



2021-2022 Student Handbook

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Superintendent/Director

Kevin P. Braga
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Assistant Principal

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This agenda belongs to:

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WELCOME

I speak for the administration and staff in welcoming you to B.C.A.H.S. for the 2021-2022 school year. My advice to all students is to set high standards for yourselves and fully participate in your classes. Have a great year.

Kevin P. Braga
Assistant Superintendent/Principal

HISTORY

The act authorizing the establishment of the Bristol County Agricultural High School was passed by the Massachusetts Legislature in November, 1912. Trustees were appointed in 1913. A Director was selected in February of the same year and farm property was purchased in May. The first class graduated in 1917. The school has been in continuous operation to the present.

SCHOOL MOTTO

"What is worth doing at all is worth doing well."

SCHOOL COLORS

The school colors are Garnet and Gold.

"Be a lady or a gentleman" is an all-sufficient guide to conduct.

In compliance with Chapter 71, Section 37H of the General Laws of the Commonwealth of Massachusetts, the Trustees of the Bristol County Agricultural High School have published their rules or regulations governing student and teacher conduct and make them available to any person upon request through the principal.

BRISTOL COUNTY AGRICULTURAL HIGH SCHOOL

2021-2022—SCHOOL CALENDAR

Aug

(1 Day) Aug/Sept. (20 days)						
23	24	25	26	27		
30	31	1	2	3		
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30			

A

October (19 days)						
						1
4	5	6	7	8		
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28	29		

11 - No School - Columbus Day

- PSAT

22 - Fall Show

25 - Lifetouch Portraits

27 - 30 - IFANet Convention

B

November (18 days)						
1	2	3	4	5		
8	9	10	11	12		
15	16	17	18	19		
22	23	24	25	26		
29	30					

2 - No School Full Day PD

5 - End of Term 1 (44 days)

11 - No School - Veterans Day

- ASVAB Testing

24 - Early Dismissal - 12:00

25 - 26 - Thanksgiving Recess

11/29 - Winter Sports Tryouts

B

December (17 days)						
		1	2	3		
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30	31		

6 - Picture Re-Takes

9 - Early Dismissal: 12:00 PD

23 - Early Dismissal: 12:00

24 - Jan. 1 Winter Recess

B

January (20 days)						
3	4	5	6	7		
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		
31						

13 - Early Dismissal: 12:00 PD

17 - No School-MLK Jr

21 - End of Term 2 (45 days)

B

February (15 days)						
1	2	3	4			
7	8	9	10	11		
14	15	16	17	18		
21	22	23	24	25		
28						

3 - Early Dismissal: 12:00 PD

21-25 - Mid Winter Recess

A

March (22 days)						
1	2	3	4			
7	8	9	10	11		
14	15	16	17	18		
21	22	23	24	25		
28	29	30	31			

3 - Early Dismissal: 12:00 PD

17 - No School

21 - Spring Sports Tryouts

- State Convention

- ELA MCAS

A

April (15 days)						
						1
4	5	6	7	8		
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28	29		

1 - End of Term 3 (44 days)

7 - Early Dismissal: 12:00 PD

15 - No School - Good Friday

18-22 - Spring Break

A

May (21 days)						
2	3	4	5	6		
9	10	11	12	13		
16	17	18	19	20		
23	24	25	26	27		
30	31					

- IFA Banquet

- Prom

- Math MCAS

26 - Awards Night

27 - Last Day for Seniors

30 - No School - Memorial Day

A

June (12 days)						
		1	2	3		
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30			

2 - Graduation

- Biology MCAS

16 - 180 Days-Last Day - Early Dismissal 12:00 (47 days)

17 - 184 Day for teachers

23 - 185th day (if necessary)

A

1st Term - 8/31/21 - 11/5/21
2nd Term - 11/8/21 - 1/21/22
3rd Term - 1/24/22 - 4/1/22
4th Term - 4/4/22 - 6/16/22

AP TESTING

AP Literature

AP World

AP Biology

AP Statistics

Red - No School or Early Dismissal

Pink - Testing

Green - Announcements

Blue - End of a Term

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I. GENERAL INFORMATION

BRISTOL COUNTY AGRICULTURAL HIGH SCHOOL

PHILOSOPHY & GOALS

PHILOSOPHY

Bristol County Agricultural High School supports strong academic and vocational/technical programs that focus on agriculture and the natural environment. We believe agricultural education offers a unique pathway to prepare students for lifelong learning.

MISSION STATEMENT

Bristol County Agricultural High School has as its mission to provide an opportunity for acquiring a high quality academic, vocational/technical and social education that prepares our students for the changing world. We are committed to providing the means for intellectual, emotional, ethical, social, and physical growth, as well as an appreciation for cultural and ethnic diversity, which will assist every individual to become an informed and productive participant in our democratic society.

ACADEMIC EXPECTATIONS

- Read and write effectively
- Speak articulately
- Comprehend written and spoken word
- Use critical thinking skills and problem solving to address real world problems
- Use a variety of relevant technology and informational resources in preparation for lifetime learning.

SOCIAL EXPECTATIONS

- Assume responsibility for one's own behavior
- Demonstrate a willingness to resolve conflicts responsibly
- Maintain high moral and ethical standards
- Contribute to the welfare of others within and outside the school community

CIVIC EXPECTATIONS

- Make positive contributions to the community
- Demonstrate, through consistent action, an understanding and respect for the principles of a democratic society

Bell Schedule:

	2021-2022 SCHEDULE								
	8:10-8:59	9:01-9:50	9:52-10:38	11:07-12:02	10:40-11:07 11:36-12:02	10:40-11:36	12:05-12:50	12:52-1:40	1:42-2:30
	8:10-9:50			1st Lunch 10:38-11:04	2nd Lunch 11:07-11:33	3rd Lunch 11:36-12:02	12:05-2:30		
	49	49	46	55	27+26=53	56	45	48	48
	1	2	3	4 (10:40-12:02) (82 mins)			5	6	7
Freshmen	Freshman Exploratory/Major 100 mins		Academics 46 mins	Academics 55 mins		Lunch based on subj	Academics 45 mins	Academics 48 mins	Academics 48 mins
	Soph Major 100 mins		Soph Related 46 mins	Academics 55 mins		Lunch based on subj	Academics 45 mins	Academics 48 mins	Academics 48 mins
Sophomore	Academics 49 mins	Academics 49 mins	Academics 46 mins	Junior Related 27 mins	2nd Lunch 11:07-11:33	Junior Related 26 mins	Junior Major 145 mins		
Junior	Academics 49 mins	Academics 49 mins	Academics 46 mins	Lunch based on subj	Academics 55 mins		Senior Major 145 mins		
Senior									

STAFF DIRECTORY

BOARD OF TRUSTEES

Kenneth E. Raymond, President
Arthur Lopes, Vice President
Darrin Mendes
Jill Swartzendruber
Paul Kitchen, County Commissioner
John Mitchell, County Commissioner
John Saunders, County Commissioner

SUPERINTENDENT/DIRECTOR

Adele G. Sands

PRINCIPAL

Kevin P. Braga

ASSISTANT PRINCIPAL

Brian R. Higgins

SPECIAL EDUCATION DIRECTOR

Ashley Dodd

BUSINESS MANAGER

Derek Costa

COMMUNITY OUTREACH DIRECTOR

Robin VanRotz

FACILITY MANAGER

Ryan Miranda

CENTRAL OFFICE

Debra Gwozdz, *Administrative Assistant to the Superintendent*
Kerrie Blanchard, *School Business Services Secretary/Clerk*
Linda Hough, *Administrative Assistant to the Business Manager*

ADJUSTMENT COUNSELOR

Bethany Boudreau

**GUIDANCE COUNSELOR & COOPERATIVE EDUCATION
COORDINATOR**

Katie Kochan

GUIDANCE COUNSELOR

Kellie Costa

TECHNOLOGY DIRECTOR

Lauren Harwood

ADMISSIONS COORDINATOR

Colleen Cronin

SCHOOL NURSE

Emily Anderson

TEACHERS

Shawn Howard, Agricultural Mechanics Department Chairperson
Ben Medeiros, Agricultural Mechanics Department
Leslie Blanchette, Animal Science Department Chairperson
Caitlin Bosworth, Animal Science Department
Rochelle Gagne, Animal Science Department
Stephanie Moriarty, Animal Science Department
Seth Cook, Arboriculture Department Chairperson
Melissa Duffy, Arboriculture Department
Carol Peixe, English/History Department Chairperson
Richard Chew, English/History & Special Education Department
Samantha Hussey, English/History Department
Tamara Stevens, English/History Department
Michael Kennon, English/History Department
Alexandra Dewey, English/History Department
Holly Szurley, English/History Department
Kathleen Reilly, English/History Department
Dawn Fornari, Floriculture Department Chairperson
Danielle Chevalier, Floriculture Department
Joseph Ryan, Landscape Department Chairperson
Adam Latham, Landscape Department
Sandra Noel, Librarian & Media Specialist
Melanie Almeida, Math Department Chairperson
Brian Costa, Math Department
Daniel DeMello, Math Department
Jamie Hoxie, Math Department
Alex McKeen, Math Department
Brian Bastarache, Natural Resource Management Department Chairperson
Kourtne Bouley, Natural Resource Management Department & FFA Advisor
Elizabeth Savage, Science Department Chairperson

Craig Johnson, Science Department
 Sarah Couto, Science Department
 Gregg Surdi, Science Department
 Tennille Kazijian, Special Education Department
 Elizabeth Ward, Special Education Department
 Katie Zuber, Special Education Department
 Keith Poloskey, Wellness Department & Director of Athletics
 Andrea Garabedian, Wellness Department

TEACHER'S AIDS

Jo Ann Gates
 Sherri Eikenberg

MAIN OFFICE

Michelle Nogueira, *Administrative Assistant to the Principal*
 Donna Welshman, *Main Office Clerk*

STUDENT SERVICES

Lori Dias, *Administrative Assistant*

CUSTODIAL STAFF & WATCHMEN

Joe Gaspar, *Custodian*
 Andrew Silkworth, *Custodian*

Carol Carr, *Custodian*
 Keith Lepage, *Custodian*

DINING HALL STAFF

Jay Lee, *Food Service Manager*
 Rosanne Carvalho, *Assistant Food Service Manager*
 Lisa Craveiro, *Cook Helper*
 Margaret DeBarros, *Cook Helper*
 Tracy Powers, *Cook Helper*
 Susan Rezendes, *Cook Helper*

FOREMEN

Dan Bence, *Landscape Department*
 Matthew Carr, *Farm Manager*
 Scott Rose, *Floating Foreman*
 Daniel O'Connell, *School Carpenter*
 Kyle Medeiros, *Herdsmen*
 Joseph Guimond, *Foreman*

SAFETY AND SECURITY

Fire Exits

Fire exit details are posted in each classroom.

Security Cameras

The school maintains security camera monitoring throughout the campus.

Traffic within the School Building

When passing from class to class, be as quiet as possible so that you do not disturb other classes in session. Always keep to the right, never run or slide on the floor. Time allotted for passing from class to class is short.

Visitors Policy

The administration and faculty seeks to be gracious hosts to all visitors who have a legitimate interest in the school. At the same time, it is our responsibility to provide a safe and secure environment for all students and staff. Thus, the following guidelines must be strictly adhered to:

- Students may not bring guests to the school during operating hours. On Wednesday, visitors are not allowed until after the extra help and detention periods end at 3:05 p.m.
- Visitors may visit the school at the end of the school day, after signing in at the Main Office. Visitors must state a specific reason to be visiting and are required to present a picture ID, which will be copied. Those without a picture ID will not be approved to visit. All visitors must sign out before leaving the campus.
- Visitors attending sporting events and other extracurricular activities that are open to the public must enter and exit from designated areas, refraining from wandering.

Parents who wish to visit their child's classroom must have specific administrative approval prior to entrance into the classroom, in order to ensure proper notice to the classroom teacher. Unscheduled visitations result in interruptions to the educational climate and create potential liability and safety issues. The administration reserves the right to deny such requests if they are deemed to be potentially disruptive for any reason.

Unauthorized visitors are NOT permitted on school grounds and will be asked to leave upon identification. Unauthorized visitors unwilling to comply with administrative requests to leave the campus will be subject to police intervention.

Student Lockers, Desks, and Gym Lockers

The following items may not be stored in the school lockers, desks or gym lockers or on the immediate premises: weapons, alcoholic beverages, stolen property, drugs, explosives, ammunition or any other substance which might be considered harmful

to the student body and staff of the school. Student lockers and desks are the property of BCAHS and subject to periodic search and/or inspections.

The school is not responsible for lost or stolen articles. Students are allowed at lockers during the following times:

1. Before the first period/assembly.
2. Before and after lunch period.
3. At the close of school.

Students will not be allowed at lockers at any other times except with permission of an instructor. Please be as quiet as possible with your locker doors so you will not disturb other people. Students are not to share lockers for security reasons.

GPA Scale

CP	1.00
Honors	1.05
AP	1.10

CREDIT REQUIREMENTS FOR PROMOTION/GRADUATION

Bristol County Agricultural High School offers a 4 year course of study leading to a general high school diploma in Vocational Agriculture. In order to advance from one grade level to the next students must receive a passing grade in every course taken. In order to graduate from Bristol County Agricultural High School, a student must receive a passing grade in every course taken from 9th grade through 12th grade. Additionally, all students must “pass” the state MCAS examinations and obtain OSHA-10 certification.

	9th Grade	10th Grade	11th Grade	12th Grade	Total
English	1102 ELA CP 1103 ELA Honors	1202 ELA CP 1203 ELA Honors	1302 ELA CP 1303 ELA Honors	1402 ELA CP 1403 ELA Honors 1404 AP Literature and Composition	16
History	2102 US History I CP 2103 US History I Honors	2202 US History II CP 2203 US History II Honors	NA	2402 Senior Seminar CP 2403 Senior Seminar Honors	12
Math	3101 Algebra I Practical 3102 Algebra I CP 3103 Algebra I Honors 3202 Geometry CP 3203 Geometry Honors	3201 Geometry Practical 3202 Geometry CP 3203 Geometry Honors 3303 Honors Algebra II	3301 Algebra II Practical 3302 Algebra II CP 3303 Honors Algebra II	3301 Algebra II Practical 3401 Financial Algebra Applications 3402 Algebra III 3403 PreCalculus	16
Science	4102 Biology CP 4103 Biology Honors	4202 Chemistry CP 4203 Chemistry Honors	4302 Physics CP 4303 Physics Honors	4302 Physics CP 4303 Physics Honors 4404 Biology AP	16
Physical Ed	6100 Fresh PE .75 credit 6110 Fresh PE .25 6106 Health 4 credits	6201 Soph Flori/NRM PE 6202 Soph LG AniSci PE 6203 Soph SM AniSci PE 6204 Soph Arbor/Land PE 1 credit	6501 AgMec/Land PE 6502 Flori/NRM PE 6503 Arbor/Land PE 6504 SM AniSci/NRM PE 6505 LG AniSci PE 1 credit	6501 AgMec/Land PE 6502 Flori/NRM PE 6503 Arbor/Land PE 6504 SM AniSci/NRM PE 6505 LG AniSci PE 1 credit	8
Vo-Ag	7100 Exploratory /Intro to Ag 6 credits Freshman Placement 2 credit	Related = 4 Credits Major = 8 credits	Related = 4 Credits Major= 12 credits	Major= 12 credits	48
Total Credits	29 credits	29 credits	29 credits	29 credits	116

Academic Integrity

Bristol County Agricultural High School (B.C.A.H.S.) promotes an environment of educational honesty and integrity, and the entire faculty shares in the responsibility for maintaining this standard. Each student is expected to accept individual responsibility for his or her own work. Cheating and plagiarism is unacceptable and will not be tolerated.

In any case of cheating or plagiarism, the student's parent/guardian will be notified and due process followed. Any student that knowingly shares their work A copy of the report and documentation of subsequent proceedings will be filed in the student's disciplinary record. Incidents of cheating or plagiarism will result in discipline, which may include one or more of the following: zero for the assignment in question; detention; Saturday detention; suspension; failing grade for the term in which the offense occurs. Cheating and/or plagiarism could also affect a student's opportunity to obtain school-based scholarships and could disqualify a student for membership in the National Honor Society and other school organizations and activities.

Class Rank Calculation

Certain academic courses will have an additional weight when calculating a student's grade point average (GPA). See your guidance counselor for further information. The following courses are not used in computing GPA's: Physical Education: 790, 700, 710, 720. Additional courses as determined by the principal may also be used if they are of the same academic level. Course numbers/offers are subject to change.

College Entrance after Graduation

In order to meet the standard entrance requirements for admission to the state universities and colleges, the school's curriculum offers the necessary courses for acceptance to all four-year state supported colleges. Graduates who may have elected not to take all the courses required for acceptance into a four-year college may seek enrollment in two-year associate degree programs at state community colleges such as the Stockbridge School of Agriculture at the University of Massachusetts and work toward an Associate Degree in Agriculture. Colleges may calculate grade point average (GPA) differently than B.C.A.H.S.

College Visits

Seniors may visit colleges. College visits do count as part of their three allowable absences in a marking term.

- Seniors must make prior arrangements with the college admissions office for a scheduled tour or appointment.
- Seniors must provide confirmation of their tour or appointment with the Student Services Department here at B.C.A.H.S. prior to the date of their visit. A note from a parent if they are not yet 18 years old. College admission offices may fax a copy of the tour or admission appointment to B.C.A.H.S. at: fax# 508-669-6747.
- Upon returning to B.C.A.H.S. the senior must provide the main office with verification of their visit from the college's admission office.
- Students may also have an early dismissal from school to visit a college but they must follow the above rules.
- Students will be allowed to make-up all work missed during an absence or early dismissal for their college visits.

- If seniors visit a college as part of a school supervised field trip, where transportation is provided by the school, then the day will be recorded as a field trip. The day will not be recorded as an absence from school.

Articulation Agreements

Bristol County Agricultural High School has established partnerships with colleges to encourage and assist students with their post-secondary planning and progress. Articulation agreements serve as an opportunity for students to further coursework related to their high school vocational major or as a means of head-starting their college career.

Articulation Agreements

College	College Department Issuing College Credit:	College Course(s) Waived:	BCAHS Vocational Major:
Bristol Community College	Environmental Studies	EGR 141: Intro to Environment	Natural Resource Management
Paul Smith's College	Forestry/Natural Resources, Env. Science & Env. Studies	SOC 115: Adirondack Expedition (3cr) or a general elective in another major	Natural Resource Management
Paul Smith's College	Forestry, Arboriculture & Landscape, or Natural Resources: Management and Policy	FOR 101: Intro. To Forestry (3cr) and Forestry Elective (3cr) (6 credits total if in Arboriculture & 3 credits if in other majors)	Arboriculture
Delaware Valley College	Horticulture, Animal Science	HTT 1101 (2 credits) Exploring Horticulture/Science, AS1000 (3credits)Survey of Animal Ag., OH3147 (3 credits), Today's Sustainable Homestead	Any BCAHS Major
Stockbridge School of Agriculture	Any Stockbridge School Major	3 Elective Credits	Any BCAHS Major
Unity College	Any related Unity Major	6 Elective Credits	Large Animal Science
Unity College	Any related Unity Major	6 Elective Credits	Small Animal Science
Unity College	Natural Resource Management	PR 1023 Interpretation of Natural and Cultural Heritage (3 credits); ES 1003 Intro to Natural Resources (3 credits)	Natural Resource Management
SUNY Cobleskill	Animal & Plant Science	ANSC 161, ANSC 166, ANSC 111 & ANSC 140	Animal Science
MTTI	All	\$600.00 Tuition Waived	All

Dual Enrollment

Bristol County Agricultural High School offers Dual Enrollment opportunities in collaboration with Bristol Community College. Students participating in Dual Enrollment programs have opportunities to earn college credit while still enrolled in high school.

Health Education Curriculum

The health education curriculum at B.C.A.H.S. consists of a year-long program in the freshman year. In the freshman year, one quarter is devoted to the course section on human sexuality; where reproductive systems, pregnancy, prenatal care and birth, abstinence, and contraception are discussed, as well as sexually transmitted diseases and AIDS. In accordance with state law, parents/guardians of students have the right to inspect the curriculum, which is available in the main school office during school hours. Parents may opt to have their child not attend this portion of the program. This request must be submitted in writing to the principal. Such students will be given an alternate assignment or directed study and therefore not lose course credit, if successfully completed. The same procedure also holds true for any topics involving human sexuality in other grade levels. Any parent having concerns regarding this matter may feel free to contact the principal.

Home Work

All students may expect to spend at least one hour each evening on homework. It is imperative that you perform these assignments faithfully. Cooperation of parents is urged in seeing to it that all homework is done regularly.

Honor Roll

Students with all grades of 80 and above earn Honor Roll status. Students with all grades of 90 and above earn High Honor Roll status. Students with an Incomplete grade are not eligible for the Honor Roll.

Make-up Work

Work missed because of excused absence must be made up within five days upon returning to school. Teachers may offer an extension to this five-day make-up period. Failure to make up work promptly may mean the difference between passing and failing courses.

Weekly Make-Up Remediation is available on Wednesdays 2:30-3:05 p.m. Late buses are provided for in-county students, which depart at 5:00 p.m. (for athletic practices also)

Grading Requirement

It is important that students, parents and the school strive for excellence in grades. If a student is not reaching his/her potential in regards to their school work, parents should contact the teachers and guidance counselor to discuss the problem. Working together we can achieve success. Minimum numerical average for passing each class is 60. The report cards show numerical grades instead of letter grades.

Parent/Teacher Night

There are two Parent/Teacher Nights planned. The first is a “Virtual Meet and Greet” where the teachers can review the curriculum. This is scheduled for September 15, 2021 from 6:00 – 8:00 p.m. The second Parent/Teacher Night is scheduled for December 3, 2021(after first term report cards have been issued). Parents may confer with teachers concerning the scholastic progress of students. We

urge all parents to avail themselves of these opportunities.

Physical Education Curriculum

All students must take part in physical education unless the school is advised otherwise in writing by your physician. Students with medical excuses may be required to complete alternate assignments for their grade. Sneakers and appropriate gym clothing are required. These must be kept neat and clean. Each student has as much responsibility to be prepared to participate in physical education as in any other class program.

Pregnant Students

Pregnant students are permitted to remain in their classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same classes and extracurricular programs as before their leave. Pregnant students must present a doctor's note to modify their class work and shop activities. When an extended leave is necessary due to medical complications, educational services will be provided for academic classes as needed

Report Cards

Reports cards are issued electronically at the end of each term. Students and parents are encouraged and expected to check grades on the online portal every 10 days. Analyze them carefully with your parents. Parents are encouraged to confer with instructors concerning scholastic standing of the student.

Freshman Vocational Placement

The Bristol County Agricultural High School places students without regard to race, color, sex, religion, national origin, disability, gender identity, homelessness, limited English proficiency, or sexual orientation.

All ninth graders are exposed to an exploratory program during their freshman year. Each student rotates through all vocational programs. The rotations allow for opportunities during the course of the school year to experience each vocational area.

Prior to the end of the school year, each ninth grade student will complete their Vocational Major Selection sheet. At that time, each student will be asked to rank all the vocational majors in order of interest.

The major choices are assigned based on the score that each student has earned. The Vocational grade average is multiplied by two and added to the academic grade. The total is then divided by three. This formula gives added weight to the vocational grade.

In addition to the grade averages, attendance and discipline are factored into the ranking score. Points are subtracted from the score for excessive unexcused absences or excessive disciplinary infractions. Once the ranking score has been

determined, students are placed according to their choices. Once a major is filled, students are given their second choices, then third choices, etc. until all vocational majors are filled.

If students have ranking scores that do not qualify them for any of their choices, they are counseled and asked where they would like to be placed. They are allowed to choose any major that has a vacancy. These choices are, however, totally dependent on the ranking score.

All incoming tenth grade, eleventh grade, and transfer students are placed in vocational areas based on available space. The availability of vocational spots is a major factor in accepting/placing these students. Transfer requests are accepted from all students. Students are encouraged to place their names on waiting lists. After enrolling, any transfer student may request that his/her name be added to an existing waiting list for a given major.

Shop Hour Requirements

Due to the hands on nature of vocational agriculture classes, students who have missed more than three vocational classes in a term due to unexcused absences or unexcused dismissals will have to remediate competencies missed (during their assigned Saturday School) by completing modules in the following areas of the vocational frameworks:

- Employability and Career Readiness
- Management and Entrepreneurship Knowledge and Skills
- Technology Literacy Knowledge and Skills

Students that miss more than three days of vocational classes due to a medically excused absence will still be responsible for completing the modules, but will be allowed to complete them at home within a two week period of when they are assigned.

-While in the Vocational Recovery Modules, students will be expected to concentrate on: Employability and Career Readiness, Management and Entrepreneurship Knowledge and Skills, and Technology Literacy Knowledge and Skills. Students will not be allowed to participate in extracurricular activities, field trips, and will not be promoted/graduate until all owed vocational modules are completed.

Vocational Competencies Recovery

Recovery credit time will be held on Saturday mornings and will consist of independent work, comprising online activities such as Employability and Career Readiness modules while supervised by teachers. Transportation will be the

responsibility of the students/parents. Please see chart below for how absences impact the number of modules that need to be completed. All Modules must be completed during Vocational Competencies Recovery during Saturday School.

Absences	Vocational Hours owed	Number of Saturdays
4	Modules 1-4 (Subtracting for Gym)	1
5	Modules 5-6 (Subtracting for Gym)	1
6	Modules 7-8 (Subtracting for Gym)	2
7	Modules 9-10 (Subtracting for Gym)	2
8	Modules 11-12 (Subtracting for Gym)	3
10	Modules 13-14 (Subtracting for Gym)	3

Change of Vocational Major

Students placed on a waitlist for a change of major, must be placed in their new major prior to the start of Term 2 of their sophomore year. Changes in vocational major after Term 2 of sophomore year require approval of the principal.

Students Failing a Subject

Students are encouraged to participate in Wednesday help sessions in any subject failed. Students should schedule these days with their teachers. Students are ineligible to participate in field trips if they failed a course the prior term or are currently failing. and they will be missing that failing class on the day of the field trip.

Failure is not an option Protocol:

Overview:

If a student is failing any class they will be enrolled in the Failure is NOT an Option Program. Students that are enrolled in the program are expected to be in attendance for the next available Saturday school in order to raise their grade. Students who are

able to bring their grade up before the next available Saturday School will not have to attend. **NOTE: Failure to comply with the Saturday School obligation will result in further disciplinary action, including but not limited to: suspension for insubordination, ineligibility to participate in extracurricular activities, loss of driving privilege, etc.**

Summer Make-Up Credits

If any course is failed at the end of the year, a student will not be allowed to continue at B.C.A.H.S. until this subject is made up. Subjects may be made up by taking and receiving a satisfactory grade in a comparable and approved course in a summer session at your local high school or neighboring community. Students who successfully complete summer school courses will have a final grade of 60 recorded for the class. Students who have more than 36 days absent will not be allowed make-up credit and must apply to repeat their current school year at B.C.A.H.S. The 36-day rule may be waived by the superintendent/director under conditions of extreme circumstances of health problems.

Valedictorian and Salutatorian Criteria

To qualify for valedictorian or salutatorian, a student must have attended B.C.A.H.S. for at least three years. Please note as indicated in the Class Rank section of the handbook, honors courses will have an additional weight when calculating a student's grade point average (GPA).

IV. ATTENDANCE

DEFINITIONS

TARDY: A student who is not in their classroom at 8:10 A.M. is considered tardy. If the student does not meet this deadline, he or she must go to the Main Office and receive a tardy slip for admittance to the classroom. A student is considered absent if they are tardy after 10:42 am.

ABSENCE: When a student is absent from their first period, the teacher reports the student's absence to the Main Office. A student must be in school and attend a minimum of 4 full classes in a day to be recorded as present. A student marked ABSENT for the day is not eligible to participate in after school or evening activities on that day unless you have a legitimate excuse approved by administration. If a student is absent from school, a parent/guardian should call the school before 9:00 a.m. on the day of the absence to inform the school. This call does not constitute an excused absence.

Absences

Daily attendance will be taken in first period class. For a student to maintain a credible rating in their class work, it is necessary that they be in attendance regularly

throughout the school year. Parents or guardians have the responsibility for attendance of their children. An attendance program will be in effect for the school year and is as outlined below:

1. **UNEXCUSED ABSENCE:** Examples of unexcused absences: family vacations, lack of transportation, work, and illness (unless proper and conclusive documentation is produced).
2. **EXCUSED ABSENCE:** An absence that is documented by providing support in one of the following manners is considered excused:
 - Doctor or physician's note
 - Bereavement
 - Religious observance
 - Professional appointments that could not be scheduled outside the regular school day (i.e. court appointments)
 - Field trips or other school-sanctioned event/activity - College visits approved ahead of time by guidance

Tardies

- a) Students entering school late are requested to bring a note from a parent to explain the tardiness.
- b) Students tardy after 10:42 will be considered absent for the day but will be allowed to remain in school. Students dismissed before 12:01 will be considered absent for the day.
- c) Make-up work not completed within five days from the day of the student's return to school will not be accepted and no credit will be given for classes missed.

DISMISSAL:

Students with an early dismissal must check out through the main office. A note from the student's parent or guardian must be presented before school stating the reason for dismissal. We request that the parent also call the main office to verify the dismissal. Students should report to the office at the time of dismissal and not wait to be called.

If the student returns on the same day, he/she must also check back through the main office. Any student who leaves school without properly checking out will face disciplinary action. Dismissals must be kept to a minimum. Please schedule doctor appointments for after the school day. Students with excessive dismissals may be required to provide confirmation from their doctor's office. Students will be marked absent for the day if dismissed before 12:01 pm.

**STUDENTS MUST ATTEND SCHOOL UNTIL 12:01 PM ON THE DAY OF
THE JUNIOR/SENIOR PROM IN ORDER TO ATTEND THE PROM.**

Excessive Absences, Tardiness and Early Dismissals

Students that miss more than three class periods in an academic subject or three days of vocational shop time during a marking period due to poor attendance, and/or tardiness or early dismissals, will be required to submit a doctor's note upon returning to school or they will receive a Saturday Detention. This note must excuse a student for an office visit on the day(s) of absence or for absences that are due to chronic or medically re-occurring conditions. Students who miss more than three class periods or three days of vocational shop time may be asked to meet with the principal who will decide upon appropriate actions to correct attendance problems. Excessive absences from shop major time will be required to be made up prior to promotion/graduation. Students who need to make up missed vocational shop hours can be given credit for supervised work in their vocational field. The placement must meet the same criteria as cooperative education placement.

Appropriate actions can include monitoring school and class attendance, individual student attendance contracts, and exclusion from field trips and/or after school activities, detentions and/or suspensions, extended detentions, Saturday detentions, and loss of parking privileges. Parents may be required to attend meetings to address corrective measures for students with habitual attendance abuse. Students will be marked absent for the day if dismissed before 12:01 p.m. or tardy after 10:42 a.m.

Students who have more than 36 days absent will not be allowed make-up credit and must apply to repeat their current school year at B.C.A.H.S. The 36-day rule may be waived by the principal upon conditions of extreme circumstances of health problems.

SATURDAY DETENTION

Students who accumulate 4 or more unexcused absences during a term, will serve a Saturday School Detention(s) (8:00-12:00). If a student does not serve Saturday, they will be assigned an in school suspension and the Saturday Detention will be reissued.

Number of absences	Number of Saturday Detentions
4-6	1

7-9	2
10-12	3

Rules and Responsibilities of Eighteen Year Olds

All students, whatever age, are expected to abide by all rules and regulations in the student handbook. Furthermore, upon reaching his/her eighteenth birthday, a student can be advised of his/her rights and responsibilities by the guidance counselor. Students are required to complete forms in the Main Office and a letter is sent home informing parents. In the event of a student's excessive absences, his/her violation of school rules or his/her danger of failing a subject(s), the student's parents will be notified. A student eighteen years old, upon request, will be sent a copy of his/her report card. Early dismissal request forms requiring only the student signature can be obtained at the main office for emergency based dismissals. Emergency dismissal forms must be approved by the principal or assistant principal. Parental signatures will not be required for field trips. Parents are requested to contact the school to report absences, tardiness and dismissals.

V. STUDENT SERVICES

Breakfast and Lunch

The opportunity is provided at the school dining hall for you to purchase a daily hot or alternative lunch. You may prefer to bring your own lunch from home. You are not permitted to leave the school grounds during lunch time. Student IDs are required to purchase lunch. Lunch prices are \$4.00 for adults and student lunches are \$3.00. Daily breakfast is also available beginning at 7:30 a.m. for the price of \$1.50. (Prices subject to change).

First Aid and Insurance

First aid is given to any pupil requiring it. Doctor's care rests with the decision of parents/guardians. (See Student Health Services). Group Accident Insurance Coverage is available whereby, for a small premium, students may be insured against injury incurred while under the jurisdiction of the school. (Please read the Insurance Brochure carefully). We strongly recommend that every student join this insurance plan. All juniors and seniors participating in the Vo-ag Cooperative Education Program must have medical insurance.

Lost/Damaged Books

Charges for lost or damaged books must be paid in full within 30 days of billing. If at any time the lost books are returned, the lost book charge will be dropped or returned. Books must be in the same condition as when assigned to the student or a

damage charge will be assessed. Students who owe book charges after the 30 day billing period will not be allowed to participate in sports, dances, field trips, graduation ceremony, issued parking permits, and can have their parking permits withdrawn. Upon payment of charges, student privileges may be restored

School Main Office

Students are welcome at the office, however a pass from your teacher is necessary during the school day. Please wait at the information desk to be served. Students who desire to see the principal must state their purpose to one of the secretaries who will arrange an appointment as soon as possible.

School Rings

A standard school ring is available to all students. A representative visits the school during Parent/Teacher Night, which is scheduled for **December 3, 2021**. Orders may be placed in the fall accompanied by a deposit. Rings are delivered in the spring and must be paid in full upon delivery.

Student Employment

Student labor is required to carry on much of the work in the various departments of the school. Approximately twenty students are employed most of the year. This work, under the direction of instructors and the principal, is considered to be educational to the pupil. Upon graduation from B.C.A.H.S., student workers will no longer be employed by the school.

Student Health Services

The HEALTH OFFICE is available from 8:00 a.m. to 3:05 p.m. Monday – Thursday and from 8:00 a.m. to 2:35 p.m. on Fridays. Students must have a pass to the Health Office and should be encouraged to see the nurse as early as possible in the morning for minor problems so that other students can have the nurse's undivided attention in case of emergencies. When the health office is closed; students shall report medical issues to the Main Office.

A certificate of completed immunizations must be presented by/on the first day of school. A **physical examination** given by a student's family doctor is a prerequisite of school entrance for all **NEW** students. The **deadline** to return the physical exam form is **October 14, 2021**.

Parents of students with special circumstances should immediately contact the school nurse at ext. 115. Any medical documentation can also be faxed to the nurse at 508-669-4079. Any student who plans on participating in a school sport is required to have a recent (within the last thirteen months) physical exam on file with the school nurse prior to the start of the athletic program.

MEDICATIONS, TREATMENTS AND/OR LIMITATIONS cannot be carried out by the school nurse unless a request from the student's physician is received. Should any condition require that a student bring medication to school, it must be accompanied by a signed consent form from both the parent and the doctor.

Over the counter medications such as aspirin, Tylenol, cough drops, cough syrup or allergy medications WILL NOT be administered to any student unless a parental/guardian consent form and a signed medication order form from a licensed prescriber is on file in the Health Office. For short term prescription medication requiring administration of ten school days or fewer, the pharmacy labeled container may be used instead of a licensed prescriber's order, but a parental consent form is required. All medications should be left in the Health Office immediately upon arrival to school. No medications, unless specifically authorized, are to be kept on the student's person or in lockers. Should any condition require limitation of school activities, a written notice from the attending physician should be given to the nurse. The nurse will then refer it to the student's appropriate instructor(s).

A student who is INJURED AT SCHOOL or who is deemed too ILL to continue with the normal school routine shall be sent to the school nurse. If the nurse or other designated person believes the student is too ill to remain in school, the parent will be contacted and requested to provide transportation home (individual use of the Health Office IS NOT TO EXCEED ONE PERIOD). It is the parent's responsibility to provide prompt transportation and to arrange for alternate transportation in advance of unexpected illness or injury. In all instances, the person sending the student home will be certain that a parent or responsible person (designated by the parent) will be available to receive the student.

In an EMERGENCY due to sudden illness or accident the school nurse or other designated person will provide minor first aid/care (i.e. temporary care given in case of accidents or sudden illness). The first aid will be followed by one visit to a hospital/emergency facility only if the parent cannot provide immediate care or if medical care cannot be postponed. In all instances the instructions previously recorded in the student's folder will be followed. This information should include the names, addresses and phone numbers of persons whom the parent has designated as responsible parties in parent's absence.

During the course of the school year all Grade 9 students will undergo vision and hearing screenings. A notice will be sent home for any failures.

The Department of Public Health now requires all grade 10 students to have body mass index screenings. Prior notification of the screening and the benefits of the screening shall be provided to the parent or legal guardian. Every effort will be made to protect the privacy of the student during the screening process. Parents and guardians will be given the opportunity to waive their child's BMI screening at school by submitting a written request, or email to kwilson@bcahs.com.

Health Policy for Emergencies:

In the event of sudden, serious illness, or accident requiring medical attention beyond what the school nurse can provide, and parents cannot be reached, the student will be transported to the nearest emergency medical facility (by ambulance) and the parents will be responsible for all medical costs associated with

transportation and treatment. For this reason, it is important to have emergency telephone numbers where the school can reach the parent or their designee during or after regular school hours.

Students who have been treated for a serious injury, have had surgery or have experienced a significant change in medical condition, will be required to produce documentation from a medical professional stating that he/she is ready to safely resume the rigorous physical activity of our vocational programs in Agriculture, our Physical Education program, or our after school sports programs.

Students who have been removed from school for psychological evaluation or been placed in related treatment programs will be required to produce documentation from a medical professional stating that he/she is safe and ready to return and participate actively in the educational process.

A re-entry meeting may also be required with the appropriate school personnel before the student may return to school.

Student Records

After 5 years, the school reserves the right to destroy all *temporary* student records, maintaining only the *permanent* record, which will be held for not less than 60 years. The permanent record will include a final transcript and a copy of the immunization record. Graduating seniors will receive the contents of the temporary record following the final graduation rehearsal. Please note that upon any request for transfer of the student record, the record will be sent in its entirety.

Student Record Access by Military Recruiters

Under the general provisions of The No Child Left Behind Act of 2001, schools are required to provide “directory data” (name, address, telephone number) to military recruiters, upon request, unless the parent/guardian has requested that this information not be released without written consent.

Student Record Access of a Non-Custodial Parent

As framed by the Family Education Rights and Privacy Act (FERPA) and M.G.L. c.71, §34H, a non-custodial parent may be allowed access to a student’s record unless proof of the following has been provided:

- The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to safety of the student.
- The parent has been denied visitation.
- The parent’s access to the student has been restricted by a temporary or permanent protective order.
- There is an order from a probate and family court judge which prohibits the access.

The non-custodial parent shall submit a written request for access on an annual basis to the principal. The initial request shall include a certified copy of the probate court's order establishing legal custody. The school will notify the custodial parent in writing informing them of any request received.

English Language Learner Services

BCAHS has policies and procedures to address the needs of students who are identified as Limited English Proficient (LEP) or English Language Learners (ELL). In order to fulfill these needs, the school provides the following: training to faculty regarding related laws and regulations; identification of the English language needs of all incoming students; training for appropriate faculty in applicable assessments; effort to make bi-lingual faculty available or seek interpretation services, as needed. Full documentation of the policies and procedures are available in print in the Main Office and on the school website.

Title I Services

BCAHS receives federal grant funds through Title I Targeted Assistance to support skill development in reading and math for students deemed to be at risk of failing to meet the performance standards outlined by the Massachusetts Comprehensive Assessment System (MCAS). Parent involvement is strongly encouraged and guided by the Parent Involvement Policy and School-Parent Compact. The Student Selection Criteria and all related policies and procedures are available in print in the Main Office and on the school's website.

Title I Parent Involvement

B.C.A.H.S. receives Title I grant funds to support improvement in reading and math skills. Parents of students receiving Title I support will receive notification each year and are welcome to schedule meetings with the Title I instructor and are also encouraged to contact the student services department with any questions on their child's Title I services. Parents may also address any concerns through the school council at monthly meetings September through June or with the school principal. The Special Education Director/Title I Coordinator will also be available for parent meetings on the Parent Teacher Nights.

STUDENT DIGITAL RESOURCES

Each of the following resources requires a username and password. For assistance with access please email Mr. Costa at costa@bcahs.com or visit him in the library.

Network Account <ul style="list-style-type: none"> • Use school's computers • Use MS Office • Surf the Web • Print • Access your network folder • Username is FirstInitial+LastName 	Bristolaggie.Powerschool.com <ul style="list-style-type: none"> • Check your grades • View Class assignments • Username is email address 	AggieMail (Gmail) <ul style="list-style-type: none"> • Receive school announcements • Communicates with your groups and organizations • Communicate with teachers • Username is FirstInitial+LastName@bcahs.com
MassCIS.intocareers.org <ul style="list-style-type: none"> • Occupational and educational information • Help people make better-informed career and school choices • Easy-to-use- career exploration tool • 	Keep Track <ul style="list-style-type: none"> • Keep track of your accounts, usernames and passwords. • Write them down or record them digitally • Practice makes perfect, check your email weekly 	CommonApp.org <ul style="list-style-type: none"> • Easily apply to 700 colleges and universities • Best way to manage the application process • Add schools you are interested in, understand their requirements, gather information and apply
CollegeBoard.org <ul style="list-style-type: none"> • College Searches • Conduct interest and career inventories • Use self-assessment tools • Online portfolio database • PSAT & SAT preparation and signup information • See Student Services Office for more information 	FAFSA.ed.gov <ul style="list-style-type: none"> • Student Financial Aid Services • Obtain the most financial aid possible • Make your filing process accurate and fast • See Student Services Office for more information 	CareerSafeOnline.com <ul style="list-style-type: none"> • OSHA 10-Hour Safety Course • Learn How to stay safe in the workplace • Receive an OSHA card upon completion • See your vocational teacher for more information

VI. ADMINISTRATIVE POLICIES

Alcohol Policy

The use of alcohol in any form is prohibited at B.C.A.H.S. The nature of vocational education and the proximity of potentially dangerous machinery demand a student's total concentration.

The school has a "Breathalyzer" to monitor breath alcohol levels. This device may be used during school or at any school event, when alcohol use by an individual is suspected, or to monitor alcohol content in an open container. Any student that tests positive for alcohol or if their drink tests positive, their parents will be contacted immediately and discipline will be administered.

Any student found in possession of or under the influence of alcohol will be

suspended immediately, following due process procedures. Before this student may be readmitted to school, he/she must appear with parents or guardians for a conference in the principal's office to discuss the resolution of the problem. Students who may require counseling and/or treatment will be referred to their guidance counselor to aid the student in placement in an appropriate program. The possession of, serving, or consumption of any alcoholic beverages on school property, at school functions, school trips, or in transit, is prohibited. Further, any student shall be barred from any school sponsored activity if he or she has been drinking alcoholic beverages prior to his or her attendance at or participation in said school sponsored activities.

Students are reminded that the possession of alcoholic beverages on school property violates state law and carries a penalty of "imprisonment" for not more than 30 days or by a fine of not more than \$100.00, or both" Chapter 272, Section 48 of the General Laws of the Commonwealth. Students found in violation will be dealt with according to the Standards of behavior and will be referred to their guidance counselor to assist the student and his/her parents in finding appropriate counseling and/or treatment. Students suspected of using alcohol, or being under the influence of alcohol in school or at a school event, may be required to take an alcohol detection test administered by a school official. Refusal to take the test supports the suspicion that alcohol has been used and may result in suspension or immediate removal from the school activity.

Testing may be done by an administrator based on overt signs of inconsistent behavior which may cause reasonable suspicion that a student is under the influence. This includes, but is not limited to: erratic behavior; slurred speech; strong foreign odor on clothing or breath; glazed or glassy eyes; unsteady gait; angry, agitated state; information offered by a third party; leaving and returning to school grounds with/without permission.

Student Acceptable Use Policy

We are pleased to offer students of the Bristol County Agricultural High School access to the school's computer network which includes access to the Internet. To gain access to the Internet, all students under the age of 18 must obtain parental permission and must sign and return this form to the high school. Students 18 and over may sign their own forms.

Access to the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. Our efforts along with the efforts of Additions Network have resulted in a filter that will block 99% of any offensive Internet content. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

Students are responsible for good behavior on school computers just as they are in a classroom, school hallway or bus. Communications on the network are often public in nature. Adherence to all school rules and behavior expectations as stated in our Student Handbook is required.

The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Parent permission is required. **Access is a privilege - not a right.** Access entails responsibility.

Individual users of the school's network are responsible for their behavior and communications over those networks. **Each student will be issued a user's account which will be monitored.** This account must be password protected and not shared or left accessible by other users. It is presumed that users will comply with school standards in each area and will honor the agreements they have signed.

Network storage areas may be treated like school lockers. Also known as your "Home Folder", staff members may review files and communications to maintain system integrity and insure that users are utilizing the system responsibly. Users should not have an expectation that files stored on school servers will always be private.

Responsible communications and access to information will be honored within reason. Student access to computer networks will be guided toward appropriate resources during the school day by their teachers. Outside of school, families bear the same responsibility for similar guidance as exercised with regard to information

sources such as television, telephones, movies, radio and other potentially offensive media.

In an effort to promote safe and effective learning experiences, the following practices are prohibited while utilizing our computer network:

- **Wasting the school's bandwidth by playing games, music and videos for entertainment**
- Leaving your account accessible or logged-on to a PC (You must log off or shutdown.)
- Instant messaging
- Controlling or accessing other computers with remote access
- Using obscene language
- Damaging computers, computer systems or computer networks
- Visiting websites that have inappropriate content for the school setting. (Examples: Sites of sexually explicit nature, sites that promote violence and hate, and sites that offer information that could endanger the health and safety of any individual.)
- Furthering any political or religious purpose
- Engaging in any commercial or fundraising purposes
- Sending threatening or harassing messages
- Accessing or sharing sexually explicit, obscene, or otherwise inappropriate materials
- Intercepting communications intended for other persons
- Logging in through another person's account or attempting to access another user's password or files
- Sending defamatory or libelous material concerning a person or group of people
- Furthering any illegal act, including infringing on any intellectual property rights
- 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
- Engage in any activity that could be interpreted as Bullying

As a student at Bristol County Agricultural High School you will be given Network, Internet and E-mail access as well as access to many other technology tools. Please use them responsibly.

Violations may result in a loss of access as well as other disciplinary action, including, but not limited to: warnings, Saturday detentions, suspensions, expulsion, and monetary restitution. Legal action may also be pursued, as appropriate.

There is NO expectation of privacy to be held by users of our school computer network.

As a user of the Bristol County Agricultural High School computer network, I understand and hereby agree to comply. **Please return this completed form to the school's main office.**

with all the rules and standards as stated in the Student Acceptable Use Policy - I promise to communicate over the network in a reliable and professional fashion while honoring all relevant laws and restrictions.

As the parent or legal guardian of the minor student signing above (form sent home for signatures), I grant permission for my son or daughter to access networked computer services such as the Internet. I understand that individuals and families may be held liable for violations. I understand that some materials on the Internet may be objectionable, but I accept responsibility for guidance of Internet use - setting and conveying standards for my daughter or son to follow when selecting, sharing or exploring information and media.

Language or procedures for service dogs.

Bristol County Agricultural High School acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a "service animal" in its school buildings, in classrooms, and at school functions, as required by Title II of the Americans with Disabilities Act and its implementing regulations found at 28 CFR Part 35, subject to the following:

1. All requests for an individual with a disability to be accompanied by a service animal must be addressed in writing to the Superintendent-Director. This written request must be delivered to the Principal's Office at least 10 business days prior to bringing the service animal to school or to a school function.
 2. Only a dog or a miniature horse may qualify as a service animal, pursuant to Title II of the ADA. No other species of animal, whether wild or domestic, will be permitted in Bristol County Agricultural High School as a "service animal."
 3. In order to be permitted in school, the service animal must be "required" by the individual with a disability, meaning the service animal must have been individually trained to perform work or tasks for the individual with a disability. The task performed by the service animal must address one of the following needs for the disabled individual:
 - physical, sensory, psychiatric, intellectual, or other mental disability.
- Under Title II of the ADA, the crime deterrent effect of an animal's presence, and/or the provision of emotional support, well-being, comfort, or companionship, do not constitute work or tasks.
4. Documentation of the service animal's required vaccinations must be included with the initial written request. The owner of a service animal must also provide annual proof that the animal is up to date on all of its required vaccinations as

determined by the animal's veterinarian. The animal's veterinarian must certify in writing, signed by him/her, that all vaccinations are current.

5. The owner of the service animal is liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property. If the individual with a disability is a student, the student's parent/guardian may be required to sign a waiver of liability prior to the service animal coming to the school or to the school-sponsored activity.

6. For students on an IEP or 504 plan: If a request is made to allow the student to have a service animal at school or at a school sponsored activity, the IEP or 504 Team will consider the request, and whether it can provide services and/or accommodations that would serve the stated purpose

of the service animal. If the Team determines that it can and proposes alternative accommodations and/or services, then the request to allow a service animal may be denied. This determination will be made on a case-by-case basis.

7. Direct Threat: Bristol County Agricultural High School is responsible for providing a safe learning environment for students, teachers, and staff. If the presence of a service animal poses a direct threat to the health or safety of another member of the school community, as documented by a physician, the school will weigh the needs of all parties and will put forth a plan to provide reasonable accommodations. Bristol County Agricultural High School will assess each situation on a case-by-case basis and may exclude the service animal if the animal's presence poses a direct threat to the health or safety of anyone who will potentially come in contact with the service animal.

8. Removal of a Service Animal: A school administrator may ask an individual with a disability or his/her parents to remove a service animal from a school building, a classroom, or from a school sponsored activity if any one of the following circumstances occurs:

- a.** The animal is out of control and the animal's handler does not take effective action to control it.
- b.** The animal is not housebroken.
- c.** The animal's presence would "fundamentally alter" the nature of the service, program, or activity. In this case, Bristol County Agricultural High School will otherwise provide the individual with a disability the opportunity to participate in the service, program, or school sponsored activity without the service animal.

9. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control.

10. Bristol County Agricultural High School is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's need to relieve itself.

- a.** The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
- b.** The owner of the service animal is responsible for ensuring that the animal is appropriately groomed and cared for. All service animals

accompanying individuals in school must be treated for, and kept free of, fleas and ticks.

c. Students with service animals are expected to care and supervise their animal. In the case of a student with disabilities who is unable to care for or supervise his service animal, the parent is responsible for providing care and supervision of the animal. Issues related to the care a supervision of service animals will be addressed on a case-by-case basis at the discretion of the building administrator.

Bristol County Agricultural High School Bullying Prevention and Intervention Plan

The following Bullying Prevention and Intervention Plan is required under M.G.L. c. 71, § 37O, and was created in consultation with state agencies, school personnel, advocacy organizations, and other interested parties. The plan's format parallels the draft *Behavioral Health and Public Schools Framework*. Please note that in the plan and in other publications we use the word "target" instead of "victim" and "aggressor" instead of "perpetrator."

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I. LEADERSHIP

Leadership at all levels will play a critical role in developing and implementing Bullying Prevention and Intervention Plans (“the Plan”) in the context of other whole school and community efforts to promote positive school climate. Leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Leadership should be defined by the district or school, depending on existing roles and responsibilities and locally identified priorities for this initiative. Leadership is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying. It is also the responsibility of leaders to involve representatives from the greater school and local community in developing and implementing the Plan.

- A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 37O, the Plan must be developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. Consultation must include, at a minimum, notice and a public comment period before the Plan is adopted by the school committee or equivalent authority. Bristol County Agricultural High School will involve representatives from each of these constituencies in other aspects of Plan development, including needs assessments, working groups, task forces, and public meetings. The Plan identifies the ways that each of the various constituencies will be involved.
- B. Assessing needs and resources. The Plan is the school's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families and staff, will assess the adequacy of current programs; review current policies and procedures; review available data on bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services. This “mapping” process will guide our school in identifying resource gaps and the most significant areas of need. Based on these findings, we will revise/develop policies and procedures; establish partnerships with community agencies, including law enforcement; and set priorities.

Initial and periodic needs assessments will include the following: 1) surveying students, staff, parents, and guardians on school climate and school safety issues; and 2) collecting and analyzing building-specific data on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and “hot spots” in school buildings, on school grounds, or on school buses). This information will help to identify patterns of behaviors and areas of concern, and will inform decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services. Needs assessments

pertaining surveying of the BCAHS student body and any pressing issues are currently taking place through weekly Thursday morning meetings that include the principal, assistant principal, director of special education, two guidance counselors, school psychologist, and the school nurse. Such meetings are used as a means to regularly address concerns pertaining to any student issues, include timelines for intervention, and leadership roles. A weekly all school assembly is also utilized to discuss school culture, current events, character based lessons, and the importance of a kind, honest, and productive approach to each day.

- C. Planning and oversight. The Plan will identify the school leaders responsible for the following tasks under the Plan: 1) receiving reports on bullying; 2) collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes; 3) creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors; 4) planning for the ongoing professional development that is required by the law; 5) planning supports that respond to the needs of targets and aggressors; 6) choosing and implementing the curricula that the school or district will use; 7) developing new or revising current policies and protocols under the Plan, including an Internet safety policy, and designating key staff to be in charge of implementation of them; 8) amending student and staff handbooks and codes of conduct; 9) leading the parent or family engagement efforts and drafting parent information materials; and 10) reviewing and updating the Plan each year, or as needed. Such responsibilities are currently led by the principal, assistant principal, and Technology Department in conjunction with the superintendent, board of trustees, and parent advisory board.
- D. Developing priority statements. Priority statements can be used to communicate within the Plan the school's vision in creating and implementing its bullying prevention and intervention strategies. The following priority statement will be included in the Bristol County Agricultural High School Plan:

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

The school is committed to providing all students with a safe learning environment that is free from bullying and cyber bullying. 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.

We understand that all students are potential targets of bullying. Bristol County Agricultural High School will take specific steps to create a safe, supportive environment for all populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyber bullying, 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 Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyber bullying, 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, cyber bullying, and retaliation. The principal is responsible for the implementation and oversight of the Plan.

II. TRAINING AND PROFESSIONAL DEVELOPMENT

The current Plan reflects requirements under M.G.L. c. 71, § 37O to provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals. The Plan states the content and frequency of staff training and ongoing professional development as determined by the school's needs, and list other topics to be included in these staff programs. The locally identified additional areas of training should be based on needs and concerns identified by school and district staff.

The law lists six topics that must be included in professional development. Additional topics may be identified by the school or district leadership as they consider the unique needs of the school community.

- A. Annual staff training on the Plan. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered for all Bristol County Agricultural High School. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.
- B. Ongoing professional development. The goal of professional development is to establish a common understanding of tools necessary for staff to create a school

climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of professional development will be informed by research and will include information on:

- (1) Developmentally (or age-) appropriate strategies to prevent bullying;
- (2) Developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- (3) Information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- (4) Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- (5) Information on the incidence and nature of cyber bullying; and
- (6) Internet safety issues as they relate to cyber bullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

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

III. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. The Plan

describes the strategies for providing supports and services necessary to meet these needs. In order to enhance the school's capacity to prevent, intervene early, and respond effectively to bullying, available services should reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets and aggressors. The Plan includes a strategy for providing counseling or referral to appropriate services for aggressors, targets, and family members of those students. These locally established strategies are reflected in the school Plan. Information pertaining to such resources are available through the Bristol County Agricultural High School Guidance Department.

- A. Identifying resources. The Plan includes the school's process for identifying its capacity to provide counseling and other services for targets, aggressors, and their families. This includes a review of current staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services. Once this mapping of resources is complete, the school can develop recommendations and action steps to fill resource and service gaps. This may include adopting new curricula, reorganizing staff, establishing safety planning teams, and identifying other agencies that can provide services. The Plan outlines the local processes for identifying existing and needed resources.
- B. Counseling and other services. The Plan should identify the availability of culturally and linguistically appropriate resources within the school and district. If resources need to be developed, the Plan should identify linkages with community based organizations, including Community Service Agencies (CSAs) for Medicaid eligible students. In addition, the Plan should identify staff and service providers who assist schools in developing safety plans for students who have been targets of bullying or retaliation, providing social skills programs to prevent bullying, and offering education and/or intervention services for students exhibiting bullying behaviors. Schools may consider current tools including, but not limited to, behavioral intervention plans, social skills groups, and individually focused curricula.
- C. 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.
- D. Referral to outside services. A referral protocol for referring students and families to outside services is outlined. Clear protocols will help students and families access appropriate and timely services. Referrals will comply with relevant laws and policies. Current local referral protocols should be evaluated to assess their relevance to the Plan, and revised as needed.

IV. ACADEMIC AND NON-ACADEMIC ACTIVITIES

The law requires our school to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curricula. Curricula must be evidence-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. The Department will publish guidelines for implementing social and emotional learning curricula by June 30, 2011. Other resources are currently available on the Department's website at <http://www.doe.mass.edu/ssce/bullying/>. Plans should include specific information about local priorities and approaches that will be used, and how the school will integrate the Plan into the school's curricula. Such training and informational exchanges currently take place during the weekly all school assembly.

A regular reminder of our cultural philosophy (Is it kind? Is it honest? Will it improve the situation?) is offered to students at our weekly all school assemblies. Such questions offer a proactive approach to decision making should individuals choose to consider these three questions. These three questions also provide a clear means of solving and discussing a difficult issue, should a difficult issue arise.

A. Specific bullying prevention approaches. Bullying prevention curricula will be 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 cyber bullying, 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; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan. The Plan includes specific information about how and when the school or district will review the Plan with students.

B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and

- classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

To support efforts to respond promptly and effectively to bullying and retaliation, policies and procedures for receiving and responding to reports of bullying or retaliation have been put in place. Policies and procedures will ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur. Detailed procedures for staff reporting of incidents, processes for communicating to students and families how reports can be made (including anonymous reports), and procedures to be followed by the principal or designee once a report is made, are all outlined within the plan. Appendices A (Reporting Form) and B (Flow Chart following a filing) provide a clear outline for response protocols and protocols following the filing of a report.

- A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. The Incident Reporting Form is recommended. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously if necessary, but an identified reporter is preferred. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form,¹ a voicemail box, a dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a

¹ See Appendix A for Sample Incident Reporting Form.

report, but is the preferred method for reporting. The school will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

B. Responding to a report of bullying or retaliation.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the

aggressor's schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

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. Whenever possible and appropriate, an effort will be made to protect the identity of all individuals involved in the reporting of verification of any bullying incidents.

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and

procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

- C. Investigation. The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

- D. Determinations. The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the

disciplinary action taken unless it involves a “stay away” order or other directive that the target must be aware of in order to report violations.

- E. Responses to Bullying. *This section of the Plan enumerates the school’s chosen strategies for building students’ skills, and other individualized interventions that the school may take in response to remediate or prevent further bullying and retaliation.*

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O(d)(v). Skill-building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school’s/district’s anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand prosocial ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school’s code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

VI. COLLABORATION WITH FAMILIES

Effective Plans will include strategies to engage and collaborate with students' families in order to increase the capacity of the school or district to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. The law requires the School Plan to include provisions for informing parents or guardians about the bullying prevention and intervention curricula used by the school district or school including: (i) how parents and guardians can reinforce the curricula at home and support the school or district plan; (ii) the dynamics of bullying; and (iii) online safety and cyber bullying. Parents and guardians must also be notified in writing each year about the student-related sections of the Bullying Prevention and Intervention Plan, in the language(s) most prevalent among the parents or guardians. School-specific approaches to collaboration take into account age, climate, socio-economic factors, linguistic, and cultural make-up of students and the parents.

The Plan identifies the parent resource and information networks that the school will collaborate with in working with parents and guardians.

- A. Parent education and resources. Via our Parents as Partners Program and other written/online communication, the school will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the school. The programs will be offered in collaboration with the PTO, School Council, Special Education Parent Advisory Council, or similar organizations.
- B. Notification requirements. Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber bullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats,

and will be available in the language(s) most prevalent among parents or guardians. The school will post the Plan and related information on its website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

The law requires each Plan to include a statement prohibiting bullying, cyber bullying, and retaliation. The statement is included in the Plan and included in the student code of conduct, the student handbook, and the staff handbook. The following statement is incorporated directly from M.G.L. c. 71, § 37O(b), and describes the law's requirements for the prohibition of bullying. It has been tailored to meet the specific priorities of Bristol County Agricultural High School. Alternative language is included in the draft priority statements in Part I.D above.

Acts of bullying, which include cyber bullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires Bristol County Agricultural High School to staff any non-school related activities, functions, or programs.

VIII. DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below. The Plan may include additional definitions that are aligned with local policies and procedures.

Bullying, 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 a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the

victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

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

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

Retaliation is any form of intimidation, reprisal, or harassment directed against a student 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.

Perpetrator, a student or 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 who engages in bullying or retaliation.

School district, the school department of a city or town, a regional school district or a county agricultural school.

School grounds, property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

Victim, a student against whom bullying or retaliation has been perpetrated. Bristol Aggie recognizes that certain students may be more vulnerable to becoming a target

of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, homelessness, limited English proficiency, or by association with a person who has or is perceived to have 1 or more of these characteristics.

Department the department of elementary and secondary education.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, 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 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 37H½, other applicable laws, or local school policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

APPENDIX A

BCAHS Prevention and Intervention Incident Reporting Form

1. Name of Reporter/Person Filing the Report: _____

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the: Target of the behavior ☐ Reporter (not the target) ☐

3. Check whether you are a: ☐ Student ☐ Staff member (specify role) _____

☐ Parent ☐ Administrator ☐ Other (specify) _____

 Your contact information/telephone number: _____

4. If student, state your school: _____ **Grade:** _____

5. If staff member, state your school or work site: _____

6. Information about the Incident:

Name of Target (person who was target of behavior): _____

Name of Aggressor (Person/people who engaged in the behavior): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s) (Be as specific as possible): _____

7. Witnesses (List people who saw the incident or have information about it):

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ Staff ☐ Other _____

8. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on back if necessary.

FOR ADMINISTRATIVE USE ONLY – INCIDENT # _____

9. Signature of Person Filing this Report: _____ **Date:** _____
(Note: Reports may be filed anonymously.)

10. Form Given to: _____ **Position:** _____ **Date:** _____

11. Signature: _____ **Date Received:** _____

II. INVESTIGATION OF INCIDENT # _____

1. Investigator(s): _____ Position(s): _____

2. Interviews:

☐ Interviewed aggressor Name: _____ Date: _____

☐ Interviewed target Name: _____ Date: _____

☐ Interviewed witnesses Name: _____ Date: _____

Name: _____ Date: _____

Name: _____ Date: _____

3. Any prior documented Incidents by the aggressor? ☐ Yes ☐ No

If yes, have incidents involved target or target group previously? ☐ Yes ☐ No

Any previous incidents with findings of BULLYING, RETALIATION ☐ Yes ☐ No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

III. CONCLUSIONS FROM THE INVESTIGATION

1. Finding of bullying or retaliation: ☐ Yes ☐ No

☐ Bullying ☐ Incident documented as _____

☐ Retaliation ☐ Discipline referral only _____

2. Contacts:

☐ Target's parent/guardian - Date: _____ ☐ Aggressor's parent/guardian - Date: _____

☐ Student Services - Date: _____ ☐ Law Enforcement - Date: _____

3. Action Taken:

☐ Loss of Privileges ☐ Detention ☐ Suspension

☐ Community Service ☐ Education ☐ Other _____

4. Describe Safety Planning: _____

Follow-up with Target: scheduled for _____ Initial and date when completed: _____

Follow-up with Aggressor: scheduled for _____ Initial and date when completed: _____

Report forwarded to Principal - Date: _____ Report forwarded to Superintendent - Date: _____

(If principal was not the investigator)

Signature and Title: _____ Date: _____

Commonwealth of Massachusetts: Anti-Hazing Law

ANTI-HAZING LAW

Chapter 269: Section 17. Hazing; organizing or participating; hazing defined

Whoever is a Principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 269: Section 18. Failure to report hazing

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

Chapter 269: Section 19. Copy of Secs. 17 to 19; issuance to students and student groups, teams and organizations; report

Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

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

Cell Phones

1. The school strongly suggests students not bring cell phones and/or any electronic devices used for communication to school. These devices are prone to be lost, stolen or damaged. Students who bring communication devices to school must keep them in "off and out of sight", from the start of the first period until the 2:30 bell. Communication devices must also be kept out of sight in a book bag, purse or pocket during the school day. Students will be subject to disciplinary actions as described below in Level III offenses. Students who are caught using their cell phone without permission will have their phones held in the main office until the end of the next school day. A parent may choose to pick up the phone at the end of the day.
2. Cell phones will not be used at school during the school day, with the exception of students who are part of the **EMS** system. Said students must provide proof of service, and written permission by their parent/guardian to respond to necessary calls. These students will have permission to

carry the appropriate pager or phone to receive emergency calls. Upon returning to school, the student must have a note from their superior officer verifying service.

3. Students may access their cell phones for educational purposes with permission from the supervising teacher/instructor.

Dress Code & Décor

Dress code is strictly enforced during the school day and after school activities. Coats and other forms of outerwear will not be worn in classrooms in the main school building or any shop area designated by a shop teacher. Hats, hoods, visors, kerchiefs and bandanas will not be worn in classrooms or in the main school building or the cafeteria or any shop area designated by a shop teacher. Classroom attire shall be neat and clean. Any type of clothing which detracts from the educational program or shop safety will not be allowed. Students may be asked to change if clothing is deemed inappropriate.

1. Shorts, skirts, and dresses must be fingertip length.
2. Shirts and blouses must be long enough to reach below the "belt-line" and not expose the midriff.
3. No "low cut" tops.
4. "Spandex" type clothing is not allowed. Spandex clothing must be covered by a top that meets the finger-tip criteria.
5. Tube tops, halter tops, and tank tops are not allowed. All shirts/blouses must have sleeves that will appropriately conceal undergarments.
6. Jeans with rips are allowed as long as the rips are not in inappropriate areas and that these jeans are not worn in shop classes.
7. Waist-line of pants shall remain above hip level with no part of the buttock or underclothing revealed.
8. Pants with chains or straps must not be worn.
9. **Work Clothes in Vocational Shop:** You are expected to participate in all work activities on campus as part of the school program in developing skills. You should govern your dress accordingly. For outdoor classes, you should have work clothes available and a change of clothes. Your school clothes should be neat and clean. The school's priority is to protect the health, safety and welfare of all students and to preserve an environment conducive to the education process. Foul weather gear should be available at all times because of moving from building to building for various classes. All students must wear shirts with sleeves in shop classes. Vocational teachers will determine appropriate attire for each major area, which includes all appropriate personal protective equipment.
10. Only appropriate footwear will be allowed. Slippers, spiked heels and soles that leave heavy black marks on the floors are not allowed.
11. Clothing/decor which is offensive to prevailing standards by reason of being vulgar, lewd, indecent, racist, or otherwise inappropriate in a school setting will not be permitted. Refusal to comply with expectations of a respectful school

environment may result in disciplinary action or loss of privileges.

12. Common sense and respect should be the most important guide. The principal or designee will address any exceptions and has the right to add additional rules to ensure aspects of safety, order and discipline in the school environment.
13. **Graduating seniors** must wear approved attire to participate in the graduation ceremony.

Bristol County Agricultural High School Drug and Alcohol Policy:

The possession, selling, distribution, or use of alcohol, drugs or paraphernalia and the possession, selling, distribution, or use of tobacco paraphernalia (Smoking and Smokeless Tobacco) are prohibited on school grounds or school sponsored events. The primary purpose of the Bristol County Agricultural High School Public Schools is to provide those services and facilities which create an environment that encourages each student to identify and achieve his or her full potential. Drug and alcohol use and abuse among students interferes with the students' and the school's' achievement of this purpose. The Bristol County Agricultural High School Public Schools are committed to designing programs that educate the students regarding the harmful effects of drug and alcohol abuse. To these ends, the following Drug and Alcohol Policy will be enforced by all school personnel.

DEFINITION OF TERMS:

Drug: A substance which by its chemical nature alters the function of the living organism. A drug is any chemical substance, including alcohol that alters mood, perception or consciousness and is misused to the apparent injury of self or society. A drug is a controlled substance as designated by Chapter 94C of the Massachusetts General Law.

Assessment Team: The Assessment Team is a group of key school personnel, functioning as an evaluative support service to the student and the family at risk.

Administrator: Principal, Assistant Principal.

PROCEDURES: I. Suspected Users of Drugs

A. Whenever a school personnel member has reason to suspect that any student is under the influence of or in possession of, selling or distributing a drug in school, on school grounds or during any school sponsored activity, she/he will orally and in writing (a referral form) notify a building administrator.

B. The school administrator will then question such student for the purpose of determining:

1. The kind and amount of drug consumed and/or involved
2. When, where and from whom such drug was obtained last and/or the quantity consumed, sold or distributed
3. Whether the student still has in his/her possession or subject to his/her immediate

control more of such drug. If a search is necessary to determine possession, the following

will occur:

- a. a witness will be present at all times
 - b. a search of the student's person, the area under his/her immediate control, his/her locker, and vehicle if necessary.
 - c. seize and retain possession of any drug still in the possession, or subject to the immediate control of the student, or found in the locker, or student's vehicle parked on campus.
- C. In the event that a school personnel member observes a student with a substance that might be intended for drug use or is passing or selling such a substance to another student, she/he will require the student to accompany him/her to an administrator with the substance either in the teacher's or student's possession. The teacher will not accuse the student of having drugs in his/her possession since the substance has not been legally identified.

D. The administrator will:

- 1. Require the student to turn over the substance
 - 2. Upon receiving the substance:
 - a. initial and date the container in which the evidence is placed for safekeeping
 - b. immediately contact the police and release the evidence
 - c. contact the parents
 - 3. In the event the student refuses to surrender the substance:
 - a. contact the parents
 - b. contact the police
 - c. conduct a search with the police present, if necessary
 - 4. In each case, retain his/her responsibility to safeguard the interest of the student and his/her parents by keeping them informed at all stages of the procedure
- E. In the event the student appears to be under the influence, the administrator will:
- 1. inform the student that she/he is suspected of possessing, using, selling or distributing a drug
 - 2. determine if the student is in need of immediate medical attention and if so, refer him/her to the school nurse, call an ambulance, and or call the police
- F. When the use of alcohol is involved, the police may be requested to take protective custody of a student (as permitted by the Massachusetts General Law, 111B):
- 1. if parents cannot be reached
 - 2. if parents are unwilling or unable to pick up the student

Students Violating the Drug and Alcohol Policy

- A. When the facts have been reasonably established that the student has violated the Drug and Alcohol Policy (in school, on school grounds or during any school sponsored activity), the administrator shall suspend the student for

a minimum of five (5) days and up to ten (10) days on the first offense. Students who violate the Drug and Alcohol Policy will not be allowed to attend any school dances for the remainder of the semester or 45 days, whichever one is greater (i.e. Prom, Homecoming, Winter Ball, etc.). The administrator, depending on the severity of the incident, may suspend up to ten (10) days and proceed with expulsion hearing.

1. Law enforcement will be involved.
 2. The Assessment Team will be notified and will meet at the earliest possible time to discuss appropriate support systems for the student and family.
 3. Parents will be asked to meet with the school Assessment Team to consider the best means of helping the student.
 4. Following any instance of suspension and prior to a student's readmission to school, it is important that the administrator be assured by both the student and his/her parents that positive steps have been taken to find appropriate solutions to the drug related problems.
 5. In the event the parents do not cooperate with the school authorities in the adoption and execution of a specific plan for helping the student, a "Child Requiring Assistance" petition may be filed in the Juvenile Court. This petition will allege that the student lacks the proper attention of his/her parents or that the student's behavior violated the lawful and reasonable regulations of his/her school. The "Child Requiring Assistance" is to be filed by the police officer, a parent/guardian, guidance counselor, or administrator.
- B. When the facts have been reasonably established that the student has violated the Drug and Alcohol Policy for the second time during the student's enrollment at Bristol County Agricultural High School, the administrator shall suspend the student using the Progressive Discipline policy outlined in the handbook. The principal, depending on the severity of the incident, may recommend expulsion to the regional school committee. In addition, law enforcement will be involved.
- C. During any period of suspension or expulsion, the student is prohibited from coming onto any school property, except for the purpose of keeping appointments. The student and his/her parents will be given a hand delivered written notice that the coming onto school property is a violation of this policy and will be considered a criminal trespass in accordance with Section 120 of Chapter 266 Massachusetts General Laws. A copy of the hand-delivered written notice will be sent to the police.

III. Violations of Drug and Alcohol Policy

The administrator, immediately after finding a student to have violated the Drug and Alcohol Policy, will furnish the police department with a complete report, including the controlled substances and other physical evidence obtained. To the extent permitted by law, the police department will inform the school department of the disposition of the case. A copy of this report will at the same time be submitted to the Superintendent of

Schools.

IV. Search of Students and School Property

A. All parents and students must understand the following:

1. Every administrator may conduct a search of a student and his or her belongings on school premises if she/he has reasonable grounds to believe that the student has in his/her possession any item, the possession of which constitutes a criminal offense under the laws of the Commonwealth of Massachusetts or violates the written policies of the Bristol County Agricultural High School School District.
2. Every administrator may conduct a search of the physical plant of the school and appurtenance thereof, including student lockers since lockers and are school property. In addition, school parking lots are considered school property where searches may be conducted. Any and all means, within the law, will be used to obtain evidence.
3. "Lockers are school property and are subject to search for which administrators retain a right of inspection periodically to ensure compliance with regulations. A school locker may never be used for storing contraband items, such as alcoholic beverages, stolen property, knives, razor blades, guns and illegal drugs." "There shall be no 'expectation of privacy' in a locker, desk or other areas where property is stored in school." (Commonwealth v. Carey, 407 Mass. 528) V.

Students Seeking Voluntary Drug Assistance

- A. The school will provide, without penalty, assistance to any student voluntarily seeking drug and alcohol treatment or advice. If a student voluntarily seeks information or assistance about illegal substance uses and has not been apprehended for any such violation by school authorities or staff, the school will take the following actions:
 1. The Assessment Team will immediately consider the best possible resources for helping the student.
 2. Parents are an important factor in helping the individual student and may be involved if it is considered appropriate.

For Any Drug Conviction - Including Possession

Students should be aware of the state law requiring that the "Conviction for a drug offense, including possession of even a small amount of an illegal drug, will result in the loss of your driver's license for up to five years in addition to court ordered penalties. If younger than 18, the issuance of your driver's license may be delayed until age 21."

For Dealing Drugs near Schools

"A conviction for selling drugs within 1,000 feet of school property in Massachusetts will result in a minimum mandatory two-year jail sentence plus a fine of up to \$10,000.00."

Chemical Health

Any student in violation of the MIAA Chemical Health Policy which states:

“During the season of practice or play, a student shall not regardless of quantity, use or consume, possess, buy/sell or give away beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance.” A student may request reinstatement if he or she is accepted and participates in a treatment program approved by the school. When the principal confirms, following due process, that a violation occurred, the student may lose eligibility for the remainder of the season for that interscholastic event.

MIAA Tobacco/ Drug Use Policy

Student (and Coach) Eligibility: Chemical Health/Alcohol/Drugs/Tobacco

62.1 From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol, any tobacco product (including e-cigarettes, VAPE pens and all similar devices), marijuana (including synthetic), steroids, drug paraphernalia, or any controlled substance. This policy includes products such as “NA or near beer,” inhalants (defined as any substance that produces a mind-altering effect when inhaled), and misuse of over-the-counter medications and substances used for the purpose of altering one’s mental state. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by his/her doctor. This MIAA statewide minimum standard is not intended to render “guilt by association”, e.g. many student-athletes might be present at a party where only a few violate this standard. This rule represents only a minimum standard upon which schools may develop more stringent requirements. If a student in violation of this rule is unable to participate in interscholastic sports due to injury or academics, the penalty will not take effect until that student is able to participate again.

Minimum PENALTIES: (also see Rule 32.8 – Ineligible Students)

First violation: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests (regular season and tournament) totaling 25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. During the suspension the disqualified student may not be in uniform and his/her attendance at the competition site is determined by the high school principal. All decimal part of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 25% of the season.

Second and subsequent violations: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests (regular season and tournament) totaling 60% of all interscholastic contests in that sport. All decimal part of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 60% of the season. If after the second or subsequent violations

the student of his/her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events provided the student was fully engaged in the program throughout that penalty period. The high school principal in collaboration with a Chemical Dependency Program or Treatment Program must certify that the student is attending or issue a certificate of completion. If a student does not complete the program, the penalty reverts back to 60% of the season. All decimal part of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 40% of the season. Penalties shall be cumulative each academic year, but serving the penalty could carry over for one year. Or, if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year (e.g. A student plays only football: he violates the rule in winter and/or the spring of same academic year: he would serve the penalty [ies] during the fall season of the next academic year). If a student is not an athletic participant for one full year after affirmation of a violation, then the penalty period would close and the student would face no consequence. Prior to any chemical health violation a student's request for and enrollment in a substance abuse treatment shall not in and of itself constitute a violation of the chemical health/alcohol/drugs/tobacco Rule 62.

Bristol County Agricultural High School Concussion Policy:

This policy will provide descriptive steps to ensure that the persons involved in the prevention, training management and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities in order to protect their health and safety as required by Massachusetts law and regulations. Upon adoption by the Board of Trustees the policy will be included, or synopsis thereof, in student/parent and teacher/coach handbooks of Bristol County Agricultural High School (BCAHS). Attached to this document are numerous resources that should be read and reviewed regularly throughout the athletic seasons. The nurse, athletic director, all coaches and volunteers will undergo annual training, provided online or otherwise, that is approved by the Massachusetts Department of Public Health (MDPH).

The athletic director will be responsible for the implementation of these protocols and policies. The athletic director will maintain documentation of all student forms and training verification of all individuals involved with extracurricular activities, including but not limited to, coaches, nurse, athletic trainers and volunteers. All training will be in accordance with 105 CMR 201:007.

The athletic director will maintain documentation of student physicals on an annual basis. Attached to this document are the forms issued by the athletic director to all

parents and student athletes. All athletes and parents will sign a document that states that they have read and understand the fact sheet provided to them concerning concussion in high school sports. All student athletes will complete and parents will sign the "pre-Participation Form" prior to participation each season.

The school nurse and the athletic director will review the following forms: Pre Participation Form, Report of Head Injury Form and Post Sports-Related Head Injury Medical Clearance and Authorization Form as necessary throughout the seasons. The nurse and athletic director will ensure that all individuals who need to know about an athlete's injury and plan for reentry to play and academics will be shared in accordance with the Massachusetts Student Records Regulations and the Federal Family Educational Rights and Privacy Act Regulations (FERPA).

All individuals, coaches, volunteers and others involved with athletic extracurricular activities will be expected to stress safety during all coaching and sporting events. Failure to comply with the policy by a student athlete may result in forfeiture of game(s) or the remainder of the season based upon the recommendation of the coach, athletic director and confirmed/modified by the principal in accordance with school policy.

Notice of Nondiscrimination pertaining to Civil Rights and Safety Policy

Federal law prohibits discrimination in educational programs or activities receiving Federal financial assistance. In accord with the requirements of Title IX of the Educational amendments of 1972, Title VI of the Civil Rights Act of 1964, and Section 504 of the Rehabilitation Act of 1973, the B.C.A.H.S. hereby makes notice that it does not discriminate in any educational programs or activities or in employment on the basis of race, color, national origin, sex, sexual orientation, disability, handicap, religion and age. The principal of B.C.A.H.S., telephone (508) 669-6744, has been designated as the employee for coordinating the efforts of the B.C.A.H.S. in implementing this nondiscrimination policy. Any inquiries concerning this policy may be addressed to the above named or to the Director, Office for Civil Rights, Department of Education, Washington, D.C. 20201, (800) 421-3481 or to the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant St, Malden, MA 02148 (781) 338-3000.

Grievance Procedure

A grievance is defined as a claim by an individual that there has been a misinterpretation, inequitable application or violation of any provision of the above non-discrimination policy.

Level 1: The grievant(s) will first notify the principal of the nature of the

grievance in writing.

- Level 2:** If, at the end of five school days following such notification, the grievance is not disposed to the grievant's satisfaction, the grievant(s) may present the matter in writing to the superintendent/director. The superintendent/director, within five school days after receipt of the written grievance, shall notify and meet with the grievant(s) in an effort to resolve the matter. The superintendent/director shall respond in writing with a general explanation for his decision within three days subsequent to the meeting.
- Level 3:** If the grievance is still unresolved, the grievant(s) shall submit the grievance at the next regularly scheduled meeting of the Board of Trustees and that said Board of Trustees at that scheduled meeting or at a meeting designated to be held within seven school days at which a majority of the Board of Trustees are in attendance shall meet with the grievant(s) in an effort to resolve the point(s) in question. The Board shall render a disposition in writing within five days subsequent to the meeting. The Board's decision will be final.

This grievance procedure notwithstanding, any employee, parent or student may direct inquiries to the Office of Civil Rights, Department of Education, Washington, D.C. 20201 and the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant St., Malden, MA 02148.

School Civil Rights and Safety Policy

B.C.A.H.S. has an extensive policy dealing with Civil Rights and Safety. Complete copies are available at the Main Office.

Pet Grooming and Obedience Policy

- a) "Pet Grooming Form" must be completed and the appointment made with the staff in the Animal Science Department.
- b) Pets must have the proper health certificates, which shall be reviewed with the staff in the Animal Science Department prior to the arrival of the pet.
- c) The pet shall be of suitable temperament for the students and staff to handle, as determined by the staff in the Animal Science Department.
- d) The pet shall be transported by other means than the school bus. No pets shall travel on the school bus with the exception of approved service dogs.
- e) All pets shall return home on the day of the visit, and must be picked up promptly at the end of the school day.
- f) Pets are not allowed in the main school building.

GUIDELINES FOR RECOGNIZING AND DEALING WITH SEXUAL HARASSMENT

Definition

Sexual harassment is a form of sex discrimination. Under the Massachusetts law of

fair educational practices (Chapter 151C of the Mass. General Laws), the term "sexual harassment" is defined as follows:

Any sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

Massachusetts General Laws C. 151C, s. 1(e).

Under the federal Title IX regulations, the U.S. Office for Civil Rights defines "sexual harassment" as "verbal or physical conduct of a sexual nature, imposed on the basis of sex or sexual orientation by an employee or student, which is unwelcome, hostile, or intimidating." Letter to McCoy from OCR Region V, April 27, 1993, citing 34 CFR s 106.31(b)(1) through (4) and (7).

Sexual harassment can cover a range of behaviors, including sexual insults and name calling, off color jokes, intimidation by words or actions, offensive touching, and pressure for sexual activity. Harassment may be perpetrated by peers, school staff, or others with whom the victim must interact in order to fulfill school or job duties. In schools, sexual harassment may be student-to-student, staff to student, student to staff, or staff to staff. While both females and males may be the targets of sexual harassment, in the majority of cases the target is female and the harasser is male.

It is important to remember that sexual harassment, or the existence of a sexually hostile environment which is created by acts of a sexual nature that are sufficiently severe or pervasive to impair the educational or employment benefits provided by the school is determined from the viewpoint of a reasonable person in the victim's situation. When an individual complains about sexual harassment or a sexually hostile environment, school officials must assess all the facts and circumstances from that viewpoint.

Laws Regarding Sexual Harassment

Sexual harassment in public schools is sex discrimination, and therefore is prohibited by federal and state laws. Title IX of the federal Education Amendments of 1972 (20 U.S.C. §681) states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." in addition, Mass. General Laws Chapter 151C, section 2(g) states that "it shall be an unfair educational practice for an educational institution to sexually harass students in any program or course of study."

If the alleged sexual harassment constitutes sexual abuse of a child by a "caretaker" (e.g., by a school staff member), then school administrators, teachers, and other

school staff who are mandated reporters are required by Mass. General Laws Chapter 119, section 51A to report the suspected child abuse to the Department of Social Services.

Massachusetts General Laws Chapter 76, section 5 (commonly known as "Chapter 622") and the Chapter 622 Regulations (603 CMR 26.00) contain provisions designed to "insure the right of access to the public schools of the Commonwealth and the equal enjoyment of the opportunities, advantages, privileges and courses of study at such schools without regard to race, color, sex, religion or national origin.

Effect upon the Victim

The victim may frequently stay home from the workplace or from school in order to avoid the harassment (affecting the number of sick days taken). The victim's enjoyment of, and pride in, work is often undermined or destroyed because the victim is forced to spend time and energy fending off humiliating sexual advances or dealing with a hostile and intimidating atmosphere created by verbal harassment.

There can also be physical and psychological effects similar to those experienced by rape victims. Professional counseling may be necessary. In schools, students may transfer out of classes or vocational/technical majors in order to avoid harassment.

SEXUAL HARASSMENT: THE GUIDELINES

Sexual Harassment will not be tolerated. If a situation involving a charge of sexual harassment is brought to the attention of any staff member or student, that individual should notify the Principal, guidance counselor or Superintendent/Director Dempsey immediately so that the situation can be resolved as confidentially and expediently as possible in order to protect the rights of all parties involved with the alleged incident. Students also have the options of talking to any staff member that they feel most comfortable talking to. Principal Kevin Braga must also be made aware of any discussion with a student and staff member related to any allegations of sexual harassment.

1. By Law, the Victim Defines Sexual Harassment:

What one person may consider acceptable behavior may be viewed as sexual harassment by another person. Therefore, in order to protect the rights of both parties, it is important that the victim makes it clear to the harasser that the behavior is troublesome. This can be done in ways described in items #2 and #3 following:

2. Always Take every Report Of Sexual Harassment Seriously and Take Some Action Immediately.

Remember that you cannot argue with a feeling. Often, situations involving non-physical harassment can be quickly and quietly resolved if the harasser and the victim can be persuaded to sit down and talk things over in the presence of a third person. (Education on this issue will be made available for all members of the school community.)

3. If the Victim Does Not Wish To Meet With the Alleged Harasser

The third party may help the victim write the harasser a letter indicating:

- a. an exact description of the alleged behavior including when and where it occurred;
- b. a description of how the behavior made the victim feel (i.e. embarrassed, upset, angry, etc.)
- c. a request that the behavior stop because it is sexual harassment and is against the law, and...
- d. a promise that: "if the behavior stops nothing further will be said and no further action will be taken."

The letter should be dated and signed by the victim indicating that a copy of the letter has also been given to a school staff member. This protects the victim from retaliation and provides proof that the victim has made it clear to the harasser that the behavior is unacceptable and should be stopped. The letter then should be hand delivered to the harasser by either the victim or the school designate. In most instances, this will stop the harassment. If it does not, there is now a legal basis for taking further action. The victim and administration will discuss and develop other appropriate action. Parents may be contacted and notified that action was taken.

- 4. **In Cases of Sexual Harassment Requiring a Formal Investigation to Determine Whether or Not the Action is Justified, It is Important to:**
 - a. Notify parents of the incident.
 - b. Have a supportive faculty member be present with the accuser at all discussions involving the case.
 - c. Establish a female staff member to be available for the female students to speak with.
 - d. Keep the investigating group as small as possible to protect the right of both parties and to prevent the investigation from becoming an inquisition.
 - e. Emphasis that retaliation in any form against a person who has filed a complaint relating to sexual harassment is forbidden. If it occurs, it could be considered grounds or the dismissal of staff personnel and/or removal from the school for a student.
 - f. Reports of sexual harassment should be kept completely confidential, involving as few people as possible, keeping the goal of protecting both parties and stopping the behavior rather than punishing anyone in mind. If the behavior was found to be so blatantly and severe that the victim has suffered severe emotional and/or physical harm, further action should be taken.
- 5. **If a formal investigation is necessary and either party does not agree to the findings of the investigation, the Grievance Procedures may be followed.**

Smoking Policy:

It is the state law that the use of any tobacco product "shall be prohibited within the school buildings, the school facilities or on school grounds or on school buses by any individual, including school personnel." Students found in violation of this

policy will receive Saturday detention or a suspension.

VII. TRANSPORTATION

Automobiles

Students may request parking privileges from the principal and must meet academic, attendance and discipline criteria as determined by the administration. All student vehicles will have either a temporary parking permit or a parking sticker attached to their vehicle. Those students driving cars to school must register them the first week of school or prior to the first day that they drive the vehicle to school. A regular parking space will be assigned. A temporary permit must be obtained in the Student Services Office and displayed on the rear-view mirror for any vehicle without a sticker. Cars must be kept in the assigned parking space until school closes in the afternoon unless written permission to move a car is granted by an administrator. No one is to go to a car during the day without written permission from an administrator. Pick-up trucks must have tailgate up and cap windows closed.

Students should schedule their arrival no earlier than 7:45 a.m. Students should adhere to Massachusetts Department of Motor Vehicles regulations with regard to passengers. Blowing of horns is not permitted. When entering or leaving the school grounds use the lower (east) driveway only. The rear mid-driveway is for buses only. Drive with caution, never "race" the engine or spin the tires. Loud playing of music is not permitted. Loss of parking permit, and detention may be applicable. Excessive absences and tardies may also lead to the loss of driving privileges. **Students with a loss of driving privileges must ride the bus or be dropped off by a parent.**

Buses

Bus transportation is provided to in-county students, and it is the parent's responsibility to see that their child utilizes this service. Students taking alternative transportation to and from school should have prior approval from their parents. **Bus transportation is provided from the students' assigned stop to the school, and return back upon dismissal.** Students are not allowed to ride other buses. For in-county students taking local transportation to meet a BCAHS bus, parents are responsible for transporting students to their designated in-county bus stop in the event that transportation, from the sending community, is not available. Parents should monitor their child's transportation choices both to and from school. Parents of out-of-county students should contact their local school district to arrange their child's transportation. Late bus routes will differ from normal routes.

Bus Regulations

Students must follow all regulations which control their boarding, leaving, seating, behavior and safety. A student may be excluded temporarily or permanently for disobeying these regulations. All in-county bus transportation for 2021-2022 is being provided by Amaral's Bus Co. of Westport, Phone (508) 324-0551. Bus route schedules are available in the school office and on the school's website. Please note

that bus routes and schedules are subject to change.

School Bus Safety Regulations

In the interest of safety, the following rules will be strictly enforced on all buses under contract to the B.C.A.H.S. The bus driver is charged with enforcement of these rules and shall report to the principal any students who willfully disobey them. Bus drivers have the same authority as a teacher in handling discipline. The privilege to ride the bus to and from school may be withdrawn permanently if a student's conduct does not meet the following standards:

1. There is to be no moving about while the bus is in motion.
2. There is to be nothing thrown in the bus or from the bus, for example, papers, pencils, snowballs, etc.
3. Shouting and derisive noises will not be tolerated.
4. There is to be no fighting, pushing or shoving.
5. No one shall shout out a window or wave arms out a window, nor make inappropriate gestures toward people on or off the bus.
6. Smoking is prohibited on all buses.
7. Stomping on the floor or banging the sides of the bus as well as defacing any part of the bus in any way is prohibited.
8. There shall be absolutely no hazing or intimidation of any student.
9. Use of personal electronics are allowed on the bus and may be used at the discretion of individual drivers, and shall not disrupt/disturb other riders on the bus.
10. **Pets shall be transported by other means than the school bus. No pets shall travel on the school bus!**
11. Once a student has boarded his/her designated bus, he/she must remain on the bus until arrival at school or their designated bus stop.
12. There will be no inappropriate display of affection between students on the bus.

VIII. SCHOOL CANCELLATION ANNOUNCEMENTS

If it becomes necessary to cancel school because of inclement weather or other emergency reasons, an automated phone call through the SwiftReach System will be made to the primary home phone number. Postings will also be made on local television stations through the RI Broadcasters network and can be found at www.ribroadcasters.com. **School cancellations will specify Bristol County Agricultural High School**. Disregard announcements for cancellation of school for the Dighton/Rehoboth school system. B.C.A.H.S. may be in session on many days when school in your city or town may be canceled. Announcements will be made as early as possible.

In-County Students

If your son/daughter rides a B.C.A.H.S. bus to and from school, the following directions are to be followed:

1. School cancellation announcements will be made on radio and television

stations or as described above.

2. If B.C.A.H.S. is opening school with a one-hour delay due to inclement weather, the students will be picked up one hour later than normal at their regularly scheduled bus stop.

In-County students who ride local school buses to their local middle/high schools for B.C.A.H.S. bus pickup: (Case, Apponequet, New Bedford High School, etc.)

1. If B.C.A.H.S. is operating on a one hour delay and the local school is operating normally, the students must take the local bus at the normal time and wait at the local middle/high school until the B.C.A.H.S. bus arrives or provide their own means of transportation to meet the delayed bus for B.C.A.H.S. at the usual stop.
2. If B.C.A.H.S. school is in session and the local system is not in session, the student is responsible for his/her own transportation to the local middle/high school for pick-up.
3. If B.C.A.H.S. school is in session and the local system has a delay, the student is responsible for his/her own transportation to the local middle/high school for pick-up by the B.C.A.H.S. bus.
4. If both schools have the same delay, there should be no conflicts.
5. If both schools have different delays, the student is responsible for his/her own transportation to the local middle/high school for pick-up at the delayed time for B.C.A.H.S.
6. Additional “emergency day stops” may be established during the year and parents will be informed if this develops.

Out-Of-County Students

The sending district is responsible for providing transportation to all out-of-county students (M.G.L. ch.71, sec 68). Parents should contact their sending districts transportation department with any questions pertaining to routing, and their sending town’s transportation policy.

In the event that your child’s out-of-county transportation is not scheduled or is canceled, parents should contact their local school department for assistance. If the out-of-county bus transportation connects with a BCAHS bus, then parents should contact their out-of-county school department for instructions, or provide their own means of transportation to the pre-assigned in-county bus stop.

X. VOCATIONAL COOPERATIVE EDUCATION PROGRAM

A release time program to allow junior and senior students to work on approved projects is recommended with the following guidelines:

1. Vocational cooperative education is available for qualifying juniors and seniors only. To be eligible for co-op, the applying student must have a cumulative average of at least 70 in academic classes and 70 in vocational major and related classes. Grades are to be determined and approved by individual instructors. Participation in the cooperative education program will not be granted to any student who has had a level 3 or level 4 offense during the current school year or who has absences in excess of 10 days (other than a medically excused absence) or who has been tardy for any reason more than 8 times, or has been suspended for any reason.
2. A completed vocational cooperative education application must be signed and on file with the placement coordinator in the Student Services Office prior to the start of the program.
3. The student must have and maintain satisfactory grades, record of attendance, effort and conduct. All instructors and the supervising Department Chair shall approve the program and each instructor shall report to the placement coordinator any change in the student's eligibility.
4. Vocational cooperative education dismissal time shall be from vocational periods only. Attendance at school is required each day a student plans to work at his or her co-op site. Students may be required to stay in school for certain programs at the discretion of the vocational instructor.
5. When the work project for co-op is cancelled for any reason, the employer shall notify the school prior to 9:00 a.m. and the student will remain in school for the full day.
6. The head of the Department shall contact the vocational cooperative education on-site supervisor on a regular basis and visit the site as needed.
7. The employer will file an evaluation report for the student's file.
8. Twenty-four hour student health insurance shall be verified BY THE PARENT/GUARDIAN in addition to the required insurance coverage of the employer.
9. All work sites must carry workman's compensation insurance.
10. The school administration reserves the right to cancel or alter the vocational cooperative education program for any student.

11. Students who participate in Project Intern or job shadowing activities must meet the same requirements as vocational cooperative education students.

X. SCHOOL RELATED ACTIVITIES/ORGANIZATIONS

All B.C.A.H.S. events on or off campus are subject to rules and regulations as stated in the Student Handbook. All students, whether spectators or participants, will abide by these rules. Actions outside of school may result in discipline.

Athletic Team Participation Requirements

Coaches will provide the parental agreement form that must be signed and received by the coach before any participation.

Dances

The school may host up to five dances a year. The guest permission slip must be signed by the guest's parents and their sending school before a ticket is purchased. Suggestive dancing and/or simulated sexual acts will not be tolerated. Students not complying with this policy will be asked to leave the dance and additional discipline issued.

Eligibility Regulations for School Activities

Students shall be declared ineligible to participate in extra-curricular activities such as holding class or organizational office, student council member, interscholastic judging contests or athletic games, if he/she:

1. has failed a course the previous term or
2. has had a level 3 or 4 offense.

A student will be ineligible to participate in any after school activity if he or she has been absent or suspended from school the day of the contest. Students will be ineligible to participate in any school activities if absent from school on the day of the event. Instructors/coaches will be responsible for checking the eligibility of each student prior to participation. Exceptions to this rule must be approved by the principal or his/her designee.

Fall Show

All students are encouraged to participate in the competition, work and spirit of the Fall Show. There are opportunities for students to participate in all departments. The Fall Show will be canceled this year.

Field Trips

Students are ineligible to participate in field trips if they failed a course the prior term or are currently failing, and they will be missing that failing class on the day of the field trip. There is a list of students that have failed a course the prior term, in the main office. Students are not permitted to drive their own vehicle to school field trip activities. Before any field trip school administrators reserve the right to search all bags accompanying students on a field trip

National FFA Organization

The FFA is a national youth organization of 653,359 student members preparing for leadership careers in the science, business and technology of agriculture with more than 8,568 local chapters in all 50 states, Puerto Rico and the Virgin Islands. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

Bristol Aggie realizes that the FFA is an integral part of Agricultural Education; therefore all students at Bristol Aggie are automatically enrolled as members. The Bristol Chapter is very active at the Local, State and National levels; however it is up to the student to make the most of the opportunities presented to them and become as active a member as they choose. Visit www.ffa.org for more information.

Interscholastic Athletics

B.C.A.H.S. is a member of the Mayflower Small Vocational League and supports the following Interscholastic Athletic Programs:

Fall: Cross Country, Boys' Soccer, Girls' Soccer, Girls' Volleyball

Winter: Boys' Basketball, Girls' Basketball, Wrestling

Spring: Baseball, Softball

National Honor Society

The National Honor Society is an organization that recognizes outstanding high school students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, and Character. Membership in the George Gilbert Chapter is open to students in grades 11 and 12 by invitation only. Criteria for membership are established by the constitution of the National Honor Society and by the Chapter Bylaws. The George Gilbert Chapter Bylaws are available on the school's website and in Student Services.

Minimum Requirements for Induction:*

- *Scholarship:* 90% Cumulative Average
- *Leadership:* Evidence of leadership (supported by letters of recommendation)
- *Service:* 10 hours of community service for each year of high school completed at time of acceptance (e.g. – a sophomore is expected to complete a minimum of 20 hours of community service. 10 hours during Freshman year and 10 hours during Sophomore year).
- *Character:* Evidence of strong character (supported by letters of recommendation)

**See Chapter Bylaws for more complete descriptions of requirements.*

Parent/Teacher Organization

The Parent/Teacher Organization was formed during the 1993-94 school year. All parents, students and teachers are encouraged to participate. Meetings are held the 2nd Wednesday of each month. A copy of the organization's bylaws may be

obtained from the office.

School Improvement Plan

School Council members update a School Improvement Plan for B.C.A.H.S. each year. Copies are available in the office at your request

Student Advisory Committee

This organization consists of students (two from each class) elected by the student body and will serve one year. A student from this council will be selected to serve as student trustee and attend the board of trustee meetings. Another student from this committee will be selected to serve as student representative to the school council.

Student Advisory Council

The Massachusetts Board of Elementary & Secondary Education will oversee elections. The SAC provides opportunities for students to learn and grow while demonstrating their individual leadership qualities. The principal of each secondary school in Massachusetts is responsible for overseeing the election of two student representatives to serve on the appropriate Regional Student Advisory Council each year. The two representatives will attend the Regional Student Advisory Council meetings.

Student Council

The function of this organization as stated in the Preamble is to achieve a higher quality of spirit in the school, encourage wider participation of the students in school activities, aid in the solution of school problems through a closer cooperation between the student body and faculty, hence to improve the general welfare of the school

Yearbook/Newspaper/School Website

These are products of the school. The advisors and the administration have the right to edit as deemed necessary.

IX. Discipline

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.

All students are expected to be meaningful contributors to our learning community, demonstrating respect, responsibility, integrity, excellence, and independence. Those

students that detract from these core values will be referred to the Positive Steps Program.

POSITIVE DISCIPLINE: THE POSITIVE STEPS PROGRAM

A positive discipline program promotes the development of student independence and personal responsibility by providing students with constructive and meaningful learning experiences when they make poor decisions. With this approach students learn to assume greater responsibility for their own behavior. Discipline is instructive with this model, not just punitive, and it focuses the attention on student character, personal responsibility, and the development of more effective problem solving skills. Discipline is considered a form of help, an opportunity for students to learn from their mistakes, to become more responsible, and to make better decisions. All students are expected to be meaningful contributors to our learning community, demonstrating respect, responsibility, integrity, excellence, and independence. Those students that detract from these core values will be referred to the Positive Steps Program.

When students engage with the Positive Steps Program they face a series of decision points where they have to make a choice about how they will handle the consequences of the step they are on. A good decision enables the student to complete and exit the discipline program and a poor decision moves the student to the next step where discipline continues and the consequences are more involved. Consequences are not arbitrarily applied by the staff. When discipline is provided as a series of hierarchical steps students know in advance what the result of their decision will be and therefore they must take full responsibility for that result when it occurs.

The Positive Steps Program provides a series of constructive consequence steps arranged as a hierarchy so that each step is successively more serious, more involved, and more instructive than the previous step. Each successive step provides a specific learning exercise, as a consequence of not resolving the problem on an earlier step, along with a restriction of certain privileges. School privileges are restricted until the student completes and exits the discipline program.

With advanced knowledge of the consequences and an opportunity on each step to resolve the problem constructively, students have several opportunities to make the best or most responsible decision. Students always know where they stand prior to

and during an incident and they are more aware of the consequences that they face if their behavior continues or if they fail to accept responsibility by completing the discipline step. There is no power struggle between students and staff, no chance to negotiate or work out a deal, and no way to exit the discipline program by putting the blame on others. When students are made fully aware of the step system and it is consistently applied students can make better choices and avoid later steps. Students have fewer complaints about fairness because the system is so predictable and the choices are their own, so they focus more on what they need to change and less on whose fault it is.

Advantages of the Positive Steps Program:

1. The Positive Steps Program provides several opportunities for the student to make the best or most responsible decision within a single incident and there are no surprises.
2. The Positive Steps Program is instructive; it provides a constructive and meaningful learning experience.
3. The hierarchy of consequence steps acts as a deterrent to escalating or continuing conduct problems.
4. Behavior violations are handled consistently and immediately.
5. The Positive Steps Program is highly predictable for the student, making it easier for students to make good choices
6. The Positive Steps Program enables the staff to avoid power struggles in the discipline process.
7. The Positive Steps Program maintains a relationship of fairness instead of threat or intimidation.
8. With the Positive Steps Program, students assume greater responsibility for their own behavior.
9. The student more easily returns to productive behavior without leftover blame, bitterness, resentment, or anger about the way the incident was handled.

School Hours

The school bell rings at 8:10 AM. Students must be in their first period class and ready to start the day.

The school day ends at 2:30 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:

Bristol County Agricultural High School prohibits:

- **Disrespect** to any member of our school community.
- **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.
- **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.
- **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.
- **Public display of affection.**
- **Theft of school property or the property of other persons.**
- **Use and/or visibility of electronic devices.**

Bristol County Agricultural High School expects that students will:

- **Conform** to the **dress code** contained in this *Student Handbook*.
- **Register** their **vehicles** in the Student Service’s Office and obtain a parking tag that students must have displayed.
- **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.
- **Understand** that **detentions** have priority over all 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. Bristol Aggie 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 Bristol County Agricultural 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.

Student/Classroom Removal Procedure

Anytime a student is asked to leave the classroom for a violation that warrants student removal from class (i.e. class disruption), the following is conducted:

The teacher calls the main office to let us know that the student is enroute.

The student waits in the main office until the administration can meet with the student

The student meets with administration to investigate incident

Depending on the infraction, the student will remain with the administrator until the period is over.

In some cases a student will be sent back to class after the investigation has been completed.

If the student is upset while meeting with the administration, the guidance counselor is asked to join in to provide support as necessary. If the student needs additional time to calm down, the student may go to the guidance counselor's office to work on transitioning back into the classroom.

Depending on the infraction, the student's family is notified of the incident.

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 Bristol County Agricultural 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/appointed offices, and/or exclusion from graduation activities or ceremonies.

Bristol Aggie 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 the Assistant Principal's office

Teachers may use the **Disciplinary Referral Form** to inform the Assistant Principal of students, in writing, of repeated classroom or shop violations. The Assistant Principal 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.

STANDARDS OF BEHAVIOR/CATEGORIES

The following standards of behavior and categories have been adopted as a guideline for the discipline procedures at Bristol County Agricultural High School.

LEVEL I

Failure to meet classroom teacher expectations are generally handled on a teacher-pupil basis. Extreme or frequent cases will be referred to the office. Students committing infractions listed below will be managed at the teacher level for a teacher detention. Teachers may refer to administration for documentation purposes.

Classroom/Teacher Expectations

1. Late for class
2. Completing other teachers work
3. Not prepared for class (e.g., pencils, notebooks)
4. Being inattentive in class
5. Not passing in work on time or making up work missed
6. Dress Code Violation: May include but not limited too, failure to wearing safety glasses and meeting uniform expectations in all vocational shop areas and during all science laboratory sessions (**See Dress Code pg. for more information**)
7. Inappropriate language in “casual” conversation
8. Disruptive class behavior
9. Eating/Drinking in the classroom
10. Argumentative
11. Disrespect
12. Lying
13. Not carrying a Bristol Aggie student ID or agenda

LEVEL II

Students committing infractions listed below will be referred to the office for office detention(s).

1. Insolent, rude and discourteous behavior, including talking back to any employee in the building
2. Repeated offenses of a minor nature after being warned (after teacher has assigned detention)
3. Frequent misbehavior in class (after teacher has assigned detention)
4. Misbehavior at extracurricular events
5. Disturbance in halls or on school grounds
6. General vulgarity/abusive language
7. Abusive use of black-soled shoes
8. Cutting class (staying in the building)
9. Leaving class without permission
10. Obstructing an investigation
11. Leaving lunch without permission

12. Failure to report for a teacher detention.

LEVEL III

Level III Category is reserved for more serious student infractions. Students committing infractions listed below will be referred to the office for Saturday School, Loss of Parking, Extra-Curricular activities, and/or removal from Co-op.

1. Visibility and/or use of any electronic devices without prior approval from staff
2. Repeated infractions related to unsafe practices in a shop area
3. Leaving the school building or grounds without permission;
4. Insubordination/defiance of authority
5. Recording (audio/visual)/ taking photos of people without permission
6. Instigation of a verbal or physical conflict
7. Failure to report for an office detention.
8. Cheating/plagiarism
9. Lying or giving false information, either verbally or in writing, to school personnel.

LEVEL IV

Level IV infractions are for the most serious offenses. Students committing infractions listed below will be referred to the office and will be suspended from school.

1. Forging, falsifying, or otherwise altering any school record
2. Any student who uses vulgarity and abusive language directed to a member of the staff, including cafeteria workers, custodians, secretaries, any other employee, student, or school community member.
3. Harassment, Intimidation, or Bullying/Cyberbullying. These offenses shall be defined as any gesture or written, verbal, virtual, or physical act that is reasonably perceived as being motivated whether by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory handicap, or by any other distinguishing characteristic, that takes place on or off school property and that:
 - a. has the effect of harming a student or damaging that student's property;
 - b. has the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.
4. Assault: One or more people attempt to cause, or purposely, knowingly, or recklessly cause bodily injury to another.

- a. Fight: Mutual engagement in physical confrontation that may result in bodily injury to either party.
 - b. A first offense of either assault or a fight will result in a suspension of up to five (5) days out of school. For a second offense, a ten (10) day out-of-school suspension will apply. A third offense will result in the student's referral to the Discipline Review Board for exclusion from school. Additionally, any assault and battery that results in an injury requiring medical/hospital treatment may be referred to the police authorities.
- 5. A 5-day minimum up to a 10-day maximum out-of school suspension:
 - a. Possession of pyrotechnics, smoke or stink bombs, etc.
 - b. Stealing or possession of stolen property – a referral to police is also made
 - c. Repeated or extreme cases of Level I, II, and III
 - d. Hazing
 - e. Gambling (participating in a game of chance for stakes)
 - f. Smoking/Use of Tobacco/Vaping or use of electronic smoking device
 - g. Violent behavior or threats
- 6. A 10-day automatic suspension from school and referral for exclusion.
 - a. Arson, or starting a fire
 - b. Disrupting school by perpetrating a bomb scare, fire drill or lockdown*
 - c. Drinking/using drugs in school or prior to coming to school or possession of alcoholic beverages or drugs on school property or at any school sponsored event, regardless of where the event is held; students are reminded that the possession of drugs or alcoholic beverages on school property violates state law and carries a penalty of "imprisonment" for not more than 30 days or by a fine of not more than \$100, or both" (Chapter 272, Section 48 of General Laws of the Commonwealth.)
- 7. **Violations in the categories below are subject to exclusion from school by the principal. This is mandated by Chapter 71 of the Act of 1993 signed into law on June 18, 1993 (Section 37H). The student shall be provided with an opportunity for a hearing before the exclusion is final.**
 - a. "Any student who is found on school premises or at school sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to a gun or a knife (including a pocket knife), or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin."
 - b. "Any student who assaults a principal, assistant principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored or school related events, including athletic games..."

8. **Any attack** by one student on another person that would appear to any neutral observer to be either, an unprovoked attack, or an attack on a victim who was not presenting a clear and present danger to the assailant, shall be referred to the Board of Trustees for exclusion from school.
9. **Vandalism**: Any pupil who shall cut, deface, or otherwise injure any schoolhouse, furniture, fences, outbuildings, or other property of the school, be it accidental or intentional, may be liable to suspension and punishment, and his/her parents or guardian shall be liable for damages to the amount of injury to be collected by the school. Students eighteen years of age or older will be held responsible for the cost of damages as mentioned above. These acts could include writing/defacing desks or lockers or damaging computers or any other school property. See Vandalism Procedure.
10. **Retaliation**: Retaliation is forbidden against any person who has alleged discrimination, harassment or physical harm, participated or testified in an investigation, or cooperated with authorities in any way. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment, and can be defined as verbal, physical or virtual. If it occurs, it can be considered grounds for an immediate 5-day minimum, 10-day maximum suspension and/or possible referral for exclusion. Any allegation of reprisal will be subject to the same kind of investigation and disciplinary procedures as described by this Handbook.

A student may be suspended or expelled if he/she violates one or more of the following specific standards of conduct on school premises, or at school sponsored school related events, including but not limited to proms or athletic events.

1. Causing or attempting to cause damage to school property, stealing, or attempting to steal school property of value.
2. Causing or attempting to cause physical injury to another person, except in self-defense.
3. Violating a criminal law.
4. Continually violating school rules.
5. Using, possessing, selling or distributing dangerous weapons including but not limited to, any pistol (revolver, rifle, shotgun, air or spring gun), slingshot, bludgeon, brass knuckles or artificial knuckles of any kind, any knife (regardless of size), razor, or any other object that is carried for the purpose of inflicting injury on another.
6. Using, possessing, transmitting, or being under the influence of alcohol, illicit drugs, or any other controlled substance.
7. Defying the valid authority of school personnel.
8. Violating the smoking and use of tobacco products law.
9. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, derogatory statements addressed publicly to others that precipitates disruption of the school or incites violence.
10. Committing extortion, coercion, or blackmail.

11. Violating another student's civil rights.

12. Committing any other action not listed herein which would seriously interfere with the education of others or seriously threaten the safety of others.

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. Students who serve detention must:

1. Report directly to the teacher by 2:35 PM.
2. Failure to serve a teacher detention will result in two office detentions.

Office Detention

1. The Assistant Principal schedules office detentions on Wednesday's from 2:30-3:05.
2. The office detention teacher refers students who fail to be cooperative to the Assistant Principal for further disciplinary action.
3. Office detention has priority over teacher detentions, make-up, practices, intramural games, athletic events, driver's education or any other after school activity.
4. Failure to report to office detention results in Saturday detention.

Saturday Detention

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

1. Report to school from 8:30 AM to 12:30 AM.
2. Provide their own transportation.
3. Bring shop or academic assignments.
4. Work independently under the supervision of the assigned teacher/staff member.
5. Failure to report to Saturday detention will result in suspension.

PROCEDURES FOR EMERGENCY SUSPENSION

The Building Administrator may temporarily suspend a student from school until the reason for the emergency suspension has ceased, but in no case for longer than two school days following the day of the incident. when all four of the following criteria are met:

The student is alleged to have committed a suspendable offense by violating a Level 4 offense and

The student's presence poses a continuing danger to persons or property or of material interference with the instructional process; and

There is no alternative available to alleviate the danger or interference; and

It is impossible because of the student's behavior to provide the student with notice and hearing prior to the emergency suspension. Although prior notice cannot be given, the school must record the exact reason for exclusion and the alternative measures taken to ensure correction of behavior prior to the suspension.

NOTE: The Building Administrator or Designee will hold the disciplinary hearing within 24 hours of the incident or one school day. following the incident. If a delay is necessitated, the emergency suspension will only continue if the criteria above continue to be met on each successive day.

NOTE: An administrator's unavailability is insufficient cause to suspend a student under this section prior to a hearing.

NOTE: A day of Emergency Suspension counts as such when calculating total days of suspension.

Notice to the Parent:

The Building Administrator authorizing the emergency suspension shall as soon as possible to make reasonable efforts to reach by telephone a parent of the student to inform the parent. A student subjected to emergency suspension shall not be put out of the school until adequate provisions have been made for transportation and safety. No parent or student may be penalized because of a parent's unavailability to pick up a student from school pursuant to an emergency suspension. Within 24 hours of the beginning of the emergency suspension. the administrator shall notify the student's parent of the specific basis for determining that an emergency suspension was necessary under the discipline section. If the parent is present in the school. the parent shall be given a letter. If the parent is not in the school, the school shall notify the parent by telephone, email and/or by certified mail to the student's home. In addition, if the student is

in the school, the student shall also be given a letter. All correspondence regarding the emergency suspension must be in English and the primary language spoken in the home. If different, The letter shall inform the student and parent of the right to a hearing under the Students Rights Section. the right to the opportunity to make academic progress. and the decision(s) to be considered at that hearing.

The Building Administrator shall also immediately notify the Superintendent in writing of the emergency suspension. the reason for it. and describe the danger presented by the student.

Hearing:

The student is entitled to a hearing as soon as possible (but no later than one

school day after the emergency suspension began) and to an appeal. If the Hearing is delayed by Parent unavailability, the emergency suspension may be extended through the duration of the (up to) 48 hour postponement if the Discipline Section criteria remain in effect. If the hearing or the appeal demonstrates that the emergency suspension was unwarranted because any of the factors from the student code of conduct were not met, then all references to the emergency suspension shall be expunged from the student's records. The Building administrator shall render a decision orally on the same day as the hearing. and in writing no later than the following school day. If it is found that the emergency suspension was warranted,

and the continued need for suspension exists. the suspension may be extended up to limits provided by this Code for the particular offense. Time spent out of school during the emergency suspension shall count toward any additional suspension imposed after this hearing.

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 a Saturday detention can be an alternative to out-of-school suspension as described above.

STANDARDS AND PROCEDURES FOR SUSPENSIONS

1. Suspensions are assigned for offenses such as listed in the student code of conduct.
2. During suspensions, students may not participate or attend any extracurricular activities.
3. All suspensions can be appealed and students have due process rights.
4. Parents will be notified of all suspensions.
5. Habitual offenders may be referred to proper juvenile authorities.
6. The Dighton Police Department will be notified of any student suspensions involving criminal offenses.

Students who are suspended from school are ineligible to participate in any extracurricular activity until the first day they return to school, and students on suspension are not permitted to be on school grounds. For example, if a student's suspension runs through close of school on Friday, that student is not eligible to participate in or to attend any school sponsored activities, whether they are on or off school property, until the student has re-entered school on Monday. Furthermore, if a student's suspension runs through close of school on Friday and a vacation period or school cancellation follows, that student is not eligible to participate in or to attend any school sponsored activities until the student has re-entered school.

As soon as possible after the Assistant Principal 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:

1. The Assistant Principal conducts an investigation.
2. The Assistant Principal follows the due process protocols as outlined in MGL Ch.71, Section 37H ¾.
3. The Assistant Principal may request that the parent/guardian remove the student from the school immediately. The parent/guardian will then receive written confirmation of the suspension.
4. The Assistant Principal may make the suspension effective at the close of the school day. In this case, the Assistant Principal will make every effort to contact the parent/guardian before the student leaves the building, and will send the written confirmation of suspension immediately.
5. The Assistant Principal may request a parent/guardian conference before the student returns to school.
6. 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.

7. The Assistant Principal may suspend a student who refuses to serve an in-school detention.
8. Suspension takes precedence over all other obligations.
9. The Assistant Principal 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.

Student Suspension and Expulsion Policy

Suspension may take the form of out-of school suspension. Students will be given an opportunity for a hearing prior to disciplinary action. Any form of disciplinary action will follow due process. There are three statutes that are considered in determining the discipline hearing to be held and the possible consequences that may be imposed if a student is found to have violated the school's code of conduct. The statutes, offenses, and potential consequences are as follows:

Faculty Discipline Review Board Procedures

Any student that receives a Level 4 offense may be asked to participate in a Faculty Discipline Review Board.

The Faculty Discipline Review Board will consist of three(3) teachers that have not taught the student in question. The intent is to provide an unbiased Review Board with information to make an objective decision about which direction will best suit a student's educational future. The Discipline Review Board makes a recommendation to the Principal based on the past, the present, and the future of the student. The Board will make one of the three recommendations to the Principal:

1. The student will be permitted to continue at Bristol County Agricultural High School with stipulations indicated in a strictly enforced written contract.
2. The student will be provided the opportunity to voluntarily transfer from Bristol County Agricultural High School to another High School where they can complete their High School Education.
3. The student will be involuntarily dismissed from Bristol County Agricultural High School.

The student will be allowed to represent their intent with regard to enrollment here at Bristol County Agricultural High School, and any statement they may wish to share with the Board if they will be requesting continued enrollment at Bristol County Agricultural High School.

After the student has given a statement the review board will ask questions relating to the student staying enrolled at Bristol County Agricultural High School.

The review panel will decide at this point on their recommendation of the three options. The recommendation is then presented to the Principal, who has the final determination in which action to take.

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 M.G.L. c.71, Section 37H or 37H½. The responsibility of determining expulsion resides with the administration. If, after investigation, Bristol County Agricultural High School 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:

1. A complete description of the policy that the student allegedly violated.
2. A full statement of facts leading to the recommendation for expulsion.
3. 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 issuance of a criminal complaint that charges a student with a felony. Upon conviction of a felony, the principal may expel the student. (Massachusetts General Law Chapter 71, Section 37H ½.)

Notice of Suspension and Hearing under M.G.L. c. 71, § 37H¾

(1) Except as provided in 603 CMR 53.07 and 603 CMR 53.10, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.

(2) The principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language:

- (a) the disciplinary offense;
- (b) the basis for the charge;

(c) the potential consequences, including the potential length of the student's suspension;

(d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;

(e) the date, time, and location of the hearing;

(f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

(g) if the student may be placed on long-term suspension following the hearing with the principal:

the rights set forth in 603 CMR 53.08 (3)(b); and

the right to appeal the principal's decision to the superintendent.

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

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

Principal's Hearing under M.G.L. c. 71, § 37H^{3/4}

(1) The principal shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the principal shall afford the student, at a minimum, all the rights set forth in 603 CMR 53.08(3) in addition to those rights afforded to students who may face a short-term suspension from school.

(2) Principal Hearing - Short-term Suspension

(a) The purpose of the hearing with the principal is to hear and consider information regarding the alleged incident for which the student may be

suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate as set forth in 603 CMR 53.05. The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

(b) Based on the available information, including mitigating circumstances, the principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

(c) The principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.

(d) If the student is in a preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

(3) Principal Hearing - Long-term Suspension

(a) The purpose of the hearing is the same as the purpose of a short-term suspension hearing.

(b) At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights:

In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not;

the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;

the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and

the right to cross-examine witnesses presented by the school district; and

the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording provided to the student or parent upon request. If the student or parent requests an audio recording, the principal shall

inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

(c) The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

(d) Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as set forth in 603 CMR 53.05, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the principal and the parent. If the principal decides to suspend the student, the written determination shall:

Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;

Set out the key facts and conclusions reached by the principal;

Identify the length and effective date of the suspension, as well as a date of return to school;

Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in 603 CMR 53.13(4)(a);

Inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language:

the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five calendar days of the effective date of the long-term suspension; provided that within the five calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven additional calendar days; and that

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

(e) If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

Superintendent's Hearing under M.G.L. c. 71, § 37H^{3/4}

(1) A student who is placed on long-term suspension following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent.

(2) The student or parent shall file a notice of appeal with the superintendent within the time period set forth 603 CMR 53.08 (3) (d) 5.a. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

(3) The superintendent shall hold the hearing within three school days of the student's request, unless the student or parent requests an extension of up to seven additional calendar days, in which case the superintendent shall grant the extension.

(4) The superintendent shall make a good faith effort to include the parent in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

(5) The superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.

(6) The student shall have all the rights afforded the student at the principal's hearing for long-term suspension under 603 CMR 53.08(3)(b).

(7) The superintendent shall issue a written decision within five calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(d)1. through 4. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision.

(8) The decision of the superintendent shall be the final decision of the school district, charter school, or virtual school, with regard to the suspension.

Section 37H3/4: Suspension or expulsion on grounds other than those set forth in Secs. 37H or 37H1/2

Section 37H3/4. (a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.

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

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

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

suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

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

Section 37H1/2: Felony complaint or conviction of student; suspension; expulsion; right to appeal

Section 37H1/2. Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

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

however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

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

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

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

chapter 76.

Advisory on Student Discipline under Chapter 222 of the Acts of 2012 An Act Relative to Student Access to Educational Services and Exclusion from School

(G.L. c. 71, §37H ¾ and G.L. c. 76, §21)¹

Original Publication: February 28, 2015

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Introduction

Chapter 222 of the Acts of 2012 (Chapter 222),² effective July 1, 2014, is the most comprehensive Massachusetts legislation to address student discipline in 20 years.³

Its primary objectives are:

to limit the use of long-term suspension as a consequence for student misconduct subject to G.L. c. 71, §37H ¾ until other consequences have been considered and tried as appropriate, and
where exclusion from the classroom or school occurs for any type of disciplinary offense, to require schools to make education services available so the student has an opportunity to make academic progress while suspended or expelled.

The Department of Elementary and Secondary Education (the Department) has prepared this Advisory on Student Discipline (Advisory) to support implementation of Chapter 222, specifically the two new statutes enacted, G.L. c. 71, §37H ¾ and G.L. c. 76, §21. The Advisory provides further detail on the Student Discipline Regulations (the Regulations), 603 CMR 53.00, which address a principal's⁴ responsibilities under G.L. c. 71, §37H ¾, the provision of education services to any student who is suspended or expelled for any reason, and student discipline data collection and reporting.⁵ The Advisory provides basic information on the state laws and regulations pertaining to student discipline. The Department encourages superintendents and school administrators to consult with their district legal counsel for specific advice.

Nothing in this Advisory diminishes any of the rights and protections afforded to eligible students under the federal Individuals with Disabilities Education Act (IDEA). The additional rights and disciplinary procedures applicable to such students are set forth at 20 USC §1415 (f) - (k), 34 CFR §§300.530 - 300.537. For guidance on these issues, please refer to Questions and Answers On Discipline Procedures by U. S. Department of Education.

Student Suspension and Expulsion by Category of Offense and Possible Consequences

There are now three Massachusetts statutes to consider in determining the discipline hearing to be held and the possible consequences that may be imposed if a student is found to have violated the school's code of conduct. Understanding which statute applies to the offense will assist in determining the

applicable provisions of the Regulations, 603 CMR 53.00 Student Discipline. The statutes, offenses, and potential consequences follow. The Appendix contains more detail on each of the statutes, along with relevant regulatory provisions.

G.L. c. 71, §37H

Offense:6

Possession of a dangerous weapon

Possession of a controlled substance

Assault on a member of the educational staff

Consequence: the student may be subject to suspension or expulsion by the principal

G.L. c. 71, §37H ½

Offense:

A felony charge or felony delinquency complaint

Consequence: the student may be subject to indefinite suspension if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Offense:

Conviction, adjudication, or admission of guilt with respect to a felony

Consequence: the student may be subject to expulsion if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

G.L. c. 71, §37H ¾

Offense:

Any offense not covered⁷ by G.L. c. 71, §37H or §37H ½

Consequence: the student may be subject to suspension as provided by the school discipline code. The statute prohibits schools from suspending a student for more than 90 school days (total) in one school year. Principals are to exercise discretion in deciding consequences, consider ways to re-engage the student in school, and avoid using long-term exclusion unless alternatives have been tried.

2 Chapter 222 of the Acts of 2012

3 In 1994, legislation was enacted amending G.L. c. 71, §37H and adding G.L.

c. 37H ½, making clear the authority of school officials to suspend or expel students for the following offenses: (1) possession of a dangerous weapon or a controlled substance, or assault on a member of the educational staff, on school premises or at school-sponsored or school-related events; or (2) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. For purposes of this Advisory, the term "statutory offenses" is used to refer to §§37H and 37H ½ because the offenses are enumerated in those statutes. All other disciplinary offenses are governed by new G.L. c. 71, §37H ¾, and are referred to as "non-statutory offenses" because they are not enumerated.

4 "Principal" is defined in 603 CMR 53.02 as: the instructional administrative leader or headmaster of a public school or his or her designee for purposes of disciplinary matters. The board of trustees of a charter school or virtual school shall designate in the school discipline code who will serve as the principal for purposes of 603 CMR 53.00.

5 The Board of Elementary and Secondary Education adopted the Regulations in April 2014 and they took effect on July 1, 2014. The Regulations apply to "all public preschool, elementary, and secondary schools and programs in Massachusetts, including charter and virtual schools." 603 CMR 53.01(2).

6 §37H covers offenses that occur on school premises or at school-sponsored or school-related activities.

7 Examples of offenses may include misconduct such as cheating, bullying, and fighting.

8 For example: Improving School climate,
Positive Behavior Supports: Can Schools Reshape Disciplinary Practices?,
Evaluating the impact of conflict resolution on urban children's
violence-related attitudes and behaviors in New Haven, Connecticut, through a
community-academic partnership,
Effects of School-Wide Positive Behavioral Interventions and Supports on
Child Behavior Problems

9 The definitions of in-school, short-term, and long-term suspensions, make this point clear. See 603 CMR 53.02.

10 Expulsion is defined at 603 CMR 53.02 as more than 90 school days. A student may not be expelled for a §37H ¾ offense

11 Parent means a student's father, mother, or legal guardian, or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian. 603 CMR 53.02.

12 See discussion of emergency removals in section V. Note also that notice and

hearing is not required prior to an in-school suspension. See section VI.

13 The content of the notice is set out in detail in 603 CMR 53.06(2).

14 Oral and written notice must be provided in English and the primary language of the home if other than English, or other means of communication where appropriate. See 603 CMR 53.06(2); 53.08(1).

15 For example, in addition to the rights afforded a student facing a short-term suspension, a student who may be suspended long-term has the following rights, among others: to review documents relied on by the school district in advance of the hearing; to be represented by counsel at the student's expense; and the right to present witnesses at the hearing.

16 There may be circumstances in which it may be necessary to conduct a more formal hearing in the short-term suspension context; for example, where the facts are in dispute and witnesses representing both sides are needed to decide an issue.

17 Schools need to have a system for keeping track of cumulative days of suspensions, similar to the cumulative suspensions that must be tracked for purposes of discipline of students with disabilities. See 34 CFR §§300.530 - 300.536.

18 The category of national origin includes discrimination against English language learners.

19 The behavior may also violate state laws and regulations prohibiting discrimination on the basis of the same federal categories, as well as sexual orientation and gender identity. See G.L. c. 76, §5; 603 CMR 26.00.

20 Dear Colleague Letter from Office of the Assistant Secretary

21 In addition to the guidance referenced in fn. 18, school officials and local counsel are advised to review OCR's guidance on Title IX and sexual violence which discusses, among other things, Title IX investigations and discipline hearings: Questions and Answers on Title IX and Sexual Violence

22 Nothing in the Regulations prevents the parties from reaching an agreement regarding the timing of the hearing or placement of the student pending the hearing.

23 This is the basic constitutional due process required by the 1975 U.S. Supreme Court case, *Goss v. Lopez*.

24 The Department does not consider a de minimus involuntary removal from classroom activities as a day of suspension, provided it is not a recurring event. For example, if a teacher refers a student to the principal's office for

misconduct in class, and the principal meets with the student and sends the student to her next class, the teacher's referral would not count as a suspension. However, school administrators should keep track of such referrals to monitor both the sources of referrals, repeated referrals of the same student, and the impact on selected student groups, such as racial/ethnic minorities and students with disabilities, to see if such groups are disproportionately affected.

25 See section IV. B.

26 G.L. c. 76, §21

27 The statute identifies examples of education service plan options as "tutoring, alternative placement, Saturday school, and online or distance learning." It also suggests that school officials seek to work with education collaboratives, housing and nonprofit agencies, health and human service agencies, and others in devising education service options that will allow for academic progress.

Suspension Educational Services

Any student who is serving an in-school suspension, short-term suspension, or long-term suspension shall have the opportunity to make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school as set forth in 603 CMR 53-13(1). If a student is suspended for more than 10 consecutive days, educational services will be provided by the school. These educational services may take the form of distance learning using commercial educational program, tutorial support may be provided by phone or voice over IP service, or at home tutoring services. The appropriate service will be decided by the Program Administrator and the Pupil Services Administrator in conjunction with the Principal or designee considering the length of the suspension and learning needs of the student.

MA General Laws Chapter 76, section 21 requires only that schools provide an opportunity to make academic progress during suspension or expulsion. It does not address providing services so that a student can continue progress in a vocational program. The MA Dept. of Elementary and Secondary Education (DESE) encourages vocational schools and programs to provide vocational support to the extent possible, particularly to those students who are suspended for relatively short periods of time. Some suspended or expelled students in regional vocational technical schools may opt to withdraw from the school and return to their home district. In such cases, the home district has the obligation to provide the student the opportunity to make academic progress during the period of suspension or expulsion.

Procedure for Suspension of Special Education/504 Students

School personnel may remove any eligible student with a disability (under

IDEA or Section 504 of the Rehabilitation Act) who violates a code of student conduct from her/his current placement to an appropriate interim alternative setting (IAES), another setting, or suspension for not more than 10 school days. School personnel may consider any unique circumstances on a case by case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

After a student receiving special education or 504 services has been suspended for 10 days in any school year, during any subsequent removal from school, Bristol Count Agricultural High School will provide sufficient services for the student to continue to receive a free and appropriate public education.

A suspension of 10 consecutive days or a series of shorter suspensions that accumulate to 10 or more days that constitute a pattern are considered to represent a change in placement. When a suspension constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP. This meeting is known as a manifestation determination.

If district personnel, the parent, and other relevant members of the team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:

- services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals;
- and
- as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.

Interim Alternative Educational Setting

Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting (as determined by the team) for up to 45 school days on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is

“substantially likely” to injure him/herself or others.

In either case, the interim alternative education setting enables the student to

continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.

If district personnel, the parent, and other relevant members of the team determine that the behavior IS a manifestation of the disability, then the team completes a functional behavioral assessment and behavioral intervention plan, if it has not already done so. If a behavioral intervention plan is already in place, the team reviews it and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement. Not later than the date of the decision to take disciplinary action, Bristol Aggie will notify the parents of that decision and provides written notice of procedural safeguards.

If the parent chooses to appeal or Bristol County Agricultural High School requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and Bristol County Agricultural High School agree otherwise.

Procedures for Students Not Yet Determined to be Eligible for Special Education

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

- The parent had expressed concern in writing; or
- The parent had requested an evaluation prior to the disciplinary incident;

or

- District staff had expressed directly to the special education director or

other

supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

The district may not be considered to have had prior knowledge if:

- The parent has not consented to evaluation of the student; or
- Has refused special education services; or
- An evaluation of the student has been conducted and resulted in a determination of ineligibility.

If Bristol County Agricultural High School had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, Bristol County Agricultural High School will conduct an expedited evaluation to determine eligibility. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

DISCIPLINE POLICY FOR STUDENTS WITH IEP ELIGIBILITY

Placement in an Alternative Educational Setting

All students are expected to meet the requirements for behavior as set forth in the Student Handbook. Any student serviced under an Individual Education Plan whose disability requires a modification to the regular discipline code will have the necessary modification documented in his/her IEP.

As framed in IDEA-2004, Section 615, school personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student who violates a code of conduct. Students with disabilities who violate codes of conduct may be removed from their school placement to an appropriate interim alternative educational setting (IAES), another setting, or subjected to suspension not to exceed 10 school days.

1. The principal (or designee) will notify the special education director of the offenses leading to suspension of the student with disabilities and such written notices will be kept on file.
2. When a student serviced under an IEP approaches/reaches the 10 day suspension limit, the school must:
 - a) notify parents immediately of relevant procedural safeguards.
 - b) provide all procedural safeguards as outlined in IDEA-2004 and Massachusetts Special Education regulations.
 - c) conduct a “manifestation determination”, a review of all relevant information in the student’s file, including the IEP, teacher observations and information provided by the parent, to determine if the conduct in question was 1) caused by or had a direct and substantial relationship to the child’s disability or 2) was the direct result of the school’s failure to implement the IEP and 3) constitutes a necessary change in placement.
3. If a manifestation is found, then a Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) must be completed, or reviewed if they are already in place, and appropriate modifications made, designed to address the behavior violation. The district and the parents may agree to a change of placement as part of a BIP, otherwise the student must return to the placement from which they were removed, unless special circumstances apply. *
4. If the behavior is not a manifestation of the disability, then the student may be disciplined in the same manner as non-disabled students. The district must continue to provide FAPE and or services that enable the student to continue to participate in the general education curriculum for suspensions over 10 days in a given school year.

The parent/guardian may request a hearing to challenge the Team’s placement decision or manifestation decision. The school district may request a hearing if maintaining the student’s current placement is substantially likely to result in injury to the student or others.

*The school district may change a student's placement to an IAES for up to 45 days regardless of manifestation determination if the student is on school premises or at a school function and engages in the following:

- a) possession of a weapon;
- b) knowingly possessing, using, or selling or soliciting the sale of illegal drugs
- c) inflicts serious bodily injury upon another person.

NONVIOLENT PHYSICAL CRISIS INTERVENTION

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Bristol County Agricultural School District. Further, students of the district are protected by law from the unreasonable use of physical restraint. Physical restraint shall be used only in emergency situations after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

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

Only school personnel who have received training pursuant to 603CMR 46.00 shall administer physical restraint on students. Whenever possible the administration of physical restraint shall be administered in the presence of at least one adult who does not participate in the restraint. A person administering physical restraint shall only use the amount of force necessary to protect the student from injury or harm. A member of the Board of Trustees or any teacher or any employees or agent of the school committee shall not be precluded from using such reasonable force as is necessary to protect pupils, other persons or themselves from an assault by a pupil. Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others. In special circumstances, waivers may be sought from parents of students through the Individual Education Program (IEP) process or from parents of students who present a high risk of frequent, dangerous behavior that may frequent the use of restraint.

2021-2022 Bristol County Agricultural High School Addendum Policies

1. [BCAHS 1:1 Technology Policy](#)

CLOSING STATEMENT

The Massachusetts Department of Elementary and Secondary Education considers the student handbook much more than a simple code of conduct for students. An effective code of conduct is a teaching tool for students to understand the rights and responsibilities of citizens in our democratic society. Constitutional rights, such as freedom of speech, press, assembly and religion; the right to petition for redress of grievances; and the right to due process and equal protection under the law, brings the review and revision of student handbooks under the recommendations of the School Council. I wish to thank the following individuals for their efforts in reviewing and improving the 2021-2022 Bristol County Agricultural High School Student Handbook.

Mrs. Kim Armfield

Mr. Joseph Mendonsa

Mrs. Beth Savage

Mr. James Tusino

Sincerely,

Kevin P. Braga

Assistant Superintendent/Principal

**BRISTOL COUNTY AGRICULTURAL HIGH SCHOOL
135 CENTER STREET
DIGHTON, MASSACHUSETTS 02715**

Dear Parents or Guardians:

After reviewing the Student Handbook with your son/daughter, please sign the bottom portion of this page, detach the page from the book and return it to the school by October 1, 2021. Thank you for your cooperation.

"A copy of the Student Handbook has been received. My son/daughter and I have reviewed it and will comply with all school regulations contained in it."

Student Name (Print): _____

Student Signature: _____

Graduating Class (circle one): 2022 2023 2024 2025

Parent/Guardian Name (Print): _____

Parent/Guardian signature: _____

Date: _____