting and modeling the use of respectful language; ii. fostering an understanding of and respect for diversity and difference; iii. building relationships and communicating with families; iv. constructively managing classroom behaviors; v. using positive behavioral intervention strategies; vi. applying constructive disciplinary practices; vii. teaching students skills including positive communication, anger management, and empathy for others; viii. engaging students in school or classroom planning and decision-making; and ix. maintaining a safe and caring classroom for all students.

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

District Resources

a. The school shall annually identify resources for providing a positive school climate including staffing, curriculum, school safety, student and staff counseling, and student intervention teams.

b. As needed students (both victims and aggressors) and/or their families, shall be referred

to outside agencies, for assistance based upon the protocols currently in place and/or on recommendations from the school nurse, guidance or adjustment counselors, school psychologist or administrators.

c. The school shall also work on developing appropriate behavior through skills-building activities with students. These may include: i. offering individualized skill-building sessions based on the school's anti-bullying curricula; ii. providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel; iii. implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals; iv. meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home; v. adopting behavioral plans to include a focus on developing specific social skills; and vi. making a referral for evaluation.

CIVIL RIGHTS (NON-DISCRIMINATION) POLICY

1. According to M.G.L.Ch.76, Section 5, Smith Vocational and Agricultural High School affirms non-tolerance for harassment based on race, color, national origin, sex, religion, sexual orientation, homelessness, disability, or gender identity nor discriminates on those bases.
2. Any student who believes that he or she has been subjected to harassment should feel free to discuss the matter with a trusted staff member, i.e. administrator, counselor, teacher, school nurse or other school personnel.
3. The staff member will help the student complete the **Civil Rights Incident Reporting Form**. The staff member **must** turn in the report and discuss the situation with the Assistant Principal.
4. The **Assistant Principal** will investigate the allegations and respond to the student through a personal interview and provide a written summary of the investigation and action taken on the Civil Rights Incident Reporting Form. The Civil Rights write-up is confidential.
5. If the student is not satisfied with action taken, he/she may appeal it to the **Principal**. The Principal will review the Civil Rights Incident Reporting Form, investigate the claims and respond to the complainant within five school days.
6. If the student feels the matter remains unresolved, he/she may initiate a formal grievance procedure with the **Superintendent** who is also the designated **Title IX/622 Coordinator**.
7. Failure by school personnel to submit a written report on the civil rights incident report form may result in administrative disciplinary action.

Formal Grievance Procedure for Students

Students should submit any allegations of discrimination in writing to the Title IX/622 Coordinator for consideration. The Title IX (622) Coordinator is the Superintendent of Smith Vocational and Agricultural High School.

1. The Title IX/622 Coordinator will investigate the allegations and respond to the student through personal interview and in writing within ten (10) school days of receipt of the written report.
2. If the matter remains unresolved, the student may appeal in writing to the Board of Trustees within ten (10) school days of receipt of the Title IX/622 Coordinator's response. The Board of Trustees will meet within fifteen (15) school days to review and consider the matter. The Board of Trustees will respond to the student in writing within five (5) school days following that meeting.

3. If the matter still remains unresolved for the student, he or she has the right to invoke the complaint procedure for Chapter 622 of 1971 and/or Title IX of the 1972 Education Amendments.
4. The student may also report any grievance to the Massachusetts Commission Against Discrimination telephone (413) 739-2145 or to the Office for Civil Rights, Department of Education, at (617) 223-9662 (General Number).

Since it is important that a grievance be processed as rapidly as possible, the number of days indicated at each level should be considered as maximum, and every effort should be made to expedite the process. However, failure to file a grievance within the time line specified will not preclude the administration from completing a full investigation of the grievance. (Note: the regulation does not require a student to use this grievance procedure).

STUDENT EXPRESSION/DRESS CODE POLICY

The mission of Smith Vocational and Agricultural High School is to prepare students for social responsibility, employment, and post-secondary education through rigorous, applied technical and academic programs. In keeping with this philosophy and to provide our students with a safe and wholesome educational environment where academic and technical learning can flourish, and where students are able to elevate their sense of pride and self-discipline, it is suggested that students dress and groom in a manner consistent with casual business attire during their academic week of classes.

Student Expression

Students have a right to freedom of expression in public schools. Administration will not interfere with a student's freedom of expression, unless the student's expression causes disruption or disorder within the school. Student expressions that may cause disruption or disorder in a school include, but are not limited to:

1. Any clothing or lack of, or expression, that displays promotes illegal substances or activities, obscene words or pictures, slurs or derogatory images of individuals based upon his/her sex, religion, race, ethnicity, disability, sexual orientation, etc., disruptive images or words, gang related symbols i.e.; profanity, sexually suggestive words.
2. Any clothing or expression shown to disrupt the school's learning process
- 3.

The school encourages students to refrain from any clothing/expression that may cause a disruption or disorder in the school day. If a school official finds any of the above (or other types of student expression not listed) causes disruption or disorder in the school day, then a student may face disciplinary consequences, up to and including suspension.

Dress Code

Students have a right to choose their own personal dress and appearance. Administration will not interfere with a student's personal dress and/or appearance, unless a school official determines that such personal dress and appearance violates reasonable standards of health, safety and cleanliness. School officials have determined the following violate reasonable standards of health, safety and cleanliness and are NOT permitted by students during the school day:

- Having barefeet or stocking feet (socks only);
- Wearing or possessing any clothing item or accessory that could be considered dangerous and/or used as a weapon (e.g. spiked jewelry);

This list is not exhaustive. Shops may have additional dress code requirements based upon reasonable health, safety and cleanliness standards. School officials reserve the right to find non-listed personal dress and appearance items violations of reasonable

standards of health, safety and cleanliness. If a student is found in violation of the dress code, a school official may issue disciplinary consequences up to and including suspension.

Consequence Student: must remove, change or cover the inappropriate clothing. The student will not be allowed in class until this is adequately completed.

1. Parents will be notified.
2. T-shirts from lost and found can be worn.
3. Smocks from shop can be worn.
4. Continued violations may result in placement in the ISS.

HAZING POLICY

An Act Prohibiting the Practice of Hazing

G.L.c. 269

Section 17: Whoever is a principal organizer or a participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment.

Section 18: The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person, to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this section.

Section 19: Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than five hundred dollars.

Section 20: Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is a part of such institution or is recognized by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and Sections 17 and 18; provided, however, that an institution's compliance with the section's requirements that an institution issue copies of this section and Sections 17 and 18 to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams, or organizations.

Each such group, team or organization shall distribute a copy of this section and Sections 17 and 18 to each of its members, plebes, pledges or applicants for membership and shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually to its institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said Sections 17 and

18, that each of its members, plebes, pledges, or applicants has received a copy of Sections 17 and 18, and that such group, team or organization understands and agrees to comply with the provisions of this section and Section 17 and 18. Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before the start of enrollment, deliver to each person who enrolls as a full time student in such institution of copy of this section and Sections 17 and 18.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the Board of Higher Education and in the case of secondary institutions, the Board of Education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and Sections 17 and 18 and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with the appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The Board of Higher Education, and in the case of secondary institutions, the Board of Education shall promulgate regulations governing the content and frequency of such reports and shall forthwith report to the Attorney General any such institution which fails to make such report.

HOMEWORK POLICY

Smith Vocational and Agricultural High School recognizes regular, purposeful homework as an essential component of the instructional process. Homework is an integral factor in fostering the academic and vocational achievement of students. Regular homework provides opportunities for the development of independent study skills, enrichment activities, self-discipline, developmental practice, drill and the application of skills. Therefore:

- Every teacher will assign homework to promote student learning
- These assignments will be averaged into the student's grade, accounting for at least 10% of the grade.
- The teacher will establish individual goals and practices, and students will make a commitment to preparation outside the classroom.

SVAHS provides a daily **Homework Help** session that meets from 2:20-3:20pm each school day with classroom paraprofessionals and certified teachers. Homework Help meets in the Library (inside of A Building).

ID POLICY

As a means of promoting a safe and secure school environment that continues to be conducive for the educational process, all students in grades 9 – 12 **must have in their possession** an ID badge. The ID badge must be carried during school hours and at all school-sponsored functions, including field trips that take place during the regular school day.

Students must state their name or show their ID to any school personnel upon request, students failing to do so will be referred to the Assistant Principal. Students who lose their identification badge may replace the badge by choosing one of the following methods:

1. Pay a fee of \$5 for a new badge
2. Perform school service after school as determined by the Assistant Principal or his designee

A student who needs to replace his/her badge should see the Assistant Principal when he/she becomes aware of the lost badge.

1. A student always has the right to call home for the ID badge.
2. A student may purchase a new badge to avoid consequences.

**NOTICE OF POSSIBLE PUBLICATION OF CERTAIN STUDENT
INFORMATION**

DURING THE SCHOOL YEAR

Under Department of Education Regulations, the school may release for publication certain information concerning your child from time to time without first obtaining your consent, unless you indicate by returning the enclosed form (**Notice of Publication**) that the school should not do so. The following information is considered directory information: students name, address, listed telephone number, date and place of birth, major field of study, dates of attendance, weight and height if a member of an athletic team, class participation in officially recognized activities in sports, degrees, honors and awards and post-high school plans. Such information may be disclosed at the discretion of the school system to responsible persons and/or organizations without the consent of the parent or the student unless the parent and student have informed the school system that they do not want this information released without their prior consent. This notice applies not only to printed material, but also applies to photographs, videotaping and news films.

If you **do not wish information** concerning your child to be released for publication without your consent during the school year, please complete the form that has been mailed home in the Back to School Packet to the Main Office at Smith Vocational and Agricultural High School, 80 Locust Street, Northampton, MA 01060 by September 13th.

The Smith Vocational and Agricultural High School has designated certain information contained in the education records of its students as directory information for purposes of the Family Education Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00 et seq.

The following information regarding students is considered directory information: (1) name, (2) address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) participation in officially recognized activities and sports, (7) weight and height of members of athletic teams, (8) dates of attendance, (9) degrees, honors and awards received, and (10) post high school plans of the student.

Directory information may be disclosed for any purpose at the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq.

Any parent or student over the age of 18 refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the principal on or before the 13th day of each September.

In the event that a refusal is not filed, it is assumed that neither a parent of a student or eligible student objects to the release of the directory information designated.

In addition under the No Child Left Behind Act, as well as the Defense Reauthorization Act, parents and eligible students are hereby given notice that Smith Vocational School routinely provides names, addresses and telephone numbers of students matriculating at Smith Vocational and Agricultural High School to military recruiters or an institution of higher education for secondary students upon their request. You must specifically advise the Principal, **in writing** that you **do not want** this information released to military recruiters without your written request. Please do so prior to October 1.

PHYSICAL RESTRAINT OF STUDENTS

In accordance with 603 CMR 46.00; Physical Restraint

Physical restraint is defined as the use of bodily force to limit a student's freedom of movement. Physical restraint shall only be used as a behavior management tool when other less intrusive alternatives have failed or been deemed inappropriate. In the event that physical restraint is required to protect the safety of school community members Smith Vocational and Agricultural High School has enacted the following policy and procedures to ensure the proper use of restraint and to prevent or minimize any harm to the student as a result of the use of restraint. These procedures shall be reviewed annually, provided to school staff, and made available to parents of enrolled students.

None of the foregoing paragraph or the policy/procedures which follow, precludes any teacher, employee, or agent of Smith Vocational and Agricultural High School from using reasonable force to protect students, other persons or themselves from assault or imminent, serious harm.

1. Staff Training

A. All staff/faculty will receive training regarding the school's restraint policy within the first month of each school year, and employees hired after the school year begins will receive training within one month of starting their employment.

B. Required training for all staff will include review of the following:

- 1) The school's restraint policy;
- 2) Interventions which may preclude the need for restraint, including de-escalation of problematic behaviors;
- 3) Types of restraints and related safety considerations, including information regarding the increased risk of injury to a student when an extended restraint is used;
- 4) Administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student;
- 5) Identification of program staff who have received in-depth training (as set forth below in Section C) in the use of physical restraint.

C. Designated staff member(s) shall participate in at least sixteen hours of in-depth training in the use of physical restraint.

- 1) At the beginning of the school year, the principal will identify those staff who will participate in in-depth training and who will then be authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint.

A. 1 of 6

B. File: JKAA

2) In-depth training will include:

- a) Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship to building, and the use of alternatives to restraint;
- b) A description and identification of dangerous behaviors on the part of a student that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- c) The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including the instruction on monitoring physical signs of distress and obtaining medical assistance;
- d) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
- e) Demonstration by participants of proficiency in administering physical restraint.

D. Staff/faculty will review any behavior plans pertaining to special techniques for identified students (i.e., information through the Special Services Department).

2. Administration of Physical Restraint

A. Physical restraint may only be used in the following circumstances:

- 1) When non-physical interventions would be ineffective; and
- 2) The student's behavior poses a threat of imminent, serious harm to self and/or others

B. Physical restraint is prohibited in the following circumstances:

- 1) As a means of punishment; or
- 2) As a response to property destruction, 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. However, if the property destruction or the refusal to comply with a school rule or staff directive could escalate into, or could itself lead to serious, imminent harm to the student or to others, physical restraint is appropriate.

C. Only school personnel who have received required training or in-depth training pursuant to this policy shall administer physical restraint on students with whenever possible, one adult witness who does not participate in the restraint. **The training requirements, however, shall preclude a teacher, employee, or agent of the school from using reasonable force to protect students, other persons, or themselves from assault or imminent serious physical harm.**

D. Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or others from assault or imminent, serious physical harm.

E. A person administering physical restraint shall use the safest method available and appropriate to the situation. Floor or prone restraints may only be administered by a staff member who has received in-depth training as specified in this policy and, when in the judgment of the trained staff member, such method is required to provide safety for the student or others.

F. Physical restraint shall be discontinued when it is determined that the student is no longer at risk of causing imminent physical harm to self or others.

G. Additional safety requirements:

1) A restrained student shall not be prevented from breathing or speaking. A staff member will continuously monitor the physical status of the student, including skin color and respiration, during the restraint.

2) If any time during a physical restraint the student demonstrates significant physical distress, as determined by the staff member, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

3) Program staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

H. At an appropriate time after release of a student from physical restraint, the Dean of Students shall:

1) review the incident with the student to address the behavior that precipitated the restraint.

2) review the incident with the staff person(s) who administered the restraint to discuss whether the proper restraint procedures were followed; and

3) consider whether any follow-up is appropriate for students who witnessed the incident.

3. Chemical/Mechanical/Seclusion Restraints Prohibited

A. Chemical restraint — the administration of medication for the purpose of restraint — is prohibited unless explicitly authorized by a physician and approved in writing by the parent(s)/guardian(s).

B. 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/her body—is prohibited unless explicitly authorized by a physician and approved in writing by the parent(s)/guardian(s).

1) A protective or stabilizing device, such as a harness, lap or other belts for securing a child in a chair, ordered by a physician or therapist shall not be considered a mechanical restraint.

C. Seclusion restraint — physically confining a student alone in a room or limited space without access to school staff — is prohibited.

1) The use of “time out” procedures during which a staff member

remains accessible to the student, although not necessarily present, shall not be considered “seclusion restraint”.

4. Reporting requirements:

A. Program staff shall report the use of physical restraint after administration of a physical restraint that:

- 1) Results in injury to a student or staff member; or
- 2) Lasts longer than five minutes.

B. The staff member who administered such a restraint shall verbally inform the Dean of Students of the restraint as soon as possible, and by written report no later than the next school working day.

- 1) The written report shall be provided to the Dean of Students, except the principal shall prepare the report if the principal administered the restraint;
- 2) The Dean of Students shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the Department of Education, upon request.

C. The Dean of Students shall verbally inform the student’s parent(s)/guardian(s) of such restraint as soon as possible, and by written report postmarked **no later than three school working days** following the use of such restraint.

- 1) If the school customarily provides school related information to the parent(s)/guardian(s) in a language other than English, the written restraint report shall be provided in that language.

D. The written report required by both sections B and C above shall include:

- 1) Names and job title of the staff who administered the restraint, and observers, if any;
- 2) Date of restraint and time restraint began and ended.
- 3) Name of administrator who was verbally informed following the restraint;
- 4) Description of the activity, other students, and staff in the area were engaged in immediately preceding the use of physical restraint.
- 5) Student’s behavior that prompted the restraint;
- 6) Efforts made to de-escalate the situation and alternatives to restraint that were attempted;
- 7) Justification for initiating physical restraint;
- 8) Description of administration of restraint including:
 - a) the holds used and reasons such holds were necessary
 - b) the student’s behavior and reactions during the restraint
 - c) how the restraint ended, and
 - d) documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
- 9) For extended restraints (restraints lasting more than twenty

minutes), description of the alternatives to extended restraint that were attempted, the outcome of those efforts, and the justification for administering the extended restraint;

10) Information regarding any further action(s) that the school has taken or may take, including any disciplinary sanctions that may be imposed on the student; and

11) Information regarding opportunities for the student's parent(s)/guardian(s) to discuss with school officials the administration of the restraint, any disciplinary sanctions, and/or other related matters.

E. The school will, within five school working days of the reported restraint, provide to the Department of Education a copy of the written report as described above and a copy of the record of physical restraints maintained by the program administrator for the thirty-day period prior to the date of the reported restraint when:

1) A restraint has resulted in a serious injury to a student or program staff member; or

2) when an extended restraint has been administered.

F. Parent(s)/guardian(s) may voluntarily waive the reporting requirements as stated above for restraints that do not result in serious injury to the student or a program staff member and do not constitute extended restraint.

1) Smith Vocational and Agricultural High School may seek such individual waiver for students who present a high risk of frequent, dangerous behavior that may require the frequent use of restraint.

2) Smith Vocational and Agricultural High School shall not require parental consent to such a waiver as a condition of admission or provision of services.

3) Parent(s)/guardian(s) may withdraw consent to such waiver at any time without penalty.

4) Extended restraints and restraints that result in serious injury to a student or program staff member must be reported as described above regardless of any individual waiver.

5) The following documentation regarding individual waiver of report requirements will be maintained on site in the student's file and will be made available for inspection to the Department of Education upon request:

a. Informed written consent of parent(s)/guardians to the waiver, which shall specify those reporting requirements listed above that the parent(s)/guardians agrees to waive; and

b. Specific information regarding when and how the parent(s)/guardian(s) will be informed regarding the administration of all restraints to the individual student.

5. Students with disabilities

A. Restraints may be administered to a student with a disability pursuant to

the student's Individualized Education Plan or other written and agreed upon plan developed in accordance with state and federal law, subject to the following exceptions:

- 1) The limitations on chemical, mechanical and seclusion restraint as stated above shall apply; and
- 2) The training and reporting requirements described in this policy shall apply.

GRIEVANCE PROCEDURE REGARDING RESTRAINT PRACTICES

Students should submit any allegations regarding restraint practices in writing to the Principal for consideration.

1. The Principal will investigate the allegations and respond to the student through personal interview and in writing within ten (10) school days of receipt of the written report.
2. If the matter remains unresolved, the student may appeal in writing to the Superintendent/Director within ten (10) school days of receipt of the Principal's response. The Superintendent/Director will meet within fifteen (15) school days to review and consider the matter. The Superintendent/Director will respond to the student in writing within five (5) school days.
3. If the matter still remains unresolved for the student, he or she -has the right to appeal to the Board of Trustees within ten (10) school days of the receipt of the Superintendent/Director's response. The Board of Trustees will meet within fifteen (15) school days to review and consider the matter. The Chairperson of the Board of Trustees will respond to the student in writing within five (5) school days following that meeting.

Since it is important that a grievance be processed as rapidly as possible, the number of days indicated at each level should be considered as maximum, and every effort should be made to expedite the process. However, failure to file a grievance within the time line specified will not preclude the administration from completing a full investigation of the grievance. (Note: The regulation does not require a student to use this grievance procedure.)

SEARCH AND SEIZURE

Lockers are the property of the Smith Vocational and Agricultural High School and are provided as a privilege for convenience only. The locker in its entirety, including the space within the locker, shall be the property of the school. Students are cautioned that they may use the locker subject to the right of the school to open said locker at any time for inspection and search, and therefore, the student has no expectation of privacy in the locker assigned to him/her.

Only locks issued by the school may be used and the combination of the student's lock is maintained by the Department Head and the administration.

Lockers may be opened and inspected during scheduled clean ups, during reassignment of student lockers, or for reasonable administrative purposes necessary for administration and management of the school. In addition, lockers may be searched at any time by the administration when the administration deems it appropriate.

STUDENT SEARCHES

Searches can be conducted on individual persons, possessions, lockers, or vehicles parked on school grounds. Searches are conducted for safety or health reasons. In addition, searches are conducted when the staff has reasonable cause to believe that a student has committed a violation of the disciplinary policy or the criminal statutes, or the student has in his/her possession or in his/her personal belongings, including his/her vehicle, evidence that the student has committed a violation of the disciplinary policy or criminal statutes.

Periodic searches during the school year may be conducted by school administration and/or state or local police, including the use of the police canine corps trained to sniff out drugs and/or alcohol.

TITLE IX INFORMATION

SEXUAL HARASSMENT POLICY

- A. It is the policy of the Smith Vocational and Agricultural High School to maintain a learning and working environment free from sexual harassment. No employee or student of the school shall be subjected to sexual harassment.
- B. It shall be a violation of this policy for any member of the Smith Vocational and Agricultural High School staff or student body to engage in sexual harassment as that term is defined in Section II.
- C. Each administrator shall be responsible for promoting understanding and acceptance of, and assuring compliance with state and federal laws and school department policy and procedures governing sexual harassment within her or his school or office.
- D. Violations of this policy or procedure will be cause for disciplinary action (See Section IV).

Definition

- A. Sexual Harassment means unwelcome sexual advances, requests of sexual favors, and other verbal or physical conduct of a sexual nature when:
 - 1. Submission to such conduct is made, either explicitly a term or condition of a person's employment or advancement, or of a student's participation in school programs or activities
 - 2. Submission to or rejection of such conduct by an employee or student is used as the basis of decisions affecting the employee or student
 - 3. Such conduct has the purpose or effect of unreasonably interfering with an employee's/ student's performance, or creating an intimidating, hostile, humiliating or sexually offensive work or learning environment
- B. Sexual harassment as set forth in Section II-A may include, but is not limited to:
 - 1. Unwelcome or hostile verbal or physical conduct of a sexual nature
 - 2. Overt or subtle pressure for sexual activity
 - 3. Sexual insults, leering, and name-calling
 - 4. Unwelcome touching, pinching, and patting
 - 5. Sexual jokes, posters, etc.
 - 6. Unwanted sexual flirtation
 - 7. Suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, job, etc.
 - 8. Attempted rape or rape
 - 9. Other forms of sexual harassment to include, but not limited to stalking
- C. Sexual harassment may involve behavior which is student-to-student, student-to-staff, staff-to-student, staff-to-staff, male-to-male, male-to-female, female-to-female, and female-to-male.

Sexual Harassment Reporting/Grievance Procedures

- A. Staff covered by the Collective Bargaining Agreement between the Northampton Teacher's Association Unit D and the Smith Vocational and Agricultural Board of Trustees may report allegations of sexual harassment against them in accordance with the Grievance Procedures set forth in that Agreement. These reports will be handled in accordance with the procedures set forth in the Collective Bargaining Agreement.

Any other person alleging sexual harassment may contact the Title IX/Chapter 622 Coordinator or the building representative designated by the district's Title IX/Chapter 622 Coordinator. A sexual harassment report form is located in the main office. All Sexual

Harassment Reports will be reviewed by the Title IX/Chapter 622

Coordinator, who will refer the reports as follows: Reports alleging sexual harassment by staff covered by the Collective Bargaining Agreement will be referred to the Superintendent/Director (Title IX/Chapter 622 Coordinator) in accordance with the Management Rights provision of the Collective Bargaining Agreement. All other reports will be referred to the Principal.

- B. The school district will endeavor to maintain the confidentiality of both the accuser and the accused consistent with the school district's legal obligations and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred.

All reports filed with building representatives will be referred to the Title IX/Chapter 622 Coordinator who, in collaboration with said representatives, will conduct the investigations.

IV. Disciplinary Action

- A. A substantial charge against a staff member in the school district shall subject that staff member to such disciplinary action as is appropriate in accordance with the Collective Bargaining Agreement, if applicable, any other disciplinary provisions applicable to the staff member, and with applicable law.
- B. A substantiated charge against a student in the school district shall subject that student to disciplinary action consistent with the procedures and actions outlined in the Student Handbook and Code of Conduct and may include suspension or expulsion.
- C. Recommended courses of action in substantiated claims may include, but are not limited to, the following:
1. Removal of any offending materials, graffiti, or other objects with notice to all personnel of the reason for the removal and a prohibition against such items in the workplace/school in the future;
 2. Informal counseling of an offending party with a verbal warning as to the consequences of a repeat offense;
 3. Enrollment of an offending party in an appropriate training program.

Notification

- C. Notice of this policy shall be circulated to all of the departments of Smith Vocational and Agricultural High School and incorporated in teacher and student handbooks. Training sessions on this policy and the prevention of sexual harassment shall be held for teachers and students in the school on an annual basis.

Reports of sexual harassment (alleged and/or substantiated) will be kept on file in the office of the Title DC/Chapter 622 Coordinator.

OPIOID POLICY

Policy is being drafted & will be disseminated upon completion/Board of Trustee approval.

SUBSTANCE ABUSE POLICY

A Directive by the Board of Trustees: "The use of, serving of, or consuming of any drug or alcoholic beverage on school property or at school functions is prohibited irrespective of age. A student shall be barred from any school sponsored activity if he or she has been drinking any alcoholic beverage or consuming illegal drugs prior to his or her attendance at or participation in said school sponsored activity."

Students who attend academic classes or participate in shop work under the influence of alcohol or other drugs are hindering their learning process and may be placing themselves and others in danger due to impaired judgment, slowed reaction time, etc. The Smith School's Board of Trustees and administrators view this as a serious infraction of safety on campus, and therefore institute the policy as follows:

- A. DISCIPLINARY PROCEDURE IN RESPONSE TO A STUDENT WHO IS SUSPECTED/UNDER THE INFLUENCE OF ALCOHOL OR OTHER DRUGS.**
1. If a student is found to be, or suspected of being, under the influence of alcohol or in possession of alcohol and/or other drugs or in possession of drug paraphernalia while on school grounds during the school day or at a school sponsored event, the teacher or supervising adult **shall notify the Assistant Principal** of the situation. The Assistant Principal (or Guidance Counselor in his/her absence) brings the student to the **School Nurse** for an **assessment** of the student's mental and physical status. Based on this assessment and the circumstances surrounding the incident, the Nurse will report to the Assistant Principal or the Guidance Counselor whether or not in his/her professional judgment the charges are substantiated. If it is found that the charges are substantiated, whether confirmation or suspicion of alcohol and/or drug use, **the Assistant Principal will contact the student's parent/guardian.** The student will be subject to disciplinary action as outlined in the Code of Student Conduct and the Memorandum of Understanding.
 2. If a student is found to be, or is suspected of being, under the influence of alcohol or other drugs at a school sponsored event or activity, the staff person in charge at the event will call the student's parents or guardians to take the student home. The possible involvement of the police is to be decided by the staff person in charge and the police officer who is on duty at the event. If the police do take a student into protective custody at the police station, he/she will call the parents or guardians when required by law.
 3. On the school day following the reporting of occurrence of an incident, the Assistant Principal will hold a meeting with the student, the student's parents or guardians, when applicable, a Guidance Counselor and other staff as needed. At this meeting, the facts of the case are determined and appropriate disciplinary procedures will be followed consistent with the Education Reform Act of 1993, the Code of Student Conduct, and the Memorandum of Understanding.
- B. SPECIFIC PROCEDURES REGARDING POLICE INVOLVEMENT ARE SPELLED OUT IN THE MEMORANDUM OF UNDERSTANDING (MOU). A copy of the MOU is available at the Main Office.**

TECHNOLOGY ACCEPTABLE USE POLICY

Technology Acceptable Use Policy

This Technology Acceptable Use Policy for Smith Vocational and Agricultural High School (SVAHS) is enacted by the School Committee to provide the parents, students, and staff with a statement of purpose and explanation of the use of technology within the SVAHS learning community. This policy is reinforced by practice, acceptable use standards and is required to be read before accessing the technology devices, digital resources, and network infrastructure of Smith Vocational and Agricultural High School.

Purpose

Smith Vocational and Agricultural High School encourages the use of information technology to assist staff and students with academic success, preparation for the workplace, and lifelong learning. Smith Vocational and Agricultural High School provides access to a wide range of information technology to support learning and communicating with others. Information technology will be used to increase communication, enhance student engagement, and assist staff and students in acquiring new skills. The technology devices, digital resources, and network infrastructure will also be utilized to provide relevant school information to a global community.

Children's Online Privacy Protection Act (COPPA)

Congress enacted the Children's Online Privacy Protection Act, 15 U.S.C. §6501, et seq. (COPPA) in 1998. COPPA required the Federal Trade Commission to issue and enforce regulations concerning children's online privacy. The Commission's original COPPA Rule became effective on April 21, 2000. The Commission issued an amended Rule on December 19, 2012 that became effective on July 1, 2013.

Smith Vocational and Agricultural High School works diligently to comply with COPPA requirements. SVAHS does not collect student personal information or transmit such information directly to online entities for the purpose of creating web-based accounts.

Google Apps For Education

Smith Vocational and Agricultural High School provides staff and students with a Google Apps for Education account. Google Apps is a web-based suite of programs provided by Google for schools to use. All staff and students at SVAHS have access to Google Apps for Education. Google Apps includes such programs as Google Drive, Google Calendar, and Google Gmail.

All of the Google Apps services can be accessed from anywhere you have an Internet connection (school, home, smartphone, etc.) This reduces and replaces the need for flash drives and/or external data drives. Since Google Apps is all online, it is the same everywhere you use it.

Electronic Mail As Public Records

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. Teachers may send email to high school students to communicate reminders, course content, pose questions related to class work, and such. Students may send emails 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. 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 workday, 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.

All information created, received, sent, stored, communicated, disseminated, uploaded, and downloaded on, over, to or from Smith Vocational electronic systems and equipment may be a public record subject to the requirements of the state Public Record law (G.L. C. 66, §10, and G.L. c. 4, § 7, cl. 26). Any such public record must be made available for public inspection in the same manner as hardcopy documents. The Secretary of the Commonwealth has declared that electronic mail messages are subject to public access through the Public Records Law.

Litigation and Electronic Discovery

In the event litigation is brought against the school or any of its boards, committees, employees or officials, there are federal and state court electronic discovery rules that can override this policy. If an employee or student is aware of any such litigation they should immediately refrain from implementing any procedures that lead to the deletion or expungement of electronic documents concerning the subject matter at issue in the litigation pending further specific instructions from the administration. If a "litigation hold" is issued by the administration all affected users shall abide by the terms of the litigation hold. Any questions concerning litigation should be directed to the school's principal.

Pass Codes

School Employee's and students must not use a passcode, access a file or retrieve any stored communications, other than where authorized. All pass codes are the property of Smith Vocational and Agricultural High School. Students and employees may not use a passcode that has not been disclosed to the Director of Technology. To disclose this information go to the form "Pass Code Notification" form on www.smithtec.org links and forms page.

Right To Monitor

Smith Vocational and Agricultural High School monitors the use of the school department's network to protect the integrity and optimal operation of all computer and system networks. There is no expectation of privacy related to information stored and transmitted over Smith Vocational and Agricultural High School network or on products used by the school. The information on the network in general files and email is not private and is subject to review. The superintendent and/or technology administrator shall implement, monitor, and evaluate the district's system/network for instructional and administrative purposes.

Smith Vocational and Agricultural High School reserves and intends to exercise the right to monitor, review, audit, intercept, retrieve, access use and/or disclose all information created, received, sent, stored, communicated, disseminated, uploaded and downloaded on, over, to or from the Schools electronic systems and equipment, including without limitation content, messages, material and attachments created, received or sent, websites visited, and files downloaded and all emails. Authorized representatives of the school may – and will – monitor the use of its systems in management's sole discretion, in the ordinary course of its business, at any time, with or without notice to any employee or student, official or volunteer and may bypass any passcode or other device designed to restrict access. Such monitoring is capable of tracking and recording electronic mail messages sent and received as well as internet website visited by employees, students or others using the school electronic systems and equipment.

Emails that are sent within the SVAHS district are monitored and filtered based upon content. Rules/filters are set up to monitor all emails for profanity, harassment, and other inappropriate content. Emails that are identified as inappropriate will be reviewed by the school administration. Emails, files, content, and anything performed on SVAHS systems are subject for review. Students and staff have no expectation of privacy while using school technology.

Blocking Internet Sites/Content Filtering

Smith Vocational and Agricultural High School uses software designed to block access to certain sites and filter content as required by the Children's Internet Protection Act, 47 U.S.C. §254 (CIPA). Smith Vocational and Agricultural High School is aware that not all inappropriate information can be filtered and the district will make an effort to correct any known gaps in the filtering of information without unduly inhibiting the educational use of age-appropriate content by staff and students. Users will inform teachers or administrators of any inadvertent access to inappropriate material, in order that there is appropriate modification of the filtering profile. Smith Vocational and Agricultural High School educates students about appropriate online behavior, including interacting with other individuals on social networking Web sites and in chat rooms and cyberbullying awareness and response.

Smith Vocational and Agricultural High School's electronic systems and equipment must not be used to visit sexually explicit or otherwise offensive or inappropriate websites, or to create, send, receive, display, download or print offensive material, pornographic or sexually explicit images or pictures, or any other materials which would be offensive to a reasonable person in the context of the schools environment.

Offensive or Harassing Use Prohibited

Smith Vocational and Agricultural High School's electronic systems and equipment must not be used to download, create, communicate, or disseminate any harmful, offensive or disruptive content or messages. Among those which are considered offensive, are content or message which contain sexual or profane images, references or content; racial or ethnic slurs; or other contents or materials that offensively address someone's age, sex, sexual orientation, religion, national origin, ancestry or disability. In addition, the electric systems and equipment must not be used to download, create, communicate or disseminate other improper content or messages, such as messages or materials that are defamatory, derogatory, obscene or otherwise inappropriate to the school. The school's electronic systems and equipment must not be used to commit any crime or to send, receive or display any obscene electronic image or message with the intent to annoy, abuse, threaten, or harass another person.

Copyrighted Material and Trade Secrets

Smith Vocational and Agricultural High School's electronic systems and equipment must not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information or similar materials without prior management authorization. Smith Vocational and Agricultural High School will cooperate with copyright protection agencies investigating copyright infringement by users of the computer systems and network of the Smith Vocational and Agricultural High School.

Viruses

Smith Vocational electronic systems and equipment will not be used to develop, download, create, communicate, send or disseminate any computer virus or otherwise destructive program or material.

Downloading

For downloading documents from the Internet, Smith Vocational requires that such documents be school-related and constitute a reasonable use of the school's resources. Such downloads like, movies or games from torrent like programs will not be permitted.

Social Media Use

The term social media describes media that is posted by the user and can take many different forms. Examples of Social media applications include Google, Facebook, and YouTube.

While social media is allowed it is not to be used during academic times. The misuse of social media by any staff or students at SVAHS will not be tolerated. SVAHS will be in complete compliance with the laws applicable to the misuse of Social Media.

Confidentiality

The confidentiality of any messages or material should not be assumed. Even when a message or material is erased, it may still be possible to retrieve and read that message, content or material. Further, the use of passwords for security does not guarantee confidentiality. Without prior management authorization, employees and students are not permitted to retrieve or read electronic mail messages that are not sent to them; with prior administration authorization, the contents of such electronic mail, internet or voicemail messages or materials may, however, be disclosed to others.

Disciplinary Action

A violation of this policy or any attempt to bypass or to circumvent this policy may result in disciplinary action ranging from a verbal warning or revoking systems access or privileges up to discharge or removal of employment or expulsion.

Contact person

Anyone who needs help understanding this policy, who would like copies or explanation of this or other policies or guidance referred to herein, or who discover a violation of this policy should notify Human Resources.

Acceptance of Policy

Any student, employee or general public user who utilizes any of the school's electronic systems and equipment, expressly consents to the terms of this policy by virtue of such use. Because information technology is constantly changing, not all circumstances can be anticipated or addressed in this policy. All users are expected to understand and comply with both the "letter" and the "spirit" of this policy and show good judgment in their use of these resources.

User Sign-Off

It is the policy of Smith Vocational and Agricultural High School that all users of the school's electronic systems will indicate their agreement and acceptance of this policy by either signing off on a hard copy (or digital copy) acknowledgment. Regardless of such sign-off or log on, use of the school's electronic systems and equipment shall constitute acceptance of this policy. Including express consent to the schools monitoring thereof.

Access and Maintenance

Technicians and computer system administrators maintain full access rights to all storage devices and may need to access/manage such storage devices as part of their duties. Routine maintenance and monitoring of the system may lead to a discovery that a user has or is violating Smith Vocational and Agricultural High Schools Technology Acceptable Use Policy, other school committee policies, state laws, or federal laws.

Scope of Technology Policies

Policies, guidelines and rules refer to all computing devices including but not limited to computers, mobile web-enabled devices, iPads, MP3 players, portable memory storage devices, calculators with

interfacing capability, cell phones or ECDs (electronic communication devices), digital cameras, etc., as well as technology infrastructure, associated peripheral devices and/or software.

Policies, guidelines, and rules refer to any computing or telecommunication devices owned by, leased by, in the possession of, or being used by 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 web connection, direct connection, telephone line or other common carrier or any type of connection including both hardwired, fiber, infrared and/or wireless. Equipment used and purchased by the information technology department staff may be out of the normal scope of technology policies due to the nature of his/her work. This Technology Acceptable Use Policy also applies to any online service provided directly or indirectly by the district for student use, including but not limited to: Google Apps for Education accounts, Email, Calendar, and Rediker.

Smith Vocational and Agricultural High School Limitations of Liability

Smith Vocational and Agricultural High School makes no warranties of any kind, implied or expressed, that the services and functions provided through the SVAHS technology devices, digital resources and network infrastructure, along with information technology will be error-free or without defect. Smith Vocational and Agricultural High School will not be responsible for damages users may suffer, including but not limited to loss of data or interruption of service.

Smith Vocational and Agricultural High School, along with any persons or organizations associated with the school department internet connectivity, will not be liable for the actions of anyone connecting to the internet through the school network infrastructure. All users shall assume full liability, legal, financial or otherwise for their actions while connected to the internet. Smith Vocational and Agricultural High School assumes no responsibility for any information or materials transferred or accessed from the internet.

Parents/Guardians should read this SVAHS Technology Acceptable Use Policy. Parents/guardians should discuss the technology use responsibilities with their children. Questions and concerns can be forwarded to the Smith Vocational and Agricultural High School and appropriate offices.

Parents and guardians agree to accept financial responsibility for any expenses or damages incurred as a result of their student's inappropriate or illegal activities on the Smith Vocational and Agricultural High Schools network. Parents and guardians agree to reimburse Smith Vocational and Agricultural High School for any expenses or damages incurred in the use of district-owned devices such as Tablets in 1:1 school deployments. Parents and guardians will have access to optional third party insurance carriers.

Modification

Smith Vocational and Agricultural High School reserves the right to modify or change this policy and related implementation procedures at any time.

Name

First Name

Last Name

Signature (Electronic signature certifies that you fully accept and agree with this policy)

DUAL ENROLLMENT IN COLLEGE OR POSTSECONDARY TRAINING

Any students who are regularly enrolled may be authorized to be dually enrolled to take courses for college credits while completing high school requirements for graduation according to the following guidelines:

- 1) The student must request permission, through the application, from the high school principal.
- 2) All students must have signed permission from their parents/caregivers in order to be considered for dual enrollment.
- 3) The college, university or postsecondary courses, to be accepted for high school credit, must be essentially similar in content to the senior level that would have been taken at Smith Vocational and Agricultural High School.
- 4) The candidate must have clearly stated educational and/or career oriented goals and must be able to demonstrate/explain the advantage of beginning college, university or postsecondary training prior to normal high school graduation.
- 5) Classes approved for dual enrollment will not be considered as part of a student's GPA.
- 6) Participation is subject to the approval of the institution of higher education at which the student wishes to enroll and must meet the pertinent requirements at the respective public college, university or postsecondary institution.
- 7) Students and their parents/guardians will be responsible for all tuitions, fees, transportation, textbooks and instructional materials required by the college, university or postsecondary institution.
- 8) Students' eligibility to participate in high school or collegiate athletics will be determined by MIAA regulations, NCAA regulations, Community College Conference regulations, and/or any other governing regulations that are applicable to the specific situation.
- 9) Dual enrollment students need to notify their high school Guidance Department in writing or via email of withdrawals from the higher institution's program as well as any changes in the number of credits for which they were originally approved. Failure to do so may result in the denial of approval of high school credits. The Guidance Department will notify the building principal in writing by the close of the day.

I have read and understood these rules and agree to follow them. Failure to follow these rules may result in school consequences, up to and including suspension.

**SMITH VOCATIONAL AND
AGRICULTURAL HIGH SCHOOL**

Northampton, Massachusetts

Board of Trustees

Under the Will of Oliver Smith

Michael T. Cahillane, **Chairman**

Thomas FitzGerald, **Vice-Chairperson**

John E. Cotton, **Trustee**

David Narkewicz, **Mayor of Northampton**

John Provost, **Superintendent of Northampton Schools**

Administration

Dr. Andrew Linkenhoker, **Superintendent**

Joseph Bianca, **Principal**

Crystal Fairman, **Business Manager**

Rebecca Wanczyk, **Director of Student Services**

Anthony Sabonis, Jr., **Assistant Principal**

Melanie Chartier, **Vocational Director**

Michael Parks, **Curriculum Coordinator/Title I**

Jeffrey Lareau , **Athletic Director/Coop Director**

www.smithtec.org