

2021-22 SST Student Handbook

SST STUDENT HANDBOOK
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Academic Honesty

Students are responsible for the honest completion and representation of their work. By placing their name on schoolwork, students certify the originality of all work not otherwise identified by appropriate acknowledgements.

Cheating is a form of academic dishonesty in which an individual undermines the integrity of an assignment or exam. Plagiarism is the practice of taking someone else's work or ideas and passing them off as one's own.

Any student who cheated on or plagiarized an assignment may receive a zero (0) for the assignment, and/or have to redo the assignment. In addition the teacher may assign teacher detention(s). For subsequent offenses there will be a parent hearing with discipline determined at the hearing.

Attendance Procedures

School Notification of Absence

1. Parents/Guardian will call 781-878-8822 ext 413 prior to 8:00am to report a student absence.
2. Students will provide proper absence notes to the main office upon return to school.

Parent/Guardian Notification

1. Parent/guardian is annually required to update the home, work or other emergency telephone number where they can be contacted during the school day.
2. If the school does not receive a message from the parent/guardian by 8:00am, SST's robo call will be made to the primary contact number.
3. Students absent 2 consecutive days without a phone call from a parent/guardian will be called by an attendance monitor.

Attendance Impact Course Credit

To earn credit in any course or program, a student at South Shore must:

1. Earn a final grade of 65%
2. Attend a minimum of 95% of the classes (excluding excused absences).

Exceptions to the 95% attendance rule

South Shore considers some absences to be excused within very limited circumstances.

Examples of excused absences include:

- a. Doctor/Medical Health Professional Visit
 - i. A doctor's note must be submitted to the main office.
 - ii. Upon return to school
- b. Religious Holiday
 - i. Not observed by the school district

- c. Funeral
- d. Court Appearance
 - i. Students need to produce court documentation upon returning to school.
- e. Driver's License/Permit Appointment (One per type)
 - i. A half-day excused
- f. College Visit
 - i. Up to 3 combined in grade 11 and 12.
 - ii. Proof of tour from college campus must be provided.

Procedures of students who miss 5 or more days of school:

At the 5th absence (excused or unexcused) in a given semester, the parent/guardian will be sent a letter.

At the 5th unexcused absence in each semester, the student will earn one hour of credit recovery to be served after school. Students will earn one hour of credit recovery for every additional unexcused absence earned in that semester.

At the 9th excused or unexcused absence in a letter the parent/guardian and student will be scheduled for a credit recovery meeting with the principal or his/her designee. The student will be placed on an attendance contract developed by a committee that includes at minimum the principal or their designee, the parent/guardian and the student. Students who fail to follow the agreed upon contract are at risk for being denied credit for the course where absences are at 10 or more.

Attendance - Emergency Management

When the CDC or the DPH issues a warning about disease control in our region SST will consider an APC, absent parent called, as excused in PowerSchool. Students will still receive five and ten-day letters, but the students will not earn detention hours. SST will determine the dates for this change of attendance practice.

Attendance and Make-Up Work

Students normally have the number of days absent plus one day in order to make up work after an absence. Completion of work missed by a student due to absence is the responsibility of the student. Parents should contact the Guidance Department for make-up work due to an extended absence of over 5 days. Students should contact teachers for absences less than 5 days.

Tardies and Dismissals

At the 5th unexcused tardy in each semester, the student will earn one hour of credit recovery to be served after school. Students will earn one hour of credit recovery for every additional unexcused tardy earned in that semester. Students who arrive at school on time are able to bring approved outside beverages. Students who are tardy forfeit this privilege.

At the 5th unexcused dismissal in each semester, the student will earn one hour of credit recovery to be served after school. Students will earn one hour of credit recovery for every additional unexcused dismissal earned in that semester.

Bullying Prevention and Intervention Plan

Policies and Procedures for Reporting and Responding to Bullying and Retaliation

South Shore Vocational Technical High School has in place policies and procedures for ensuring that a member of the school community - students, parents and staff - know how South Shore Vocational Technical High School will respond to incidents of bullying. South Shore Vocational Technical High School's Bullying Prevention and Intervention Plan details procedures for staff reporting of incidents, processes for communicating to students and families, how reports can be made (including anonymous reports), and the procedures to be followed once a report has been made.

Reporting Bullying or Retaliation

1. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports will be transcribed to South Shore Vocational Technical High School's Bullying incident report form. All district employees are mandated to report immediately to administration any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not district personnel, may be made anonymously. South Shore Vocational Technical High School's Bullying Prevention and Intervention Plan contains a variety of reporting resources available to the school community, a dedicated voicemail box (#479), website and email access to the Bullying Incident Reporting Form. South Shore Vocational Technical High School will:
 - a. Include a copy of the Bullying Incident Reporting Form in the beginning of the year packers sent to all students or as part of the Student-Parent Handbook;
 - b. Make it available in the school's main office, guidance, nurse's office, and
 - c. Post it at www.ssvotech.org.

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

Reporting by Staff

1. A district employee will report immediately to administration when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to administration does not limit the employee from responding to the incident consistent with the district policies and procedures for behavior management and discipline.

Reporting by Students, Parents, or Guardians, and Others

1. South Shore Vocational Technical High School expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.

Students, parents or guardians, and any other may request assistance from a district employee to complete the written report. Students will be provided practical, safe, private and age-appropriate ways to discuss an incident of bullying with a district employee, or with the principal or designee.

Responding to a Report of Bullying or Retaliation

Safety

1. Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of public safety to the alleged target and/or to protect the alleged target from possible further incidents. Response to promote safety may include, but not be limited to:
 - a. creating a personal safety plan;
 - b. Predetermined seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus;
 - c. Identifying a staff member who will act as a “safe person” for the target; and
 - d. May include altering the aggressor’s schedule and access to the target.

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.

Obligations to Parents or Guardians

1. Notice to parent or guardian
 - a. Upon the district’s determination that bullying has occurred, the principal or designee will promptly notify the parents or guardians of the target, and the aggressor of the findings and of the procedures for responding to it. South Shore Vocational Technical High School may contact parents or guardians prior to or as part of an investigation.
2. Notice to another school or district
 - a. If the reported incident involves student(s) from another school, South Shore Vocational Technical High School will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00
3. Notice to Law Enforcement
 - a. At any point after receiving a report of bullying or retaliation, including after the investigation, if the South Shore Vocational Technical High School has a reasonable basis to believe that criminal charges may be purchased against the aggressor, the principal or his designee will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and the district’s Memorandum of Understanding with the local law enforcement agency.
4. In making this determination, the principal will, consistent with the South Shore Vocational Technical High School’s Bullying Prevention and Intervention Plan, consult with other individuals the principal or his designee deems appropriate

Investigation

1. South Shore Vocational Technical High School will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.
 - a. During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others necessary. The principal or designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.
 - b. Interviews may be conducted by the principal or designee in consultation with a guidance counselor as appropriate. To the extent practical, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigation process. The principal or designee will maintain a written record of the investigation.
 - c. Procedures for investigating reports of bullying and retaliation will be consistent with district practices for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.
 - d. If the alleged aggressor is a staff member, notice will be made to that individual in accordance with district policies and procedures, including in accordance with any applicable collective bargaining agreements. The individual will be updated periodically during the investigation and, upon its completion, shall be informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, whether disciplinary action has or shall be taken, and whether or what steps will be taken to prevent retaliation or further acts of bullying.

Determinations

1. The principal or designee will make a determination based upon all of the facts and circumstances. If, after the investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or benefitting from school activities. The principal or designee will:
 - a. Determine what remedial action is required, if any, and
 - b. Determine what responsive actions and/or disciplinary action is necessary.
2. Depending upon the circumstances, the principal or designee may choose to consult with the student's teacher(s) and/or guidance counselor, and the target;s or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

Responses to Bullying

South Shore Vocational Technical High School's Bullying Prevention and Intervention Plan details strategies for building student's skills, and other individualized interventions that the district may take in response to remediate or prevent further bullying or retaliation.

1. Upon the principal or designee determining that bullying or retaliation has occurred, South Shore Vocational Technical High School will utilize a range of responses that balance the need for accountability with the need to teach appropriate behavior. Skill-building approaches the principal or designee may consider include:
 - a. Offering individualized or small group skill-building sessions based upon the school's anti-bullying curricula;
 - b. Provide relevant educational activities for students, in consultation with guidance counselors and other appropriate school personnel;
 - c. Implementing academic and non-academic positive behavioral supports to help students understand prosocial ways to achieve their goals;
 - d. Meeting with parents or guardians to engage parental support and to reinforce the bullying curricula and social skills building activities at home;
 - e. Adopting behavioral plans to include a focus on developing specific social skills; and
 - f. Making a referral for evaluation.
2. Taking Disciplinary Action
 - a. If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of the facts found by the principal or designee
 - b. during the investigation, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability while teaching appropriate behavior. Disciplining will be consistent with the South Shore Vocational Technical High School's Bullying Prevention and Intervention Plan and with the district's code of conduct. Discipline procedures for students with disabilities follow the guidelines set forth in the federal Individuals with Disabilities Education Act (IDEA).
 - c. If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.
 - d. Disciplinary actions for employees who are found to have committed an act of bullying or retaliation shall be in accordance with state law, any applicable Collective Bargaining Agreements, and South Shore Regional School District's policies and procedures.
3. Promoting Safety for the Target and others
 - a. The principal or designee will consider adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.
 - b. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

Collaboration with Families

South Shore Vocational Technical High School makes every effort to collaborate with students' families in order to increase the capacity of the school to prevent and respond to bullying.

1. Parent Education and Resources

- a. South Shore Vocational Technical High School offers educational programs for parents and guardians that are focused on the parental components of the anti-bullying and social competency curricula used by the school. The programs will be offered in collaboration with the Parents' Association, School Council, Special Education Department, or similar organizations.
2. Notification Requirements
 - a. Each year South Shore Vocational Technical High School will inform parents or guardians of enrolled students about the anti-bullying curriculum being utilized. This notification includes information about the dynamics of bullying, including cyberbullying and online safety. The school will send written notification each year about the student-related sections of the plan and the school's Internet Use Policy. All notices to parents will be made in hardcopy and electronic formats, and will be available in the language(s) most prevalent among the parents or guardians. The school will post the plan and relevant information on the website.

Prohibition Against Bullying and Retaliation

1. Acts of bullying, which include cyberbullying are prohibited:
 - a. On school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by the school; or through the use of technology or an electronic device owned, leased, or used by a school district or school.
 - b. At a location, activity, function or program that is not school-related or through the use of technology or electronic device that is not owned, leased, or used by a school district or school, if the act creates a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupts the education process or the orderly operation of a school.
 - c. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

As stated in M.G.L. c71, §37O, nothing in the plan requires the district or school to staff any non-school related activities, functions, or programs.

Definitions

Aggressor/Perpetrator

1. A student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or paraprofessional who engages in bullying or retaliation.

Bullying

1. As defined by M.G.L. c71, §37O, the repeated use by one or more students or a number of school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that:
 - a. Causes physical or emotional harm to the target or damage to the target's property;
 - b. Places the target in reasonable fear of harm to himself or herself or to damage to his or her property;
 - c. Creates a hostile environment at school for the target;
 - d. Infringes on the rights of the target at school; and
 - e. Materially or substantially disrupts the education process or the orderly operation of a school.

Cyberbullying

1. Is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the internet. It includes, but is not limited to, email, instant messages, and internet postings. See M.G.L. c71 §37O for the legal definition of cyberbullying.

Hostile Environment

1. As defined in M.G.L. c71, §37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation

1. Is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witness bullying or has reliable information about bullying.

Staff

1. Including, but is not limited to, educators, administrators, counselors, school nurse's cafeteria workers, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target

1. Is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

Relationship to Other Laws

Consistent with state and federal laws, and the policies of the district, no person shall be discriminated against in admission to public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, creed, gender, gender identity or expression, national or ethnic origin, citizenship, disability or sexual orientation. Nothing in the Plan

prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in this Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c71 §37H, 37H1/2, 37H3/4, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

SST Code of Conduct

Students are expected to treat all members of the school community with dignity and respect. The school community is defined as people who work or interact with students in the school. Students, teachers, administrators, guidance counselors, custodians, administrative assistants, cafeteria workers, parent volunteers, employers and school visitors are part of this community. Our goal is to provide each person in the school the opportunity to grow personally, socially, and intellectually, as well as the opportunity to exercise their rights in a positive and constructive way. Thus, all members of the school community have the responsibility to conduct themselves in a way that demonstrates respect for all individuals, their rights, and their property. All members of the school community are expected to know and support the standards of conduct of the school and assist in the enforcement of rules and regulations. This Code of Conduct is in effect during all curricular, co-curricular, athletic and special events of the school both on and off campus including school-sponsored trips and those times when school buses or other school-provided transportation is used. Students are reminded that a student's participation in co-curricular, athletic, and special events is a privilege, not a right or an entitlement.

Safety Rules

Safety is of the utmost importance in our school. Any unsafe action will be considered serious and discipline action will reflect the seriousness of the offense and may include detention, suspension, expulsion, or program placement. Specific safety regulations within each shop area are reviewed annually. All students are expected to be OSHA 10 certified by the end of grade 9.

Safety is a priority for everyone in the South Shore community. If any student is aware of behavior that is dangerous to the general well-being of a single or multiple members of the school community it is their duty to report it to an adult in the building immediately.

Weapons Threat

Students who are aware of a weapons threat against South Shore Technical, our community or any other school can report them through the school app anonymously or at 1.866.SPEAK-UP. These methods are available 24 hours a day/7 days a week.

Education Laws and Regulations

Massachusetts law regulates how and when schools can discipline elementary and secondary students. All discipline at SST protects student rights and adheres to state laws and regulations found at the following links:

MGL. c. 71 s. 34H (allows for the Principal to suspend or expel due to possession of a weapon, illegal drugs, or assault of school staff on school grounds or at a school sponsored event)

<https://malegislature.gov/laws/generallaws/parti/titlexii/chapter71/section37h>

MGL. c. 71 s. 37H ½ (allows for the principal to long term suspend a student who has been charged with a felony if the student's continued presence causes a substantial disruption. Also, allows for the Principal to expel upon conviction)

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37H1~2>

MGL. c. 71 s. 37H ¾

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37H3~4>

Massachusetts Regulations 603 CMR 56.00 [Discipline](#)

Discipline and Special Education Students

Students with disabilities have the same rights as general education students. However, students with disabilities have additional protections under federal law. The two key rights are: 1) right to a manifestation determination review for long-term suspensions (over 10 school days) or a pattern of removals over ten school days that causes a change in placement; and, 2) for IEP students, a right to a free and appropriate public education (FAPE) during long-term suspension. The rights of all students as well as the details about the additional protections for special education students can be found on the [Disability Law Center's Self - Advocacy Materials](#).

Procedural Due Process

A student will not be excluded from school without being afforded appropriate due process as set forth below. If, however, a student's continued presence in school poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's, judgment there is no alternative available to alleviate the danger or disruption, a student who is charged with a disciplinary offense may be removed temporarily from school before receiving due process pursuant to an Emergency Removal (see below for more information).

I. In-School Suspension. An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.
2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the

student committed the infraction, and the length of the in-school suspension. The administrator will 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 will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

3. The administrator will 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 above, if such a meeting has not already occurred. The administrator will 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 by other method of delivery agreed to by the administrator and the parent.
4. The parent and student may appeal the decisions with the principal or administrative designee.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension.

The Principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to such due process procedures.

II. Short Term, Out-of-School Suspension: Except in the case of an Emergency Removal (see below), prior to imposing a short term out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H and 37H ½, an administrator will provide the student and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

1. Notice: The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:

- 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 administrator 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 to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and parent.

2. Efforts to Involve Parent(s): The administrator will make reasonable efforts to notify the parent of the opportunity to attend the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

3. Format of Hearing: The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

4. Decision: The administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.

5. Appeal: The parent and student may appeal the decisions with the principal or administrative designee.

III. Long Term Suspension: Except in the case of an Emergency Removal, prior to imposing a long-term suspension **(more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional** procedures as follows:

1. Notice: The notice will include all of the components for a short-term suspension in Section C above, plus the following:

- a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
- b) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
- c) 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;
- d) the right to cross-examine witnesses presented by the school district;
- e) the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
- f) the right to appeal the administrator's decision to impose long-term suspension to the superintendent.

2. Format of Hearing: The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer

information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

3. Decision: Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);
5. Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:
 - a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
 - b) the long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

IV. Expulsion: Students are subject to expulsion (i.e, permanent exclusion) by the Principal for the conduct listed below. (See also, M.G.L. ch. 71, §§37H and 37H 1/2)

- Possession of a dangerous weapon

- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel
- Students are also subject to long term suspension/expulsion by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H1/2.

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, and will be so informed at the time of the suspension/expulsion.

PROCEDURES APPLICABLE TO CONDUCT COVERED BY M.G.L. C. 71, §37H AND 37H ½

When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

1. The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.
2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.
3. A letter will be mailed to the parent/guardian of the suspended student stating:
 - a) The reason for the suspension
 - b) A statement of the effective date and duration of the suspension
 - c) A statement regarding whether or not the Principal will schedule a formal hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H

When considering a suspension/expulsion of a student charged with/convicted of felony, the Principal will use the standards and procedures set forth in M.G.L. c.71, §37H1/2. In addition, prior to initiating such procedures, the Principal may meet informally with the student and/or his parents to review the charge and the applicable standards if the Principal deems appropriate.

EXCEPTION FOR EMERGENCY REMOVAL

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if 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 administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger [or disruption] by the student.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- 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, and other applicable matters;
- Provide written notice to the student and parent as provided in Section C or D above, as applicable;
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

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

APPEAL TO THE SUPERINTENDENT

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent. In order to do so the student or parent must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

- The superintendent will make a good faith effort to include the parent in the hearing. The superintendent will be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent will send written notice to the parent of the date, time, and location of the hearing.
- The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.

- The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section D above.
- The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section D above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

The decision of the superintendent constitutes the final decision of the school district.

Types of Discipline

Teacher Detention: retention of a student after school for one hour for minor disciplinary issues occurring in the classroom. Transportation is provided to in-district students. Students who fail to stay for scheduled teacher detention will need to reschedule that teacher detention and will be issued an additional hour of general detention.

General Detention: retention of a student after school for one hour for minor disciplinary issues occurring outside the classroom. Transportation is provided to in-district students. Students who fail to serve a general detention will earn an additional general detention hour.

Saturday and In-Service Day Detentions may be scheduled at regular intervals throughout the school year. Students who have accrued 5 or more general detentions may be scheduled for Saturday Detention in lieu of suspension. Participating in Saturday or In-Service Day Detention restores a student to good standing. Failure to meet the requirements of a Saturday or In-Service Detention may result in additional disciplinary action including in-school or out-of-school suspension.

In-School Suspension (ISS): Students issued ISS will report to the supervised designated location for each day of ISS. The student will be provided with the resources and opportunity to make progress in the curriculum.

Out-of-School Suspension (OSS): OSS is reserved for more serious disciplinary situations or may be issued if a student fails to effectively complete ISS. OSS may be as short as a portion of one day up to 9 days.

Long-Term Suspension: A suspension that exceeds 9 days and requires the school district to provide the student educational services.

Expulsions: is the removal of a student from the school premises, regular classroom activities, and school activities indefinitely, or permanently as permitted under MA General Laws. If a student is expelled the school district is required to provide the student educational services.

Social Probation: Social Probation may be issued to a student in lieu of or in addition to discipline. The duration and application of Social Probation will be considered in each disciplinary incident and may include and not be limited to denial of access to on and off campus school events including field trips, dances, prom, graduation, awards ceremonies and participation in extracurricular activities including

athletics and in extreme cases may continue for the remainder of the school year. Students may also lose their privilege to park on campus.

Definitions

Good Standing: a student in good standing has no outstanding discipline or has successfully completed all assigned discipline. These students are free to participate in all extracurricular and athletic opportunities and may attend school events on and off campus. Note: please see the extracurricular and athletic eligibility guidelines for information about the impact of grades on opportunity to participate.

Insubordination: a student's refusal to obey a direct order from a member of the staff is considered insubordination and may result in a detention, suspension or expulsion depending on the severity of the incident.

Dress Code

Appropriate student dress reflects positively on the school community. Students should consider SST as their place of employment and dress accordingly. Students are to be neat, well-groomed, and respectful to themselves and others at all times. Employers and community leaders are in the school often. What they see may affect a student's opportunity to be employed.

Students found to be non-compliant with the school's dress code will be given other clothing to wear for that day. Continued non-compliance may result in disciplinary action under the school's discipline code.

The following was designed with input from administration, staff, and the students of South Shore to ensure an appropriate learning environment for all.

1. *To improve security and safety for all individuals in the building.* Hats, caps, hoods and head coverings are not to be worn in the main halls or in classes. Students may wear hats and hood before the start of the school day, but only in the cafe and gym.
 - a. Hats and caps should be properly stored away in a locker or backpack.
 - i. Detention is considered an extension of the school day and hats, caps and hoods are not permitted.
 - b. Hats and caps being inappropriately worn will be confiscated and returned at a later time and detention may be assigned.
2. Clothing must adhere to safety and sanitation conditions set by the school district.
3. Clothing and accessories should not contain messages which display violence, alcohol, drugs, illegal behavior, sexually explicit messages, vulgarity or of a hate speech nature.
4. Accessories that may be used as a weapon are not acceptable and will be confiscated.
5. Students are required to have their Student IDs available at all times.

Emergency Procedures

Fire, Building Evacuation

In each room there is a sign posted indicating the exit door in case of fire. Immediately at the sound of the alarm or announcement, students, aides and teachers shall leave the room and go directly to the exit designated for that room. Everyone should move to the designated areas and remain until recalled later.

During an emergency situation students should follow instructions from their teachers. Students should also not use any electronic communication equipment. The school will try to keep staff and students as informed as appropriately possible about the event.

Students in an unsupervised area are to move to the nearest adult supervised area. Students should not try and return to their shop or classroom.

South Shore Technical is an A.L.I.C.E. school. All students are trained in the procedures of the A.L.I.C.E. program--a preparedness program for a violent intruder.

Based upon the program the following security codes apply:

“Active Armed Intruder in the Building”

- Serious situation involving the general safety of the entire school building. Requires all staff and students to use their best judgement based upon the information provided to remain in the classrooms or shops and barricade or evacuate the campus.

“Perimeter Lockdown”

- There is a need for heightened security from a possible external threat (e.g. robbery in the neighborhood). Everyone is brought into the building; ALL exterior doors are checked, locked, and monitored closely. Instruction continues and the daily routine proceeds as usual. For staff members off campus, an administrator will call you on your cell phone and direct you to remain off campus.

“Evacuate”

- This code may be used to alert either one section of the building or the entire building if needed. Fire drill procedures should be followed and further instructions will be provided from the staging areas.

“Stay Put”

- Students and staff should ignore all passing bells and are not to enter general areas. Teaching can continue as needed.

Emergency Notification

During an emergency situation and with the approval of law enforcement, South Shore Vocational Technical High School will make every attempt to keep parents apprised of events as quickly as possible. The district will utilize an automated message service and the South Shore App as its means of communication between parents and the school.

Building Security

Student Responsibility

- **Students should never unlock or prop open doors.**
- Students aware of unauthorized persons in the building should report this to a staff member.
- Students should not let individuals who are not staff or other students through security doors.

Security Cameras

The South Shore Regional School District alerts all parties that cameras and other surveillance equipment are in use in the school facilities, on school grounds and on buses to ensure the safety and monitoring of behavior. All buses include the following posted warning:

!WARNING!
This vehicle may be equipped with
a video system

Safety Rules

Safety is of the utmost importance in our school. Any unsafe action will be considered serious and discipline action will reflect the seriousness of the offense and may include detention, suspension or expulsion. Specific safety regulations within each shop area will be posted and explained to every student.

Emergency Protocol for Injuries

In the event of a student injury, the South Shore Regional School District will employ the following protocol:

1. The injury will be triaged by the school nurse.
 - a. The school will make every attempt to contact the student's parents or guardians.
 - b. If necessary, the Hanover Fire Department will be contacted and informed of the students injury and condition.
 - c. The school will provide the fire department with the student's pertinent personal data including medical history.
2. If emergency services decide that a student needs to be immediately transported to the hospital, and a parent/guardian cannot be at South Shore Vocational Technical High School prior to the ambulance leaving the school, a school district employee will accompany the student to the hospital and stay with the student until a parent/guardian arrives.

Accident Reports

Every accident, no matter how trivial, as having occurred on school property **MUST BE REPORTED TO THE INSTRUCTOR**. Reports of all accidents must be filled out immediately. This report must be signed by the designated persons.

Accident Insurance

The South Shore Regional School District provides Student Accident Insurance - School-time Plan - to all its students at no cost. Parents may purchase the 24-hour plan if they so desire.

All benefits under this program are payable in excess of all other collectible insurance and/or service plans, or other valid coverage. **A CLAIM MUST BE FILED WITH OTHER INSURANCE SOURCES**. The balance of unpaid eligible medical expense will then be paid by the student accident insurance plan.

Exploratory Uniforms

Freshmen students should wear a purchased blue t-shirt or the t-shirt whenever they are in the shop setting. Shirts should have the students name on them. Students should have at least 2 shirts - a long sleeve and short sleeve.

- NOTE: Parents of 9th grade students should be aware that exploratory assignments in designated vocational programs require the wearing of work boots and long-sleeve shirts.
- Students in the Culinary Arts program should wear a hat in the shop during exploratory time.

Extracurricular Activity and Athletics Eligibility

Recognizing the physical, mental and educational importance of related activities, the school will provide an athletic program and extracurricular activities which are integral components in the overall school environment.

Extracurricular and Athletic Transportation

South Shore will do its best to provide in-district transportation for all extracurricular activity participants. Students who are finished with their activity are expected to wait in the designated area. Students found in unapproved areas of the school are subject to discipline.

Extracurricular and Athletic Supervision

Advisors and coaches are responsible for securing supervision for students before and after events, games and practices. Advisors and coaches will remain in the school for up to 30 minutes after the end of events for supervision. Students are expected to secure transportation within 30 minutes of the end of any event, practice or game.

ExtraCurricular and Athletic Activities Eligibility Requirements

- A student with 2 F's on tryout date and midseason checkpoint is not eligible to play a sport.
- A student with 1 F in Shop on tryout date and midseason checkpoint is not eligible to play a sport.

- If a student has 1 F (academic or related) they can try out for a sport, but will have two weeks to make-up any work to be passing before the date of the first contest in order to remain eligible.
- If a student has an F at the mid-season checkpoint they will have 2 weeks to improve to passing. If this is not met, they are not eligible to play for the remainder of that season.
- Eligibility checkpoints will be posted at regular intervals annually and in advance of each athletic season.

Good Standing: A student in good standing has fulfilled all obligations to SST including upholding our code of conduct and being a strong representative of SST's Vision and Mission. Students seeking leadership roles at SST including but not limited to team captains, student government, SkillsUSA , National Honor Society, etc. must be in good standing.

Grading Scale and GPA

Grade Scale

The grading scale for all courses is based on a 4.0 GPA scale.

| Standard | AP/Honors | Letter | Numerical | Definition |
|--------------------------|--------------------------|--------------------|-----------|--|
| 4.0 3.7 | 4.3 4.0 | A A- | 90-100 | Student exceeds/masters course objectives. |
| 3.3 3.0 2.7 | 3.7 3.3 3.0 | B+ B B- | 80-89 | Student meets/or is proficient in course objectives. |
| 2.3 2.0 1.7 1.3 | 2.7 2.3 2.0 1.7 | C+ C C- D | 65-79 | Student is working toward/or has met the minimum of the course objectives. |
| 0.0 | 0.0 | F | 64-0 | Student is failing to meet the course objectives. |

Honor Roll is determined by converting letter grades to a quality point equivalent. The sum of these equivalents divided by the number of credits attempted establishes the grade point average (GPA).

High Honors: GPA of 3.7 or high with no grade below B-

Honors: GPA of 2.7 and no grade below B-

*Health and Wellness grades are not calculated into GPA

*Students who fail Health and Wellness will not be granted an honors distinction.

GPA/Class Rank Calculations

SST will only identify the valedictorian and salutatorian from each class, as well as students in the top 10% of the class for scholarships, financial assistance and other post-secondary endeavors. This information will be provided upon request to the principal

Harassment Regulations

Definition:

1. Harassment is the ongoing act of intentionally abusing the dignity of the other person, through insulting or degrading personal remarks or conduct. Harassment is described by the victim. The individual's feelings and reactions determine whether a behavior is inappropriate or that harassment has taken place

Types of Harassment:

1. Sexual
 - a. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other verbal and physical conduct of a sexual nature when such conduct reasonably interferes with school performance or creates an intimidating, hostile or offensive educational environment.
2. Racial
 - a. The act of abusing the dignity of another person through insulting or degrading personal remarks or conduct, on the basis of his or her racial background.
3. Religious
 - a. The act of abusing the dignity of another person through insulting or degrading personal remarks or conduct, on the basis of his or her religious background.
4. Handicap
 - a. The act of abusing the dignity of another person through insulting or degrading personal remarks or conduct, on the basis of his or her apparent or hidden handicap.
5. Age
 - a. The act of abusing the dignity of another person through insulting or degrading personal remarks or conduct, on the basis of his or her age.
6. National Origin
 - a. The act of abusing the dignity of another person through insulting or degrading personal remarks or conduct, on the basis of his or her country of birth.
7. Gender
 - a. The act of abusing the dignity of another person through insulting or degrading personal remarks or conduct, on the basis of his or her gender.

Ranges of behavior, which may be considered a form of harassment may include, but not limited to:

1. Assault, physical contact, verbal contact, inappropriate touching, intentionally impeding movement, continuing comments, gestures, staring, remarks made in private or in front of others, intimidation/isolation, unwanted phone contact, or written communications of as suggestive or derogatory nature;

2. Continuing to express sexual interest after being informed that the interest is unwelcomed (reciprocal attraction between peers is not considered sexual harassment.)
3. Displaying lewd or sexually explicit photographs or materials.

Why it is important that we address the issue of harassment:

Harassment is viewed as a form of discrimination. (Reference Chapter 622, Title IX and Section 504)

1. Harassment is a violation of an individual's right to privacy and personal dignity. Anyone who engages in harassment violates school policy. Student conduct on school grounds and during school activities that is considered offensive by others violates school policy and will result in disciplinary proceedings, and or implementation of the "Procedures for Dealing with Harassment."

Direct or Indirect Effects on the Victim:

1. It is an experience that interferes with a person's access to the education of their choice, or job performance, therefore seriously threatens their future occupation.
2. The experience may cause embarrassment, fear, anger, feelings of powerlessness, loss of self-confidence, feelings of being a burden to protect oneself, and lowered self-image. These feelings can and do interfere with a person's educational endeavors, his or her social needs, and activities.

General Guidelines:

1. Problems and complaints regarding discrimination and harassment should be resolved in a prompt and equitable manner. When possible, such problems and complaints should be resolved in an informal manner. Students who need help or wish to talk about harassment should see a school counselor, the school nurse, the school psychologist or school administrator immediately. Staff who observe conduct which violates this policy are to report the conduct to one of the above designated personnel.
2. The complaint procedure may be indicated even if other appeal and adjudication have been provided by state law or other specific school guidelines and/or policies.
3. Retaliation in any form for the filing of a complaint or reporting of harassment is prohibited and will result in serious disciplinary action.

Responsibility

The Office of the Assistant Principal (Coordinator of Title IX or Chapter 622) shall be responsible for the implementation of this policy. Faculty and staff who need assistance in the interpretation of execution of the policy should contact either the Principal.

Procedure for Dealing with Harassment (Student to Student)

1. Any individual subjected to harassment may, if he or she chooses, confront the alleged harasser informally in order to resolve the complaint on a personal level;
2. If the complainant (student) does not want to deal directly with the alleged harasser (student) or if the matter is not resolved informally, the complainant should immediately report the conduct to a

counselor, the school nurse, the school psychologist or a school administrator. Any staff member who receives a complaint verbally or in writing concerning harassment must notify the school principal within two (2) days.

3. Every report of harassment must be taken seriously. It must be responded to immediately. In appropriate circumstances, the person receiving the report may offer to the complainant the option to sit down with the alleged harasser and the complainant or the alleged harasser alone to work out an informal resolution. This is determined by the complainant.
4. If the complainant does not agree to meet with the alleged harasser, the complainant can choose one of the following options:
 - a. To write a letter to the alleged harasser listing the following:
 - i. An exact description of the behavior, including when and where it happened;
 - ii. A description of how the behavior made the complainant feel (embarrassed, humiliated, angry, etc.)
 - iii. A request that the behavior stop because it is harassment and is against the law;
 - iv. A promise that if the behavior stops, nothing further will be said and no further action will be taken; and
 - v. Notification that if the behavior does not stop, the writer will request a formal investigation.
 - vi. The person receiving the complaint (counselor, school nurse, the school psychologist, or school administrator) should assist the complainant in drafting in the letter. The letter should be signed and dated by the complainant. The complainant or the person assisting the complainant should deliver a copy of the letter to the alleged harasser and retain it in his/her life.
 - b. To notify the Harassment Committee in writing. This statement should be forwarded to the Office of the Assistant Principal (Coordinator or Title IX & Chapter 622) who convenes the committee. This committee will consist of the four complaint managers--two female and two male--including guidance counselors and faculty members will be identified to the student body and faculty as the rough for an informal grievance.
 - i. The duties of the complaint managers will be to investigate the incident(s) and to decide upon a resolution to the complaint. This resolution will be decided upon within five (5) school days following the receipt of the complaint. The investigation will include a review of the relevant documents and interviewing the complainant; the alleged harasser; and such other person(s) named by the complainant or the alleged harasser who may have witnessed or have information pertaining to the incident. An opportunity for all parties to be heard will be provided.
 - ii. Resolutions will take the following forms:
 1. Educational;
 2. Counseling;
 3. confrontation/reconciliation;
 4. Disciplinary action on the recommendation of complaint managers/disciplinarians;
 5. Recommendation for formal grievance process; and

6. Dismissal of the complaint.
5. Under certain circumstance, harassment may constitute child abuse under M.G.L. Chapter 119, §51A. Public school staff, who are mandated reporters, will report suspected child abuse to the Department of Social Services according to school policy and procedure.
6. Retaliation in any form for the filing of a complaint, the reporting of discrimination including harassment, or for participating in an investigation is prohibited. Retaliation includes, but is not limited to, and form of intimidation, reprisal or harassment. If it occurs, it can be considered grounds for removal from the educational setting for a student. Any allegations of reprisal will be subject to the same kind of investigation and disciplinary actions as are described in the Harassment Regulations.

Formal Process

In the case of serious or repeated incidents of harassment or other cases requiring formal investigation, a school administrator shall implement the following:

1. Ensure that the complainant and the alleged harasser have the right to representation if he/she desires to requests at all discussions regarding the case;
2. Keep the investigation group as small as possible to protect the rights of both parties and to prevent the investigation from becoming overly publicized and protect the complainant from retaliation.
3. Complete the investigation promptly within ten (10) school days from the date it is reported; the alleged harasser and such other person(s) named by the complainant or the alleged harasser, who may have witnesses, or have information pertaining to the incident. An opportunity for all parties to be heard will be provided.
4. Within five (5) work days of the completion of the investigation, conclude whether a violation of the policy has occurred or not; complete the written investigation form and send copies of the report to:
 - a. The Office of the Assistant Principal;
 - b. The Superintendent of Schools; and
 - c. The complainant and the alleged harasser.
5. If the complaint is not supported, carefully explain the decision to the complainant and the alleged harasser. Unresolved investigations will be reported as such.
6. If the complainant is supported, action is necessary to change the behavior of the harasser, alleviate the complainant's concerns and prevent further harassment.
7. If the conduct involves a violation of law, report the matter immediately to the appropriate authorities.

Appeal Procedure

The appeal process will commence at the level of the above at which the initial complaint began.

Level I

1. The complainant or alleged harasser has the right to appeal the decision of the school administrator to the Principal in writing within (2) school days after the decision is formally made. The principal will respond to the grievant within ten (10) school days.

Level II

1. The grievant may appeal in writing to the Superintendent within two (2) school days of the receipt of the decision of the principal. The Superintendent will respond in writing within ten (10) school days to the grievant.

Level III

1. The grievant may appeal in writing the decision of the Superintendent-Director to the School Committee within two (2) days of the receipt of the decision. The School Committee will meet within twenty-five (25) school days to review and consider the complaint. The Committee will respond to the complainant in writing within (1) school days following that meeting.

Health Services

The purpose of Health Services at South Shore Technical High School is to promote the maximum physical, social, emotional and educational growth of students by providing direct health services and health promotion/prevention for staff and students.

A School Nurse Educator manages the SST health office activities and ensures compliance with regulatory standards set by the Massachusetts Departments of Public Health (DPH) and Elementary and Secondary Education (DESE). A school physician serves as an invaluable consultant/advisor to the health office staff.

Parents/guardians are asked to continually communicate all student health concerns, medications, changes in status and provide copies of medical reports to the school nurse.

Health Records

All incoming students must provide a physical exam performed by a healthcare provider within one year prior to the student's entrance into school. Sports physicals are required annually for any student that participates in school-sponsored athletic activities. The student's immunization history is also to be submitted to the Health Office prior to entry into school. Any student whose immunizations are not compliant per state regulations will be excluded from school until the necessary immunizations are obtained and documentation is provided, unless there is a medical or religious exemption form filed.

Administration of Medication in School

The following procedure for dispensing any prescribed or over the counter medication during school hours is the recommended procedure by the Massachusetts Department of Public Health (DPH) and has been approved by the School Committee.

1. A written, signed and dated order by the prescribing physician. This must include the child's diagnosis, necessity for the medication, the drug, dosage, route of administration, and time to be given.
2. A written, signed and dated request by the parent or guardian authorizing the administration of medication to his/her child during the school hours as indicated by the physician.
3. The medication should be delivered to the school by a responsible adult in a container labeled by the physician or pharmacist.

Students are not allowed to transport medication to the Health Office. Students are only allowed to carry medication on their person or in their bags with written permission of the parent/guardian and in agreement with the school nurse.

Students with medication, prescription or otherwise that has not been cleared through the health office may be subject to discipline per the drug and alcohol regulations.

McKinney-Vento Homeless Education Assistance Act

Purpose:

The goal of the McKinney-Vento Homeless Education Assistance Act is to ensure that each homeless child or youth has equal access to the same free, appropriate public education, a public preschool education, as provided to other children and youths. South Shore Vocational Technical High School shall ensure that every effort is made to comply with this legislation.

The Office of the Assistant Principal of the South Shore Regional School District, 781.878.8822, has been designated as the employee responsible for coordinating the South Shore Regional School District's efforts to implement this policy.

General Laws of the Commonwealth of Massachusetts Ch 76, §5. Place for Attendance; Violations; Discrimination

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

Media Release Opt-out

Occasionally, district staff and/or news gathering organizations may interview, record, photograph, videotape or use your child's likeness and name for publicity or newsgathering purposes.

1. South Shore Vocational-Technical High School adheres strictly to the regulations in the Family Educational Rights and Privacy Act (FERPA), which requires us to obtain your written consent prior to the disclosure of information from your child's educational records.

2. The law does allow school district to release “directory information” without parental contact in certain school publications, such as a yearbook, honor roll, graduation program, or team rosters. Furthermore, directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.
3. Any school district receiving assistance under the Elementary & Secondary Education Act of 1965 is required to provide military recruiters three directory information categories: student names, addresses and phone numbers unless parents advise the school in writing that they do not want their student’s information released.

Parents who want their student to opt out must send a written request to the principal.

National Honor Society

Eligibility: Students who have maintained the following standards for two consecutive semesters, may be nominated for membership after the completion of their sophomore year.

- GPA minimum of 3.5, however, for initial eligibility Sophomore's must have 3.7, Junior's a 3.6 and Senior's a 3.5.
- Shop grade minimum of 85 each semester
- Related grade(s) minimum of 80 each semester
- Academic average of an 85, with not more than one(1) grade below 80 each semester.
- Good Citizenship
- Demonstrate Leadership/Service

Eligibility for Membership upon Nomination

National Honor Society bases their selection on the following criteria:

Leadership, Scholarship, Character and Service to the community.

Maintenance of Membership

Members who fail to maintain the GPA and grade criteria and/or personal conduct unbecoming the organization in any semester, will be placed on probation. Failure to meet the above standards during the semester of probation will be reviewed by the admissions committee, which will make a recommendation to the membership at regular or special chapter meetings. The member will be dropped from membership upon a 2/3 vote of those members present.

Notice of Non-Discrimination Policies

In accordance with the requirements of Title IX, Chapter 622, Sec. 504 of the Rehabilitation Act of 1973, the South Shore Vocational Technical High School implements this nondiscriminatory policy. Any inquiries concerning the application of there laws to the practice and policies of the South Shore Regional School District may be addressed to:

Ms. Katherine Berry, Director of Special Education
South Shore Regional School District
476 Webster Street, Hanover, MA, 02339
Phone: 781-878-8822

Or the:

Director, Office of Civil Rights,
U.S. Department of Education
8th Floor, 5 Post Office Square, Boston, MA 02109-3921

A copy of this policy if available through the Superintendent's Office. This policy is also published in the Teacher Handbook.

The Existence of Chapter 622 and Its Implications

This law, Chapter 622 of the General Laws, Acts of 1971, is referred to as "An Act to Prohibit Discrimination in the Public Schools." The law reads as follows:

1. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation. M.G.L. c 76. 5(2011)

This law makes it clear that all aspects of public school education must be fully open and available to members of both sexes, and/or minority groups. No school may exclude a child from any course, activity, service or resource in the public school on account of race, color, sex, religion, national origin or sexual orientation of such child.

South Shore Regional School District hereby gives notice that it does not discriminate on the basis of race, color, national origin, age, gender, sexual orientation or disability in admission to, access to, treatment of, or employment in its programs or activities.

Equal Educational Opportunity/Equal Employment Opportunity

The South Shore Regional School Committee ensures equal employment/educational opportunities/affirmative action regardless of race, color, age, religion, national origin, gender, sexual orientation, or disability.

The South Shore Vocational Technical High School encourages students to develop broad views of the options, which are open to make and females in school activities, courses, fields of study and occupations.

Every course and activity offered at the South Shore Vocational Technical High School is open to all students regardless of race, color, religion, national origin, age, sexual orientation, or disability.

Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000e-2 et seq.

Title IX of the Educational Amendments of 1972, 20 U.S.C. 11301, et seq.
Mckinney-Vento Homeless Assistance Act of 1987, 42 U.S.C. 11301, et. seq.
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 701
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. 1400 et seq.
M.G.L. c.76, 5, 16 (Chapter 622 of the Acts of 1971)
M.G.L. c 151C (Fair Education Practice Act)
M.G.L. c 71 (Education Reform Act)
M.G.L. c71B (Special Education)
M.G.L. c 269 17-19 (Anti-Hazing Law)

Responsible Use of Technology

It is the policy of the South Shore Vocational Technical School District (SST) to provide electronic resources to students and staff for the purposes of:

- promoting student achievement,
- supporting student and staff mastery of digital age skills, and
- maximizing efficiency in operations.

SST expects students and staff to utilize these resources in a manner consistent with this policy.

All SST students and staff are responsible for their actions and activities involving the school district's computers, electronic devices, network and Internet services, and for their computer files, passwords and accounts.

The rules and guidelines in this policy detail responsible use of electronic information resources under which students, staff, and all members of the SST community, herein referred to as “users,” will be held accountable. The rules and guidelines outlined in this policy provide general guidance concerning the use of school computers and other electronic devices and provide examples of prohibited uses. The rules do not attempt to describe every possible prohibited activity.

Students, parents and school staff who have questions about whether a particular activity is prohibited are encouraged to contact a building administrator. These rules apply to all school computers, all school-provided electronic devices wherever used, all uses of school servers, and Internet access and networks regardless of how they are accessed.

Responsible Use

1. School computers, network and Internet services, and electronic resources are provided for educational purposes and research consistent with SST’s educational mission, curriculum and instructional goals.

2. Users must comply with all policies, the student handbook, and school rules and expectations concerning conduct and communications when using school computers or school- issued electronic resources, whether on or off school property.
3. Students also must comply with all specific instructions from school staff.
4. Students who fail to come prepared for school with issued technology will earn a detention on the 3rd request for a loan from the IT department.

Prohibited Use

1. Accessing or Communicating Inappropriate Materials– Users may not access, submit, post, publish, forward, download, scan or display defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, bullying and/or illegal materials or messages.
2. Illegal Activities– Users may not use the school district’s computers, electronic devices, networks, or Internet services for any illegal activity or in violation of any policy/procedure or school rules. SST and its employees assume no responsibility for illegal activities of students while using school computers or school-issued electronic resources.
3. Violating Copyrights or Software Licenses– Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is prohibited, except when the use falls within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.
4. Plagiarism–Users may not represent as their own work any materials obtained on the Internet (such as term papers, articles, music, etc). When using other sources, credit must be given to the copyright holder.
5. Use for Non-School-Related Purposes- SSTs computers, electronic devices, networks and Internet services are provided for purposes related to educational programs, school operations, and performance of job responsibilities. Incidental personal use of school devices is permitted as long as such use: 1) does not interfere with the user’s responsibilities and performance; 2) does not interfere with system operations or other system users; and 3) does not violate this policy and the accompanying rules, or any other policy, procedure or school rules. “Incidental personal use” is defined as use by an individual for occasional personal communications.
6. Misuse of Passwords/Unauthorized Access–Users may not share passwords; use other users’ passwords; access or use other users’ accounts; or attempt to circumvent network security systems.
7. Malicious Use/Vandalism–Users may not engage in any malicious use, disruption or harm to the school district’s computers, electronic devices, network and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses or other malicious software.

8. Avoiding School Filters—Users may not attempt to or use any software, utilities or other means to access Internet sites or content blocked by the school filters.

9. Unauthorized Access to Blogs/Social Networking Sites, Etc. – Users may not access blogs, social networking sites, etc. prohibited by building administration or the SST Technology Department. Teachers and students using authorized social networking sites for educational projects or activities shall follow the age requirements and legal requirements that govern the use of social networking sites in addition to the guidelines established in this policy.

10. Wasting System Resources - Users shall not use the network in such a way that would waste system resources or disrupt the use of the network by others. This includes but is not limited to excessive printing, file storage, online games, and video/audio streaming not directly related to educational projects, as determined by the supervising instructor or building administrator.

11. Unauthorized Equipment - Users may not attach unauthorized equipment, including personal laptops, tablets, and handheld devices, to the district network without permission from the SST Technology Department.

Compensation for Losses, Costs and/or Damages

Users may be responsible for compensating SST for any losses, costs or damages incurred for violations of policies/procedures and school rules, including the cost of investigating such violations. SST assumes no responsibility for any unauthorized charges or costs incurred by users while using school district computers, devices, or the school network. Users are also responsible for the replacement cost of district-owned devices that incur damage.

Student and Staff Security

Users may not reveal personal information, including a home address and phone number, about themselves or another individual on any unsecured electronic medium, such as web sites, blogs, podcasts, videos, wikis, or social networking sites. If users encounter dangerous or inappropriate information or messages, they shall notify the school administration immediately.

Staff may post student pictures on district/ school/classroom “public” websites as long as the student’s name or other identifying information is not included. Students’ grades, test results, or identifying pictures may be stored only on district-approved secure sites that require a username and password for authorized individuals to access.

SST retains all rights concerning any recording and/or publishing of any student’s or staff member’s work(s) or image(s). Students must obtain permission from a SST staff member to publish a photograph or video of any school-related activity. It is best practice and common courtesy to ask permission before recording an individual or group. The use of cameras in any type of electronic device is strictly prohibited in locker rooms and restrooms.

Parents/Guardians who do not wish to have their student's photograph published must notify the school in writing.

SST staff must maintain the confidentiality of student data in accordance with the Family Education Rights and Privacy Act (FERPA).

Students will be issued a school email address to improve student communication and collaboration on school projects. Email shall be used only for educational purposes that directly relates to a school project or assignment.

Technology Privacy

All computers, telephone systems, voice mail systems, electronic mail, and electronic communication systems are the district's property. The district retains the right to access and review all electronic and voice mail, computer files, databases, and any other electronic transmissions contained in or used in conjunction with the district's computer system, telephone system, electronic mail system, and voice mail system. Students and staff should have no expectation that any information contained on such systems is confidential or private.

System Security

Any user who identifies a security problem must notify his/her teacher or building administrator immediately. The user shall not demonstrate the problem to others or access unauthorized material. Staff shall immediately report any potential security breaches to the SST Technology Department.

Staff and students will change their passwords to all systems periodically when prompted to do so, and are expected to abide by best practices in creating strong passwords to maintain system security.

Additional Rules for Laptops, Chrombooks, iPads, or other Electronic Devices Issued to Students or Staff

1. Electronic devices provided to students or staff shall be used only for educational purposes that directly relate to a school project or assignment, unless otherwise explicitly authorized by building administration.
2. Users are responsible for the proper care of electronic devices at all times, whether on or off school property, including costs associated with repairing or replacing the device.
3. Users must report a lost or stolen device to the building administration immediately. If a device is stolen, a report also should be made immediately with local police.
4. The policy and rules apply to the use of the electronic device at any time or place, on or off school property. Students are responsible for obeying any additional rules concerning care of devices issued by school staff.

5. Violation of policies or rules governing the use of electronic devices or any careless use of the device may result in a student's device being confiscated and/or a student only being allowed to use the device under the direct supervision of school staff. The student will also be subject to disciplinary action for any violations of policies/procedures or school rules.

6. Parents/Guardians are responsible for supervising their student's use of the device when not in school.

7. The device configuration shall not be altered in any way by users. No software applications shall be installed, removed, or altered on the device unless permission is explicitly given by the teacher or building administrator.

8. The device is to be used only by the student or staff member to whom it is issued. The person to whom the device is issued will be responsible for any activity or action performed on the device.

9. The device must be returned in acceptable working order upon withdrawal or exit from the school district, and whenever requested by school staff.

Terms of Use

SST reserves the right to deny, revoke or suspend specific user privileges and/or take other disciplinary action, including but not limited to student suspensions or expulsion from school or staff suspensions or terminations, for violations of this policy. Additionally, all handbook regulations apply to the use of the SST network, Internet, and electronic resources.

Disclaimer – SST and its employees make no warranties of any kind, neither expressed nor implied, concerning the network, Internet access, and electronic resources it is providing. Furthermore, SST is not responsible for:

1. The accuracy, nature, quality, or privacy of information stored on local servers or devices or information gathered through Internet access.

2. Any damages suffered by a user (whether the cause is accidental or not) including but not limited to, loss of data, delays or interruptions in service, and the infection of viruses or other malware on personal computers or other devices.

3. Unauthorized financial obligations resulting from the use of SST electronic resources.

SST Responsible Use of Technology Policy - User Agreement

By accepting a school-issued device and using the district network, I acknowledge that I understand and will abide by the above SST Responsible Use of Technology Policy. I further understand that any violation of the above regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked temporarily or permanently, disciplinary action may be taken, and appropriate legal action may be taken.

Cell Phones

Cell phones are used in classes at teachers' discretion. Some teachers may ask students to turn in phones to a designated location at the beginning of each class. Failure to do so will result in appropriate and progressive discipline starting with a teacher detention. Students not wishing to participate in the collection of cell phones should leave their phones in their cars or at home. **The district is not responsible for lost, stolen or broken electronic equipment.**

Hall "Passes"

Hall passes have been replaced by QR codes. Students are expected to scan the QR codes upon exit and entrance to a given destination during a class period. For example, a student going to nurse from an academic class will scan the QR code in their classroom then at the nurses office.

Shop Uniforms and Safety Glasses

Shop uniforms are required every day a student is assigned to shop. Students are required to purchase their uniforms. Every student should have at least two sets of uniforms that match the colors for their department. This will make it possible for all students to be in a clean shop uniform when involved in all shop activities.

Uniforms shall be kept neat and clean. Dirty or damaged uniforms do not promote a healthy or safe shop environment. Uniforms shall be worn by outside crews on projects outside the school as well. Students not in proper uniform are subject to discipline.

Uniform shirts will be the outer layer of a student's shop attire. Only approved shop sweatshirts can be worn over shop shirts.

SHOP UNIFORM INFORMATION

ALL vocational students are required to wear a uniform.

The programs listed below may order shirts from Rockland Athletic Supplies or the vendor of your choice.

Here are your instructions for ordering from Rockland Athletic Supplies.

- 1) Find your program details in the chart.
- 2) Call Rockland Athletic Supplies directly at 781-878-6481.
- 3) Provide the brand (Gildan).
- 4) Provide color listed below.
- 5) Indicate sleeve length with code number (listed below).

| |
|---------------------------------------|
| Type - 100% Cotton (all) |
| Long & short navy blue shirts |
| Short Sleeve G380 Long Sleeve G729 |

The programs listed below should contact their program instructors for ordering information.

| <u>Department</u> | <u>Work Shirt</u> | <u>Pants</u> | <u>Footwear</u> | <u>Hat(s)</u> |
|--------------------------|--|---|---|--|
| Exploratory | Navy Blue 100% Cotton | 100% cotton Blue Jeans | Work boots | |
| Allied Health | Navy blue medical scrubs (as designated). No jewelry except two sets of small stud earrings. No visible tattoos. No fantasy colored hair (purple, blue, red, etc.). | | No open toe shoes, plain white or black sneakers. | |
| Automotive | Green Automotive Work T Shirt / Black Automotive Crew Neck Sweatshirt | RedKap Spruce Green work pants Available at automotive workwear .com Code PT59 | Work boots | No hats due to Shop Safety considerations |
| Carpentry (Inside) | Tan T-Shirt | In lieu of carpenter jeans student may wear white or brown Carhartt brand carpenter bibs. Style # R29 | Work boots | |
| Carpentry (Outside) | Official tan shop shirt. This shirt may not be altered in any way. Official gray shop sweatshirt with carpentry logo purchased through the | The outside crew pant will be an OSHA approved work pant. Any basic color will be appropriate. A belt must be worn at all times. | Footwear will be an OSHA approved work boot in good condition. No sneakers of any kind will be allowed. | Hard Hat will be issued by the shop at the end of your sophomore year. It will be yours for your high school career and yours to keep. Proper hats may be worn under your |

| | | | | |
|------------------------------|--|---|---|---|
| | shop. | | | hard hat. |
| CIT | Black Polo Shirt Shop apparel is allowed (sweatshirt, t-shirt, polo) | | No open toe shoes | Baseball hat, shop logo, color to be determined by Shop instructor. |
| Cosmetology | Solid black, professional dress. Accessories may be any color. No athletic wear. | Solid black, professional dress. Accessories may be any color. No athletic wear. | Shoes must be non-porous, closed toe, any color. No sneakers/athletic wear. | |
| Culinary Arts/Kitchen/Bakery | 2 (min) White Chef's Coat long sleeve & Plain white undergarments | 2 (min) Chef pant (houndstooth pattern), 3 (min) white bib aprons | Black, Work Safe Shoes | 1 Chef's floppy hat or skull cap (white or houndstooth pattern) |
| Culinary Arts/Dining Room | 2 White, Long Sleeve, Button Down Dress Shirts with collar, Men's Tie, plain white undergarments | Blank Pants or black Skirt (length to pass the knee) | Black, Work Safe Shoe | |
| Electrical | Red T-Shirt | 100% cotton | Work Boots | |
| Graphic Communications/ DVC | Solid black top | Professional pants/skirt | No open toe shoes | |
| Horticulture | Grey T-Shirt | Work Pants | Work Boots | Grey Green 112 Trucker hat w/ logo. Grey |

| | | | | |
|------|--------------------------|---------------------------------|------------|-----------------------------|
| | | | | Green winter hat with logo. |
| HVAC | Dark Blue 100% Cotton | Dark Blue work pants (no jeans) | Work boots | |
| MET | Black T-shirt | Work Pants | Work Boots | |
| MFW | Long Sleeve | 100% cotton Blue Jeans | Work boots | |

Headgear in shop is appropriate only when it is consistent with shop safety standards, and has been issued as part of the uniform.

Safety Glasses

Approved safety glasses are required for all students, staff and visitors in shops according to industry standards. Safety glasses are extremely strong but require careful usage to prevent lens abrasion and distortion of frames. It is necessary, therefore, to require that the student pay for safety glasses that are lost or no longer safe for use. Cost for replacement is \$4.00.

All students and staff are to wear safety glasses 100% of the time in all shops and on outside jobs with the exception of: Allied Health, Computer Information Technology, Cosmetology, Culinary Arts, Graphics/DVC. If students in the named departments are involved with any of the items listed in the law below, they shall wear safety glasses at that time.

General Laws of the Commonwealth of Massachusetts SAFETY GLASSES: CH 71, S55C, Eye Protective Devices

Each teacher and pupil of any school, public or private, shall, while attending classes in industrial or vocational shops or laboratories in which caustic or explosive chemicals, hot liquids or solids, hot molten metals, or explosives are used in which welding for any type, repair or servicing of vehicles, heat treatment or tempering of metals, or milling, sawing, stamping or cutting of solid materials, or any similar dangerous process is taught, exposure to which may be a source of danger to the eyes, wear an industrial quality eye protective device, approved by the department of public health. Each visitor to any such classroom or laboratory shall be required to wear protective devices.

Student Council

Mission statement: Student Council allows students to become responsible leaders within our school community and to build traits of good citizenship.

Student Council will accomplish this mission by:

- Promoting responsible leadership within our community;
- Assisting in the development, promotion, and management of school activities and charitable fundraisers;
- Encouraging and stimulating development of good citizenship among students;
- Practicing leadership through service; and
- Working with the School Council and School Committee to help improve the school.

School Council will consist of a president and vice-president for each grade level and one-student body president. Class president and vice-president will be chosen by majority vote of the student body in each grade level on a selected election date. The student body representative is appointed by the administration. Other students may participate and help with events although not elected officers.

Eligibility: Student Council is open to any student. Students wishing to run for class office must have and maintain good academic performance and “good standing” in the community. Candidates must obtain and complete the necessary paperwork by the appointed dates. Senior president and vice-president must have participated in at least one election prior to their senior year.

Student Evaluations

The purpose of grading at SST is to convey student achievement in the standards and work ethic in a given course.

Each course grade is a combination of achievement and work habits. In academic and related courses achievement is 80% and work habits are 20% of the grade. In shop courses achievement is 50% and work habits are 50% of the grade.

Midterm and Final Assessments

SST encourages midterm assessments and requires final assessments in every course. Grading for these assessments will be clearly outlined in course expectations.

Make-up work

Students who need to make up work due to absence may do so on the timeline outlined in the Attendance Procedures section of this handbook. Students who miss work due to out of school suspension are expected to make effective progress in the provided curriculum. Deadlines for full work completion will be part of the student’s reentry plan. Students absent from class but in in-school suspension will be provided access to work in a supported environment during that school day. Extensions will be at the discretion of the teacher. All other make-up work options will be clearly outlined on each teacher course expectation sheet.

Extra-Help

Teachers will identify their after school extra help day on their expectation sheet and will also be available at other times mutually agreed upon by the student and the teacher. Paraprofessionals are available daily after school. Transportation is available to students who live in the district.

Requirements for Promotion

Students must pass all courses to be promoted to the next grade level.

- Credit for all courses failed must be recovered prior to the start of the next school year.
- A student who fails three (3) or more courses in a given year will not be promoted academically.
- A student who fails shop for the year will meet with the principal or designee to plan for credit recovery. Students may repeat the vocational year.
- All students must take and pass Health/Wellness each year.
- All students must earn their OSHA 10 card prior to co-op placement and/or graduation.

Credit Recovery

All credit recovery will be identified on the student transcript as pass or fail. The final credits awarded will be valued at a D or 1.0 for GPA calculation.

Academic Course Credit Recovery Course Options

Option 1: When possible, SST will provide fee based credit recovery on our campus, online, or in a hybrid model.

Option 2: SST will provide access to a fee based online credit recovery courses

Option 3: The student may elect to take a course through another area high school, or through another online course provided by an approved vendor. The principal or designee can approve credit recovery courses.

Shop Course Credit Recovery

A failure in a shop/technical program indicates a failure for the year. Students who fail their technical program will receive no credit for the program and are required to repeat the entire vocational year. Students may be allowed to repeat in the current technical program when it is in their best interest and if there is space available. There should be no expectation that a student will continue in the same program. The student's year of graduation will be adjusted to show the 90 school days of vocational education owed.

Dual Enrollment: Whenever possible, SST offers dual enrollment courses on campus that allow students to earn high school and college credits for the same course. Course offerings vary annually. In addition, as part of the Massachusetts Education Reform Act, juniors and seniors with a B average or better at the high school level may qualify to take college level courses (not offered at SST) at any State College for high school credit. Students will be awarded a minimum of 2.5 credits for each semester course successfully completed. SST is not responsible for tuition or transportation. See your Guidance Counselor for more information.

AP Courses: SST currently offers AP courses, offerings vary annually.

Student Parking

Parking at SST is a privilege. Students in good standing may apply for a spot. Spots are awarded as they become available. Spots may be available on alternating cycles or may be available on both cycles.

Parking on school property is a privilege that can only be retained as long as space is available and all school rules are followed.

1. No vehicles may be parked on school property during a regular school day without a legitimate parking sticker. (Exceptions may be made for vehicles being worked on in the Automotive or Collision Repair Technology Departments. Prior approval from the Vocational Coordinator is required.)
2. Student's parking stickers or spots can not be transferred from one student's vehicle to another student vehicle.
3. Student application for stickers will be issued to all students requesting the parking privilege as long as the student is in good standing and there are spots available. Students will be placed on a waiting list for an open spot.
4. **Student parking is limited to students assigned parking spots. Students parked in non-designated areas or spots not assigned to them may be fined \$10 per infraction, have their vehicle towed and be removed from the waiting list.**
5. Students violating motor vehicle laws or acting in such a way to endanger the health or safety or themselves or other members of the school community will be ruled "off the lot" and will have their parking spot revoked. Their spot will be reissued to a student on the waiting list. Students may be placed on the waiting list after their Social Probation has been lifted.
6. Stickers should be placed in the appropriate location, on the driver's side front windshield as not to obstruct the driver's view.
7. Vehicles are NOT to park along the state highway, town roads, or across the street from the school. (This is a request of our neighbors and law enforcement.)
8. Students may have their parking privileges revoked due to poor attendance or the accumulation of 5 unexcused absences, 5 tardies or 5 dismissals in a semester.
9. Students may have their parking privileges revoked as part of a disciplinary action unrelated to the operation of a motor vehicle.

Student Records

Student records are stored in locked file cabinets at SST. The student's medical file is stored in the Nurse's Office. The student's individual file is in Student Services. For more information about student records, please see MA Laws and Regulations 603 CMR 23.00.

Student Services

Student Services plays a critical role in supporting SST's whole learner. Our counseling team and special education staff are committed to providing students and families with a wide range of services that are designed to maximize student learning.

Student Services at SST is a place where students receive encouragement, support, and guidance as they develop a sense of identity, explore career and college pathways, and enhance the personal skills needed to become independent, professional members of our community.

To meet with a counselor or staff member, students are encouraged to make an appointment at an agreed upon time for planning purposes. Students can ask their teacher to call Student Services to see if a counselor/ staff member is available.

Parents are encouraged to call Student Services to speak with a counselor/staff member or they can send an email to their child's counselor with any questions or concerns. The counselor will support you with a response or set up a meeting.

District Curriculum Accommodation Plan (DCAP)

SST's District Curriculum Accommodation Plan

Prior to referring any student for a special education evaluation and eligibility determination, educators must systematically search for accommodations that will enable the student to make progress. The purpose of the District Curriculum Accommodation Plan (DCAP) is to ensure that all efforts have been made to meet students' needs in the general education classroom setting before a referral to special education is made.

Student Support Team

A Student Support Team at South Shore Technical High School meets regularly to discuss school based strategies to assist students who are struggling with academic, emotional or behavioral concerns. The team consists of trained professionals who work with the student and family to create an action plan for future success. Should these interventions not produce the expected results, a referral for a 504 plan or special education will occur.

Title 1 Services

Title 1 programs and services are designed to help disadvantaged students meet challenging content and performance standards in the areas of math and reading. The program supports students to meet proficient levels on standardized assessments. Services are provided directly in the classroom and after school at MCAS support programs or during homework club.

Limited English Proficiency Services and Programs

Students that indicate a language other than English on the Home Language Survey are offered the opportunity to participate in our English Language Learner Program. Students with limited English proficiency are formally and informally assessed in the areas of oral language, reading and writing to determine English ability levels and the level of services needed. Limited English Proficient (LEP) students are able to participate in all academic classes and technical programs offered at SST with staff that have been trained in English language acquisition. South Shore Technical High School offers translation services to non-native English speaking students and families in the form of video and phone translations during tours, meetings, and parent conferences. SST provides translation of written documents in a hard copy and electronic form.

Special Education and Section 504

603 CMR 28.00 Special Education

Special Education: Under Massachusetts Special Education Laws/Regulations and IDEA and ESSA, a student may be eligible for special education if a special education team determines that the student has a qualified disability, is not making effective progress as a result of the disability, and requires specially designed instruction or related services in order to make effective progress. In all instances related to special education students, appropriate Massachusetts and Federal laws and regulations are followed.

Evaluation Process

A student may be referred for an evaluation by a parent or any person in a care giving or professional position concerned with the student's development. Referrals for special education evaluations should be directed to the Director of Special Education. Within five school days of receipt of a referral, the district must notify the parent and seek consent to evaluate before any assessment begins. Parents are sent a MA Dept. of Elementary and Secondary Education 'Parents Notice of Procedural Safeguards' along with an Evaluation Consent Form and Notice that describes the assessments that are being requested. Upon consent of a parent, the school district shall provide or arrange for the evaluation of the student by a multidisciplinary team within 30 school days. The assessments used shall be adapted to the age of the student and all testing shall meet the evaluation requirements set out in state and federal law. The school district shall ensure that appropriately credentialed and trained specialists administer all assessments.

Within forty-five school days, of parents consent and after an evaluation has been completed, a Team meeting (including the parents, evaluators, school personnel, and school personnel from a sending school district) shall be held. If the Team agrees the child is eligible for special education, an IEP is developed by the Team. Once the IEP is accepted and signed by the parent(s), the agreed upon services are provided. IEPs are reviewed and updated at least annually and the school reevaluates the student at least every three years at a re-evaluation meeting, until it is determined that special education or related services are no longer necessary. Parents who have any concerns regarding special education or the laws and regulations should contact the Director of Special Education for a more detailed description of parental rights.

Eligibility Determination

The Team shall examine the evaluative data, including information provided by the parent, and make one of the following determinations:

1. The student is eligible. If the student has one or more of the disabilities defined at 603 CMR 28.02(7) and if, as a result of the disability(ies), the student is unable to progress effectively in the general education program without the provision of specially designed instruction, or is unable to access the general curriculum without the provision of one or more related services, the Team shall determine that the student is eligible.
 1. Consistent with state and federal special education law, the Team shall establish whether a student has a disability(ies) as defined in 603 CMR 28.02(7), determine the type(s) of disability(ies) and shall ensure that the student's inability to progress is a result of the

- disability(ies) and not a result of an inability to meet the school discipline code, limited English proficiency, social maladjustment, or lack of instruction in reading or math.
2. Once eligibility has been determined, the type of disability of the student shall not be used to provide a basis for labeling or stigmatizing the student. Additionally, the type of disability shall not define the needs of the student and shall in no way limit the services, programs, or inclusion opportunities provided to the student.
 3. If the Team determines that the student is an eligible student, the Team shall develop an individualized education program (IEP).
2. The student is not eligible. If the Team determines that the student is not eligible, the Team chairperson shall record the reason for such finding, list the meeting participants, and provide written notice to the parent of their rights in accordance with federal requirements within ten days of the Team meeting.

Developing the IEP

Upon determining that the student is eligible for special education, the Team shall develop an IEP using the evaluation data to guide development of goals and objectives for the student.

- (a) Parent(s) disagree with evaluation and seek an independent education evaluation. If a parent disagrees with the evaluation results, the Team may, with the agreement of the parent, delay writing some or all of the IEP until an independent education evaluation can be completed.
 - (b) If the Team writes a partial IEP, a parent may consent to the proposed partial program prior to completion of the full IEP. In such cases, the partial program shall be implemented immediately.
 - (c) The IEP shall be completed using the standard IEP format provided by the Department. If the Team members are unable to agree on the IEP, the Team chairperson shall state the elements of the IEP proposed by the school district
- (4) Contents of the IEP. Upon determining that the student requires special education and based upon the evaluative data, the Team shall write an IEP for the student and decide the student's placement. The IEP shall describe the special education and related services that the student requires and shall include all elements required under federal and state law.
- (a) The IEP shall include specially designed instruction to meet the needs of the individual student and related services that are necessary to allow the student to benefit from the specially designed instruction, or may consist solely of related services that are necessary to allow the student to access the general curriculum, consistent with federal and state requirements.
 - (b) The Team shall carefully consider the general curriculum, the learning standards of the Massachusetts Curriculum Frameworks, the curriculum of the district, and shall include specially designed instruction or related services in the IEP designed to enable the student to progress effectively in the content areas of the general curriculum.
 - (c) For any student approaching graduation or the age of twenty-two, the Team shall determine whether the student is likely to require continuing services from adult human service agencies. In

such circumstances, the Administrator of Special Education shall make a referral to the Bureau of Transitional Planning in the Executive Office of Health and Human Services in accordance with the requirements of M.G.L. c. 71B, § 12A through C (known as Chapter 688).

(d) The daily duration of the student's program shall be equal to that of the regular school day, unless the Team states that a different duration is necessary to provide a free appropriate public education to the student. In such cases, the Team shall specify the daily duration of the program, and the Team shall state on the IEP the reason for such different duration.

1. An extended year program may be identified if the student has demonstrated or is likely to demonstrate substantial regression in his or her learning skills and/or substantial difficulty in relearning such skills if an extended program is not provided.
2. If residential services are required, the IEP must clearly specify the reasons for such determination and how such services will be coordinated with the day education services provided to the student. Additionally, the goals and services on the student's IEP must reflect the comprehensive nature of the educational program required.
3. If a longer program is required, the student's IEP must specify why a longer program is necessary.
4. Camping or recreation programs provided solely for recreational purposes and with no corresponding IEP goals or specially designed instruction shall not be considered extended year programs.

(5) Transportation. The Team shall determine whether the student requires transportation because of his or her disability in order to benefit from special education.

(a) Regular transportation. If the student does not require transportation as a result of his or her disability, then transportation shall be provided in the same manner as it would be provided for a student without disabilities. In such case, the IEP shall note that the student receives regular transportation, and if the school district provides transportation to similarly situated students without disabilities, the eligible student shall also receive transportation.

1. If regular transportation is noted on the student's IEP and the student is placed by the school district in a program located at a school other than the school the student would have attended if not eligible for special education, the student is entitled to receive transportation services to such program.
2. If regular transportation is noted on the student's IEP and the student is enrolled by his or her parents in a private school and receiving services under 603 CMR 28.03(1)(e), such student is not entitled to transportation services unless the school district provides transportation to students without disabilities attending such private school.

(b) Special transportation. If the Team determines that the student's disability requires transportation or specialized transportation arrangements in order to benefit from special education,

the Team shall note on the student's IEP that the student requires special transportation. In such circumstances, transportation is a related service.

1. The Team shall determine necessary modifications, special equipment, assistance, need for qualified attendants on vehicles, and any particular precautions required by the student and shall document such determinations in the student's IEP. If specialized arrangements can be provided on regular transportation vehicles, the school district shall make such arrangements.
 1. The district shall arrange to have eligible students who use wheelchairs transported in vehicles that do not require such students to be removed from their wheelchairs in order to enter or leave the vehicles; provided, however, that this requirement shall not be applicable where a Team or the student's physician recommends that the student regularly transfer in and out of conventional vehicles to or from a wheelchair for therapeutic or for independence training reasons.
 2. The Team shall specify whether the student requires assistance in or out of the home, on or off of the vehicle, and in or out of the school. If such assistance is specified, the district shall ensure that it is provided.
 3. The Team shall specify if the student has a particular need or problem that may cause difficulties during transportation, such as seizures, a tendency for motion sickness, behavioral concerns, or communication disabilities.
2. If special transportation is noted on the student's IEP, the student is entitled to receive transportation services to any program provided by the public school and in which the student participates.
3. If special transportation is noted on the student's IEP and the student is enrolled by his or her parents in a private school and receiving services under 603 CMR 28.03(1)(e), the school district's obligation to provide transportation shall be limited to transportation services within the geographic boundaries of the school district.

(c) In no event shall a school district allow transportation considerations to influence, modify, or determine the educational program required by any student in need of special education.

Determination of Placement

At the Team meeting, after the IEP has been fully developed, the Team shall determine the appropriate placement to deliver the services on the student's IEP. Unless the student's IEP requires some other arrangement, the student shall be educated in the school that he or she would attend if the student did not require special education.

- (a) Identification by the Team of placement shall proceed in accordance with the options delineated in 603 CMR 28.06.
- (b) Lack of an identified placement shall not delay the proposal of the IEP to the parent following the Team meeting.

Parent response to proposed IEP and proposed placement. Immediately following the development of the IEP, and within 45 school working days after receipt of the parent's written consent to an initial evaluation

or reevaluation, the district shall provide the parents with two copies of the proposed IEP and proposed placement along with the required notice, except that the proposal of placement may be delayed according to the provisions of 603 CMR 28.06(2)(e) in a limited number of cases.

(a) No later than 30 days after receipt of the proposed IEP and proposed placement, the parents shall:

1. Accept or reject the IEP in whole or in part; request a meeting to discuss the rejected portions of the IEP or the overall adequacy of the IEP; or if mutually agreed upon, accept an amended proposal; and
2. accept or reject the proposed placement.

(b) Upon parental response to the proposed IEP and proposed placement, the school district shall implement all accepted elements of the IEP without delay.

Section 504

Under the provisions of Section 504, a student may be entitled to the provision of related services, accommodations and other supports if the student has a disability that substantially impacts a major life function. Referrals for and questions related to Section 504 should be directed to the principal.

Special Education Observation Policy

Policy of the South Shore Vocational Technical High School regarding in-school observations by parents and their designees.

In accordance with Massachusetts special education law, the South Shore Vocational Technical High School permits parents and their designees (defined by law as a parent designated independent evaluators and educational consultants) to conduct in-school observations of the student's current or proposed special education program.

When a parent or designee wishes to conduct such an observation, the following procedures shall be followed:

1. The parent shall contact the Special Education Department and indicate the name of the person who will conduct the observation and the affiliation of that person to the child and/or parent.
2. If the request for the observation comes from the observer and parent, the school will need to confirm with the parent the identity of the observer and ensure the parent consents to the observation. If the designee wishes to review any portion of the student's records, the school must obtain written consent from the parent and a request from the observer at least ten (10) days prior to the observation in order to allow the designee to access the student's record in accordance with the Massachusetts' student record regulations.

3. Upon notification of the request for the observation, the Principal will be informed of the request and the school will provide timely access to the student's current or proposed educational program. The school will contact the parent and/or designee to schedule a mutually convenient time for the observation. Please be advised that there may be certain times of the year, such as when MCAS is being administered, that the school generally will not schedule observations due to the disruption the observation would cause during these particular time periods. If the observation is requested during one of these time periods, the school will work with the observer to find another mutually agreeable time for the observation.
4. The school will also discuss with the parent and/or designee in advance of the observation within a reasonable time allotment for the observation. The observer will be permitted to observe both academic and non-academic activities if requested. Observation times will be determined on an individual basis depending on the circumstances of the particular student and/or program to be observed.
5. The school will also work with the classroom teacher and the observer to set up other specifics of the observation (including, but not limited to, placement of the observer in the classroom).
6. The number of observers at any one time may be limited.
7. If the observer develops a written report of his/her observations, the school asks that the observer provide the school with a copy of his or her report in advance of any follow-up Team meeting.
8. South Shore Vocational Technical High School is responsible for ensuring the safety of students at all times. If, in the opinion of the school, the observation threatens to compromise the safety of the students in the observed program, the integrity of the program during observation, or if there is a threat of disclosure by the observer of confidential or personally identifiable information he or she may obtain while observing the program, the school may impose reasonable limitations and restrictions on the observation. Any limitations and restrictions imposed pursuant to this paragraph will be done on a case by case basis.
9. South Shore Vocational Technical High School may exercise its discretion to monitor all or parts of the observation for its appropriateness.
10. South Shore Vocational Technical High School may exercise its discretion at any time to reschedule or terminate an observation in the event of a building emergency or a disruption that impacts the physical or emotional well-being of the children in the school or the program being observed

Title IX Regulation

Title IX

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.


Scope of Title IX

Title IX applies to institutions that receive federal financial assistance from ED, including state and local educational agencies. These agencies include approximately 16,500 local school districts, 7,000 postsecondary institutions, as well as charter schools, for-profit schools, libraries, and museums. Also included are vocational rehabilitation agencies and education agencies of 50 states, the District of Columbia, and territories and possessions of the United States.

Educational programs and activities that receive ED funds must operate in a nondiscriminatory manner. Some key issue areas in which recipients have Title IX obligations are: recruitment, admissions, and counseling; financial assistance; athletics; sex-based harassment; treatment of pregnant and parenting students; discipline; single-sex education; and employment. Also, a recipient may not retaliate against any person for opposing an unlawful educational practice or policy, or made charges, testified or participated in any complaint action under Title IX. For a recipient to retaliate in any way is considered a violation of Title IX. The ED Title IX regulations (Volume 34, Code of Federal Regulations, Part 106) provide additional information about the forms of discrimination prohibited by Title IX.

OCR's Enforcement of Title IX

OCR vigorously enforces Title IX to ensure that institutions that receive federal financial assistance from ED comply with the law. OCR evaluates, investigates, and resolves complaints alleging sex discrimination. OCR also conducts proactive investigations, called compliance reviews, to examine potential systemic violations based on sources of information other than complaints.

In addition to its enforcement activities, OCR provides technical assistance and information and guidance to schools, universities and other agencies to assist them in voluntarily complying with the law. OCR's Title IX Resource Guide  PDF (501K) is a useful tool for schools and their Title IX coordinators to understand schools' obligations under Title IX.

For assistance related to Title IX contact Katherine Berry, SST Title IX Coordinator at 781-878-8822 x 420.

Sexual Harassment as Promulgated by Title IX

According to regulations promulgated under Title IX of the Education Amendments of 1972, sexual harassment is conduct on the basis of sex that meets one or more of the following:

- An employee of the District conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education programs or activities; or
- Sexual Assault, domestic violence, dating violence, stalking as defined by federal laws.

South Shore Regional Vocational Technical High School - Title IX Grievance Procedures

Response to Sexual Harassment

A student or any individual wishing to report sexual harassment may inform the Title IX Coordinator or any other employee. Any South Shore Technical High School ("the District") employee with knowledge

of an allegation of sexual harassment, must report it, whether they personally witness the sexual harassment, learn of it from a third party or the alleged victim directly.

Once the Title IX Coordinator learns of an allegation of sexual harassment, they will contact the alleged victim, or “the Complainant,” to gather preliminary information, offer “Supportive Measures,” and inform that person of the right to file a “Formal Complaint” against the alleged perpetrator, or “the Respondent,” that initiates the Title IX “Grievance Process.”

A “Formal Complaint” is a document filed by the Complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment and initiate the Grievance Process. Formal Complaints may be filed with the Title IX Coordinator in person, by mail, or electronic mail. To file a Formal Complaint, the alleged sexual harassment must have occurred in the school’s District educational programming or activity, and within the United States.

In some circumstances, the District will dismiss a Formal Complaint. For example, the District has discretion to dismiss a Formal Complaint where the passage of time results in an inability to gather sufficient evidence for a determination of responsibility or the District lost responsibility over the Respondent. The District must dismiss the Formal Complaint if it does not constitute sexual harassment as contemplated by Title IX regulations. However, the school may investigate the conduct as it pertains to other school policies.

“Supportive Measures” are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a Formal Complaint or where no Formal Complaint has filed. Such measures are designed to restore or preserve equal access to the District’s education and activities, including measures designed to protect the safety of all or the educational environment, or deter sexual harassment.

The District will maintain the confidentiality of any Supportive Measures to the extent possible and document the supportive measures offered by the Title IX Coordinator to the Complainant and Respondent. Examples of Supportive Measures include, but are not limited to the following: counseling, deadline extensions, course adjustments, work or schedule modifications, and increased security.

Grievance Process

Once the Formal Complaint is filed, the “Grievance Process” commences. The District is committed to treating all parties equitably during the Grievance Process. The District is committed to completing the Grievance Process as soon as possible with the goal of completion within 60 days. However, if required, by good cause, such as the absence of a party, a party’s advisor, or a witness; law enforcement or DCF involvement; or the need for accommodations, the parties will be notified of the need for delay. The Respondent is presumed not responsible for the alleged conduct until a determination of responsibility has been made.

The District will provide the Complainant and Respondent with written notice of the allegations and the Grievance Process. This notice will include specific detail of the allegations against the Respondent. The parties will be informed at this time of their right to have an advisor of their choice, who may be, but is not required to be, an attorney, and may accompany them at any point during the process. They will also be informed of their right to inspect and review evidence. The District will remind the parties of the school’s prohibition against knowingly making false statements during this process. Supportive Measures are available to all parties during the Grievance Process.

The Title IX Grievance Process requires the involvement of several different employees that fulfill separate roles. As noted earlier, the Title IX Coordinator oversees Title IX compliance and the Grievance Process. Additionally, each Formal Complaint will be assigned an “Investigator,” who could be a Principal, Vice-Principal, or other employee that is properly trained in investigations. Each Title IX investigation will be assigned a “Decision-Maker,” which similarly could be a Principal, Vice-Principal, or other employee that is properly trained. All appeals will be reviewed by someone who was not involved in the underlying Title IX investigation.

The District will ensure that Title IX coordinators, investigators, Decision-Makers, and any person who facilitates an informal resolution process, receives training on this policy and his or her respective role.

Informal Resolution of Sexual Harassment

If appropriate, the Title IX Coordinator will offer the parties the option of an informal resolution process, but, pursuant to Title IX, not until a Formal Complaint has been filed and the parties have been fully advised of their Title IX rights. Before beginning an informal resolution process, the District will obtain written consent from the Complainant and Respondent. At any time, the parties can withdraw from the informal resolution and the Grievance Process will resume. Informal Resolution shall not be offered in the event the Respondent is a District employee.

Investigation of Sexual Harassment

A properly trained Investigator will complete an investigation into the Formal Complaint. Both, the Respondent and Complainant, will have an equal opportunity to offer witnesses and other evidence. Prior to any interviews with a witness, the District will provide the witness with notice of the date, time, location, participants, and sufficient time to prepare for that interview. Both parties will have an equal opportunity to examine and inspect evidence. Unless waived by one of the parties, the investigation will not intrude on any information that is legally privileged. Information about a person’s sexual predisposition or prior sexual behavior are not relevant, unless it is offered to prove that someone other than the Respondent committed the alleged act, or the information concerns specific incidents of sexual behavior between the parties and it is offered to prove consent. At the conclusion of the investigation, the Investigator will create an Investigative Report that summarizes the relevant evidence and send it to each party and the party’s advisor.

The parties will have at least 10 days before any hearing or determination of responsibility to review and respond to the report if they so choose. Time periods may be extended or delayed for good cause, including the absence of a party, a party’s advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodations of disabilities.

The designated Decision-Maker will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow additional, limited follow-up questions. However, before presenting the question, the Decision-Maker will determine if it is relevant. In the event that the Decision-Maker decides to exclude a question, he/she will provide a written decision explaining their reasoning.

Hearings

Though it is not required, the District reserves the right to conduct a full-live hearing as part of the Grievance Process. At such a hearing, the Decision-Maker will permit each party’s Advisor to ask the other party and any witnesses relevant questions. If a party does not have an advisor, the District will provide one at no cost. Upon the request of the Complainant or Respondent, the District will utilize

technology to separate the parties during the hearing process. If a party or witness does not submit to cross-examination at the live hearing, the Decision-Maker will not consider any statement of that party or witness in determining responsibility.

Finding of Responsibility

Any Respondent found, by a preponderance of the evidence, to have committed Sexual Harassment shall be subject to a range of discipline, including, but not limited to: detention, exclusion of extracurricular activities, suspension, and expulsion, or in the case of an employee termination of employment

The Decision-Maker will simultaneously issue a written determination of responsibility that includes a description of the allegations, the procedural steps of the grievance process, the findings of facts, the conclusions reached, and a statement and rationale of responsibility and related discipline. If applicable, it will also include remedies designed to restore or preserve equal access to education and activities at the District.

Appeal

Both the Complainant and Respondent shall have the right to appeal the decision of the Grievance Process by notifying the Title IX coordinator in writing within 10 business days of receiving the decision. The grounds for appeal are limited to: procedural irregularity, new evidence that was not reasonably available at the time of the determination or dismissal, or an alleged conflict of interest. Both parties shall have an opportunity to provide a written statement supporting their position on Appeal. The Appeal shall be reviewed by a person who is not the original Decision-Maker, Investigator, or Title IX Coordinator. That person shall issue a written decision and rationale simultaneously to the parties.

Retaliation

The District strictly prohibits retaliation in any form against persons seeking protection under or participating in an investigation related to this policy. As such, the District will investigate any reports of retaliation and take separate disciplinary action against those found to have retaliated against someone.

Tools, Supplies and other Equipment

The school furnishes most tools used in the shops. The district is not responsible for lost, stolen or broken tools brought to school by students. Students should be aware of their tools including location at all times and should not remove them from the shop into non-shop environments. Tools should be stored in a locked tool box. Tools out of work zones can be considered weapons. When a tool is removed from the toolroom, the students to whom it is charged is held responsible for its return or replacement.

Knives as tools

Students are NOT permitted to carry a knife to or from school, or possess a knife on their person, in their locker, or car.

If a vocational program deems a knife a necessary tool for a student's curriculum, a knife will be provided by, monitored and inventoried by the school.

Shop safety regulations must be strictly observed. Misconduct in these areas may result in serious injury. Violations of these regulations may result in an exclusion from the shop or expulsion from the school.