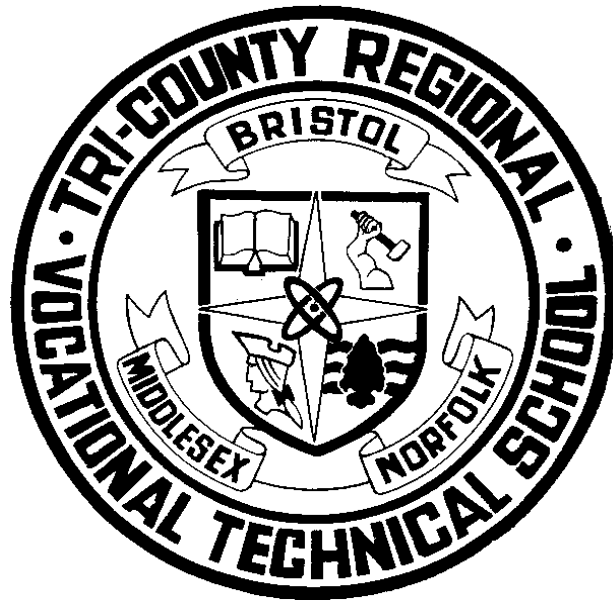


TRI-COUNTY

Regional Vocational Technical High School

STUDENT HANDBOOK



2021-2022

**TRI-COUNTY
Regional Vocational Technical
School District**

www.tri-county.us
508-528-5400
Fax 508-528-6074

ADMINISTRATION		Extension
Karen Maguire	Superintendent-Director	101
Daniel Haynes	School Business Administrator	112
Michael Procaccini	Principal	102
Matthew Silva	Assistant Principal/Dean of Students	115
Melissa B. Beckmann	Academic Coordinator	258
Cathie Rebelo	Vocational/Technical Director	262
Kevin Pierce	Special Education Coordinator	121
Kristen Valorie	Interim Director of Continuing Education	111
Christopher Cadorette	Director of Technology	219
Mary-Ellen MacLeod	Director of Cooperative Education	116
Scott O'Brien	Head of Guidance	127
Harry Takesian	Director of Facilities Management	108
Dana Walsh	Director of Student Support Services Title IX Coordinator	260
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Main Office		105
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**TRI-COUNTY
Regional Vocational Technical
School District**

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508-528-5400
Fax 508-528-6074

	Extension
Guidance	125
Guidance Counselors	
David Casey	123
Cassandra Fleury	124
Kristian Johannesen	155
Karen Kennedy	142
Nurse	
Sarah Hickey	130
Monica Bourgette	107
Social Worker	
Mary Ellen Bronner	206
School Adjustment Counselor	
Freya Messias	234
Kristen Keefe	235

SCHOOL CLOSING

Tri-County Regional Vocational Technical High School serves students from eleven towns. As an independent district, Tri-County renders cancellation decisions that apply to Tri-County students, regardless of their town of residence. Local radio and TV stations will broadcast announcements when school is closed or has one or two hour delayed openings. When there is a delay, busses will run one or two hours late.

Tri-County also provides an automated message to every student's household for school closings, delayed starts or unexpected releases. Closings are also listed on the Tri-County webpage

Whenever possible, Tri-County will provide announcements of delayed openings or school closings to the following:

WBZ-TV Channel 4	WCVB-TV Channel 5	WHDH-TV Channel 7	FOX-TV Channel 12	WBZ Radio AM 1030	WPRO Radio AM 630
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ACADEMIC BELL SCHEDULE

7:50 – 8:54 AM	Period 1
8:58 – 10:22 AM	Period 2
10:26 – 11:30 AM	Period 3A
10:48 – 11:52 AM	Period 3B
11:56 – 1:00 PM	Period 4
1:04 – 2:10 PM	Period 5
First Lunch	10:22 - 10:44 AM
Second Lunch	10:44 - 11:06 AM
Third Lunch	11:08 - 11:30 AM
Fourth Lunch	11:30 - 11:52 AM

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STATEMENT OF PHILOSOPHY AND GOALS

Our Motto:

Work Hard. Today Counts

Our Mission:

We work hard, every day, to live out core values of TC PRIDE, and strive for vocational, Academic, and personal growth.

Our Core Values:

T: Trust

C: Character

P: Professionalism

R: Responsibility

I: Integrity

D: Dedication

E: Empowerment

Learning Expectations: Academic and Vocational

Students will be able to:

1. Demonstrate the acquisition of Core *knowledge* in specific subject areas.
2. Effectively communicate *comprehension* of materials through spoken, compositional, visual, artistic, and technical activities, assignments, and projects.
3. *Apply* critical thinking skills to solve problems (logical, ethical and scientific) individually and collaboratively.
4. *Analyze* industry specific information and standards to demonstrate technical literacy.
5. Research and *synthesize* data from multiple sources to make informed decisions.
6. *Evaluate* the validity and credibility of resources through sound reasoning.

Learning Expectations: Social and Civic:

Students will be able to:

1. Communicate appropriately and professionally, while building strong interpersonal relationships.
2. Embrace diversity by exemplifying tolerance, understanding, and respect.
3. Actively participate and positively engage in the community.
4. Develop a global and environmental consciousness.
5. Demonstrate social responsibility, responsible decision-making skills, a sound work ethic, and a sense of community.

Beliefs About Learning

1. Successful education is an ongoing, ever-changing learning process involving the collaborative efforts of students, families, faculty, administrators, and School Committee members.
2. Every student will have the potential to reflect and grow academically, professionally, and personally.
3. Every student makes a unique contribution to our school culture.
4. Students will be afforded a blend of independent and shared learning opportunities.
5. Students will be more receptive to learning when they know their teachers care about them and are invested in their success.
6. Students will thrive when they make connections between academic and vocational areas and can correlate that to current community, workforce, and world culture.
7. It is important to provide a safe and cooperative learning environment for all students and staff.

NON-DISCRIMINATION POLICY

It is the policy of Tri-County Regional Vocational Technical High School not to discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness in its educational programs, full range of any occupational/vocational education program, extra-curricular and school based activities or employment policies as required by Title IX of 1972 Education Amendments and Chapter 622 The Acts of 1971. Our policy is also in full compliance with the laws of The United States and Commonwealth of Massachusetts and all applicable regulations thereto with regard to special education and education of the handicapped [Chapter 766, PL94-142 and section 504 of Rehabilitation Acts of 1973 and Chapter 74 Vocational Education in Massachusetts.]

ACADEMIC AND VOCATIONAL TECHNICAL EDUCATION

Tri-County Regional Vocational Technical High School's students experience an education that blends academic and vocational/technical instruction. To facilitate this integration, vocational/technical teachers include academic instruction in their vocational/technical training and academic teachers use vocational contexts to frame classroom instruction as well. As a result, students who wish to pursue higher education are able to meet the admissions criteria for state and private colleges and universities. Students who intend to pursue full time employment have competitive job skills in addition to the math and communications skills that the modern workplace requires.

Tri-County offers vocational/technical training in many areas. After three and one half years of theoretical and hands-on training in one of these programs, Tri-County graduates may pursue a wide variety of career paths.

Vocational Technical Programs (2021-2022)

Auto Collision Repair	Engineering Technology
Automotive Technology	Graphic Communications
Carpentry	Health Careers
Computer Information Systems	Heating, Ventilation, Air Conditioning & Refrigeration
Cosmetology	Legal & Protective Services
Culinary Arts	Medical Assisting
Dental Assisting	Metal Fabrication
Early Education	Plumbing & Hydronic Heating
Electrical Wiring Technology	

Grading

Letter Grade	Numerical Equivalent	Evaluation
A+	97-100	Excellent
A	93-96	
A-	90-92	
B+	87-89	Above Average
B	83-86	
B-	80-82	
C+	77-79	Average
C	73-76	
C-	70-72	
D	65-69	Poor but Passing
F	64 and below	Failing
S		Satisfactory
U		Unsatisfactory
M		Medical Excuse

Sixty-five (D) is the passing grade for each subject. Students who fail any course with a grade below 50 may not attend summer school to make up the course credits. Students who fail shop for the year, or students who fail more than two five-credit courses, may not attend summer school to make up the course credits and must repeat the failed year. Therefore, a student's placement in the shop may not be guaranteed. The principal may make exceptions to this policy.

Summer school grades have no numerical value relative to the Tri-County transcript; they merely reflect that the student has made up the credits.

Incomplete grades are not listed on the report card. Students receive the numeric value they have earned along with the teacher comment; "grade reflects incomplete work." Grades reflecting incomplete work on the report card can be made up within ten days of the end of the completed term.

Student Progress Link Access Codes

Student progress link access codes are mailed to parents and students on an annual basis. The student progress link is available during the school year. Students who misplace their access code need to see the guidance secretary before, after school or during lunch. Parents who misplace their access codes need to call the guidance secretary

Make-up Work Responsibilities

Incomplete classroom, shop and homework assignments are the responsibility of individual students. For specific number of available days, see the chart below.

Consecutive School Days Including Both Vocational and Academic	
# Days Absence	# Days Make-up
1	3
2	4
3	5
4or 5	10
6+	See below

- Due to the project-based nature of the instructional practice, vocational teachers determine make-up assignments within the above time frame. Students may not receive 100% for makeup work for missing shop days. Teachers determine the shop grade for the make-up assignment. Makeup of hours is required regardless of whether the absence is excused or unexcused
- An assignment that was given before the student's absence is due on the day of the student's return.
- For the purpose of this policy, days are defined as consecutive school days including both vocational and academic.
- Make-up for more than five days is arranged by the guidance counselor in conjunction with the student's teachers.
- Students who are suspended must get work upon their return.

- The Principal or Principal's designee may adjust the above time table.

Trimester Grading

The English, Mathematics, Science, and Social Studies Departments administer summative assessments at the end of each trimester which count, within that trimester, as 10% of the student's trimester grade. Any student who is not excused cannot make-up the end of trimester summative exam. The department facilitators submit proposed assessments for review to the Academic Coordinator. Trimester grades will be weighted 34%, 33%, 33%, respectively. Seniors may be exempt from their Trimester 3 summative assessments based on exemplary grades, MCAS, and attendance during their senior year. If a senior has sat for an AP exam, that senior will also be exempt from the Trimester 3 summative assessment for that course.

Honor Roll

The Honor Roll recognizes the accomplishments of students who have achieved a B- or higher in every academic and vocational course for a given term. Students must earn a grade of S (satisfactory) in their required physical education course to qualify for Honors and/or High Honors. Students who have attained grades of A- or higher in every academic and vocational course receive the designation of High Honors.

Class Rank/GPA

Tri-county determines a class rank based on a weighted GPA (grade point average) using the numerical rankings of the Massachusetts State College and University System as listed below. The student with the highest and second highest weighted GPAs, after trimester 1 of the senior year, are designated valedictorian and salutatorian respectively. The GPA is an average grade in all graded courses, based on the weighted 4.0 system. It is weighted by course level and course credits. Online courses are computed as college preparatory (CP) courses for purposes of class rank and GPA unless otherwise noted by Virtual High School. Courses and credits are weighted as follows: Advanced Placement courses are assigned a 1.0 added weight; honors courses receive a 0.5 added weight. The GPA is determined by dividing the total numerical equivalent points by the number of courses as weighted above. Summer School courses are not included in the class rank/GPA computation. Only the end-of-the-year final grades are used for Grade 9, 10, 11.

In computing class rank and GPA, class levels as listed on the course selection sheet are used in the computation.

CLASS RANK/GPA

Level	A+	A	A-	B+	B	B-	C+	C	C-	D	F
AP	5.3	5	4.7	4.3	4	3.7	3.3	3	2.7	2	0
H	4.8	4.5	4.2	3.8	3.5	3.2	2.8	2.5	2.2	1.5	0
CP	4.3	4	3.7	3.3	3	2.7	2.3	2	1.7	1	0

Homework Policy

Regular, purposeful homework is an essential component of the instructional process. Tri-County recognizes that homework is an integral factor in fostering the academic and vocational achievement of students and in extending school activities into the home and the community. In general, homework assignments must be completed the following day; however, long-range assignments and/or special projects provide students with an opportunity to develop and refine research skills and the ability to work independently. Students must meet the following obligations:

- Submit completed assignments on time.

- Submit homework assignments that reflect careful attention to detail and quality of work.

Homework completion is a portion of a student's term average. Each department determines the consequences for submitting incomplete or late homework.

Homework Center

The Homework Center, located in the school library, is open after school on Tuesday, Wednesday and Thursday, from 2:15- 4:15 PM. Academic and vocational teachers as well as peer helpers provide assistance to students who use the Homework Center.

Any student may attend the Homework Center to do homework or to study. Parents, teachers and guidance counselors may also refer students to the center if a student is in particular need of extra help. Referred students must attend the Homework Center on the assigned day(s). Parents will receive a phone call from the Homework Center coordinator if the student does not attend the center on assigned days.

Late busses are available at 3:15 PM and 4:15 PM for any student using the Homework Center.

Plagiarism

Tri-County students should take pride in performing their own work and accomplishing their learning goals. Cheating in any form is considered plagiarism (copying another's work and calling it one's own) and is a form of theft. The teacher will issue a "0" for the student's work. A second offense may result in further action.

Transfer Students

Students who transfer to Tri-County prior to October 1st of the student's eleventh (11th) grade will have their transcripts evaluated so that credits are equalized and the GPA can be assigned in accordance with Tri-County's formula. Students who transfer after October 1st of eleventh (11th) grade will not be included in the final class rank.

ASSESSMENT OF STUDENT PROGRESS

Deficiency Notice

This report alerts parents to the need for closely monitoring their child's accountability for nightly homework, test preparation, and the completion of long-range projects within the time allotted. To ensure that the term grade improves, parents also need to monitor proper preparation for class participation as it relates to physical education and shop.

Any teacher who determines that a student's typical satisfactory performance is deteriorating at any specific time during a marking period may issue an individual deficiency notice to a parent/guardian. At the halfway point of each trimester, students whose current grade in any given subject falls into the "D" or "F" range will receive a deficiency notice.

If for any reason a student's grade drops below the "D" range after the release of deficiency notices, the teacher may mandate that the student stay after school with the teacher to work on improving said grade or report to the Homework Center.

Report Cards

Grades can be viewed online at all times. The school calendar lists the closing day of each Trimester. Final report cards will be mailed home each year. To request a report card, parent/guardian can contact the Guidance Office.

COURSE SELECTION AND AVAILABLE PROGRAMS

Exploratory

All grade nine students who enroll in Tri-County participate in a half school year exploratory program which consists of two phases. During phase one, all grade nine students explore all vocational programs for a 1/2 day each. During phase two, all grade nine students explore six exploratory programs of their choice. Each exploratory is graded and is figured in the student's exploratory average. In January of the freshman year, students select their top three choices for a vocational major. Program choices are awarded based on space available determined by the Superintendent. If more students select a program major than there are spaces available, then the students are rank ordered by their exploratory grade. If there is a tie in exploratory scores, the tie-breaker is the student's exploratory score in that specific program. Remaining students are placed on a waiting list, rank ordered by exploratory score in that program. Those students are then placed in one of their alternate program selections. If the student's second and third choices are not available due to space availability, the guidance counselor will meet with the student and review spaces available. The guidance counselor/vocational director will meet with the student on the wait list if any opening should occur during the remainder of Grade 9. Once Grade 9 students are placed in their final shop assignments in January, no changes are permitted until the end of Trimester 2. Shop waitlists will remain in place until the end of Trimester 1 in Grade 10. *Shop change requests will be honored until the end of Trimester 1 of Grade 10* to ensure all students are able to gain the most knowledge and credentials of the shop programs. Requests made after Trimester 1 will be carefully considered by administration.

Course Changes

Students, with parent/guardian approval, commit to course selections for the new school year after careful consideration of their career paths and upon the recommendation of their prior year teacher. Course changes are approved only after investigating the reasons presented for the changes and with approval of the administration. The following steps must be followed:

- The student, parent/guardian or teacher initiates a request to the guidance counselor.
- The guidance counselor reviews the request.
- The guidance counselor schedules a conference with the student, parent/guardian and teacher to discuss the request.
- The guidance counselor makes a recommendation to the Head of Guidance.
- The principal has the final decision on any course changes.

Co-op Program

The Co-operative Education Program (Co-op) at Tri-County offers paid work experience for seniors in their vocational major. Qualifying students may participate in gainful employment every other week, returning to school the alternating week for their academic subjects.

Co-op eligibility, at the beginning of the senior year, depends on the following junior year criteria:

- A final grade of "C-" or better in each academic subject.

- Minimum of two years of successful training in the vocational/technical program in which they will participate in Co-op.
- A "B"(85) or better 3rd trimester junior year shop grade.
- Vocational teacher recommendation.
- No more than 4 unexcused absences 3rd trimester junior year.
- No more than 12 accumulated unexcused absences in the junior year (three tardies/dismissals equal an absence). Students may appeal the attendance criteria to the principal in instances of long-term illnesses or for other valid reasons, provided that they meet the other eligibility criteria. **Summer school attendance does not alter the junior year Co-op attendance requirement.**
- Students with significant amounts of excused absences may be required to provide a doctor's note indicating that the student is well enough to participate in co-op,
- Any student who has not yet earned an MCAS competency determination may not participate in Co-op.
- Any student who has not successfully completed the senior project research components by the established due date may not participate in co-op until trimester 2 senior year.
- Appropriate conduct.

During the senior year, Co-op eligibility includes the following criteria:

- Seniors are eligible for Co-op for a given term providing they meet the above grade criteria for the trimester and may not have exceeded 4 unexcused absences. The aforementioned tardy and dismissal criteria apply.
- Any student who has not satisfactorily met the senior project deadline will be removed from Co-op until the completed project is turned in, earning a passing grade by the shop instructor.
- Students will be put on probation and given two weeks to improve grades and attendance should either fall below standards.

The principal may authorize exceptions to this policy in extraordinary circumstances.

Student responsibilities:

- Prior to placement, the employer, student and Co-op director must sign a Co-op Agreement form.
- Co-op placements are for the school year. Only the employer or Tri-County may terminate this agreement if either the student or employer does not meet the terms of employment or if the student's eligibility status changes.
- Eligible students may be placed on co-op at any point during the school year as employment opportunities become available.
- Co-op Agreement forms are available in the director of Cooperative Education's office.
- Students under 18 years of age receive a CH 74 Co-op Work Permit to present to their employer.
- The Co-op employer evaluates the student's work performance at the end of each term and forwards the numerical grade to the Co-op director. The senior shop teacher enters that grade on the student's report card.
- Students are responsible for turning in Tri-County weekly co-op time cards when they return to school on academic Monday. The employer's signature must appear on these time cards. Students lose one point from the term evaluation grade for every day the time card is late.

- Co-op students who are absent on an academic Monday must return the time card on the first day they return to school. Any student who does not return a time card by Friday of academic week may not be allowed to participate in co-op placement for the following week.
- All time sheets are verified, any falsifications of days/hours worked, or supervisor's signature will result in immediate elimination of eligibility.

Co-op eligibility for the 3rd trimester junior year is available for "exemplary" juniors who have exhibited a commitment to their program area, academics, attendance and behavior for all three terms. The availability of Co-op is predicated on achieving the appropriate certifications as well as satisfying vital curriculum necessary to the trade. Each trade will vary

Eligibility is determined by all of the Program teachers in conjunction with the Director of Cooperative Education.

- Qualifying grade expectations vocationally and academically must be upheld 1st and 2nd trimesters of the junior year
- Student must have passed MCAS
- All deadlines for Senior Project must be met
- Co-op Attendance Policy must be upheld both trimesters
- Multiple absences may hinder consideration due to the student's obligation to master vital Program Vocational-Technical Framework Standards as required by the Massachusetts Department of Education and Chapter 74 Regulations
- Excessive absences will require a doctor's note confirming that the student is indeed well enough to participate in the rigors and continuity of a Co-op position
- Juniors must meet the Portfolio requirements, inclusive of a vocationally acceptable resume, reference sheet and cover letter
- Juniors may have no discipline violations for the year
- It is assumed that juniors who initiate a co-op position junior year, may continue to work over the summer in compliance with CH 74 Child Labor Laws. Students will work a schedule which is mutually agreed upon between the student and the business and will be that company's Co-op student senior year.

In extraordinary circumstances the principal may authorize exemptions.

Graduation Requirements

To receive a diploma a senior must:

- Fulfill state mandated MCAS requirements
- Complete all academic, vocational/technical program & attendance requirements
- Pay all outstanding bills
- Complete all discipline requirements and assignments
- Pay their \$60 class dues for every year they attend Tri-County RVTHS
- Complete a senior project (research paper, product and presentation)
- Meet the Physical Education course requirements

To meet the MassCore requirements, students are required to take the following:

English	Math	Science	Social Studies	Physical Education	Vocational/Technical Program
4 Years	4 Years	4 Years	4 Years	4 Years	4 Years

Online courses are not intended to satisfy a graduation requirement. The principal must approve any exceptions to this policy. Students who fail to meet promotional requirements in a given year due to failed courses, or who fail to meet attendance requirements, must attend and pass an equivalent summer course with a grade of at least “C-” (70%) to advance to the next grade level. Students who fail any course with a grade below 50 may not attend summer school.

Requirements for Grade Promotion

Tri-County Regional Vocational Technical High School strives to promote and graduate 100% of each grade level every year. To this end, our faculty and staff work closely with students and parents to provide every possible support to ensure students reach their maximum potential. To be eligible for grade level promotions, students must earn 58 credits each year and complete courses in the following areas of study:

Grade 9 – (Starting w/ Class 2024)

English
Math
Science
Social Studies
Student Success I
Career Explorations
Vocational/Technical Program
Physical Education

Grade 10 – (Starting w/ Class 2023)

English
Math
Science
Social Studies
Student Success II
Vocational/Technical Program
Physical Education

Grade 11 – (Starting w/ Class 2022)

English
Math
Science
Social Studies
Elective
Vocational/Technical Program
Physical Education

Grade 12 – (Starting w/ Class 2021)

English
Math
Science
Social Studies
Elective
Vocational/Technical Program
Physical Education

		Credits		
From Grade	To Grade	Class of 2023+	Class of 2022	Class of 2021
9	10	58	37.5	37.5
10	11	116	95.5	75
11	12	174	153.5	133
For Graduation		232	211.5	191

Senior Project

The cornerstone of learning at Tri-County Regional Vocational Technical High School rests on the students' ability to integrate academic and vocational/technical education into real world application of these skills. The modern workplace demands that graduates master this integration process to maintain employability and achieve success.

In preparation for this workplace expectation, and under the guidance of their vocational/technical and English teachers, Tri-County students complete a senior project during their junior and senior years. At

the beginning of the junior year, students receive the *Senior Project Manual*, which details the requirements, due dates, values, and scoring rubrics for all elements of the project.

Eleventh grade students produce a documented research paper on a topic related to their vocational/technical concentration. Students must attain a minimum combined vocational/technical and English grade of 65% for this paper to proceed to the remaining elements of the senior project. Students who do not meet this standard for the research paper must attend a Summer Senior Revision Program until their paper meets minimum standards. Students must pass each component with a grade of 65% before they can continue through the senior project experience. To successfully complete graduation requirements, students must complete all aspects of the senior project including the research paper, product and presentation.

Using the knowledge gained through research, students develop a product during the senior year, and present the product to a panel consisting of industry and school personnel. The senior project administrator determines the sequence of presentations and notifies students in advance of the exact date and time of their respective presentations.

Massachusetts Comprehensive Assessment System (MCAS)

Students must meet or exceed a scaled score of 240 on both the Grade 10 English Language Arts and Mathematics and Biology/STE MCAS exams. Students who have scored between 220 and 238 must complete the requirements of an Educational Proficiency Plan (EPP), consisting of the following:

- A review of the student's strengths and weaknesses based on MCAS and other assessment results, coursework, grades and teacher input.
- The courses the student will be required to take and successfully complete in grades 11 and 12.
- A description of the assessments the school will administer on a regular basis to determine if the student is moving towards proficiency.

The Massachusetts Department of Elementary and Secondary Education offers formal appeals to students who qualify in specific limited circumstances based upon specific requirements.

The Massachusetts State Board of Education requires, under state law, that students must achieve a passing score (needs improvement) in the mathematics and English/language arts and science segments of the MCAS in order to receive a high school diploma. In cases where students do not achieve the passing score on these tests, the Tri-County Regional Vocational School District provides two alternative certificates at graduation.

- The State-endorsed **Certificate of Attainment** is awarded to students who fulfill the following criteria: take the MCAS test at least three times, participate in all tutoring programs, maintain 95% attendance during the last two years and meets all local graduation requirements.
- The Tri-County Regional School District also awards the **Certificate of High School Completion** to those students who have not taken the MCAS at least three times, but who have fulfilled all local graduation requirements.

Trade Certificates

Students who have completed an average of 500 hours of successful shop training per year, for a total of 1500 hours over a three and one-half year period, and who have maintained a cumulative average of "C" or higher in shop, receive a trade certificate upon graduation.

In the case of a late transfer from another school or another shop, if a student completes the necessary coursework while maintaining a “C+” or higher average, and demonstrates the required competencies, he/she may be eligible to receive a trade certificate even if not completing 1500 hours.

Students who have lost shop hours due to absences from school may make up the shop time only in school and under direct supervision of the shop teacher, and with the prior approval of the vocational director.

Several shops require specific credentials in addition to the above criteria for students to achieve the Trade Certificate as follows:

Health Careers:	CNA
Dental Assisting:	DANB Infection Control Exam (must pass)
Culinary:	ServeSafe
CIS:	COMPTIA IT Fundamentals
Engineering:	One, 3rd party credential

Students who have not attained the OSHA 10-hour card are not eligible for a trade certificate.

With the approval of the shop teacher, cosmetology students who have completed 1,000 hours of experience may take the state board exam. Upon registration for this exam, and if academically eligible, seniors may participate in the Co-op Program. Seniors who are not eligible for Co-op, but who have passed the State Board Cosmetology Exam, participate in a manicuring program.

Positive Attitudes for Work Success (PAWS)

The purpose of the PAWS Program is to prepare students for commitment to productive citizenship, gainful employment, personal responsibility and the setting of high standards of achievement in both vocational and academic courses. Students in grades nine, ten and eleven meet in small advisory groups once per month to discuss topics that address the previously stated goals. Seniors participate in a monthly seminar to address topics of concern in their transition from high school to college, career and/or military. All students are required to participate in the PAWS Program.

Commencement

Student participation in commencement exercises is a privilege that may be withdrawn by the principal for good cause.

All financial obligations to Tri-County Regional School District must be met prior to commencement.

STUDENT ACTIVITIES

Co-Curricular Activities

Tri-County Regional Vocational Technical High School provides the opportunity for students to participate in a variety of activities and athletics. Students must be academically eligible:

- May not fail more than six credits per term.
- May not have four or more unexcused absences per term.

National Honor Society

Eligibility for the Peter H. Rickard Chapter of the National Honor Society is comprised of four components.

- Scholarship: Students have a minimum weighted GPA of 3.85.
- Leadership: Students demonstrate a proven record of elected or appointed leadership within their community, including school co-curricular activities and athletics.
- Service: Proven record of service with a minimum of ten hours..
- Character: Students have sound moral values acceptable to society's standards.

Membership begins in the eleventh and twelfth grades based on academic review that commences at the close of grades sophomore year. Upon meeting the scholastic requirements, the National Honor Society advisor notifies potential grade 11-12 candidates, giving them instructions for completing an NHS portfolio. This includes evidence of leadership, service, and character; three letters of recommendation and a personal statement. The Faculty Council, comprised of five faculty members, reviews the portfolios and recommends by majority vote all candidates for induction into the society. Students who do not receive Faculty Council approval for induction to the NHS may appeal in writing to the principal whose decision is final.

SkillsUSA

A national professional organization for career and technical students, SkillsUSA provides leadership, citizenship and character development programs and activities, as well as opportunities for awards, tools, and scholarships through local, district, state, national and even international competitions in trade, leadership and demonstration programs.

SkillsUSA emphasizes respect for the dignity of work, quality products and services, leadership, and concern for others. Members also learn about the democratic process and proper business procedure through the ordinary workings of the organization at the local level. In addition, members participate in activities, workshops and conferences to develop their job skills as well as their personal communication and leadership abilities. Through community service projects, they learn the value of service to others as a lifetime commitment. All students must participate and be held accountable for fundraising activities.

STUDENT GOVERNMENT

Student Advisory Committee

Before the end of the school year, the student body elects seven students to membership on the Student Advisory Committee for the following school year. The principal appoints one of those elected members to report student concerns and activities to the Tri-County School Committee each month. Three students from grades 10, 11 and 12 sit on the Tri-County School Council, and three serve on the High Schools That Work Site Committee. These seven students also serve as ex officio members of the Student Council.

In a separate election, the student body chooses two students to represent Tri-County on the State Student Advisory Committee.

Student Ambassadors

The Student Ambassador Program is a leadership program for students in grades 10, 11 and 12. Students either apply or are nominated by the counselors, teachers, club advisors, and athletic coaches based on their leadership abilities, strong academic record, and exemplary communication skills. Ambassadors proudly represent Tri-County at school and non-school based events.

Class Officers

At the beginning of the school year, the sophomore, junior and senior classes elect a president, vice president, secretary, and treasurer for their respective classes for the following school year. Students who run for office must be academically eligible and have fulfilled all attendance requirements. The incoming freshman class holds an election for class officers after the first marking period. Under the supervision of the class advisor, officers schedule, organize and conduct monthly after-school meetings of their respective classes to plan activities and hear concerns that they can communicate to the Student Advisory Committee. The after school meetings must be attended by all officers. Class officers serve as ex officio members of the Student Council and attend all Student Council meetings.

Student Council

The Student Council consists of the four elected officers and those students who volunteer their energy and time to participate in Tri-County's student governing body.

School Council

The principal, students, parents and community representatives compose the School Council. The School Council develops the school improvement plan and reviews the *Professional Development Plan*, the *Student Handbook* and the district budget.

Extra-Curricular

The following clubs are extra-curricular activities available for students.

Chess Club

Open to both novice and experienced players, this club meets weekly after school for tournament play. Under the supervision of the Chess Club advisor, experienced players assist new members to understand the rudiments and strategies of successful play.

Drama Club

This organization, which meets at least one day each week after school, welcomes students in all grades. The Drama Club produces and presents both in-school and evening performances for the student body and the general public.

Game Club

At Game Club, students meet to discuss and play a variety of tabletop games. The primary game is the Pathfinder Roleplaying Game (based on the popular Dungeons and Dragons game), but there are numerous other games as well, such as Magic the Gathering, Pokémon, Munchkin, and more.

Green Club

The Green Club is a common-interest group involved in policies, events, education and outreach in areas related to environmental issues (including sustainability, energy conservation, pollution, climate change, recycling, green building, ecology and organic living). The club goal is to connect with nature through positive learning experiences.

Math Team

The Math Team participates in the Southern Massachusetts Mathematics League and the Continental Math League, and competes in the Massachusetts Vocational Math Tournament and the Worcester Polytechnic Institute Math Tournament. This group is open to all students.

Music Club

The Tri-County Music Club is an informal group, open to all music performers and non-performers alike. Any student who enjoys music is welcome to attend the weekly meetings. Students are encouraged, but not required to perform on their instruments as well as sing, listen to each other and discuss music, while enjoying the varied musical experiences that occur each week. Students of all abilities and musical preferences are welcome.

Non-Traditional Vocational Support Program

The Non-Traditional Vocational Support Program provides assistance to Tri-County students who choose to follow a non-traditional career choice. For males, the vocational areas include cosmetology, dental assisting, early childhood careers and medical careers. For females, the non-traditional vocational areas include: auto collision repair, auto technology, carpentry, computer information systems, construction craft laborers, culinary, electrical, facilities management, HVAC&R and plumbing.

Robotics

The Robotics Club provides an environment where students work as a team to develop their problem solving skills in order to achieve solutions to open ended design problems and accomplish specific objectives while meeting a deadline using robots. The club participates in the FIRST Robotics competition.

SADD (Students Against Destructive Decisions)

This group sponsors projects and activities that promote awareness of the dangers of underage drinking and driving, as well as other destructive decisions.

GSA Club

The goal of the Gender Sexuality Alliance Club is to support and promote tolerance and acceptance of all students with respect to gender, race, creed, ethnicity, religion, and sexual preference.

Yearbook

The Yearbook staff consists of students who have ideas for the various sections of the annual publication, which focuses primarily on the senior class and its activities, but also includes features of school activities and individual shops.

ATHLETICS

Athletic Programs

Fall: Cheerleading, cross country, football, golf, soccer, volleyball

Winter: Basketball; cheerleading; hockey; wrestling

Spring: Baseball; lacrosse; softball; track and field

Athletic Eligibility

No player is considered eligible or allowed to practice until he/she has:

- Passed a physical examination.
- Returned the athletic participation form and the liability and indemnity agreement.

Physical exams are valid for 13 months.

Academic Eligibility

- Students are deemed academically eligible to participate in interscholastic athletics if they have earned the required equivalent of 54 credits as determined by their report card at the end of the preceding marking period.
- May not fail more than 8 credit during a trimester. Student-athletes who fail more than 8 credits in a trimester will become ineligible to participate the following trimester. They may regain their eligibility halfway through the following trimester if they raise all of their grades above 70% and receive a sign-off form all of their teachers certifying that all expectations are being met in the classroom. Student-athletes who fail more than 8 credits for the year are ineligible 1st trimester of the following year.

STUDENT SERVICES

Health Services

The services of a registered nurse are available to any student in case of sudden illness or accident during the school day from 7:35 AM to 2:30 PM. The school nurse does not treat illness or accidents outside Tri-County's jurisdiction.

Each student receives a Student Health and Emergency Form at the beginning of the school year. The form can also be found on our website. The student's parent/guardian must complete the form promptly, and the student must return the completed form to the Nurse's Office no later than the last day of the first week of school.

Students should report to the Nurse's Office during the school day only at the request of the nurse, or when absolutely necessary because of sudden illness or accident. It is the student's responsibility to obtain permission and a corridor pass from his or her teacher prior to going to the Nurse's Office. Upon arrival, the student should sign in in the outer office and remain seated on a bench in this area until the nurse is available to escort him/her into the consultation room. Students are responsible for work missed while at the nurse's office.

Should a student's illness or injury require transportation by ambulance to a local hospital, the student is required to provide a discharge note stating that they are medically cleared to return to school.

The nurse offers vision and hearing, postural, height, weight, and body mass index screenings to assist the student in maintaining good health.

To obtain a medical exemption from any course(s), including physical education, the student must present to the principal a physician's note that designates the length of time and the reason for the exemption.

Only students receiving nursing assistance may use the rest rooms in the Nurse's Office.

Tri-County will notify the parent/guardian of any student who spends excessive time in the Nurse's Office.

Assistive Devices

Students needing assistive devices such as wheelchair, crutches or cane must inform the school nurse, who will review related policies and evacuation procedures with the student. The parent/guardian must provide medical documentation in cases of injuries requiring the need for assistive devices.

Guidance

The primary goal of the Guidance Department is to assist students with their educational, vocational and social concerns. It is vitally important that a student have at least one specific person in school to whom he/she can turn for assistance. The student's guidance counselor serves in this capacity. The guidance staff welcomes the opportunity to speak with students regarding academic, career or personal concerns. Students may make an appointment with a counselor before school, during lunch period and after school. Counselors may be available after school to address emergency concerns.

Counseling

Tri-County RVTHS provides school-based counseling services for students experiencing social, emotional or behavioral difficulties who would benefit from ongoing and regular clinical support. Referrals are made to a school adjustment counselor/school social worker via the Wellness Team. Counseling is a confidential service, every effort is made to ensure student privacy. Counseling appointments are scheduled via a pass to a student's first period teacher. Students are responsible for attending these appointments on time. A student must complete any work missed during the time of the appointment. A teacher cannot penalize a student for time missed for counseling appointments.

Career, College and Financial Aid Information

Reference books, computer programs, and materials on careers and employment opportunities are available in the Guidance Office. Guidance counselors are available to provide individual counseling and on request, can administer and interpret interest inventories and aptitude tests. A description of

services provided by the Division of Employment and Training is also available to graduating seniors on request. Current education resource material and financial aid information are available to all students.

Tri-County invites college admissions representatives to make presentations and to speak with individual students and groups. In addition, with their parents'/guardian's permission, students may make arrangements to visit colleges. If the visits occur on school days, the student must also receive prior approval from the director of student services, and upon return to school, present documented evidence of the visit, in order to avoid an unexcused absence from school. Information on admissions standards for the Massachusetts State College system is available in the Guidance Office or can be viewed online at www.mass.edu.

Standardized Testing

Tri-County complies with the testing mandates of the Education Reform Act of 1993, and administers the MCAS test to all sophomores as well as re-takes to students in Grade 11 and 12 who do not achieve passing scores on the Grade 10 assessments. In addition, students in Grade 10 and Grade 11 may elect to take the PSAT (Preliminary Scholastic Aptitude Test) in October. Students in Grade 11 may elect to take the ASVAB (Armed Services Vocational Aptitude Battery). In addition, students who take AP courses, take the AP College Board Exam during the month of May. Currently, Tri-County is not a testing center for the Scholastic Aptitude Test (SAT) or the SAT II (test in individual academic disciplines). The Guidance Office, however, provides all necessary forms and practice booklets for these tests. Students may elect to take these tests at a convenient center on designated Saturdays throughout the year. Places and dates for these tests are provided through the Guidance Office.

Students will also be required to take the National Assessment of Education Progress (NAEP), Programme for International Student Assessment (PISA) and any other assessment required by the Massachusetts Department of Elementary and Secondary Education or other accrediting authority.

Students who have testing accommodations on an IEP or 504 Plan may qualify for these same accommodations on the SAT, AP and MCAS tests. Information about services for students with disabilities (SSD), who are taking the PSATs or SATs, is available in the Guidance Office. Applications for accommodations need to be completed three months prior to testing to complete the necessary documentation. The guidance counselor can assist the student in this process.

In addition, the Guidance Department administers the Career Interest Survey to grade nine students new to Tri-County.

Military Recruitment

Personal appointments with the military must be made through the Guidance Office.

Work Permits

Students under 18 years of age, who wish to work either part-time or full-time, must secure a work permit. A student must present a copy of his/her birth certificate to obtain a work permit. The necessary forms are available at the Office of the Superintendent of Schools in each sending community and at www.mass.gov/dos/index.htm.

Voter Registration

Tri-County encourages students to register to vote upon reaching their eighteenth birthday. Voter registration forms are available in the Guidance Office.

SPECIAL EDUCATION

Chapter 71b

As required under Chapter 71b of the Massachusetts General Laws and Public Law 94-142, special services are available to students who meet eligibility requirements. A school official, teacher, parent or guardian, court officer, social worker, or family doctor may refer a student to the School Based Support Team. Students may also refer themselves for this support.

A student and/or parent should contact the Special Education Department to obtain further information or make a referral for evaluation.

At the completion of the evaluation, the Special Education Team will meet to determine eligibility for special education services. This team may include an administrator, special education person, chairperson, guidance counselor, nurse, psychologist, teacher, parent and student.

STUDENT RECORDS REGULATIONS

Regulations are in effect regarding the maintenance of student records to ensure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records.

Students who are fourteen years of age or in the ninth grade and their parents have the right to inspect and amend the student record, which consists of a transcript and a temporary record. If a student is 18 years of age or older, he/she alone shall exercise these rights. However, the parent may continue to exercise the right until/unless the student expressly limits the parent right.

Students and/or their physical custodial parent may receive a copy of the temporary student record upon graduation. Tri-County maintains the permanent record (transcript) for sixty years following graduation, transfer, or withdrawal from Tri-County.

Directory Information

With some exceptions, the regulations provide that Tri-County disseminate no information in the student record to a third party without the written consent of the student or the student's parent/guardian.

Tri-County may forward a student's records without written consent in the following three circumstances:

- To other school officials, if there exists legitimate educational interest for students transferring to another high school, records include suspension and expulsion disciplinary records.
- To a post-secondary educational facility where a student seeks or intends to enroll, specific informed consent must be given for the release of suspension and expulsion disciplinary records.
- To a post-secondary facility where a student intends to enroll and is seeking financial aid.

Additionally, authorized school personnel may use the student record without consent when working directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity. In addition, Tri-County may release certain information in the student record to third parties without prior consent: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans. Eligible

students and parents who wish that Tri-County not release such information without their prior consent must notify the director of student services, in writing.

Federal Law requires Tri-County to provide a list of student names, addresses and telephone numbers to military recruiters or institutions of higher education when they request such information. However, a student or a parent/guardian may request that Tri-County **not** release such information without prior consent. Students and/or parents/guardians must make such requests, in writing, to the director of student services.

Parent Rights

Please be advised that under MGL 71A, the district is required to send report cards and other school information to parents and guardians in the same manner and frequency as such information is sent to other parents and guardians, to the maximum extent possible, in an understandable language. The Home Language Survey provides a means to make such a request. Please contact the director of student services, should you have any questions about the Home Language Survey for the English Language Learner Program.

Aviso Aos Pais Sobre ELL(Estudantes de inglês) Portuguese

Informamos-lhe que de acordo com os requisitos da Lei MGL 71A o distrito escolar deve enviar boletins e informes escolares e outras informações da escola aos pais e tutores da mesma maneira e com a mesma frequência que aos pais e tutores dos outros alunos. Dentro de nossas possibilidades, as enviaremos na sua língua. Se deseja receber os boletins e outras informações na sua língua, favor de iniciar-o ao preencher a Pesquisa da Língua Falada em Casa (Home Language Survey). Por qualquer dúvida sobre a Pesquisa da Língua Falada em Casa (Home Language Survey), por favor entre em contato com a Sra. Adele Sands, Diretora de Orientação.

Aviso a los Padres Sobre ELL (Estudiantes que Aprenden Inglés) Spanish

Les informamos que de acuerdo con los requisitos de la Ley MGL 71A, el distrito escolar debe enviar boletines escolares y otras informaciones pertinentes a los padres o tutores de la misma manera y con la misma frecuencia que a los padres o tutores de otros alumnos. Si desea recibir los boletines y otras informaciones en su lengua, favor de indicarlo al completar la Encuesta de la Lengua Hablada en Casa (Home Language Survey). Para cualquier duda sobre la Encuesta de la Lengua Hablada en Casa (Home Language Survey), por favor entre en contacto con la Sra. Adele Sands, Directora de Orientación.

Authorization for Access to Records

With prior notice and a written request to the principal, parents/guardians, and students of age 14 or older may authorize release of/access to/review of all student records. This review should occur in the presence of a school official.

Non-Custodial Parent Access

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

- A non-custodial parent is eligible to obtain access to the student record unless:
 - The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation

- The parent has been denied visitation
 - The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record
 - There is an order of a probate and family court judge that prohibits the distribution of student records to the parent.
- Tri-County will place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).
 - To obtain access, the non-custodial parent must submit a written request for the student record to the director of student services.
 - Upon receipt of the request, Tri-County must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07(5)(a).
 - Tri-County must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they cannot be used to enroll the student in another school.
- (a) Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71 Section 34H, Tri-County will notify the non-custodial parent that it will cease to provide access to the student record to the non-custodial parent.

Non-custodial parents who have met the provisions of the M.G.L. c. 71 Section 34H will receive copies of deficiency reports, report cards, and general school mailings in addition to the parent access code to the PowerSchool parent portal. Questions regarding access to student records should be directed to the director of student services.

SCHOOL INSURANCE

Tri-County offers accident insurance, which provides coverage for medical treatment for injuries that occur during school hours or at school-sponsored events. This insurance may become effective after the student exhausts other health insurance benefits. Students may obtain 24-hour insurance at an additional cost. Information about school insurance is available through the Business Office: 508-528-5400.

RULES AND REGULATIONS

Discipline

One of the most important lessons education teaches is discipline. While discipline does not appear as a subject, it reinforces the whole educational structure. Discipline develops self-control, character, orderliness, and efficiency. Discipline is the key to good conduct and proper consideration for other people.

School Hours

The school bell rings at 7:45 AM. Students must be in their first period class and ready to start the day by 7:50 AM.

The school day ends at 2:10 PM. Students who have completed all of their assignments and fulfilled all other obligations to the school may leave at that time.

Basic School Rules

Tri-County Regional Vocational Technical High School prohibits:

- **Disrespect** to any school personnel by words or action.
- **Driving, sitting in, or moving a vehicle** during school hours without permission from an administrator.
- **Disruptive behavior** that interferes with the rights and privileges of other students in their attempt to learn. This includes **yelling** and the use of **obscenities**, whether or not such language is directed at a specific individual.
- **Eating food** outside the **cafeteria**. This includes **bringing in foods to share with classmates, for example cakes, cookies, donuts**.
- **Harassing, intimidating, or injuring** another person.
- **Leaving** school grounds, placement site, job site, or work study location.
- **Marking and/or defacing or willfully damaging** of school property or the property of others.
- **Open containers** of any **beverage not purchased at Tri-County**.
- **Possession or use of drugs or intoxicants** in the school building or at school functions.
- **Possession of firearms, knives, explosives, and dangerous objects.**
- **Possession of a “hoax bomb.”**
- **Possession and/or use of tobacco** in the school building or on school grounds and/or at school sponsored events.
- **Possession and/or use of a “vaporizer” and/or “pod/fluids.”**
- **Public display of affection.**
- **Theft of school property** or the **property** of other persons.
- **Use and/or visibility of electronic devices.**

Tri-County Regional Vocational Technical High School expects that students will:

- **Dispose** of all **beverages in unsealed containers**, as well as other edibles and their wrappers, including but not limited to: gum, candy, and breakfast snacks, in appropriate receptacles before entering the building in the morning. Students must also dispose of comparable items before leaving the cafeteria after breakfast and lunch.
- **Conform** to the **dress code** contained in this *Student Handbook*.
- **Cover** all **textbooks** and replace the book cover if it becomes worn during the school year.
- **Wear** an **I.D. card**. Failure to do so may result disciplinary action.
- **Provide valid parent/guardian signatures** on written communication.
- **Register** their **vehicles** in the dean of students’ office and obtain a parking tag that students in eleventh and twelfth grade must hang on the rear view mirror
- **Return school forms** within the required time and with the signature of a parent/guardian, unless the principal specifically designates otherwise.

- **Understand** that **lockers** are school property, not the property of students. Tri-County provides lockers for use consistent with school functions and reserves the right to inspect lockers periodically, to ensure compliance with school rules.
- **Understand** that **detentions** have priority over all co-curricular and extra-curricular activities.
- **Use corridor passes** signed by the teacher to leave the classroom/shop for any reason.

Student's Rights and Responsibilities

The Federal and Massachusetts Constitutions, statutes, and court decisions ensure each high school student certain rights. However, these rights have limitations. Tri-County reserves the right to limit forms of expression to the extent that they:

- Disrupt the work and discipline of the school in a material or substantial way.
- Incite other people to disrupt the work or discipline of the school or disobey the law.
- Are obscene.
- May violate the civil rights of another member of the school community (such as racial or ethnic name-calling, insults, or taunts).
- Are false, and if a reasonable person may view them as slanderous or libelous.

The rules and regulations at Tri-County Regional Vocational Technical High School guarantee the equal rights of students and teachers to live and learn in a clean and safe environment. To this end, teachers may make additional requirements for the conduct of their individual classes. Teachers will explain these requirements to students and post them in appropriate classroom areas

Student Code of Conduct

The goal of the student code of conduct is to create an orderly, structured and productive academic/vocational environment essential for the effective and efficient operation of school, while at the same time encouraging students to make appropriate choices and responsible decisions. The primary purpose of a student code of conduct is to help students understand the consequences of their choices and decisions and thus become self-disciplined, responsible school citizens.

Students at Tri-County Regional Vocational Technical High School are expected to treat all members of the school community with dignity and respect. The school community is defined as all those who work or interact with the school. Students, teachers, administrators, guidance counselors, paraprofessionals, custodians, cooperative employers, secretaries, bus drivers, substitute teachers, cafeteria workers, shop patrons, and school visitors are part of this community.

All members of the school community must understand and support the standards of conduct of the school and assist in the enforcement of rules and regulations. This behavior is expected during all curricular, co-curricular, athletic, and special school events both on and off campus (for example, graduation, school dances, proms, athletic events, field trips and school trips at other schools). A student's participation in co-curricular or athletic activities is a privilege, not a right or entitlement. The school is interested in maintaining the quality and integrity of its programs throughout the school year. Infractions of school rules may be subject to disciplinary action as described in Category One, Two and Three offenses as well as additional disciplinary actions such as, but not limited to, exclusion from school activities, removal from elected offices, and/or exclusion from graduation activities or ceremonies.

Legal Citation M.G.L. c.76 §.5: Tri-County does not discriminate against students on the basis of race, color, sex, gender identity, religion, national origin, or sexual orientation, and all students have equal

rights of access and equal enjoyment of the opportunities, advantages, privileges and courses of study at such school.

Classroom and Shop Conduct

Teachers are responsible for keeping order and handling routine misbehavior. They will discuss their expectations and rules they have established so that effective teaching and learning can occur.

Teachers will deal with violations of the rules governing normal school behavior in a variety of ways including the following:

- Teacher warnings/reprimands
- Teacher/student conference
- Teacher detention
- Parental contact/meeting
- Referral to dean of students' office

Teachers may use the **Disciplinary Referral Form** to inform the dean of students, in writing, of repeated classroom or shop violations. The dean of students will review the situation and take appropriate disciplinary action. The principal, or his/her designee, reserves the right to suspend or expel a student for serious violations of the rules of behavior.

Breaches of appropriate behavior fall into three categories.

Category One: Examples of offenses that may result in detention (teacher, office) or other appropriate action.

- Argumentative
- Cheating
- Disrespect
- Lying
- Not wearing Tri-County student ID
- Plagiarism
- Visibility and/or use of any electronic devices
- Refusal to cooperate with school rules and regulations
- Refusal to cooperate with school transportation regulations
- Refusal to do assigned work
- Refusal to serve detention
- Tardiness (class/shop)
- Tardiness (school)
- Foul or abusive language
- Verbal assault on a student

Category Two: Examples of offenses that may result in a suspension, long-term suspension, leading to possible expulsion.

- Assault
- Assault and battery on a student
- Chronic disruption of the school program and/or activities
- Conspiracy
- Cyber-bullying
- Destruction and/or vandalism of school property, personal property of student and/or faculty

- Receipt, sale, possession, or distribution of property stolen from Tri-County
- Disruptive behavior which results in interference with the normal school program
- Distribution, attempt to distribute, or possession with the intent to distribute a non-controlled substance upon the representation that the substance is a controlled dangerous substance
- Extortion
- Fighting and/or horseplay
- Fire alarm/false fire report/bomb threat
- Forgery
- Gambling
- Harassment for any reason including, but not limited to sexual, racial, religious, ethnic differences and gender identity
- Inappropriate touching
- Indecent exposure
- Insubordination
- Leaving class, school grounds without permission
- Participation in and/or inciting a school disruption
- Possession and/or misuse of non-prescription medications
- Possession and/or use of prescribed medications
- Possession and/or detonation of an incendiary or explosive material or device, including live ammunition
- Possession of a look-alike weapon of any kind
- Possession of a pocket knife
- Possession and/or use of alcohol
- Possession and/or use of controlled drugs or controlled substance and/or drug paraphernalia
- Possession and/or use of any synthetic substance that causes a loss of self-control or inebriation (k2, bath salts)
- Possession and/or use of any intoxicant that causes a loss of self-control or inebriation such as glue, solvents and aerosol cans
- Possession and/or use of tobacco, cigarettes, electronic cigarettes or vaporizers and their pods/fluids
- Public display of affection
- Sexual activity on school grounds or at school sponsored events
- Theft
- Trespassing
- Truancy from class
- Truancy from school
- Use of a cell phone or other electronic device.
- Violation of the Telecommunications Acceptable Use Policy

Category Three: Examples of offenses that may result in expulsion.

- Arson
- Assault and battery (intentional or unintentional)
- Distribution and/or sale of alcohol, drugs or a controlled substances (illegal drugs)
- Possession and/or use of a weapon on school property
- Theft
- Use of a tool, pocket-knife or any other object as a weapon.
- Violent behavior and/or threats

DETENTIONS, SUSPENSIONS, EXPULSIONS

Detentions

Detention takes precedence over all engagements, and failure to report may result in serious consequences. Students report to office detention with school work. Students receive a 24-hour notice of an assigned detention in order to notify a parent/guardian and/or employer. Students who incur more than one detention on the same day must produce written evidence on the following day to the teacher(s) whose detention they did not serve. The teacher can then make arrangements with the student for the next available detention date.

Teacher Detention

Teachers may schedule detentions on Tuesday through Thursday afternoon from 2:15 PM to 3:00 PM. Students who serve detention must:

- Report directly to the teacher by 2:15 PM.
- Go to the Main Office at 3:00 PM to get a pass to take the 3:15 PM bus. Failure to serve a teacher detention will result in two office detentions. In addition, the student will still need to serve the original teacher detention.

Office Detention

- The dean of students schedules office detentions Tuesday through Thursday from 2:15 PM to 3:00 PM.
- Students report to C186 (cosmetology related room) with ample work to stay productive and quiet until 3:00 PM.
- The office detention teacher refers students who fail to be cooperative to the dean of students for further disciplinary action.
- Office detention has priority over teacher detentions, make-up, practices, intramural games, athletic events, driver's education or any other after school activity.
- Failure to report to office detention results in extended detention.

Holding Room

The dean of students may determine that a violation occurring in a classroom or shop area, in a corridor or the cafeteria, warrants immediate action. In such cases, the dean of students will assign the offending student to report to the **Holding Room**, for a period of time deemed appropriate by the dean of students.

Students who present a danger to themselves or others will be dismissed to the parent/guardian and remain at home until the parent/guardian meets with the dean of students to determine an appropriate course of action.

Extended Detention

The purpose of extended detention is to offer students an alternative to out of school suspension so they do not lose valuable shop or class time. Students serving extended detention will:

- Report to detention from 2:15-6:15 PM.
- Provide their own transportation.
- Bring shop or academic assignments.
- Work independently under the supervision of the assigned teacher/staff member.

Failure to report to extended detention will result in out of school suspension.

Suspensions

Suspension means the removal of a student from the school premises and regular classroom activities. Responsibility for suspending a student resides with the principal or his/her designee. Note that an extended detention can be an alternative to out-of-school suspension as described above.

As soon as possible after the dean of students receives and investigates a report of a serious violation, the offending student will receive a due process hearing, and if the situation warrants, the student will receive notice of suspension out of school. The following conditions will prevail for out of school suspensions:

- The dean of students conducts an investigation.
- The dean of students follows the due process protocols as outlined in MGL Ch.71, Section 37H $\frac{3}{4}$.
- The dean of students may request that the parent/guardian remove the student from the school immediately. The parent/guardian will then receive written confirmation of the suspension. The dean of students may make the suspension effective at the close of the school day. In this case, the dean of students will make every effort to contact the parent/guardian before the student leaves the building, and will send the written confirmation of suspension immediately.
- The dean of students may request a parent/guardian conference before the student returns to school.
- The student must remain off school grounds and away from school functions, and may not participate in any extra-curricular activities or sports for the duration of the suspension.
- The dean of students may suspend a student who refuses to serve an in-school detention.
- Suspension takes precedence over all other obligations.

The dean of students will review the cases of students who have excessive suspension records or who have had serious discipline problems to determine whether or not to take further disciplinary action by the principal.

Emergency Removal

If the principal/designee determines that the continued presence in school of a student poses a danger to persons or property or materially and substantially disrupts the order of the school, and there is no alternative available to alleviate the danger or disruption, the principal may remove the student from school prior to a hearing for a period not to exceed two school days in accordance with the following procedure:

- a. the principal will notify the Superintendent of the removal and the reasons for it, and will make immediate and reasonable efforts to notify the parents of the emergency removal orally to be followed by written notice which shall contain and provide information regarding the incident, the student's rights to due process and the date, time and place where a disciplinary hearing will be held.
- b. the hearing shall be held before the expiration of the two school days of emergency removal unless an extension of time is agreed to by the student, parent and the principal; and c. the principal shall take adequate measures to provide for the safety and transportation of a student removed on an emergency basis.

Expulsion

Expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) days, indefinitely, or permanently, as permitted under G.L. c.71, Section 37H or 37H $\frac{1}{2}$. The responsibility of determining expulsion resides with the administration. If, after investigation, Tri-County charges a student with a violation of the illegal drugs and alcohol, weapons possessions or violent behavior policies, the principal or her/his designee will

provide the student with a written communication of the violation, and will notify the student's parent/guardian of the determination to recommend expulsion. Such notice will include:

- A complete description of the policy that the student allegedly violated.
- A full statement of facts leading to the recommendation for expulsion.
- Notice that the student and parent/guardian may request a hearing with the superintendent within ten days of the expulsion.

Note that the student and parent/guardian may be present at the hearing and may request the presence of legal counsel of his/her choosing, or request said counsel to represent him/her at the hearing, and may also present evidence, as well as cross-examine the witnesses and evidence of the administration.

FELONY COMPLAINT

The principal may suspend a student upon issuing a criminal complaint that charges a student with a felony. Upon conviction of a felony, the principal may expel the student. (M.G.L Chapter 71, Section 37 H ½.)

DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS

Students on a 504 Plan are entitled to the same procedural safeguards. No student with special needs may be suspended for more than ten cumulative days in a school year, except as referenced below in numbers 1-3. Suspension is defined as any action that results in the removal of a student from the program prescribed in his/her IEP. It includes in-school suspension as well as exclusion from transportation services that prohibits the student's participating in his/her prescribed program. It is the responsibility of the school system to ensure that due process requirements be applied in disciplinary actions as they are with non-SPED students, and to provide a free appropriate public education (FAPE) to all students with special needs. This federal requirement ensures that students are provided access to the general curriculum, continued IEP services, and services designed to modify behaviors.

When it is known that the suspension(s) of a student with special needs will accumulate ten days in a school year the school must take the following actions:

1. No later than ten business days after taking disciplinary action that results in a special education student being suspended from school for more than ten school days in a school year, the school must convene an IEP meeting to:
 - A. Provide parental notification of disciplinary action and procedural safeguards.
 - B. Complete a functional behavioral assessment.
 - C. Develop or review a behavioral intervention plan if warranted.
 - D. Conduct a Manifestation Determination to determine if the conduct in question was caused by or had a direct and substantial relationship to the disability or was the direct result of the school district's failure to implement the IEP.
 - E. Ensure that changes to the IEP or any placement in an interim alternative educational setting will be implemented immediately.

2. The student may be assigned, as a result of a team meeting or by the principal to an interim alternative educational setting (IAES) for up to 45 days if the student is found to do any of the following while at school, on the school premises, or at a school function
 - A. Possess a weapon in school or at school functions.
 - B. Possess or use illegal drugs and/or sell or solicit the sale of a controlled substance.
 - C. Has inflicted serious bodily injury upon another person.
3. The Board of Special Education Appeals (BSEA) has developed policies and procedures to expedite disputes arising from conflict regarding discipline as outlined in the Notice of Procedural Safeguards. A student who faces suspension from school exceeding ten cumulative days may request a hearing with the principal of the school to determine the appropriateness of the suspension.

ATTENDANCE

Consistent attendance at Tri-County is necessary for successful attainment of a high school diploma and a vocational-technical certificate. Parents or guardians have the responsibility for attendance of their children.

M.G.L. Chapter 76, Section 1A: (in part) The parent and guardian of each pupil shall annually, at the commencement of each school year be sent a notice instructing them to call a designated telephone number at a designated time to inform the school of the absence of a pupil and the reason thereof. Said notice shall also require such parent or guardian to furnish the school with a home, work or other emergency telephone number where they can be contacted during the school day. If a pupil is absent and the school has not been notified by the designated time, the school shall call the telephone number or numbers furnished to inquire about said absence.

M.G.L. Chapter 76, Section 2 Duties of Parents: (in part) Every person in control of a child described in section one shall cause him to attend school as therein required, and if he fails to do so for seven days' session or fourteen half day sessions within a period of six months, he shall, on complaint by a supervisor of attendance, be punished by a fine of not more than twenty dollars. Students are expected to be present for each class every day.

M.G.L. Chapter 76, Section 4: (in part) Whoever induces or attempts to induce a minor to absent himself unlawfully from school or unlawfully employs him or harbors a minor who, while school is in session, is absent unlawfully from school, shall be punished by a fine of not more than \$200. An attendance program will be in effect for the school year, as outlined below:

School Attendance Hours

The school day begins at 7:50 AM and ends at 2:10 PM. Students are expected to be in their homeroom no later than 7:50 AM. Students who arrive to their homeroom later than 7:50 AM will be considered to be tardy to school. To be considered present for the day, a student must be in attendance for 4 hours or more of the school day. Depending on the time a student arrives at school, the designation could be one of the following:

Tardy Present- Students who arrive before 10:10 AM

Tardy Absent- Students who arrive 10:10 AM or after

Dismissed Present- Students who are dismissed 11:50 AM or after

Dismissed Absent- Students who are dismissed prior to 11:50 AM

Attendance Policy And Procedures

- ALL STUDENTS must attend school a minimum of 90% of the scheduled time.
- CALL-IN PROCEDURE: If a student is going to be absent for any reason, a parent or guardian must contact the school before 8:15 AM at 508-528-5400 Ext. 106. Upon return to school, students are required to provide a written validation.
- TARDY/DISMISSED: 3 tardies = 1 absence, 3 dismissals = 1 absence (or a combination of dismissals/absences). There are disciplinary consequences as well for students who are tardy or dismissed three or more days. Students who fail to meet attendance requirements will be subject to retention, loss of course credit, and or referral to the Wellness Team for further action.
- APPEALS for exceptions due to illness or other valid reasons must be made to the Guidance. Guidance, in collaboration with the Wellness Team, will determine the conditions for receiving credit for work missed while on an extended medical leave. Any student who for medical reasons will be absent for 14 or more consecutive days should contact the Guidance Department to request a tutoring form. The tutoring form must be accompanied by a note from a physician. Upon receipt of this completed form, tutoring can be provided at no cost to the student.
- ATTENDANCE FOR STUDENTS WHO ARE 18 YEARS OF AGE OR OLDER: These students may act in their own behalf when reporting absences or requesting dismissal. A parent/guardian will be notified of student decision prior to any dismissal, unless the 18-year-old student has filed an age of majority form limiting parent contact.
- Students who are logged as being absent from school are not permitted to be on school grounds on that given day unless special arrangements have been made through the Superintendent/Principal.
- Tri-County keeps a complete attendance record along with reasons for absence. If a parent/guardian does not notify the main office, the school will consider the absence undocumented. If an absence note does accompany the student upon return to school, the absence will be considered undocumented. An undocumented absence may be considered "truancy". When the student accumulates (4) or more undocumented absences at the end of a marking period, the Guidance Department will send a letter to the parent/guardian as a reminder of the school's attendance policy.

Early Dismissal Days

Attendance on early dismissal days will be adjusted according to the dismissal time. On half days students will be expected to be in attendance for at least 2 hours.

Documented Absences

The school will accept documentation for an absence within 7 days from the date of the absence. The school will accept documentation for the following:

- Physician's note
- Bereavement
- Mandated court appearances

- Jury Duty
- Military Service
- Hospitalization
- College visits (2) (prior approval by the director of student services and documented by the college)
- Registry of Motor Vehicles (driver's license only)
- Licensing Exams
- Religious Holidays
- Authorized dismissal from the school nurse

Any absence incurred for a reason not listed as "documented" in the Student Handbook under 'Documented Absences' will appear on the student record and in the cumulative tallies of undocumented absences.

An automated message will be transmitted to the student's household after 10:00 AM if Tri-County is not contacted by the parent/guardian on the day of the absence or tardy. A student who incurs a tardy after 10:10 AM or an undocumented absence on Friday may not participate in any athlete event or co-curricular activity (for example prom, dance, club, etc.) on that weekend

School administration may assign a student to the Homework Center, or other school activity, in order to provide an opportunity for the student to make-up undocumented absences. Upon successful completion of the assigned make-up activity, the student will be deemed attendance eligible for extracurricular activities and athletics.

At the end of the school year, if a student has accumulated more than 12 undocumented absences, Tri-County may deny promotion or graduation. Tri-County will convene Guidance and the Wellness Team to review such cases. This Team reserves the right to assign summer school or determine any other reasonable resolution. The parent/guardian may appeal decisions of this team to the Principal.

Attendance Remediation Policy

<u>Absences</u>	<u>Action Taken</u>
5	Guidance conversation with student, call home, detention per Dean's discretion.
8	Guidance requests parent meeting, referral for academic remediation, extended detention, loss of parking privileges, per Dean's Office.
9 or more	Guardian referral to Wellness Team by Assistant Principal, possible C.R.A. or 51A, possible loss of credit.
12 or more	Tri-County reserves the right to deny promotion or graduation

CRA: Child Requiring Assistance Cases. A CRA case is one where parents, guardians, or school officials ask the court to help supervise a child, for example in cases of school truancy. Parents can inquire about what will happen in court, who may be involved, and what their rights are as a parent, legal guardian, or custodian in a Child Requiring Assistance (CRA) case.

Section 51A: (abbreviated version) A 51A may be filed, due to the school's mandatory reporting obligations in a case where abuse or neglect is suspected.

Make-Up Policy

All students have the opportunity to make-up work during their absences, within a reasonable time frame. It is the responsibility of the student to discuss, with their teachers, a plan for making up missed assignments and exams. Additionally, students may be able to remediate their absences via make-up work. At the end of each quarter, the Guidance Department and the Wellness Team may make further recommendations to students on remediation plans such as methods of remediation and timelines.

Attendance Incentives

Perfect Attendance: Tri-County awards perfect attendance certificates at the end of each quarter to students who have no absences, tardies and early dismissals. The calculation is based on attendance through mid-point of the fourth grading term for seniors.

Exemplary Attendance: Students who have exemplary attendance are recognized on a quarterly basis through the issuing of a certificate for their portfolio.

Extended Illness/Absences

These absences are defined as documented, health-related absences of 5 days or more. If a student is injured or will be out of school for any length of time due to injury, concussion, illness or mental health treatment, a note from the student's primary care physician or attending provider is required to clear the student for their return to full participation in school. If full clearance cannot be granted by a medical professional, all limitations must be listed for shop, academics, and extracurricular activities. Depending on the injury, students may not be allowed to participate in shop without a medical note. Upon receipt of documentation from an attending medical professional, students or their parent/guardian will inform the grade-level Guidance Counselor of the documented medical absences/extended leave. The following will then occur:

- During the student's absence, a grade-level Guidance Counselor will work with the students and their parent/guardian to ensure that students know how to access missed work for academics and shop.
- The students will be referred to transition/re-entry support services via the Director of Student Support Services to facilitate their return to school.
- Students will attend a re-entry meeting with their family, coordinated by their guidance counselor, to discuss the students return to school and what supports will be necessary to complete academic and career technical requirements.
- Upon their return to school, students will receive assistance in collecting, organizing, and completing any missed school work during their absences.

It is important to note that, while the school will make every effort to support a student in making up academic work, it is impossible to duplicate the shop environment and the vocational curriculum at home. Therefore, extended absences from shop may result in a student needing to be withheld from promotion to the next grade if the student cannot master their grade-level vocational proficiencies. Additionally, excessive absences may impact the award of a trade certificate upon graduation.

PREGNANT STUDENT POLICY

Tri-County wishes to preserve educational opportunities for those students who may become pregnant and/or take on parenting responsibilities. Pregnant students are permitted to remain in

regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave. Tri-County does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school. Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services, as well as instruction are offered; that return to school after leave is encouraged; and that every opportunity to complete high school is provided.

SECURITY

Tri-County ensures a safe facility to allow teachers to teach and students to learn. All students, employees and visitors should enter and exit the facility through appropriate doors.

Procedures:

- Students must wear a Tri-County picture identification card at all times.
- All visitors must enter and exit the building through the **Main Entrance**.
- Former students may visit, by appointment only, after 2:10 PM and must follow the procedure outlined above.
- No student may bring a guest to school.

Visitors

Any person visiting Tri-County must sign in at the Main Office and return to the Main Office at the conclusion of the visit. Visitors must carry a pass while in the building. Any person on school property without authorization is trespassing.

Video Surveillance Cameras

In an effort to increase school security, provide greater safety for students, staff and visitors, and discourage vandalism and theft, many areas of Tri-County campus, both inside and outside the building, are subject to observation and monitoring by video surveillance cameras. Tapes of such observations are available for use by the school district, its administrative staff, and law enforcement officials to ensure adherence to the laws or the provisions of school district policy.

Corridor Passes

A pass is a written permit that allows the student to be out of a teaching area. Students not in class or shop during the school day must have a signed pass on their person. Identification cards must be worn.

EMERGENCY DRILLS

Tri-County conducts emergency drills regularly to develop safety practices that will assist students to move quickly and in an orderly manner to pre-designated safety areas during an emergency. **Each classroom and shop area posts clearly visible directions to Emergency exits.** So everyone can hear verbal directions during emergency drills, students should exit the building quietly.

FEES

The student is responsible to pay class fees each year. Class fees are \$60.00 a year. Fees help defray the cost of co-curricular activities as well as the yearbook. Fees are paid at the dean of students' office before school, during lunch and after school. Students are not able to participate in class sponsored activities until fees are paid.

The cost to obtain a parking tag for juniors and seniors who drive to school will be \$100.00. Parking spots will be assigned when the tag is purchased.

TRANSPORTATION

Before School Drop-off

- Enter through main entrance only unless otherwise designated.
 - Students who arrive before 7:40 AM must wait in the cafeteria, unless a staff member issues a written pass for a student to participate in a supervised early morning activity or conference.
- No student should be in any shop, academic or related classroom or the gym before 7:40 AM.

After School Pick-up

Family and friends meeting students at the end of the school day must wait for them in the lower parking lot in the front of the school. The bus parking lot closest to the main entrance is off limits between the hours of 1:30 PM and 2:15 PM.

Bus Rules

Tri-County provides transportation and the rules regarding behavior on the school bus and at the bus stop are the same as those in school. Students must behave appropriately on the bus at all times. The student's right to transportation to and from school is dependent on good behavior. Inappropriate behavior may lead to suspension. The basic bus rules are as follows:

- Be respectful to the bus driver.
- Do not request unauthorized stops.
- Report any emergencies to the driver immediately.
- Keep the bus neat and do not mark, cut or break any part of the bus.
- Do not use profanity, loud or boisterous talk, or make other noises that might distract the driver.
- Keep books, gym bags, and athletic equipment out of the aisles.
- Respect the property of others.
- Do not engage in horseplay or push or shove while entering, riding or leaving the bus.
- Do not stand or save seats.
- Remain seated until arrival at the designated stop.
- Do not throw anything in the bus or out the windows or put hands, arms, heads, or other part of the body out the windows or rear exit door at any time.
- Ride on the assigned bus only.
- Come directly into school building upon exiting the bus.

Parking Regulations

Parking on school grounds is a privilege, not a right. **Only seniors and juniors** may apply for a parking permit in the dean of students' Office. The cost for a parking tag is \$100.00. Without a parking permit issued by the dean of students, a student may not park any motorized vehicle on school grounds except when attending evening functions when Tri-County does not furnish bus transportation. Freshmen and sophomores may not park at Tri-County.

Seniors and juniors who apply for a parking permit must sign a statement indicating they have read and intend to comply with all student parking regulations.

- Junior and senior students must register all motorized vehicles with the dean of students and such vehicles must display a school-issued parking tag to be put on the rear view mirror.
- Students will be assigned a numbered parking space and may only park in that space.
- Students must have a valid driver's license and evidence of current, appropriate registration and insurance. The student's parents must submit a signed, written statement indicating that the vehicle has appropriate insurance for use by a teenage driver.
- Students may not loiter in the parking lot and **may not go to their cars during school hours**. Any student in a car without authorization is subject to revocation of the parking permit.
- Students must obey the 15 miles per hour speed limit on school grounds and may not engage in any form of reckless driving and all drivers must obey the entrance, exit and one-way signs.
- Students must wear seatbelts, as Massachusetts' law requires for all drivers.
- Students who are under 18 and have had their license for less than six months may not have any unrelated passengers in their vehicle.
- Students and their passengers are not allowed to smoke in cars after they enter the campus.
- Students must keep their cars in the parking lot once they enter school grounds. They may not take their cars off the grounds while school is in session without permission from the administration.
- Students may park cars in the rear of the building, only with an administrator's permission, in the designated areas.
- Students may not work on cars in the school parking lot.
- Students must obtain a work order form from the director of vocational programs before taking a vehicle to Automotive Technology.
- Students who engage in disruptive behavior during the school day, at school sponsored events, or during dismissal may have their parking privileges suspended or revoked by the administration.

Tri-County strictly enforces parking regulations. Students may lose parking privileges or incur suspension from school if they violate these regulations, or are excessively tardy nine times.

Student vehicles are subject to search if the administration has reasonable grounds to believe that drugs, alcohol, stolen property or other contraband may be present in the vehicle.

Tri-County RVTHS assumes no responsibility for cars parked on school grounds.

CAFETERIA

The Cafeteria is an extension of the classroom and all school rules are in effect.

- Common courtesy dictates that rules apply to **all** students.
- Students must show Identification Card (I.D.) to the cashier.
- Students may purchase breakfast between 7:15 AM and 7:40 AM in the cafeteria.
- Students purchase lunch between 10:22 AM and 12:00 PM. Students' schedules determine the time of their lunch period.
- Free and reduced meals are available to those students who meet the federal guidelines. Students must complete the appropriate form each year and return the form to be processed. Students who qualify for free and reduced lunch are also entitled to a free or reduced breakfast during shop week.

Meals Charge Policy

Tri-County is committed to providing students with healthy, nutritious meals each day so they can focus on school work, while also maintaining the financial integrity of meal programs and minimizing any impact on students with meal charges. However, unpaid meal charges place a large financial burden on the school district, as food services is a self-supporting entity within the district. The purpose of this policy is to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program, as well as provide oversight and accountability for the collection of outstanding student meal balances.

The provisions of this policy pertain to regular priced school meals only. Tri-County will provide a regular meal to students who forget or lose their lunch money.

Meal Charges and Balances

Students will pay for meals at the regular rate approved by the Tri-County and for their meal status (regular, reduced-price, or free) each day. After the balance reaches zero and enters the negative, students will not be allowed to purchase a la carte items including but not limited to a second entrée, snack, ice cream, or an additional beverage. The student will still be allowed to take a meal, and that meal will continue to be charged to the account at the standard lunch rate based on their meal status. The parent/guardian is responsible for any meal charges incurred. If there is a financial hardship, a parent/guardian should contact food services directly to discuss payment options such as an individualized repayment plan.

Payments

Parents/Guardians are responsible for all meal payments to the food service program. Notices of low or deficit balances will be sent directly to parent/guardians via email or regular postal mail at regular intervals during the school year. At no time will any staff member give payment notices to students unless that student is known to be an emancipated minor who is fully responsible for themselves or over the age of 18. If parent/guardians have issues with student purchases they should contact food services for assistance.

Parents/Guardians may pay for meals in advance. Further details are available on the school district webpage and in student handbooks. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student, whether positive or negative, will be carried over to the next school year.

The school cafeteria possesses a computerized point of sale/cash register system that maintains records of all monies deposited and spent for each student and those records are available to parents by setting up an online account (see student handbooks for more details) or by speaking with the school's food service manager. The point of sale system is designed to prevent direct identification of a student's meal status. Parents will receive automated low-balance emails or mailed notices weekly, if applicable. If notices do not result in payment, parents will receive a phone call from food services. If the phone call does not result in payment the food service manager will turn the account over to the business office.

Refunds

Refunds for withdrawn and/or graduating students require a written request (email, postal, or in person) for a refund of any money remaining in their account to be submitted. Graduating students also have the option to transfer funds to a sibling's account or to donate to a student in need with a written request.

Delinquent Accounts/Collections

Failure of a parent or guardian to maintain reasonably current accounts may result in a referral to the Superintendent for his/her review. The Superintendent will ensure that there are appropriate and effective collection procedures and internal controls within the school district's business office that meet the requirements of law.

If a student is without meal money on a consistent basis, the administration may investigate the situation more closely and take further action as needed. If financial hardship exists, parents and families are encouraged to apply for free or reduced price lunches for their child. Each school handbook will contain detailed instructions for parental assistance.

Policy Communications

This policy will be communicated to all staff and families at the beginning of each school year and to families transferring to the district during the year.

LEGAL REFS: MGL 71:72; USDA School Meal Program Guidelines May 2017

MEDIA CENTER

MEDIA CENTER

The Tri-County library media center serves as the school's informational hub for resources to benefit research topics in academic and vocational classes as well as all other topics of individual pursuit. Students have access to both physical and digital resources that are aimed to meet the learning needs of all student learning styles. Aside from resources to benefit knowledge growth, the LMC has many resources to help ensure the social emotional wellbeing of all students. The Library Media Center has books in all genres to podcast, video, and articles for students to use as they would like. Students may also use the LMC computers for any school work and print their work to the local black and white printer. To maintain an appropriate environment in the media center, students will follow these procedures:

- Be inquisitive and ask for help to get useful credible resource to help you with your quest.
- Be mindful of the shared learning space and consider others who are learning in this area
- Refrain from eating or drinking.
- Return all materials to shelves before leaving and be mindful of location of items.
- Return borrowed materials promptly.
- Report lost materials and remit payment promptly.
- Observe all rules for computer use and Internet privileges.(Computers are for educational use only)
- Upon entering the LMC, scan your student ID at the circulation desk and present a signed pass to the library media specialist. (If arriving with a teacher and class you do not need to scan or show a pass).
- Upon leaving the LMC, scan your student ID at the circulation desk and obtain a signed pass from the library media specialist to return to shop or class (unless accompanied by a teacher).
- Comply with all requests made by the library media specialist.

Media Items

Students are responsible for all media items borrowed from the library media center and for their timely return. Students will not be permitted to borrow additional items from the library media center until they have returned their overdue media items.

DRESS CODE

Students must wear clothes that are appropriate for the work place and school environment. Students may not wear clothing that disrupts or interferes with the educational process or endangers the safety of students or others. The administration reserves the right to make the determination as to what is acceptable apparel.

Students may not wear clothing, jewelry, buttons or any other items that promote, advertise, or display drugs, alcohol, tobacco products, sexual activity, violence, offensive symbols, vulgar or obscene language, pictures or demeaning images for the sake of humor, derogatory language regarding a person's ethnic background, national origin, religious beliefs, sexual orientation or disability. The items must not represent any hate group, gang, organization or philosophy that advocates violence or disruption, or has any history of violence and disruption of the objectives of the school's instructional program.

- Students may not wear choke collars, studded apparel or accessories: collars, bracelets, and long, heavy chains.
- Students may not wear headgear (for example hats, caps, hoods, or bandanas) in school unless health and/or safety issues require the wearing of a hat.
- Students may not wear or bring outer garments such as jackets or coats to class or shop unless the teacher determines that the temperature warrants wearing such apparel.
- Students may not wear any clothing that is low-cut, backless or that exposes any part of the midriff area. All tops must cover the entire torso, and be appropriate for the classroom and for shop. Students may wear sleeveless attire, but only if the arm opening has a regular cut and does not easily expose any part of the torso.
- Students may wear shorts during academic week, provided they are mid-thigh length, and are not "cut-offs," gym shorts, swim trunks, boxers, or spandex.
- Skirts must be mid-thigh length. The waistbands of all skirts, shorts, and pants must be appropriate.
- Underwear may not be visible.
- Pajama bottoms or flannel pants and hard and soft toed slippers may not be worn.
- Torn or ripped clothing may not be worn. Ripped and torn areas must be repaired so they are not visible.

Students whose dress does not conform to the dress code will change to acceptable attire or face disciplinary action.

Physical Education requires:

- Sneakers.
- Tee shirts/sweatshirts and gym shorts/sweatpants.
- No zippers, rivets, loops, snaps, buckles, or chains.
- The removal of **all** jewelry, except for approved earrings studs.

Personal Protection/Equipment Requirements

For students' personal protection and in keeping with acceptable standards of industry and recognized safety regulations, the administration may prohibit certain hairstyles and jewelry in shop settings. The nature of some programs requires that, parents must provide "hard toe" boots for the student's personal protection. Such footwear must be approved. These shops include: auto technology; carpentry; collision repair; culinary; electrical; heating, ventilation, air conditioning; metal fabrication and joining; and refrigeration, plumbing and hydronic heating. Students in shop may not wear flip-flops, clogs, sandals, open-toes shoes or any other footwear considered hazardous in light of the Tri-County's occupational objectives.

In alignment with OSHA guidelines, Tri-County provides a respirator for all students in auto body, auto repair, metal fabrication and carpentry. Students with preexisting medical conditions must be cleared by the school nurse in the above shops and are then fit tested and issued a respirator by the vocational director or other trained Tri-County personnel. If a student loses or damages the respirator issued, the cost of replacement is \$35.00. Facial hair may inhibit the effectiveness of the protective device.

Tri-County provides safety glasses for all students. If students lose safety glasses, the cost of replacement is \$5.00. Students may borrow safety glasses from the shop teacher on a temporary basis. Student must only wear Tri-County issued safety glasses.

Shop and Laboratory Uniform Requirements

Many shops require uniforms or smocks. Students enrolled in these programs must wear the type of color coded uniform or smock designated for that particular program. Tri-County will notify the parent/guardian of any student who fails to wear the approved uniform, either to bring in a uniform or take the student home unless the student agrees to wear alternative approved clothing supplied by Tri-County. Students who choose to go home are then absent and may incur disciplinary action.

Students may not mark or deface uniforms, or wear uniforms with holes, tears, or with dangerous portions not secured, such as shirttails or loose pieces of ripped clothing.

Students must wear uniform shirts or shirts with tails tucked inside pants. Shops requiring uniforms include:

- Cosmetology
- Culinary Arts
- Dental Assisting
- Medical Assisting
- Health Careers
- Early Education Careers

In addition, teachers in these shops and/or the administration may require the removal of jewelry and body piercing ornaments for safety reasons.

IDENTIFICATION CARDS

Students receive a student identification (ID) card free of charge. Replacing an ID card may incur a \$3.00 fee. Students must wear their ID Cards.

CELL PHONE USE/ELECTRONIC DEVICES

Students at Tri-County Regional Vocational Technical High School may use phones before school, at lunch and after school as well as in the halls between classes so long as use of the device does not cause a distraction. Teachers may also give permission to students to utilize these devices during class time for educational purposes. Students not in compliance with classroom rules and expectations relating to the use of these devices may be subject to disciplinary action. The use of electronic/digital media devices during the school day can pose a safety threat and not be conducive to the classroom learning environment when improperly used. It can also compromise a school's academic integrity.

Recording, distributing or viewing of inappropriate content including fights, explicit images or threats is not allowed at school. Taking photos or videos of any staff or other students without permission is also prohibited. Violation of the school policy can lead to the confiscation of the device and possibly the offending student being forbidden to carry a cell phone going forward..

Cell Phone Use in School:

- Cell phones must be on silent or turned off in the classrooms and stored in a purse, backpack, pocket, etc.
- Cell phones may be used in the cafeteria
- Failure to follow these directives may result in the loss of all cell phone privileges at school and may result in other disciplinary actions
- These rules are intended to outline minimal expectations regarding cell phone use in school. School administrators can enforce rules that are stricter at any time

Exception: Students who witness a violent act, or what appears to be a medical emergency at any time during the school day may use their cell phone to call the Main Office @ 508-528-5400.

Tri-County administration discourages students from bringing electronic devices to school. If a student chooses to bring these devices to school, Tri-County staff cannot be held responsible for items lost or stolen.

TRI-COUNTY RVTHS NETWORK & TECHNOLOGY RESPONSIBLE USE POLICY

1. Introduction

This document formalizes the policy for responsible use of the Tri-County RVTHS computer network and computing devices owned by Tri-County RVTHS or used on the Tri-County RVTHS campus. All students are covered by this policy and are expected to be familiar with its provisions. The use of technology is a privilege, not a right.

2. User Responsibilities

The Tri-County RVTHS computer network and all related technology systems are designed and maintained in compliance with state and federal law, including the Children's Internet Protection Act and Protecting Children in the 21st Century Act Amendment. All use of the network to access the Internet is filtered via a firewall, and network activities harmful to minors or non-compliant with educational uses are prohibited (see Section 3). When a user is no longer a member of the Tri-County RVTHS community, he or she shall no longer have user rights to network and technology resources.

It is the responsibility of students who are using Tri-County RVTHS computer network tools to learn about safe and responsible use of the Internet. They are responsible for using these resources

appropriately. They must abide by the Acceptable and Unacceptable Uses as stated in this document (Section 3). If a student is misusing the system, educators must follow appropriate disciplinary protocols, including but not limited to reporting the misuse to the Tri-County RVTHS Technology Director, who has the right to discontinue his/her use of the system.

3. Acceptable and Unacceptable Uses

The resources available to Tri-County RVTHS computer network students are to be used for educational purposes. Students should not use Tri-County RVTHS computer network to store any files that are not educational. Tri-County RVTHS will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

It is unacceptable for students to use these resources for:

- furthering any political or religious purpose
- engaging in any commercial or fundraising purpose that is not relevant to or approved by the district
- sending threatening or harassing messages
- gaining unauthorized access to computer or telecommunications networks
- interfering with the operations of technology resources
- accessing or sharing sexually explicit, or obscene materials
- intercepting communications intended for other persons
- attempting to gain unauthorized access to the Tri-County RVTHS computer network
- logging in through another person's account or attempting to access another user's password or files, except where necessary for a teacher or administrator to do so
- sending defamatory or libelous material concerning a person or group of people
- furthering any illegal act, including infringing on any intellectual property rights
- researching, storing, or sending information regarding weaponry, except in bona fide research as required by the district's curriculum (for example, an assignment studying a war)
- downloading, uploading, or distributing any files, software, or other material that is not specifically related to an educational project
- downloading, uploading, or distributing any files, software, or other material in violation of federal copyright laws

As with any other form of communication, these systems may not be used to transmit or store messages or other data that are prohibited under existing Tri-County RVTHS policies, such as those prohibiting sexual harassment, protecting civil rights, and maintaining a safe school environment. Students should take all reasonable precautions against receiving or downloading messages, images, or other data of this sort.

4. Tri-County Chromebook Policy

Tri-County RVTHS School is supplying all students with a Chromebook device. This device is property of Tri-County RVTHS. The supplied instructional device's function will provide each student access to required educational materials needed for each student to be successful. The Chromebook allows student access to Google Apps for Education, itslearning, educational web-based tools, as well as many other useful sites. The supplied device is an educational tool not intended for gaming, social networking or high end computing.

The policies, procedures, and information within this document apply to all Chromebooks used at Tri-County RVTHS by students, including any other device considered by the Administration to fall under this policy.

Teachers may set additional requirements for Chromebook use in their classroom.

Chromebooks will be distributed during the first week of school. Parents & Students must sign and return the Chromebook Policy Sign-off before the Chromebook can be issued to their child. This document will need to be signed during Chromebook pick-up. Return: Student Chromebooks and accessories (charger and battery) will be collected at the end of the 2021-2022 school year. Any student who transfers out of Tri-County RVTHS will be required to return their Chromebook and accessories. If a Chromebook and accessories are not returned, the parent/guardian will be held responsible for the replacement cost of the device and, in addition, student's records will not be released until payment is received.

Students are responsible for the general care of the Chromebook which they have been issued by the school. Chromebooks that are broken or fail to work properly must notify a teacher, who will direct the issue to the Technology Coordinator's office. If a loaner Chromebook is needed, one will be issued to the student until their Chromebook can be repaired or replaced.

General Precautions:

- No food or drink is allowed next to your Chromebook while it is in use.
- Cords, cables, and removable storage devices must be inserted carefully into the Chromebook.
- Students should never carry their Chromebook while the screen is open unless directed to do so by a teacher.
- Chromebooks should be shut down when not in use to conserve battery life.
- Chromebooks should never be shoved into a locker or wedged into a book bag as this may break the screen.
- Do not expose your Chromebook to extreme temperature or direct sunlight for extended periods of time. Extreme heat or cold may cause damage to the laptop.

Screen Care:

The Chromebook screen can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not lean on top of the Chromebook.
- Do not place anything near the Chromebook that could put pressure on the screen.
- Do not poke the screen.
- Do not place anything on the keyboard before closing the lid (e.g. pens, pencils, notebooks).
- Clean the screen with a soft, dry anti-static, or micro-fiber cloth. Do not use window cleaner or any type of liquid or water on the Chromebook.

Using Your Chromebook

At School:

The Chromebook is intended for use at school each and every day. In addition to teacher expectations for Chromebook use, school messages, announcements, calendars, academic handbooks, student handbooks and schedules will be accessed using the Chromebook. Students must be responsible for bringing their Chromebook to all classes, unless specifically advised not to do so by their teacher.

At Home:

All students are required to take their Chromebook home each night throughout the school year for charging. Chromebooks must be brought to school each day in a fully charged condition. Students need to charge their Chromebooks each evening. If students leave their Chromebook at home, they must immediately phone parents to bring the Chromebook to school. Repeat violations of this policy will result in referral to administration and possible disciplinary action.

It is recommended that students not carry the AC Adapter power cord (charger) to school. If fully charged at home, the battery will last throughout the day.

Repairing or Replacing Your Chromebook:

Chromebooks Undergoing Repair:

- Loaner Chromebooks may be issued to students when they leave their Chromebook for repair with the Technology Coordinator.
- Repaired Chromebooks will end up with the original factory image as first received. It is important that students keep their school data synced to cloud drives so documents and class projects will not be lost.
- If repair is needed due to malicious damage, the school may refuse to provide a loaner Chromebook. Reoccurring damage to a Chromebook can be considered malicious damage.
- Students and parents will be charged for Chromebook damage that is a result of malicious damage, misuse or abusive handling. This includes parts and labor. The Dean of Students will also be contacted in this situation.

Lost, Stolen or Intentionally Damaged Device and Accessories:

A Chromebook or any of its accessories that are lost (whereabouts unknown) or intentionally damaged is the responsibility of the student and parent involved in the loss of property. The replacement costs are listed below. The user will not be given another device or accessory to use until the replacement cost of the lost/damaged device or accessory is paid to the school.

- Replacement of the Chromebook - \$250
- AC Adapter & power cord - \$25

5. Violations

Failure to observe these guidelines may subject Students to termination of their Tri-County RVTHS computer network accounts, including Google Apps for Education/G Suite accounts, email accounts, and accounts with other district-provided services. Tri-County RVTHS administrators will be notified of any inappropriate activities by Students, and they will be subject to recourse through other existing Tri-County RVTHS policies as applicable. Tri-County RVTHS administrators will also advise law enforcement agencies of illegal activities conducted through the Tri-County RVTHS computer network and will cooperate fully with local, state, and/or federal officials in any investigation related to illegal activities conducted through the Tri-County RVTHS computer network.

LOCKS AND LOCKERS

Students may be assigned a locker in shop, in an academic wing, and in the gym locker room. Students may use only school-issued locks. Tri-County will remove any unauthorized locks. Students will incur a fee for lost or misplaced locks. Students must assume full responsibility for the security of their lockers. Students may not divulge the combination of their lockers unless requested by the administration.

If school authorities have a reasonable suspicion that a locker contains materials that pose a threat to the health, welfare, and safety of the students in the school or the school environment, they may search a student's locker without prior warning.

VALUABLES

Students are responsible for their personal property. Students should not bring valuables or large amounts of money to school.

LOST AND FOUND

The dean of students' office serves as the lost and found area. Students who find articles not belonging to them, and students who wish to report lost articles should go to the dean of students' office.

TEXTBOOKS

Students are issued textbooks and other instructional material for which they are accountable. Lost books and other materials including memory sticks are the responsibility of the student and must be paid for in full and a new book and material will be issued. All books must be covered with a book cover and not be defaced.

USE OF MEDICATION

Massachusetts State Law prohibits the administration of medication in school without a written physician's/practitioner's order and a signed parental/guardian consent form being on file in the Nurse's Office.

If it is absolutely necessary for a student to take medications during the school day, he/she must obtain required paperwork from Tri-County, complete and return it to school before the nurse can accept any medications. All medications must be in pharmacy containers with a label that includes: (1) the student's name; (2) name of the medication; (3) date the prescription was written; (4) directions for administration; (5) physician's name; (6) the expiration date. The student is responsible for reporting to the nurse's office at the designated time to take his/her medication.

The parent/guardian or an adult designated by the parent/guardian must bring all controlled prescription medication (for example Ritalin, Dexedrine, and Aderall) to school. The nurse will not accept controlled prescription medications from a student. However, students may bring non-controlled prescription medication and over the counter medications to the school nurse, with a note from the parent/guardian indicating the amount of medication in the container and a physician's/practitioner's order. All medication must be in the original, labeled container.

Parents/guardians may retrieve medications from the nurse's office at any time. The nurse will destroy all medications that parents/guardians do not retrieve within one week after the termination of the prescription order or by the last day of the school year.

Students may not take narcotic medications during school hours, nor should a student be under the influence of a narcotic while in school. Students requiring narcotics should stay at home.

The school nurse has custody of all medications, which must be kept in the nurse's office. Exceptions to this rule must be specified in writing by a physician on the Medication Permission Form.

Tri-County strictly enforces this medication policy to ensure the safety and well-being of all students.

DRUGS AND ALCOHOL POLICY

Tri-County Regional Vocational Technical School District recognizes the need for a drug free environment to ensure the welfare and safety of all students.

M.G.L. Chapter 272 Section 40A

Whoever gives, sells, delivers, or has in his/her possession any alcoholic beverage in any public school building or on any premises used for public school purposes and under the of a charge of a School Committee or other public board or officer, shall be punished by imprisonment for not more than thirty days or a fine not more than one hundred dollars, or both.

The Tri-County administration may search students who exhibit signs of being under the influence of drugs or alcohol (unusual behavior and /or physical signs, obvious paraphernalia, smelling of alcohol and/or marijuana, in an area that smells of alcohol and/or marijuana). Students who violate the referenced law regarding a controlled substance or alcohol may be subject to the appropriate legal action, as well as school disciplinary action, including expulsion.

Possession of Drugs, Inhalants or Alcohol

While attending Tri-County, if school authorities find any student using, having in his/her possession, or in school lockers, a controlled substance, synthetics (k-2, bath salts), drug paraphernalia, or any alcoholic beverage, prescription medication or over-the-counter medications, such as No-Doze or caffeine pills or any substance that he/she uses for other than its intended purpose, the student may serve an out-of-school suspension for a period not to exceed ten school days and/or expulsion. All policies are enforced during all related activities including transportation.

Search and Seizure

School lockers are school property, not the property of students. Tri-County provides them for use consistent with school functions. Students may not store certain items in lockers including, for example, weapons, illegal drugs, alcoholic beverages, stolen property or pornographic material. Tri-County retains master keys or combinations for all lockers, and reserves the right to inspect them periodically, to ensure compliance with these rules.

School officials may search and take possession of property or goods that a student has placed in his or her locker or that may be in a student's possession on school grounds to determine if a violation of school rules or Massachusetts law has occurred.

Tri-County may request that law enforcement personnel use dogs or other detection equipment to perform random sweeps of school property.

TOBACCO/NICOTINE POLICY

Smoking and/or use of nicotine products poses a significant health and safety risk. Accordingly, possession or use of any tobacco or nicotine product is prohibited at all times on the Tri-County campus or at school-sponsored or related events. Vaporizers, and all products related to vaping are included in this policy. Any tobacco, nicotine or related product found on school grounds will be confiscated and destroyed by Tri-County High School Administration.

Any student found to be in violation of this policy will be subject to disciplinary action in accordance to school policy. A student's first tobacco/nicotine violation will require participation in a mandatory three session psycho-education program highlighting the dangers of tobacco/nicotine use and strategies for cessation. Subsequent violations will be at the discretion of the school administration and in accordance with school disciplinary policy.

THREATENING REMARKS

Students are held accountable for any inappropriate and threatening remarks, suggestions or actions made directly or indirectly verbally, electronically, or in writing, to another student, faculty or staff member and/or our school. Appropriate disciplinary action may include suspension and/or expulsion.

ASSAULT

Students are liable for engaging in conduct, intentional or accidental, that results in bodily harm or injury to another student. Appropriate disciplinary action will include suspension and/or expulsion.

CONTROLLED SUBSTANCES, DANGEROUS WEAPONS AND ASSAULT ON EDUCATIONAL PERSONNEL

M G L Chapter 71, Sec. 37

Any student on school premises or at school-sponsored or school-related events, including athletic games, who possesses a dangerous weapon including, but not limited to, a gun or knife or a controlled substance as defined in Chapter 94C, including, but not limited to marijuana, cocaine, and heroin, may incur expulsion from the school or school district by the principal.

Any student, who assaults an administrator, teacher, paraprofessional or other staff on school premises or at school-sponsored or school-related events, including athletic games, may incur expulsion from the school or school district by the principal.

Any student whom the school or school district charges with a violation of either paragraph one or two will receive written notice of an opportunity for a hearing. The student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, at her/his discretion, decide to suspend rather than expel a student whom she/he has determined to violate either paragraph one or two.

Any student expelled from a school district pursuant to these provisions will have the right to appeal to the superintendent-director. The expelled student will have ten days from the date of the expulsion in which to notify the superintendent-director of his/her appeal. The student has the right to counsel at this hearing. The appeal may include subject matter other than solely a factual determination of whether the student violated any provisions of this section.

When the principal expels a student under the provisions of this section, no school district within the commonwealth must admit such student or provide educational services to said student.

If said student does apply for admission to another school or school district, the superintendent of the school district to which the student makes application may request and shall receive from the superintendent of the school expelling said student a written statement of the reason for said expulsion.

BULLYING PREVENTION AND INTERVENTION PLAN:

Harassment and Hazing

Overview

Tri-County RVTHS expects that all members of the school community will treat each other in a civil manner and with respect for differences.

Tri-County RVTHS is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

Tri-County RVTHS will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school building, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The plan is a comprehensive approach to addressing bullying and cyberbullying, and the school or district is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The principal is responsible for the implementation and oversight of the plan. This plan affords all students the same protection regardless of their status under the law.

Harassment, Discrimination and Bullying

- Tri-County Regional Vocational-Technical High School is committed to equal employment and educational opportunity for all employees, students and members of the school community, without regard to race, color, religion, sex, national origin, age, sexual orientation or handicap, in all aspects of employment and education. Tri-County Regional Vocational-Technical High School is also committed to maintain a school and work environment free of harassment, discrimination and bullying based on race, color, religion, sex, national origin, age, sexual orientation or disability. The school district expects all employees and members of the school community to conduct themselves in an appropriate and professional manner with concern for their fellow employees and the students. Harassment, discrimination and bullying on the basis of race, color, religion, sex, national origin, age, sexual orientation or disability in any form will not be tolerated. Such harassment includes unsolicited remarks, gestures or physical contact, display or circulation of written materials or pictures derogatory to either gender or to racial, ethnic, religion, age, sexual orientation or handicapped individuals or groups. Any violation of this policy should be brought to the attention of the Assistant Principal or the Superintendent, or his/her designee, as soon as possible, who will conduct an investigation and take appropriate action. Any member of the school community found to have engaged in harassment, discrimination and bullying shall be subject to sanctions, including but not limited to, warning, suspension or termination, subject to applicable procedural requirements. Any allegation of harassment, discrimination and bullying shall be promptly addressed in a confidential manner so as to protect the privacy of all parties involved. All complaint proceedings will be held in confidence by all persons directly or indirectly involved. Information provided under these harassment/discrimination procedures will be treated as confidential. This means that such information will be shared with others on a need-to-know basis only. The district will not allow anyone to retaliate against any person because he/she complains of harassment/discrimination or assists in an investigation. Intimidation,

coercion or any other attempt to interfere with an investigation of harassment/discrimination will not be tolerated. In addition, all reasonable steps will be taken to protect the parties during the investigation.

Definitions

Bullying as defined in M.G.L. c. 71, § 37O *is the repeated use by one or more students or by a 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 an unwelcome written, electronic, verbal or physical acts or gestures where a student or employee feels coerced, intimidated, harassed or threatened and under the circumstances*

- *May cause a reasonable person to suffer physical or emotional harm* • *May cause damage to another person's property*
- *May cause a disruptive or hostile school environment.*

The behavior must interfere with an employee's ability to perform his or her duties or with a student's academic performance or ability to learn, or interfere with a student's ability to participate in or benefit from services, activities, or privileges:

- *That are being offered through the school district*
- *That are during any educational program or activity*
- *That occur while in school, or school equipment or property, in school vehicles, on school buses, at designated school bus stops, at school-sponsored activities, or at school-sanctioned events.*

Cyberbullying occurs through the use of electronic communication. This means any communication through an electronic device including a telephone, cellular phone, computer, pager, or Internet. It includes, but is not limited to, email, instant messages, text messages, social networks, and Internet postings. Cyberbullying at school can include the use of data, telephone or computer software that is accessed through a computer, computer system or computer network in any public educational institute. See M.G.L. c. 71, §37O for the legal definition of cyberbullying.

Aggressor is anyone who engages in bullying, cyberbullying, or retaliation.

Hostile environment, as defined in M.G.L. c.71, §37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against anyone who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

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

Target is anyone against whom bullying, cyberbullying, or retaliation has been perpetrated.

Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, electronically transmitted, or physical conduct of a sexual nature, including but not limited to unwelcome comments, touching, written notes, pictures/cartoons or other inappropriate conduct, such as leering, whistling, brushing up against the body, commenting on sexual activity or body parts or any other activity that constitutes sexual harassment. Sexual

harassment has the effect of creating an intimidating, hostile, or offensive work or learning environment that takes place under any of the following circumstances:

- (1) When submission to such conduct is made explicitly or implicitly; a term or condition of employment, instruction; or participation in school activities or programs
- (2) When submission to or rejection of such conduct by an individual is used by the offender as the basis for making personal or academic decisions affecting the individual subjected to sexual advances
- (3) When such conduct has the effect of unreasonably interfering with the individual's work, attendance at school or participation in academic or curricular activities
- (4) When such conduct has the effect of creating an intimidating, hostile, or offensive work or learning environment.

Hazing means any conduct or method of initiation, even if consented to, into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of another person.

- (1) Such conduct includes, but is not limited to, whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any person, or which subjects such person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.
- (2) Whoever knows that another person is the victim of hazing and is at the scene of such activity, must, to the extent that such person can do so without danger or peril to himself or others, report such activity to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such behavior is subject to discipline.

Tri-County Regional Vocational Technical High School Policy

It is the policy of the Tri-County Regional Vocational Technical School District to provide a learning atmosphere free from bullying, hazing, sexual harassment and intimidation. These terms are referenced herein as "harassment." Such action may occur due to actual or perceived characteristics, including, but not limited to, race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics.

It is a violation of this policy for anyone to engage in or condone harassment in school or to fail to report or otherwise take reasonable corrective measures when they become aware of an incident of harassment.

This policy is not designed or intended to limit the school's authority to take disciplinary action or to take remedial action when such harassment occurs out of school but has a connection to school, or is disruptive to any person's work or participation in school related activities.

Reports of cyberbullying by electronic or other means, occurring in or out of school will be reviewed and, when a connection to work or school exists, will result in discipline. Parents of students alleged to have engaged in cyberbullying will be invited to attend a meeting at which the activity, words or images subject to the complaint will be reviewed. A student disciplined for cyberbullying will not be re-admitted to the regular school program until his or her parent(s) attend such a meeting.

It is the responsibility of every employee, student, and parent to recognize acts of harassment and take every action necessary to ensure that the applicable policies and procedures of this school district are implemented.

Anyone who believes that he or she has been subjected to harassment has the right to file a complaint and to receive prompt and appropriate handling of the complaint. Further, all reasonable efforts will be made to maintain the confidentiality and protect the privacy of all parties, but proper enforcement of this policy may require disclosure of any or all information received.

The principal/designee is responsible for assisting anyone seeking guidance or support in addressing matters relating to any form of harassment.

Procedures for Reporting and Responding to Bullying and Retaliation

Who to contact

If any member of the Tri-County Community believes he/she is a victim of harassment, the student has the right to file a complaint with the school district, either orally or in writing to:

Michael Procaccini, Principal
Tri-County Regional Vocational Technical High School
147 Pond Street
Franklin, MA 02038

Continuing Education students should direct their concerns to:

Kristen Valorie, Interim Director of Continuing Education
Tri-County Regional Vocational Technical High School
147 Pond Street
Franklin, MA 02038

These individuals are also available to discuss any related concerns and to provide information about our policy on harassment and our complaint process.

Referrals of bullying may be reported from victims, friends of victims, parents, teachers, bus drivers, cafeteria workers, custodians, the principal, student services department, or the dean of students. Reporting may be done in person or over the phone. The person reporting the incident needs to fill out the Tri-County Incident Reporting Form. If the bullying/harassment is electronic, alleged victims are asked to save and bring in all electronic material to be reviewed. All reports will be reviewed to determine what further action needs to be taken.

Reporting Guidelines

Guidelines for dealing with any charge of harassment are as follows:

1. By law, harassment is defined by the victim's perception in combination with objective standards or expectations. What one person considers acceptable behavior, another person may view as harassment. Therefore, to protect the rights of both parties, it is important that the victim make it clear to the harasser that the behavior is objectionable.
2. In all charges of harassment, the victim should describe in writing the specifics of the complaint to ensure that the subsequent investigation is focused on the relevant facts. Oral

and anonymous complaints will be reviewed but are inherently difficult to investigate and may not be procedurally fair. As a result no disciplinary action will be taken on anonymous complaints unless verified by clear and convincing evidence. All other complaints will be reviewed based on a preponderance of evidence standard.

3. Any member of the Tri-County Community who has reliable information that would lead a reasonable person to suspect that a person is a target of harassment, bullying, or intimidation must immediately report it to the principal/designee. The principal/designee will document any prohibited incident that is reported and confirmed, and report all incidents of discrimination, harassment, intimidation, bullying or cyber bullying and the resulting consequences, including discipline and referrals, to the superintendent's office as they occur.
4. A good faith report from a staff member renders the staff member immune from discipline for making a report and is considered to have been made in the course of the staff member's employment for purposes of M.G.L. c. 258. As a result, the school district will indemnify staff members from any cause of action arising out of a good faith report of harassment of the district's subsequent actions or inaction in connection thereto.
5. Tri-County RVTHS 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. If a student knowingly makes a false accusation of bullying or retaliation, he/she will be subject to disciplinary action including but not limited to suspension. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, and private ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.
6. In situations involving allegations against a staff member, he/she should be informed of his/her rights to have a third party present at the time of the discussion.
7. Resolution: The principal/designee should investigate the charge through discussions with the individuals involved. It is important that the situation be resolved as confidentially and as quickly as the circumstances permit. If the harasser and the victim are willing to discuss the matter, the principal/designee will hold a resolution meeting. During this discussion, the offending behavior should be described by the victim and administration, a request for a change in behavior should be made, and a promise should be made that the described behavior will stop. If circumstances do not permit a face-to-face meeting, the administration will present the victim's position. Follow-up verification procedures will be explained. Failure to comply after a resolution meeting will result in appropriate discipline.
8. Retaliation: Retaliation in any form against any person who has made or filed a complaint relating to harassment is forbidden. If it occurs, it could be considered grounds for dismissal of staff personnel and/or removal from the educational setting for a student. A referral to law enforcement may be made.
9. The principal/designee determines when further disciplinary action must be taken and the following could occur:

- a) In instances involving student to student or student to staff member harassment, the student may be subject to discipline including but not limited to counseling, suspension, and in appropriate cases expulsion.
- b) In instances involving staff member to student harassment, findings will be reported to the superintendent for further action. Personnel action may also be initiated at this point, consistent with the applicable law and collective bargaining agreement.
- c) In all cases a referral to law enforcement will be considered by the principal or superintendent based on circumstances. School officials will coordinate with the Police Department to identify a police liaison for harassment cases.

Notice of Bullying or Retaliation to Parents and Guardians

If bullying has been reported, Tri-County RVTHS will utilize the following procedures to notify parents and guardians:

1. The principal/designee will promptly notify the parent of the alleged victim and the alleged perpetrator of a report of bullying or retaliation and of the school's procedures for investigating the report. If the alleged victim and alleged perpetrator attend different schools or school districts, the principal receiving the report will inform the principal of the other student's school, who will notify the student's parent of the report and procedures.
2. The principal/designee will inform the parent of a victim of bullying or retaliation of actions that school officials will take to prevent further acts of bullying or retaliation.
3. A principal/designee's notification to a parent about a report of bullying or retaliation must comply with confidentiality requirements of Massachusetts Student Records Regulations, 603 CMR 23.00, and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99.

Confidentiality is of the utmost importance when working with bullying victims. Regulation 603 CMR 49.07, states:

1. A principal may not disclose information from a student record of a target or aggressor to a parent unless the information is about the parent's own child.
2. A principal may disclose a determination of bullying or retaliation to a local law enforcement agency under 603 CMR 49.06 without the consent of a student or his or her parent. The principal will communicate with law enforcement officials in a manner that protects the privacy of targets, student witnesses, and aggressors to the extent practicable under the circumstances.
3. A principal may disclose student record information about a target or aggressor to appropriate parties in addition to law enforcement in connection with a health or safety emergency, if knowledge of the information is necessary to protect the health or safety of the student or other individuals as provided in 603 CMR 23.07(4) (e) and 34 CFR 99.31(a) (10) and 99.36.603 CMR 49.07(3). This is limited to instances in which the principal has determined there is an immediate and significant threat to the health or safety of the student or other individuals. It is limited to the period of emergency and does not allow for blanket disclosure of

student record information. The principal must document the disclosures and the reasons that the principal determined that a health or safety emergency exists.

Each case will present different circumstances requiring an exercise of judgment as to the disclosure of information to or about a perpetrator or a target. The issue is not susceptible to a single approach.

Notice to Law Enforcement Agency

Upon receipt and review of a report of bullying or retaliation, the principal/designee will make a preliminary determination whether to notify the local law enforcement agency of the reported incident. The principal/designee will notify the law enforcement agency if he/she has a reasonable basis to believe that the incident may result in criminal charges against the alleged perpetrator. The principal/designee will, consistent with school policy and procedure, consult with the school resource officer and such other individuals the principal/designee deems appropriate in making such determination.

- (a) If the principal/designee decides to notify the local law enforcement agency, the principal/designee will document the reasons for the decision and immediately contact the local law enforcement agency to discuss the incident and the law enforcement agency's involvement.

Nothing in this section prevents the principal/designee from taking appropriate disciplinary or other action pursuant to school policy and state law.

- (b) If the principal/designee decides not to notify the local law enforcement agency, or the local law enforcement agency determines that its involvement is not necessary under the circumstances, the principal/designee will respond to the incident of bullying or retaliation as provided in the bullying prevention and intervention plan. If the principal/designee subsequently determines facts that cause him or her to believe that the perpetrator's conduct may be criminal, the principal/designee will notify the local law enforcement agency.

The principal/designee will notify the local law enforcement agency of a report of bullying or retaliation consistent with 603 CMR 49.06(1) if bullying or retaliation occurs on school grounds and involves a former student under the age of 21.

Procedures for Creating Safety

Safety plans will be developed for the target and/or aggressor if the need arises. The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. Responses to promote safety may include, but not be limited to, pre-determining seating arrangements for this student in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the student; and altering the aggressor's schedule and access to this person. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

If both the dean of students and the principal make a determination to bring in the Franklin Police Department, they will follow the Notice to Law Enforcement Agency Policy outlined in this plan.

Harassment as Related to Students with Social Skills Deficits, Including Those on the Autism Spectrum

There are two primary areas to target:

1. Response to bullying and harassment
2. Avoidance of bullying and harassment

Response to bullying and harassment has been outlined in the previous section.

Avoidance of Harassment by Building Social Skills

Avoidance of bullying and harassment involves the building of social skills, which allow students to fit in more comfortably with their peers and therefore become less likely to be targets of bullying. Response to harassment involves knowing what steps to take when being harassed.

The school adjustment counselor/social worker will identify students with social skills deficits through information from the former school, parent input, and teacher input. For those students with IEP and/or 504 plans that indicate social skills deficits the team will expand the goal to address proficiencies needed to avoid and respond to bullying, harassment, or teasing.

Various resources will be used to address building social skills, avoidance of harassment, and how to respond to bullying.

Access to Resources and Services

Tri-County RVTHS's school adjustment counselor/social worker offers services to all students. They may work with students individually or in small groups to address issues that primarily impact them in the school setting. They collaborate as needed with outside service providers, law enforcement, parents, and social services to address student and family needs and to provide referrals for families for outside services as appropriate. They identify students who require support around social skills and pragmatics in individual and small group settings and help to develop safety plans for students who have been the targets of bullying and to offer bullying prevention, education programs and intervention programs for targets and aggressors.

Guidance counselors assist students with their academic, vocational, and social concerns. When needed, guidance counselors assist in crisis interventions, safety planning, communication with parents and outside service agencies, and referral to community-based agencies for needed services for students and families. Guidance counselors also assist students with post-secondary school options, transitional services, academic course and shop selections. It is vitally important that a student have at least one specific person in school to whom he/she can turn for assistance. The student's guidance counselor serves in this capacity.

Whenever necessary, counselors work with teachers, administrators, parents and students to develop individual behavioral intervention plans and other supports to assist with student success.

For parents/families whose primary language of the home is not English, the school district provides translations of written documents and communications on the district's website. The district makes arrangements for a translator to be present at a school meeting to assist with translation for parents/guardians if needed.

Students with Disabilities

As required by M.G.L. c. 71B, §3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the

team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

Referral to Outside Services

At Tri-County RVTHS, referrals for students to outside services are determined on a case-by-case basis.

Academic and Non-Academic Activities

Tri-County RVTHS provides age-appropriate instruction in bullying prevention in each grade, which is incorporated into the school's curricula. Curricula is evidence-based and uses effective instruction including classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. Tri-County's High Schools That Work (HSTW) Curriculum Committee has helped formulate bullying prevention curricula informed by current research, which, among other things, emphasizes the following approaches:

- Using scripts and role plays to develop skills
- Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance
- Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance
- Emphasizing cyber safety, including safe and appropriate use of electronic communication technologies
- Enhancing students' skills for engaging in healthy relationships and respectful communications
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference

Initiatives also teach students about the student-related sections of the plan. At the start of each school year, the plan is reviewed with students during grade level assemblies.

Through our Positive Attitudes Toward Work Success (PAWS) Program, advisors and students review case studies designed to elicit discussion and allow for instruction on ways to recognize and handle bullying situations.

In addition to curriculum interventions and explicit classroom instruction, Tri-County RVTHS offers extracurricular clubs that raise awareness and educate students on the impact of bullying.

Extracurricular clubs include:

- Non-Traditional Vocational Support Program
- Diversity Club

At the beginning of the school year, all activity, sport, and club advisors read the Anti-Hazing law and sign a statement of acknowledgement with their members. Advisors use this opportunity to also discuss and review Tri-County RVTHS's policies on bullying prevention.

Collaboration With Families

Tri-County RVTHS engages and collaborates with student's families to increase the capacity of the school or district to prevent and respond to bullying. Parents, guardians and students have access to the Tri-County RVTHS Bullying Policy written in the student handbook. Parents and guardians are also notified in writing each year about the student-related sections of the plan, in the language(s) most prevalent among the parents or guardians. The plan is posted and updated each year on the school's website.

1. Parent education and resources. Tri-County RVTHS offers education programs for parents and guardians that focus on the parental components of the anti-bullying curricula.
2. Notifications. Each year Tri-County RVTHS informs parents or guardians of enrolled students about the antibullying curricula that are being used. This notice includes information about the dynamics of bullying, including cyberbullying and online safety. The plan and related information is posted on its website.

Relationship to Other Laws

Consistent with state and federal laws, and the policies of the school, no person will be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, or sexual orientation. Nothing in the plan prevents the school from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the plan is designed or intended to limit the authority of the school to take disciplinary action or other action under M.G.L. c. 71, §37H or §37H1/2, 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.

SEXUAL HARASSMENT/ TITLE IX POLICY

Definitions:

In the employment context, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment under Massachusetts law when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's advancement (quid pro quo harassment);
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions;
- Such conduct interferes with an individual's job duties; or
- The conduct creates an intimidating, hostile or offensive work environment.

In the educational context, sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct ("quid pro quo harassment");
- 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 recipient's education

- program or activity (“hostile environment harassment”); or
- “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30)

The District will promptly investigate all allegations of sexual harassment of which it has actual knowledge and which are alleged to occur in the school’s programs and activities, including locations, events, and/ or circumstances in which the school district exercises substantial control, in a way that is not deliberately indifferent.

The following additional definitions apply:

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to any employee of the district, except that this standard is not met when the only official of the district with actual knowledge is the respondent (where the respondent is an employee). Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. Complaints will be addressed whenever the district has actual knowledge of the allegation.

“Administrative leave” means placing an employee on leave pursuant to state law. Nothing in the Title IX regulations precludes a recipient from placing a non-student employee respondent on administrative leave during the pendency of a grievance process, provided that Massachusetts laws are followed.

“Consent” means cooperation in act or attitude pursuant to an exercise of free will of a conscious person with informed knowledge of the nature of the act or actions. A current or previous relationship shall not be sufficient to constitute consent. Consent will not be found when submission to the act or actions is undertaken due the influence of fear, fraud, forcible compulsion, threats, and/ or the complainant possessed any legal incapacity to consent at the time of the act or actions. Consent is a defense to all types of sexual harassment.

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Deliberate indifference” means a response to sexual harassment that is clearly unreasonable in light of the known circumstances.

“Emergency removal” means the suspension or expulsion of a student on an emergency basis, consistent with state law. Nothing in the Title IX regulations precludes a district from removing a respondent from the district’s education program or activity on an emergency basis, provided that the district follows all procedures under Massachusetts law, undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment and requesting that the district investigate the allegation of sexual harassment.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Supportive measures” means 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 been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the recipient’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures

Complaints and Reports of Sexual Harassment

Upon receiving actual notice of alleged sexual harassment without a formal complaint, staff members must notify the Title IX Coordinator. The Title IX Coordinator must then contact the complainant within two school days of receiving the complaint and do the following:

- Discuss and offer supportive measures;
- Consider the complainant’s wishes with respect to supportive measures;
- Explain that supportive measures may be received with or without filing a formal complaint;
- Determine whether the complainant wishes to file a formal complaint; and
- Explain to the complainant the purpose of filing a formal complaint.

The Title IX Coordinator must document in writing the supportive measures offered/provided or why no supportive measures were offered/provided. Complainant and respondents must be offered supportive measures even if they do not file a formal complaint.

If the complainant declines to file a formal complaint, the Title IX Coordinator must consider whether to sign a formal complaint and start an investigation despite the complainant’s preferences. This decision may be appropriate when safety or similar concerns lead the district to conclude that a non-deliberately indifferent response to actual knowledge of Title IX sexual harassment could reasonably require the school district to investigate and potentially sanction a respondent. A Title IX Coordinator’s decision to override the complainant’s decision not to file a formal complaint must be documented in writing along with an explanation of why this decision was necessary in order to avoid deliberate indifference.

Formal complaints may also be filed directly with the Title IX Coordinator by a complainant in person, by mail, by email, or by telephone at any time, including during non-business hours. The contact information for the Title IX Coordinator is:

Dana Walsh, Director of Student Support Services
walsh@tri-county.us
(508)528-5400 x260

The complaint may be written by the complainant, or it will be reduced to writing by either the school employee who receives the complaint, the building Principal, or the Title IX Coordinator. Whether the complaint is reduced to writing by a student, parent, or staff member, the written complaint should include the name of the complainant, the name of the alleged victim (if different), the name of the respondent, the location of the school/department where the alleged discriminatory action occurred, the basis for the complaint, witnesses (if any), and the corrective action the complainant is seeking.

This information will be made on or transferred to a discrimination/ harassment complaint form maintained by the District.

There is no time limit or statute of limitation on timing to file a formal complaint. However, at the time of filing a formal complaint, an alleged victim must be participating or attempting to participate in a program or activity of the school district. Additionally, the district has discretion to dismiss a formal complaint where the passage of time would result in the district's inability to gather evidence sufficient to reach a determination regarding responsibility, or when the district loses responsibility for the respondent (e.g., the respondent no longer attends or is employed by the district).

If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur in the school district's education program or activity, or did not occur against a person in the United States, then the school district must dismiss the formal complaint under these procedures, but could investigate it under other policies and procedures. The school district must send written notice of any dismissal.

Investigations to allegations of sexual harassment will be prompt and the formal process will be completed within a sixty day timeframe where feasible. There may be a temporary delay of the Grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Written Notice

Before any investigation can begin, the district must send written notice to both parties including sufficient details. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must inform the parties that the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If additional allegations are added during the course of the investigation, additional written notice must be provided.

Informal Resolution

Where appropriate, after notice has been issued, the Title IX Coordinator should also consider offering the parties an option for informal resolution (e.g., mediation). Informal resolution may only be offered after a formal complaint is filed, and the parties must give written consent to engage in this process. Informal resolution may not be used if the allegation is against an employee respondent. Facilitators of informal resolution will be designated by the Title IX Coordinator and must not be biased against any of the parties.

Informal resolution is entirely voluntary. Complainants may elect to pursue formal procedures at any step in the process of making their complaint, even if informal resolution has already begun. Similarly, respondents may elect to follow formal procedures and decline informal resolution.

If the complainant and the respondent feel that their grievances have been sufficiently addressed via informal resolution, then no further action needs to be taken. This voluntary conversation must occur within five (5) school days after receiving the complaint of discrimination or harassment, unless both parties agree otherwise. The results of an informal resolution shall be maintained by the facilitator, in writing.

If the complainant is not satisfied with the resolution from the informal process, or if he/she does not choose informal resolution, then he/she can begin the formal complaint procedure described below.

Investigation

If informal resolution is not offered to or accepted by the parties, the Title IX Coordinator will designate an investigator and a decision maker, who may not be the same person. The Title IX Coordinator is free to cast himself/ herself in either role, where appropriate.

The investigator must not be biased against any of the parties at the outset of the investigation. The investigator will be responsible for interviewing parties and witnesses, finding facts, and making determinations related to credibility, all of which will go into a written report. The investigator must avoid all questions that are protected by legal privilege, unless the privilege has been waived, and should avoid asking about the complainant's sexual history unless it is directly relevant to prove consent to the conduct at issue or to prove that the conduct was committed by someone other than the respondent.

Prior to completion of the investigative report, the school district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.

The investigator must avoid making any final determinations of responsibility for sexual harassment.

Findings should be written in a factual way in an investigative report. Credibility determinations may not be based on an individual's status as complainant, witness, or respondent.

During the investigative process and any further hearings, complainants and respondents have a right to have advisors of their choice participate in all aspects of the proceedings. The district will provide both parties with written notice of investigative interviews, meetings, and hearings, with sufficient time to prepare.

Findings of Responsibility

After the investigator has completed the investigation, the designated decision-maker will be assigned to determine final responsibility or lack thereof for violating Title IX. The decision-maker must not be biased against any of the parties at the outset of this process.

Before the district can determine responsibility, an investigative report will be sent to the parties and the decision-maker will offer both the complainant and respondent the opportunity to submit proposed relevant, written questions to ask of any party or witness, to respond to questions posed by another party, and to offer additional limited follow-up. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to

prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

After this process is complete, the decision-maker will create a written determination regarding whether sexual harassment has occurred using a preponderance of the evidence standard.

A “preponderance of the evidence” means that it is more likely than not that the alleged conduct occurred. The decision-maker shall further recommend what action, if any, is required. If it is determined that sexual harassment occurred, the District will take steps to prevent the recurrence of the harassment and correct its discriminatory effect on the complainant and others if appropriate. Such remedies may include supportive measures.

The written determination must be issued to both parties simultaneously and must include:

- (A) Identification of the allegations potentially constituting sexual harassment;
- (B) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- (C) Findings of fact supporting the determination;
- (D) Conclusions regarding the application of the recipient’s code of conduct to the facts;
- (E) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient’s education program or activity will be provided by the recipient to the complainant; and
- (F) The district’s procedures and permissible bases for the complainant and respondent to appeal (a copy of, or direct reference to, this policy will suffice).

Formal disciplinary actions may be imposed in the event that the preponderance of the evidence indicates a violation of this policy, up to and including expulsion or termination. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

As indicated above, these procedures do not limit the District from removing a student or employee from a program or activity on an emergency basis based on immediate threats to people’s physical health or safety or placing an employee on administrative leave during the pendency of the investigation.

Records

A record will be maintained for a period of seven years of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment and district staff will document the basis for the district’s conclusion that its response was not deliberately indifferent.

Training

The district will ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the recipient’s education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

The district will ensure that decision-makers receive training on any technology to be used in interviews and on issues of relevance of questions and evidence, including when questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant,.

The district also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

These training materials will be posted on the school district's website.

Appeals

Any party may appeal the decision in writing to the Superintendent within fifteen (15) school days of receipt of the findings of the formal procedure or a dismissal on the following bases:

(A) Procedural irregularity that affected the outcome of the matter;

(B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

(C) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The school district will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Both parties will have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The Superintendent or designee, as a further impartial decision-maker, will review the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings to both the complainant and respondent within thirty (30) school days of the appeal.

Contact information for the Superintendent:

Karen Maguire, Superintendent-Director

Maguire@tri-county.us

(508)528-5400 x101

External Grievance Procedure

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

For complaints related to discrimination/harassment of students:

The Office for Civil Rights, US Department of Education

5 Post Office Square, 8th Floor

Boston, MA 02109-3921

Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination

One Ashburton Place

Sixth Floor, Room 601
Boston, MA 02108
Phone 617-994-6000, TIY: 617-994-6196

For complaints related to discrimination/harassment of parents:
The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

For complaints related to discrimination/harassment of employees:
The Office for Civil Rights, US Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109-3921
Telephone: 617-289-0111, FAX: 617-289-0150, TDD: 877-521-2172

OR

The Massachusetts Commission Against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Phone 617-994-6000, TIY: 617-994-6196

OR

The Equal Employment Opportunities Commission
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
Phone: 1-800-669-4000

Referral to Law Enforcement, Other Agencies

Some alleged conduct may constitute both a violation of District policies and criminal activity. The building Principal, coordinator, Superintendent, or designee will refer matters to law enforcement and other agencies as appropriate under the law or District policy, and inform the complainant/ alleged victim of the right to file a criminal complaint.

Retaliation

Complainants and those who participate in the complaint resolution process or who otherwise oppose in a reasonable manner an act or policy believed to constitute discrimination are protected from retaliation by law and District policy. The coordinator or designee will inform all involved individuals that retaliation is prohibited, and that anyone who feels that they have experienced retaliation for filing a complaint or participating in the resolution process should inform the coordinator. The coordinator will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

PHYSICAL RESTRAINT POLICY

Tri-County RVTHS is required to have a physical restraint protocol according to 603 CMR 46.00, pursuant to Massachusetts General Laws.

Definitions

- Physical restraint is direct physical contact that prevents or significantly restricts a student's Freedom of movement
- A physical escort is touching or holding a student without the use of force for the purpose of directing the student.
- An extended restraint is a physical restraint the duration of which is more than twenty minutes.

Purpose

The purpose of the physical restraint protocol is to ensure that every student in Tri-County is free from the use of unreasonable physical restraint. Physical restraint will be used with extreme caution and only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate. The two goals are:

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

Nothing in 603 CMR 46.00 or this school's protocol precludes any teacher or staff member of Tri-County RVTHS from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. In addition, nothing in these regulations should interfere with or prohibit law enforcement, judicial authorities or mandated reporter responsibilities.

Program

The physical restraint program may only be used when:

- Non-physical interventions have not been effective.
- The student's behavior poses a threat or imminent, serious, physical harm to self and/or others.

Physical restraint will not be used as a means of punishment or as a response to property destruction, disruption of school order, refusal to comply, or verbal threats. A person administering physical restraint will use the safest method available and will discontinue the restraint as soon as possible. The student's physical status will be monitored continuously and the restraint will be terminated immediately if the student demonstrates physical distress. Persons who administer physical restraint will review and consider any known medical or psychological limitations or behavior intervention plans for individual students. Following the release of a student from a physical restraint, the school staff will implement follow-up procedures, including notification to parents/guardians and completion of the Physical Restraint Reporting Form. In addition, this will include reviewing the incident with the student and with the staff who administered the restraint, and may include follow-up with faculty, staff and students who witnessed the incident.

Training Requirements

Within the first month of each school year, the superintendent-director, principal or his/her designee will provide all staff with policy and procedural information regarding physical restraint. Employees hired after the start of the school year will receive this information within a month of their employment. This presentation will address:

- The school's physical restraint policy.
- Interventions that may preclude the need for physical restraint, including de-escalation strategies.
- Types of restraints and related safety considerations.

- Administering physical restraint in accordance with known medical or psychological limitations or behavior plans of individual students.
- Identification of staff who have received in-depth training in the use of physical restraint.

The principal will identify program faculty who are authorized to serve as school-wide resources to assist in ensuring proper physical restraint. Initially, these faculty members will participate in in-depth physical training of 16 hours in length. They will then have review sessions to reinforce practices and procedures annually. Whenever possible, these trained staff members will be called upon to administer necessary physical restraint.

Reporting and Follow-up Procedures

All instances of physical restraint will be reported. The staff member who administered the physical restraint will verbally inform the principal or his/her designee as soon as possible, and will submit a written report no later than the next school working day. The principal will maintain an ongoing record of all reported instances of physical restraint, which will be made available for review by the Department of Education, upon request.

The principal or his/her designee will verbally inform the student's parents or guardians of the restraint as soon as possible. A written report will be mailed and postmarked no later than three school working days following the incident.

When a physical restraint has resulted in a serious injury to a student or staff member, or when an extended restraint (more than 20 minutes) has been administered, the school will provide a copy of the written report to the Department of Education within five days of the incident. A copy of the record of physical restraints maintained by the principal for the thirty-day period prior to the reported restraint will also be submitted.

Complaint Procedures

Parents or guardians who have a complaint regarding physical restraint procedures may request a meeting with the principal to discuss their concerns. If the parent's/guardian's issues are not resolved at this level, they may request a hearing with the superintendent-director.

STUDENT PHOTOGRAPHS/STUDENT WORK

From time to time, members of the Tri-County staff may take pictures of students or may engage professional photographers to take such pictures. Tri-County may use these photographs, as well as students' work and senior project video, on the school's website, in school publications, in newspapers, social media or other publications, to promote Tri-County and its programs, or to highlight the accomplishments of individual students. Students requesting that their pictures not appear in such publications must notify the Head of Guidance, in writing, of their request. If Tri-County receives no notice from a parent/guardian or student, it will assume that the parent/guardian and student has given permission to the school to use his or her likeness in a manner consistent with this section.

STATE AND FEDERAL LAWS PERTAINING TO STUDENTS

Massachusetts General Laws Chapter 76 Sec. 5 (State)

Tri-County does not discriminate against students on the basis of race, color, sex, gender identity, religion, national origin, or sexual orientation, and will ensure that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges and courses of study at such schools.

Title IX of the Educational Amendment of 1972 (Federal)

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

Section 504 of the Rehabilitation Act of 1973 (Federal):

Section 504 of the rehabilitation Act of 1973 guarantees the right of the individuals with a disability to equal opportunity and the freedom from discrimination in all programs and activities that receive Federal financial assistance. Section 504 states: “No otherwise qualified individual with a disability in the United States...Shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

DEFINITION OF TERMS

Assault: Intentionally engaging in conduct that places another in reasonable danger of bodily harm or injury. This includes threats and verbal assaults.

Defiance: Intentionally provocative behavior or attitude; a challenge to authority.

Disrespect: The act of being insulting, using derogatory names, dishonoring or verbally abusing another.

Disruptive Behavior: Behavior that interferes with the educational process of other students in the classroom or shop or disregards the suggestions and/or corrective efforts of an administrator or faculty/staff member.

Fighting: Actions involving hostile, bodily contact in school or on school property, and while going to and from school. This includes any activity under school sponsorship, including field trips athletic events and dances. The school must validate any claim of self-defense.

Forgery: The fraudulent, written use of the name of another person, or the falsification of times, dates, grades, addresses, or other data on school forms or records.

Inappropriate Displays of Affection: The act of fondling, passionately embracing, or illicitly caressing another while in school or on school grounds.

Insubordination: Failure to obey the reasonable, fair, and proper directions or instructions of any duly authorized school personnel.

Leaving the “School Grounds” Without Permission: “School grounds” refers to the school building, job site, field trips, and the school property adjacent to the building.

Leaving the “Site of a School Sponsored Activity”: “Site of a school sponsored activity” refers to field trips and job sites.

Obscenity: The use of language in verbal or written form, pictures, caricatures, or gestures which are offensive to the general standards of the school and/or the community.

Plagiarism: The failure to attribute summarized, paraphrased and/or cited words and/or ideas to the original source or author.

Reasonable Force: Physical restraint or actions necessary to prevent bodily harm to self and/or others, or quell a threat to the general school environment.

Theft and Possession of Stolen Property: The act of taking, possessing, or acquiring the property of others without their consent.

Truancy: Absence without permission.

TRI-COUNTY REGIONAL VOCATIONAL TECHNICAL SCHOOL DISTRICT

INTERNET ACCEPTABLE USE POLICY

I/We have read the Internet Acceptable Use Policy, understand it, and agree to adhere to the principles and procedures detailed within. I/We understand and accept the conditions stated above. I/We understand that my/our student is expected to use good judgment and follow the policy in making electronic contact with others.

Should my student breach this policy, I understand that the consequences of this violation could result in, but are not limited to:

- Revocation of all network access on the school district network
- Suspension of computer access
- Revocation of computer access
- School suspension
- School expulsion
- Legal action and prosecution by the authorities

A student will not have individual Internet access without a signed Acceptable Use Policy. However, students may still be exposed to information from the Internet in guided curricular activities at the discretion of their teachers.

Student's name: _____
(Please Print)

Parent name: _____
(Please Print)

Student signature: _____

Parent signature: _____

Date: _____

Return form to Tri-County Regional Vocational Technical High School. Failure to return this form may result in disciplinary action.

**TRI-COUNTY REGIONAL VOCATIONAL TECHNICAL SCHOOL DISTRICT
STUDENT HANDBOOK ACKNOWLEDGEMENT FORM**

I have read the 2021 -2022 Edition of the Tri-County Regional Vocational Technical High School Student Handbook and as an enrolled student I agree to abide by its operational procedures, policies, and rules and regulations.

I have paid particular attention to the following areas:

Grading Philosophy

Attendance Policies

Graduation Requirements

Rules and Regulations

Bullying Prevention and Intervention Plan

Definition of Terms

Under the provisions of Massachusetts General Law, Chapter 536, my signature acknowledges that I have viewed a copy of the Student Handbook containing this information.

PRINT STUDENT'S NAME: _____

STUDENT'S SIGNATURE: _____

PARENT'S SIGNATURE: _____

DATE: _____ **GRADE:** _____

Return form to Tri-County Regional Vocational Technical High School. Failure to return this form may result in disciplinary action.

TRI-COUNTY REGIONAL VOCATIONAL TECHNICAL HIGH SCHOOL

**EIGHTEEN YEARS OLD
ABSENCE, TARDY, DISMISSAL NOTES**

Any pupil who has attained the age of 18 may fulfill the responsibility described in the Student Handbook: Attendance Policy (18, 19, 20). However, Tri-County recommends and encourages students who wish to exercise this option to complete the following form.

Parental permission for eighteen-year-old student to sign absent, tardy and dismissal notes:

STUDENT NAME _____ ID# _____

DATE OF BIRTH _____

ADDRESS _____ TOWN _____ ZIP _____

TELEPHONE _____ BUSINESS _____

PARENT/GUARDIAN: I, _____

give permission to have my son/daughter/ward sign his/her own absent, tardy or dismissal notes. I do understand that school administrators are in no way responsible for academic or shop failures of any student who signs his/her own permission forms. Furthermore, Tri-County is not liable in any way for possible accidents to the student after he/she leaves school.

Tri-County is also not responsible for the notification to parents of a student's failure to fulfill graduation or promotion requirements.

Return form to Tri-County Regional Vocational Technical High School two weeks before turning eighteen.

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