



TANTASQUA REGIONAL HIGH SCHOOL

Student Handbook 2021-2022

Massachusetts General Law c.76, s.5

All students, regardless of race, color, sex, gender identity, religion, limited English proficiency, national origin, sexual orientation, disability, or housing status, have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district in compliance with MGL c76, s5.

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ADMINISTRATIVE DIRECTORY**

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Ms. Jodi Bourassa	Assistant Superintendent
Mrs. Deborah Boyd	Associate Superintendent
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Mr. Greg Rossow	Director of Technology

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William Haggerty, Vice-Chair
Shelia Noyes Miller, Secretary
Laura Alden
Patricia Barnicle
Mary Bellezza
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TANTASQUA SENIOR HIGH SCHOOL ADMINISTRATION

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Ms. Jamie Ribaud	Assistant Principal - Technical Division
Ms. Lori Stattenfield	Interim Assistant Principal
Mr. Robert Bardwell	Director of School Counseling
Ms. Cara Fleming	Special Education Coordinator

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Ms. Michelle Seremet	Life Skills Department Chair/Curriculum Supervisor
Mr. Wayne Barr	English Department Chair/Curriculum Supervisor
Mr. Patricia O'Brien	Visual Arts Department Chair/Curriculum Supervisor
Ms. Sharon Reece	Foreign Language Department Curriculum Supervisor/Chair
Ms. Audrey Poulin	Science Department Chair/Curriculum Supervisor
Mr. Noel LaMothe	Tech Division Department Chair/Curriculum Supervisor
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Tantasqua Regional High School

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PRINCIPAL'S MESSAGE

Dear Students, Parents and Guardians,

Our school community provides our students with many pathways to reach their goals and full potential as a high school student at Tantasqua Regional High School. This school offers students a variety of pathways to grow academically, civically and socially. It is our hope that all students take full advantage of these opportunities for their own growth and experiences. Our faculty and staff are eager to help guide students through the school year and the challenges along the way, but the students must bring an open mind and a desire to learn and to grow. There will be many activities that challenge and engage students, offering experiences that foster life-long learning. It is the responsibility of the students to be prepared and to participate actively every day, in every class. Our faculty and staff have established many challenging goals for students here at Tantasqua, and I firmly believe that this student body will rise up to meet these great expectations.

The purpose of The Student/Parent/Guardian Handbook is to be a source of information for our school community. The administration and the faculty, supported by the school committee, created the handbook as a guide for student expectations. There may be situations that arise in school that are not easily explained herein, so please do not hesitate to ask the staff for help. We are here to support and enhance your educational experience.

I wish you great success in the upcoming school year, and I hope that you will take full advantage of these extraordinary opportunities.

Sincerely,

Ms. Leigh Joseph
Interim Principal

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ACADEMIC INTEGRITY

Introduction

Academic integrity provides the foundation for educational achievement and personal growth within Tantasqua's school community. Integrity guides the choices which lead toward honesty, respect, and responsibility. A student with academic integrity gains knowledge through hard work and honest effort. The result is genuine accomplishment and learning.

Academic Integrity promotes:

1. Positive relationships based on trust
2. Work that reflects one's own best effort
3. Respect for the intellectual property of others
4. Responsibility for one's own actions
5. Authentic learning

Violations of Academic Integrity

Cheating is an unacceptable form of behavior. It casts a shadow of doubt on the credibility of one's academic performance preceding the cheating incident, and may have a direct effect on how people perceive you for consideration of future awards, honors, or letters of recommendation.

Plagiarism is copying another's work and submitting it as if it were the original work of the student. Whether the source is copyrighted or not, printed or recorded, or a paper used by another student; if it is used without recognizing its source, the legal definition of plagiarism has been satisfied. Plagiarism on research papers may render it unacceptable with failure resulting.

Test or homework dishonesty is the use of any means not specifically accepted by the teacher to obtain answers to a test, quiz, or homework assignment. Test or homework dishonesty includes giving, receiving, passing or using in any way specific information about the test, quiz, or homework assignment, whether in oral or written form.

A student found in violation of academic integrity will lose credit for the assignment in question at the discretion of the teacher. In such cases, the teacher will contact the student's parent/ guardian and notify an Assistant Principal. Repeated instances of plagiarism or cheating on tests, quizzes, projects or other school work will result in additional consequences.

Consequences

A student found in violation of academic integrity may face one or more of the following consequences:

1. loss of credit for the assignment (i.e., paper, test, quiz, project); grade of zero
2. notification of parent/guardian
3. disciplinary referral to an Assistant Principal

Repeated violations of academic integrity will result in:

1. a meeting including the student, parent/guardian, teacher, counselor, and/or administrator
2. loss of credit and a failing grade for the course

ACCIDENT INSURANCE

Applications for school accident insurance are available to all students at the outset of the school year. Such coverage is furnished at a minimum cost. Information is available in the Main Office for students.

ADMISSION – ACADEMIC DIVISION

All children of school age who reside in the Tantasqua Regional School District towns will be entitled to attend the public schools, as will certain children who do not reside in towns but who are admitted under school committee policies relating to non-resident students or by specific action of the school committee.

Children who relocate to one of the five Tantasqua towns and seek admission to the public schools in their town of residence will be admitted only when complete educational records have been made available to Tantasqua from the school(s) previously attended by the children. A complete record includes, but is not limited to: academic records, including transcripts of courses of study completed and grades/credits earned through the most recent marking period; state testing scores; health and medical records, including a physician's certificate of immunizations and copies of physical examination records of the student completed in accordance with Department of Public Health regulations; disciplinary records, including documentation of suspensions and/or expulsions; student attendance records; and special education records which may exist, including Individualized Education Plans and other relevant documentation. Proof of residence and legal guardianship is required by the school administration. Parents/guardians must accompany children to the school to initiate the registration process.

If a child is residing in the home of a guardian, a notarized Massachusetts Caregiver Authorization Affidavit from the guardian will be required or formal Department of Children and Families notification, whichever is applicable.

Every student seeking admission to the school for the first time must present a birth certificate or equivalent proof of age acceptable to the principal and proof of vaccination and immunization as required by the state and the school committee.

Two forms documenting proof of residency of the parent/guardians will also be required for students not transferring from the elementary schools of the member towns.

Examples of these documents are:

CATEGORY A

1. Current Paid Residential Real Estate Tax Bill (for the home where you reside)
2. Purchase and Sale Agreement
3. Rental or Lease Agreement

CATEGORY B

1. Utility Bill under Parent/Guardian

2. Voter Registration
3. Valid Driver's License

If a child is residing in the home of a guardian, a notarized Massachusetts Caregiver Authorization Affidavit from the guardian will be required or formal Department of Children and Families notification, whichever is applicable.

ADMISSION - TECHNICAL DIVISION

I. INTRODUCTORY STATEMENT

The Technical Division program at Tantasqua Regional High School is fully integrated with the academic program and is taken by students as additional education to their regular academics. The technology based educational goals facilitate student attainment of national standards of competency in their technical areas. A selective application process is an objective, quantitative means of assessing a student's readiness for accepting these dual responsibilities. An admission process is necessary for vocational technical programs where there are more applicants than openings. All applicants to the vocational technical education programs for grades nine through twelve at Tantasqua Regional High School will be evaluated using the selection criteria contained in this Admission Policy. The Tantasqua Regional School Committee approved this policy on February 24, 2010.

II. EQUAL EDUCATIONAL OPPORTUNITY

Tantasqua Regional High School Technical Division admits students, and makes available to them its advantages, privileges, and courses of study, without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness in compliance with MGL c76, s5. These assurances are made in compliance with federal standards: Title VI, Title IX, and Section 504.

If there is an applicant with limited English proficiency, a qualified staff member from Tantasqua will assist the applicant in completing the necessary forms and assist in interpreting during the entire application and admission process including the interview upon the request of the applicant.

Students with disabilities may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application and admission process.

Information on limited English proficiency and/or disability submitted voluntarily by the applicant, for the purpose of receiving assistance and accommodations during the entire application and admission process, will not affect the applicant's admission to the vocational technical education program.

III. ELIGIBILITY STATEMENT

Any eighth, ninth, or tenth grade student who is a student in Tantasqua Regional School District is eligible to apply for fall admission or admission during the school year subject to the availability of openings to the vocational technical education programs at Tantasqua. Resident students will be evaluated using the selection criteria contained in this Admission Policy. Priority for admission is given to Tantasqua School District residents.

Students who actually reside (i.e., live) in the Tantasqua Regional School District, whether with their parents/guardians or other relatives, by themselves, or in a foster or group home, or in virtually any other living situation, are legally entitled to attend the public schools.

Students who are not residents of the Tantasqua School District are eligible to apply for fall admission or admission during the school year provided they expect to be promoted to the grade they seek to enter by their current school.

School Choice:

Students, who begin their enrollment as School Choice students may remain as School Choice students throughout their enrollment at Tantasqua, provided they continue to reside outside of the District. All School Choice students must be able to arrange transportation to school.

Students who begin their enrollment as District residents and move outside of the District during their junior or senior year, may be granted School Choice status or apply to attend Tantasqua as a nonresident student according to the MA Department of Elementary & Secondary Education Guidelines for *Vocational Technical Education Program Nonresident Student Tuition Process* pursuant to M.G.L. c. 74:

http://www.doe.mass.edu/cte/admissions/nonres_guidelines.

Nonresident:

Nonresident applicants must file a *Chapter 74 Vocational Technical Nonresident Student Tuition Application* (located at: www.doe.mass.edu/cte/admissions) with the Superintendent of the student's district of residence in accordance with the MA Department of Elementary & Secondary Education Guidelines for the *Vocational Technical Education Program Nonresident Student Tuition Process* pursuant to M.G.L. c. 74: http://www.doe.mass.edu/cte/admissions/nonres_guidelines. M.G.L. c. 74 Section 8A requires that the municipality of residence provide transportation to students admitted to Tantasqua Regional High School – Technical Division as nonresidents under M.G.L. c.74, Sections 7 and 7C. Nonresident students will be evaluated using the selection criteria contained in this Admission Policy.

Transfer Students:

Transfer students from other chapter 74 state-approved vocational education programs are eligible to apply for fall admission or admission during the school year to the vocational technical education programs grades 9-12 at Tantasqua provided they expect to be promoted to the grade they seek to enter by their current school. Transfer students will be evaluated using the selection criteria contained in this Admission Policy.

McKinney-Vento:

Students who are homeless will be accepted to Tantasqua Regional High School Technical Division according to the selection criteria contained in this admission policy.

Home Schooled Applicants:

Students who are formally being home schooled may apply for admission to Tantasqua Regional High School Technical Division, including admission during the school year, provided all Admissions Policy criteria are followed. The Home School student's parent(s)/guardian(s) must submit a copy of the Home School approval letter from the local school superintendent. Home Schooled students will be accepted to Tantasqua Regional

High School – Technical Division according to the selection criteria contained in this admission policy.

IV. ORGANIZATIONAL STRUCTURE

Tantasqua Regional High School is a public school located in Fiskdale, Massachusetts. Tantasqua is accredited by the New England Association of Schools and Colleges. Tantasqua is committed to providing quality vocational technical education programs. It is the responsibility of the Technical Division Principal/Director to supervise the administration of the policies and procedures required to admit and enroll applicants in conformity with this Admission Policy.

The Technical Division has an Admission Committee appointed by the Principal/Director. The committee consists of a member of the Administration, School Counseling, and Special Needs Departments. Responsibilities of the Admissions Committee include:

- A. determination of standards for admission
- B. development and implementation of admission procedures
- C. processing of applications
- D. ranking of students
- E. acceptance of students according to the procedure and criteria in the admission policy
- F. establishment and maintenance of a waiting list of acceptable candidates

The Tantasqua Vocational Technical Education Principal/Director is responsible for disseminating information about Tantasqua vocational technical education programs through local school assemblies and press releases, and for collecting applications from students.

Tantasqua's Technical Division does not participate in the School Choice Program.

V. RECRUITMENT PROCESS

The Guidance Departments at the sending schools will be initially contacted in early November by a Technical Division School Counselor. Brochures, applications, a current year application timeline, and any other relevant information will be sent to them.

A letter will be sent to the parents of all in-district eighth grade students by the end of November. It will give them information about the program, the schedule of information sessions, and a description of the application process.

In early December all of the district eighth grade students will be transported during the school day to the high school. Technical Division staff and students will give a tour of the Technical areas offered. Visiting students also will attend an assembly presentation where the Technical Principal/Director and Technical School Counselor will describe in detail the application process.

In that same week the Technical Division will hold an Open House. All district and out-of-district students and parents have the option of attending.

In mid December district and out-of-district students will identify themselves by requesting an application from their Guidance Counselor, as being interested in the Technical Division.

The Guidance Counselor from the sending school is responsible for completing all sections on the back of the application (except for the interview section) and sending it to the Technical Division office. This should be completed no later than the beginning of January.

VI. APPLICATION PROCESS

Students interested in applying to the technical division may attend voluntary information sessions, as offered at their school, in late November or early December. In December, applicants should obtain brochures about the Technical Division program, and an application, from their Guidance Counselor, or by directly contacting the Technical Division office at Tantasqua Regional High School. Applicants may attend a Technical Division Open House, during the evening, which includes presentation of program information and a facility tour. Attendance at any assemblies, career days or open houses is voluntary. Applicants should complete the first two pages of the application and give it to their Guidance Counselor.

Application Process for Fall Admission to Ninth, Tenth, and Eleventh grades

1. Students interested in applying to Tantasqua Regional High School - Technical Division for fall admission to the ninth, tenth, or eleventh grade must:
 - a. obtain an application from the local school Guidance Counselor as early in the school year as possible.
 - b. return the completed application form to the local school Guidance Counselor by the deadline set by the Guidance Counselor.
2. It is the responsibility of the local school Guidance Counselor to:
 - a. complete the designated portion of the application form.
 - b. forward the completed applications to Technical Division School Counselor at Tantasqua Regional High School – Technical Division by February 1st.
Complete applications include:
 - (i) Completed application form (including required signatures).
 - (ii) For applications to grade 9 (fall admission), final grade for preceding year, current year first quarter and second quarter in English language arts, social studies, math and science from the local school report card are required. For applications to grades 10, & 11 (fall admission) final grade for preceding year, current year first quarter and second quarter in English language arts, social studies, math and science from the local school report card is required.

For applications to grade 9 (fall admission), the sum of grade 7 and terms 1 & 2 grade 8 unexcused absences from the local school report card are required.

For applications to grades 10 & 11 (fall admission) the sum of the previous school year and terms 1 & 2 current school year unexcused absences from the local school report card is required.

For applications to grade 9 (fall admission), the average of grade 7 and terms 1 & 2 grade 8 assessments of behavior from the local school report card or from the local school Guidance Counselor's assessment are required. For applications to grades 10, & 11 (fall admission) the average of the previous school year and terms 1 & 2 of the current school year assessments of behavior from the local school report card or from the local school Guidance Counselor's assessment are required.

For applications to grade 9, 10 & 11 (fall admission), the local school Guidance Counselor's recommendation is required.

The Guidance Counselor of the sending school schedules an admission interview, which will be conducted at the sending school, with the Technical Division School Counselor.

3. If incomplete applications are received, the following procedures will be followed:
 - a. The Technical Division School Counselor at Tantasqua Regional High School will notify the local school Guidance Counselor responsible for submitting the application that the application is incomplete and will request completion.
 - b. The applicant's parent(s)/guardian(s) will be notified by the Tantasqua Regional High School - Technical Division School Counselor in the event that the problem is not resolved by the local school Guidance Counselor.
 - c. If after notifying the local school Guidance Counselor and parent(s)/guardian(s), the application remains incomplete for ten school days, the application will be voided.

Application Process for Admission to Ninth, Tenth, and Eleventh Grades during the Current School Year

1. Students interested in applying to Tantasqua Regional High School – Technical Division for admission for the current school year must:
 - a. obtain an application from their local school School Counselor.
 - b. return the completed application form to their local school School Counselor by the deadline set by the School Counselor.
 - c. The School Counselor of the sending school schedules an admission interview, which will be conducted at the sending school, with the Technical Division School Counselor.
2. It is the responsibility of the local school School Counselor to:
 - a. complete their portion of the application form.

- b. forward the completed applications to the Technical Division School Counselor at Tantasqua Regional High School. Complete applications include:
 - (i) completed application form (including required signatures)
 - (ii) For applications to grades 9, 10 & 11 (admission during the school year), final grade for preceding year and the current school year to the date of the application, marks in English language arts, social studies, math and science from the local school report card are required.

For applications to grades 9, 10 & 11 (admission during the school year) the sum of the previous school year and the current school year to the date of the application, unexcused absences from the local school report card are required.

For applications to grades 9, 10 & 11 (admission during the school year) the average of the previous school year and the current school year to the date of the application, assessments of behavior from the local school report card or from the local school School Counselor assessment are required.

For applications to grades 9, 10 & 11 (admission during the school year), the local school School Counselor 's recommendation is required.

- 3. If incomplete applications are received, the following procedures will be followed:
 - a. Tantasqua's Vocational Technical Education Principal/Director will notify the local school School Counselor responsible for submitting the application that the application is incomplete and will request completion.
 - b. The applicant's parent(s)/guardian(s) will be notified by Tantasqua's Vocational Technical Education Principal/Director in the event the problem is not resolved by the local school School Counselor.

Late Applications:

Applications received after the deadline may not be accepted. If accepted, they will be evaluated using the same criteria as other applications and their composite score will be computed. They will be placed in rank order on the established waiting list.

Waiting List

The established waiting list for Tantasqua Regional High School Technical Division will expire February 1st. Students will need to reapply for admission for the following year at that time.

Transfer Students

Applications from students who are enrolled in a chapter 74 state-approved vocational education program in another school (transfer students) will be considered for admission (including admission during the school year) if they relocate from their current school and wish to pursue the same program of study at Tantasqua. All transfer applicants must attend

an interview at Tantasqua. If the applicant or parent/guardian cannot provide transportation, an official from Tantasqua will go to the local school (within state) to meet with the applicant. Their applications will be evaluated according to the selection criteria contained in this Admission Policy.

Withdrawn Students

Students who withdraw from Tantasqua's vocational technical education programs may reapply for admission following the procedures contained in this admission policy and will be evaluated using the selection criteria contained in this Admission Policy.

Home School Students

Students who are formally being home schooled may apply for admission to Tantasqua Regional High School Technical Division including admission during the school year, provided all Admissions Policy criteria are followed. The Home School student's parent(s)/guardian(s) must submit a copy of the Home School approval letter from the local school superintendent **and** if grades are not available, a representative sample or portfolio of the student's body of work in English language arts or its equivalent, math, science, and social studies. Home-schooled students will be ranked on their portfolio/grades (45%), recommendation (15%) and applicant interview (40%).

VII. SELECTION CRITERIA

The Admission Committee processes completed applications. Each applicant will be assigned a score derived from the sum of the sub scores of the following criteria:

Scholastic record - 29%

Four subject areas are evaluated: English language arts, Math, Science, and Social Studies. In each subject grades are reviewed as follows: for Fall Admission, final grade for preceding year, and terms 1 & 2 of current year. For Current Year admission, final grade for preceding year and the current school year to the date of the application, marks in English language arts, social studies, math and science from the local school report card are required. Grades are converted to points: A=5, B=3.75, C=2.5, D=1.25, F=0, the points are written on the application, totaled and scored, with a maximum of 20 points able to be earned.

Scholastic Achievement: Maximum 20 points

Grade Averages	Points
- 100	5
- 89	3.75
- 79	2.5
- 69	1.25
- 59	0

Attendance - 7%

All unexcused absences are counted in order to give a profile of the amount of time the student actually spent in instruction. Three time periods are reviewed: preceding year, current year first quarter, current year second quarter, for a possible total of 270 school days. For applications to grades 9, 10 & 11 (admission during the school year) the sum of the previous school year and the current school year to the date of the application, unexcused absences from the local school report card are required. Days absent are totaled and scored on a 0-5 point system: 0-6=5, 7-12=4, 13-18=3, 19-24=2, 25-30=1, >30=0. A maximum of 5 points may be earned.

Attendance: Maximum 5 points

Number of Unexcused Absences	Points
0 – 6	5
7 – 12	4
13 - 18	3
19 – 24	2
25 -30	1
> 30	0

Behavior/Discipline/Conduct - 7%

Classroom presence is important. If behavior in the school community impacts that presence, which influences the opportunity to learn, then it is important to consider. One criteria is used - suspension from classroom participation. That may be either an external suspension from school or an internal suspension with placement into a restricted area. Three time periods are reviewed: preceding year, current year first quarter, current year second quarter, for a total of 270 school days.

For applications to grades 9, 10 & 11 (admission during the school year) the average of the previous school year and the current school year to the date of the application, assessments of behavior from the local school report card or from the local school Guidance Counselor assessment are required. Days suspended are totaled and scored on a 0-5 point system: 0=5, 1-3=4, 4-6=3, 7-9=2, 10-12=1, >12=0. A section for an explanation is provided to explain the nature of the suspensions. A maximum of 5 points may be earned.

School Discipline/Conduct: Maximum 5 points

Discipline/Conduct Rating	Points
0 Suspensions	5

1 - 3	4
4 - 6	3
7 - 9	2
10 - 12	1
> 12	0

Local Guidance Counselor/Academic Teacher's recommendations- 21%

This profile is a summary of ratings made by the teachers and/or guidance counselor.

Points: >80%=3, 79-70%=2, 69-50%=1, <50%=0. The points are written on the application, totaled and scored, with a maximum of 15 points able to be earned.

Local Guidance Counselor's Recommendation: Maximum 15 points

Rating	Points
> 80%	3
79-70%	2
50 – 69 %	1
< 50%	0

Interview - 36%

A 1-5 point rubric is used with a maximum of 25 points able to be earned.

Interview: Maximum 25 points

Rating	Points
Excellent	5
Above Average	4
Average	3
Below Average	2
Poor	1

Scores in each category are then totaled. The maximum total score is 70 points.

Students who are formally being home schooled may apply for admission to career/vocational technical programs provided all Admissions Policy criteria are followed. The Home School student's parent(s) / guardian(s) must submit the required application form to Tantasqua by February 1 and if grades are not available, include a portfolio

containing a representative example of the student's body of work in English Language Arts or its equivalent, math, science and social studies. They must also submit a copy of the district's approval of the homeschooling plan. Home schooled students will be ranked on their grades/portfolio as indicated in this policy. Grades are converted to points as described above: Scholastic Achievement: Maximum 20 points.

VIII. SELECTION PROCESS

The Admission Committee at Tantasqua Regional High School – Technical Division will examine, discuss and make recommendations for action on the applicants.

The Admission Committee considers scholastic achievement, attendance, school behavior, local Guidance Counselor's recommendation and interview results. Applications are reviewed, processed and assigned points by grade level.

After a point total for each resident applicant has been determined, all resident applicants are placed in order of their "point total". Resident applicants are then accepted in order of the point total they have achieved. The resident applicant with the highest point total is accepted first, the resident applicant with the second highest point total is accepted second, and so on until all seats are filled. All resident applicants are accepted, declined, or placed on a waiting list. If openings occur, the seats are filled by accepting resident applicants from the waiting list. These resident applicants, like those accepted earlier, are accepted in order of their place on the waiting list determined by the total points given according to the selection criteria. The wait list is valid until February 1st for the year it was submitted.

Any student who is denied admission may reapply after successful completion of the current school year at their sending school.

Notification regarding the applicant's admission status will be sent by March 1st.

Non-resident applicants are evaluated using the criteria in this Admission Policy and will be placed on the wait list **after** the resident applicants. Non-resident applicants on the waiting list will be accepted only after all resident applicants on the waiting list have been accepted.

Qualified students in excess of the number of seats available are notified that they are on a wait list for admission. Tantasqua Technical Division develops a wait list of qualified students ranked by their point total from the admission criteria. If openings occur, they are filled by accepting students from the wait list. In-district resident wait list candidates will be offered admission before waitlisted residents from out of district communities.

Those applicants who are not accepted or placed on the wait list will be reassessed at the end of the school year. When final grades are issued the Technical Division School Counselor will obtain a final report card, attendance record, and discipline report from the sending school. Those areas are again scored and added to the two previous scores for recommendations and interview. Appropriate notifications are mailed to students and parents/guardians.

All students accepted into grade 9 will be placed in the Tech exploratory program, and grade 10 into their selected Tech major. Grade 11 and 12 applicants are accepted only as transfer students from another chapter 74 state-approved vocational education program, based upon space available.

IX. ENROLLMENT AND CONDITIONAL ADMISSION

Enrollment in the Technical Division shall be conditional upon applicants having been promoted to the grade they seek to enter by their local school. In addition, admission is conditional on a student having passed their courses in English Language Arts or equivalent and mathematics for the school year, ending in June, immediately preceding their enrollment in the technical program.

X. PROGRAM PLACEMENT

Students who complete an application for admission to the vocational technical education programs participate in a full school year exploratory program designed to help them learn about their talents, interests, and abilities relative to a variety of vocational technical programs. In addition, vocational technical program (shop) teachers use a common assessment to evaluate students during the exploratory program while students explore each program for one week. At the end of this exploratory period, each student selects his/her program of choice, as well as a second choice from the seven explored shops. If the number of enrollees seeking a particular program exceeds the number of openings, the evaluative points for the exploratory program received by the students rank order would determine the enrollee or enrollees who are placed in the particular program.

Students will participate in an exploratory where they can work in each of the nine (9) programs for six (6) days. The time in the program will provide students with options and opportunities in the field. They will be able to work as a team to acquire skills in the technical area. Students will be able to work together as a team to interpret, analyze, and apply knowledge to solve problems while assuming responsibilities for their own work. Upon completion of the first part of the exploratory model, students will then select a shop to focus on for the balance of the freshman year.

The Technical Division School Counselor will meet with and distribute to all sections of the ninth grade exploratory class a program selection sheet. The selection sheet will list all available programs. The students will be directed to write the number 1 next to their first choice and the number 2 next to their second choice, 3 next to their third, and 4 next to their fourth, sign the selection sheet, and have their parents review and sign the selection sheet. The selection sheet will be returned to their exploratory class instructor the following day. The school counselor will collect the sheets from the instructor.

The school counselor will create a master list of all programs and the students who have chosen that program as their first choice.

If the number of students who have chosen a program exceeds the capacity of that program then the students will be ranked. The ranking will be done using the student's total points earned during exploratory of all nine career programs. In the event of equal points; the tied

students will be re-ranked using the points earned in the specific career program selected. Placement by ranking will then be done. Students who do not receive their first choice will be placed in their second, third, or fourth choice program.

When placement is completed the school counselor will circle on the student's selection sheet the name of the program into which they have been placed. The school counselor will go to all sections of the exploratory class and return the selection sheets to the students. Students who did not get placed in their first choice have the option of being placed on a waiting list. The wait list is maintained by the Technical Division Principal/Director's office.

XI. REVIEW AND APPEALS PROCESS

The applicant's parent(s)/guardian(s), upon receipt of a letter from Tantasqua Technical Division indicating that the applicant was not accepted or placed on a waiting list for admission to the Technical Division, may request a review of the decision by sending a letter requesting a review to the Principal/Director within thirty days of the receipt of the letter. The Principal/Director will respond in writing to the letter with the findings of the review within thirty days. If after the review, the parent/guardian wishes to appeal the findings of the review they may do so by sending a letter requesting a review by the Superintendent of Schools to appeal the Principal/Director's decision. The Superintendent will respond in writing to the letter with the findings of the review within thirty days.

The applicant's parent/guardian, upon receipt of a letter from Tantasqua Technical Division indicating that the applicant was not accepted or placed on a waiting list for a particular program, may request a review of the decision by sending a letter requesting a review to the Principal/Director within thirty days of the receipt of the letter. The Principal/Director will respond in writing to the letter with the findings of the review within thirty days.

AFTER SCHOOL HOURS

Students are encouraged to participate in extracurricular and athletic activities, utilize the school's resources, and to attend school events. However, students are not permitted to remain after school without an express purpose. Students are expected to be with teachers, in activities, athletics, or the library. Individuals found wandering or in questionable locations around the buildings and grounds jeopardize the privilege of staying after school and repeated infractions shall result in progressive disciplinary action. Additionally, students may not visit the Junior High School building or grounds without an administrator's authorization.

At times, teachers and school administrators assign after school help sessions to students who fall behind in class work or homework, or for those earning a low or failing grade. These measures are intended to help students improve and succeed. Attendance at these help sessions is mandatory.

After school hours include teacher help sessions held on Tuesday, Wednesday, and Thursday from 2:10PM to 3:25PM. The High School library is open daily after school from 2:02PM to 5:00PM.

AGE OF MAJORITY

When a student reaches the age of 18, a student is eligible for age majority status. Unless a student expressly limits the rights of his/her parents/guardians to be involved in his/her education process, Tantasqua Regional High School assumes the right to contact parents/guardians with questions and concerns about a student's actions, including academic records. Parents/Guardians of students reaching age majority who wish to relinquish control of attendance must write a letter to the school indicating as such.

ANTI-HARASSMENT POLICY

Policy Statement

It is the policy of the Tantasqua Regional School District to provide an environment free from unlawful harassment because of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness in compliance with MGL c76, s5.

Tantasqua Regional School District is committed to courteous and considerate treatment of its employees and students at all times as an accepted standard of behavior. Consequently, Tantasqua Regional School District is committed to an atmosphere that is free of tension caused by demeaning or harassing conduct, including animosity engendered by inappropriate religious, racial, or sexual conduct or comments.

Tantasqua Regional School District prohibits harassment by any of its employees, officers, agents or students and has set forth a process by which allegations of harassment may be filed, investigated and resolved.

Purpose

To provide a guideline for recognizing, reporting, and resolving complaints of harassment. Supervisors and managers should gain a more complete understanding of what constitutes harassment in the workplace, how to prevent it or recognize it when it happens, and how it should be handled if a complaint is brought to their attention.

Definitions

Unlawful Harassment

Unwelcome behavior of a verbal, written, or physical nature, which is either repeated or severe, and which creates a hostile, humiliating, intimidating, and offensive work or educational environment. Harassment is a form of discrimination.

The types of harassment defined below consist of verbal, written or physical contact that:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or learning environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or

3. otherwise adversely affects an individual's employment or academic opportunities.

Disability Harassment

Disability harassment includes harassment based on a person's disabling mental or physical condition and includes any unwelcome verbal, written or physical conduct directed at the characteristics of a person's disabling condition, such as imitating manner of speech or movement, or interference with necessary equipment.

Gender Identity Harassment

Harassment on the basis of gender identity is unwelcome verbal, written or physical conduct directed at the characteristics of a person's gender identity, such as negative name calling and imitating mannerisms.

Racial and Color Harassment

Racial or color harassment can include unwelcome verbal, written, or physical conduct, directed at the characteristics of a person's race or color, such as nicknames emphasizing stereotypes, racial slurs, comments on manner of speaking, and negative references to racial customs.

Religious (Creed) Harassment

Harassment on the basis of religion or creed is unwelcome verbal, written or physical conduct directed at the characteristics of a person's religion or creed, such as derogatory comments regarding surnames, religious tradition, religious clothing, religious slurs or graffiti.

National Origin Harassment

Harassment on the basis of national origin is unwelcome verbal, written or physical conduct, directed at the characteristics of a person's national origin, such as negative comments regarding surnames, manner of speaking, customs, language, or ethnic slurs.

Marital Status Harassment

Harassment on the basis of marital status is unwelcome verbal, written or physical conduct, directed at the characteristics of a person's marital status, such as comments regarding pregnancy or being an unwed mother or father.

Sexual Orientation Harassment

Harassment on the basis of sexual orientation is unwelcome verbal, written or physical conduct directed at the characteristics of a person's sexual orientation, such as negative name calling and imitating mannerisms.

Reporting Responsibilities

Harassment of any kind is specifically prohibited by Tantasqua Regional School District's policies. It is the obligation of each person to report any conduct which violates the standards of Tantasqua Regional School District, whether or not the person is a victim, and whether or not the perpetrator is a supervisor, staff member, business invitee, volunteer, or student, and regardless of the sex of the perpetrator.

This policy applies equally to all individuals working at the Tantasqua Regional School District and enrolled in programs offered by the Tantasqua Regional School District, male or female. This policy applies to all relationships including but not limited to superior/subordinate relationships, peer relationships, relationships between non-staff members and staff members, and student/teacher relationships.

All staff members, managers, supervisors and students are responsible for ensuring that their behavior is free of any form of harassment. No individual working at Tantasqua Regional School District or enrolled in a program offered by the Tantasqua Regional School District should engage in or encourage harassing behavior.

Procedure

The following options are available to any employee or student who has been the victim of harassment of any kind:

- A. If the employee or student can comfortably do so, the employee or student may inform the person engaging in the harassment that the conduct is offensive and that it must be stopped.
- B. If the employee or student does not wish to communicate directly with the person or if communication has not brought results, the employee or student may report the offense verbally or in writing to the Principal, Assistant Principals, Chapter 622 Coordinator or Superintendent as listed below. Students who wish to submit a report in writing may use the Formal Harassment Complaint Form outlined below. The supervisor to whom the incident of harassment has been reported must immediately contact the Principal, Superintendent or his/her designee.
- C. The Principal, Superintendent or his/her designee will arrange for prompt and thorough investigation of all reports and take appropriate steps if an investigation indicates that an employee, officer, agent, or student has engaged in a violation of this policy. Each investigation will be properly documented. The investigation will be completed as soon as practicable, but no later than ten (10) school days from the complaint. Retaliation or threats of retaliation upon the alleged victim are unlawful and will not be tolerated.
- D. Employees not satisfied with the action taken may follow the school's grievance procedure as outlined in their respective contract or contact the state or federal agencies listed below.
- E. Students not satisfied with the action taken may follow the school's complaint procedure for students or contact the state or federal agencies listed below.

Protection for the victim

The initiation of a complaint in good faith will not have any detrimental effect on the individual's employment, compensation, work assignment, school assignment, or educational status.

Confidentiality

Any investigation into allegations of harassment must be conducted in as confidential a manner as possible. Only those individuals with a need to know should be informed of a complaint. Witnesses identified by the employee or student should be interviewed individually in circumstances that will encourage candid comments. The employee or student should be aware that Tantasqua Regional School District is obligated to investigate each and every report of harassment and will do its best to maintain total confidentiality as long as possible.

Retaliation

It is a separate and distinct violation of this policy for any member of the school community including but not limited to students, school employees, contractors, volunteers and other visitors; to retaliate against any person who reports harassment or against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to such harassment. It is possible that an alleged harasser may be found to have violated the anti-retaliation provision even if the underlying complaint of harassment is not found to be a violation of this policy. Retaliation includes, but is not limited to any form of intimidation, reprisal or harassment and may be addressed through application of the same reporting, investigation, and enforcement procedures as for harassment.

In addition, a person who knowingly makes a false report may be subject to the same action that Tantasqua Regional School District may take against any other individual who violates the policy.

Disciplinary Process

An employee or student who has been found in violation of the Anti-Harassment Policy will be subject to Tantasqua Regional School District's disciplinary process which may range from counseling to termination of employment or exclusion.

State and Federal Remedies

In addition to the above, if you believe you have been subjected to any kind of harassment, you may file a formal complaint with either or both of the government agencies set forth below. Using our complaint process does not prohibit you from filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim. (EEOC – 180 days; MCAD – 6 months)

The United States Equal Employment Opportunity Commission ("EEOC")
One Congress Street, 10th Floor
Boston, MA 02114
(617)-565-3200
Massachusetts Commission Against Discrimination ("MCAD")
Boston Office: One Ashburton Place, Room 601
Boston, MA 02108
(617)-727-3990
Springfield Office: 424 Dwight Street, Room 220
Springfield, MA 01103
(413)-739-2145

Name	Position/Title	Address	Phone
Erin Nosek	Superintendent	320A Brookfield Rd. Fiskdale, MA 01518	508-347-3077

Leigh Joseph	Interim Principal	319 Brookfield Rd. Fiskdale, MA 01518	508-347-9301
Jamie Ribaud	Assistant Principal	319 Brookfield Rd. Fiskdale, MA 01518	508-347-9301
Lori Stattenfield	Interim Assist. Principal	319 Brookfield Rd. Fiskdale, MA 01518	508-347-9301
Mark Wood Technical Division	Principal Fiskdale, MA 01518	319 Brookfield Rd.	508-347-9301
Robert Bardwell	Title IX Coordinator	319 Brookfield Rd. Fiskdale, MA 01518	508-347-9301

Formal Complaint Procedure for Students

Step 1

The student shall fill out the Formal Harassment Complaint Form based on his/her allegations of harassment. The complaint form shall detail the facts and circumstances of the incident(s) or pattern of behavior. If a student under eighteen (18) years of age is involved, his/her parent(s)/guardian(s) shall be notified immediately. An investigation shall be completed by the harassment complaint official within ten (10) school days from the date of the complaint.

Step 2

The investigation may consist of personal interviews with the complaining student, the alleged harasser and other individuals who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances. The investigation shall be completed as soon as practicable but no later than ten (10) school days from the complaint. The harassment complaint official shall make a written report to a Principal and/or the Superintendent upon completion of the investigation. The report shall include a determination as to whether the allegations have been substantiated as factual and whether they appear to be violations of the policy.

Step 3

Following the investigation, the harassment complaint official shall recommend to the Principal and/or the Superintendent what action, if any, is required. Tantasqua Regional School District shall take appropriate action in all cases where the harassment complaint official concludes that this policy has been violated. Any person who is determined to have violated this policy shall be subject to action which may range from counseling to termination of employment or exclusion.

Step 4

If, at the end of this ten (10) school day period, no satisfactory settlement is agreed upon as provided for in Step 3, the matter shall be referred by the student in writing within five (5) school days to the building Principal. The Principal shall give his/her answer in writing by the end of five (5) school days after receipt of the complaint.

Step 5

If, at the end of this five (5) school day period no satisfactory settlement is agreed upon as provided for in Step 4, the matter shall be referred by the student in writing within five (5) school days to the Superintendent of the Tantasqua Regional School District who shall review and give a written decision within ten (10) school days after receipt of the complaint.

Step 6

If at the end of the ten (10) school day period, no satisfactory settlement is agreed upon as provided for in Step 5, the student shall have five (5) school days to notify the Chairperson of the Tantasqua Regional School Committee in writing. The complaint shall be scheduled for a closed hearing during the next regularly scheduled School Committee meeting between the student and the School Committee. The Chairperson of the School Committee shall give a written decision within ten (10) school days following this hearing.

FORMAL HARASSMENT COMPLAINT FORM FOR STUDENTS

Complainant: _____

Home Address: _____

Home Phone: _____

Date of alleged incident(s): _____

The incident(s) involve sexual harassment ____ race harassment ____
color harassment ____ religious (creed) harassment ____ national origin harassment ____
ethnicity harassment ____ marital status harassment ____ homelessness harassment ____
sexual orientation harassment ____ disability harassment ____ gender identity
harassment ____

(Circle all that apply.)

Name of person you believe harassed you: (Print)

(First Name) (Last Name)

Describe the incident(s) as clearly as possible, including such things as what force, if any, was used, any verbal statement(s) (i.e. threats, requests, demands, etc.), what, if any physical contact was involved. Attach additional pages as necessary.

When and where did the incident(s) occur?

List any witnesses who were present: *(Print)*

(First Name) (Last Name)

(First Name) (Last Name)

This complaint is based upon honest belief that _____
has harassed me. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge.

(Complainant's Signature) (Date)

(Received by) (Date)

ARTICULATION AGREEMENTS

With Post-Secondary Institutions (Technical High School)

Efforts to develop articulations between our Technical Programs and Holyoke Community College, Springfield Technical Community College and other post-secondary institutions are ongoing. Articulation agreements already exist between:

Program	College
Business Technology	Massachusetts Community Colleges
CAD/Drafting	Massachusetts Community Colleges
New England Institute of Technology	
Carpentry	Massachusetts Community Colleges
New England Institute of Technology	
Culinary Arts	Massachusetts Community Colleges
Electrical	Quinsigamond Community College (for Electric Utilities Program)
Health Careers	Massachusetts Community Colleges
Hotel & Restaurant Management	Massachusetts Community Colleges
Information Technology	Massachusetts Community Colleges
New England Institute of Technology	
Manufacturing	Massachusetts Community Colleges
New England Institute of Technology	

The purpose of an articulation agreement is to eliminate duplication in a career/technical program of study. Articulation agreements enable students to earn college credit while in high school. Courses that qualify for consideration are high school career and technical programs in which students are able to attain the same competencies that they would in the introductory course(s) of related programs offered at community colleges and/or other post-secondary institutions. For more information on how to take advantage of this opportunity to earn college credits, contact Maryrose O'Neil, Articulation Coordinator at 508-347-9301 ext. or by email at oneilm@tantasqua.org.

ASSEMBLIES

Assembly programs are presented to the student body at various times during the school year. Student attendance is mandatory. Students are expected to report promptly to the appropriate location. If the location of the assembly is the auditorium, students must remove their hats and turn off and store any electronic devices upon entering the auditorium. Assemblies are scheduled to enrich various aspects of the curriculum and to build a strong school community.

ATHLETICS

The mission of the Tantasqua Athletic Department is to create a positive athletic learning environment that promotes collaboration between teammates, coaches, and the community. Our coaches serve as educators and as such encourage our athletes to be role models in the classroom and in their respective sports. Coaches work to bring out the best in our student-athletes and provide them the feedback necessary to improve and reach their true potential. The student-athletes themselves strive to develop the skills necessary to be an effective team member, pursuing competitive excellence and demonstrating good sportsmanship at all times.

Our core values are leadership, discipline, teamwork, and character.



Leadership* Discipline* Teamwork* Character*

Tantasqua Regional High School is committed to developing character through team membership and athletic competition. Emphasis is placed on the development of the philosophy of the student athlete.

A student athlete is concerned with development of athletic ability as well as with academic standards and performance. The athletic program endeavors to develop skills in self-discipline, self-motivation, sportsmanship and leadership. The athlete is considered first a student and an athlete second. Members are held to a higher standard of performance as they represent themselves, their team, their program and their school. Through this philosophy a climate of personal success is created for the individual in all aspects of student life.

The following sections are intended to provide some of the pressing and most relevant guidelines and rules governing student participation in the athletics program. This information is by no means all that one needs to access, understand, and follow to become involved and to participate in the athletic program; rather, student athletes are directed to the *Athletic Handbook* for additional requirements and regulations.

All students, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness in compliance with MGL c76, s5 have equal access to intramural and interscholastic sports offerings at Tantasqua Regional High School.

Athletic Eligibility Rules

The Massachusetts Interscholastic Athletic Association (MIAA) establishes general guidelines for high school competition. As a member, Tantasqua Regional High School meets or exceeds all established rules for athletic eligibility as established by the MIAA.

The following criteria will be used to govern interscholastic competition at TRHS:

1. A student must be under 19 years of age, but may compete during the remainder of the school year, provided that his or her birthday occurs on or after September 1st of that year. For grade 9 competition, a player must be under 16 years of age, provided that his or her birthday occurs on or after September 1st of that year.
2. TRHS follows a block scheduling academic format. Students are required to successfully pass the equivalent of fifteen (15) credits during the fall semester to be eligible for spring play. Students are required to successfully pass thirty (30) cumulative credits during the previous school year to be eligible for fall play. Final course grades are used to determine successful completion of courses with the exception of courses that are scheduled as full year in duration. In this case, the mid-term grade is used to determine eligibility.
3. A student is eligible for participation in high school athletics for no more than eight consecutive semesters beyond 8th grade. A student may not participate for more than four seasons.
4. Student-athletes are required to submit bi-monthly progress reports to the Athletic Director. It is the student's responsibility to solicit from his or her teachers the necessary written input and to provide that information to the Athletic Director. The Athletic Director will review each student's progress reports to determine the individual's compliance with the goals of the TRHS Athletic Program. The Athletic Director may, at his discretion, suspend a student from competition or participation for failure to meet school/classroom expectations, course failure, or failure to submit his or her progress reports as requested.

Chemical Health Rule

Upon entering the athletic program, in grade nine until graduation, inclusive of the school calendar and official fall season practices, a student shall not, regardless of the quantity, use or consume, possess, buy/sell or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. 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 or her doctor.

The following penalties are the minimum set by the MIAA for violation of school chemical health rules:

1. **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 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. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 25% of the season.

2. Second and Subsequent Violations: When the Principal confirms, following an opportunity for the student to be heard, that a second or subsequent violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 60% of the season. If after the second or subsequent violations, the student 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. The director or counselor of a chemical dependency treatment center must issue such certification. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 40% of the season. Penalties shall be cumulative each academic year. 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.

If after the second or subsequent violations, the student on his or her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in the MIAA activities for a minimum period of six weeks. Such certification must be issued by the director or counselor of a chemical dependency treatment center.

Penalties shall be cumulative each academic year, but a penalty period will extend into the next academic year.

Parents/guardians are notified of any offense.

Sports

The varsity athletic program is offered to those students who have more ability and interest in the following sports: football, cross country, basketball, baseball, track and field, tennis, golf, soccer, softball, lacrosse, and field hockey. Students in grades nine through twelve who meet the school eligibility requirements are eligible to try out for a team.

Awards will be made to members of athletic teams and team members as symbols of achievement, tradition, and school spirit. These awards will be presented at an All Sports Banquet in which each athlete and their family members are invited to attend.

The criteria for awards are as follows:

1. In any team sport, a player will receive the appropriate letter for the team they are on, regardless of playing time. For example, if a varsity basketball player only plays in one third of the games during the season, they will receive a letter. Since this is a team game, practices count towards team results. All members, whether they are the first on the team or last, will be awarded.

2. In any individual sport based on point systems such as track and field, the top point winners will receive varsity letters and the other athletes shall receive junior varsity letters. The only exception to this will be seniors who have participated in the program for at least two years and are in good standing. They shall receive a varsity letter for their commitment to our athletic program.

Coaches may award letters at their discretion for other contributions made by athletes. Athletes who do not conduct themselves in a manner which properly represents their team and school, be it on and off the field of play, may have a letter denied by their coach.

A student may return from any away game only with his or her parent/guardian. A parent/guardian must directly request such permission from the coach of their child's team at the athletic contest on the day of the request. All coaches should notify their team a day in advance of a game that will require late arrival back to the school. Students should arrange for their transportation to be present at the expected arrival time. A telephone may not be available.

No spikes or cleats may be worn in the building at any time. No street shoes or street sneakers may be worn on the gymnasium floor.

Athletes who do not attend two full class periods (the equivalent of $\frac{1}{2}$ a school day) may not participate in a practice or play in a game that day.

Being a student athlete and part of team teaches students commitment. To that end, attendance at team events is necessary for an individual athlete and a team to achieve success. Any student-athlete missing practices or games for any reason other than school related events or medically documented reasons will be subject to disciplinary actions by the Athletic Director or coach with regard to their athletic team participation. For each unexcused absence from a practice or game, students will be progressively subject to game suspensions (see chart below). Repeated unexcused absences from practices or games may result in the removal from a team at the discretion of the Athletic Director.

Event Missed	Consequence
1 st practice missed	$\frac{1}{2}$ game suspension; will not start
2 nd practice missed	Full Game suspension
3 rd practice missed	Minimum of a 2 game suspension, meeting with Athletic Director
4 or more missed practices	Student may be removed from the team at Athletic Director's discretion
1 game missed	1 full game suspension
2 games missed	2 full game suspension; meeting with Athletic Director
3 games missed	Student may be removed from the team at Athletic Director's discretion

BEHAVIOR UNBECOMING A STUDENT-ATHLETE

Any student-athletes participating in an activity, through school or in the community, that does not represent Tantasqua in a positive manner during their season of activity may be suspended or removed from participation in athletics. Insubordination or an act that detrimentally affects the team may result in a suspension from games and/or removal from the team.

ATTENDANCE

The faculty and staff at Tantasqua Regional Senior High School are committed to academic excellence. To that end, prompt and consistent school attendance is necessary for student success. We recognize that occasional absence, tardiness, or early dismissal may occur during the school year. The following are considered appropriate reasons for absence, tardiness, or early dismissal:

1. Illness (Absence for five consecutive days requires a letter from a doctor to permit a student's return to school)
2. Medical appointment (Note to be accompanied by an official notification from the doctor's office)
3. Family emergency
4. Death in the family
5. Religious reason/holiday
6. Approved college/career visit or appointment
7. Extreme Weather Condition

Other situations will be reviewed on an individual basis. Business that can be conducted on weekends or after school hours should not be scheduled during the school day.

Students who are absent from school must bring a note to school the day they return to school signed by a parent/guardian explaining the absence. Parents/guardians may use the absence call-in voicemail system to also notify the school of their child's absence, but such a call must be received the day of the absence. In the event that neither a call nor note is received within twenty-four (24) hours of one's absence, the student will be assigned two (2) office detentions, which can be served through extra help sessions with teachers provided an arrangement is made to do so and the Assistant Principal is notified.

Students found to be truant from school will face additional consequences.

Students who are tardy or who need to be dismissed early must have a note from a parent/guardian the day of the tardiness or the dismissal and the note must be furnished to the Main Office.

When a student reaches the age of 18, he/she is entitled to age majority status. Unless such a student expressly limits the rights of his/her parents/guardians to be involved in his/her education process, Tantasqua Regional High School assumes the right to contact parents/guardians with questions and concerns about a student's actions, including academic records.

Students are required to be in attendance for two (2) full periods (constituting half of the school day) in order to participate in any after school activities or school sanctioned events that evening or on the weekend, should the partial absence fall on a Friday.

Students are considered present at school upon arriving on campus. Students are not permitted to visit the school on days of absence without signing in at the Main Office upon arrival and signing out upon departure. Students coming to school to turn in class-work or to pick up homework must have a note from a parent/guardian notifying the school of a student's need to be at the school for these reasons. Students failing to follow this procedure will be subject to disciplinary action up to and including school suspension.

Students who develop problems with any aspect of school attendance will be held accountable for their behavior and progressive disciplinary action will be taken as necessary. Students who are truant from school may be subject to school suspension or its alternative including Saturday School. Individuals who develop problems with tardiness will be assigned to detention. Students who drive to school may jeopardize the privilege to park a car on school grounds should they develop patterns of tardiness or develop patterns of leaving school grounds during the school day or prematurely.

Additionally, students who knowingly violate regulations regarding attendance to school or class may forfeit the right to make-up work. At a teacher's discretion, a student will be assigned a zero for any test, quiz, class project, paper, or other assignment due on the day of an unexcused absence from class. The administration may involve the court system for issues surrounding student absenteeism deemed habitual, chronic, or excessive.

Procedure for School Absence

Parent(s)/guardian(s) need to call the school on a daily basis when a child will be absent from school **or** provide a written note within 24 hours of the absence. Failure to either call on the day of the absence **or** to provide a note within 24 hours of the absence will result in the issuance of two (2) office detentions. Written notes explaining absences, tardiness, or dismissal must be submitted to the Main Office upon arrival to school, and must state the reason for the action.

Students who are absent for five consecutive days must provide an official note to the school nurse from a doctor explaining the need for the student's protracted absence from school.

Procedure for Tardiness

Students arriving late to school are expected to report directly to the Main Office and sign-in and should submit a note from a parent/guardian explaining the reason for the tardiness. A parent/guardian may also escort the student into the building to excuse a tardy, email school personnel, or place a call to the school on the day of the tardy explaining the reason for the tardiness.

Students who fail to sign-in at the office are considered to be in-school truant and will be subject to disciplinary action.

Three (3) unexcused tardies (no parental notification) per year and three (3) excused tardies (parent/guardian notification to school) per quarter are tolerated. All unexcused tardies beyond three (3) and excused tardies exceeding three (3) per quarter will be subject to disciplinary action. Exceptions will be considered for medical, career or college appointments.

Procedure for Dismissal

A student needing to be dismissed early from school must provide a note from a parent/guardian to a secretary in the Main Office at the beginning of the school day. At the appropriate dismissal time, the student must sign-out in the Main Office before leaving the school building or grounds. Students failing to sign-out will be subject to disciplinary action at the Assistant Principals' discretion.

Parents/guardians should not dismiss their child(ren) on a regular basis as such chronic absence from a particular class logically jeopardizes the student's enrollment status in the class, as well as his/her ability to pass the class. All students must be enrolled and participate in four (4) classes per semester for four (4) years.

Procedure for Extended Absence

Extended absences from school such as family vacations or student employment are considered on an individual basis as situations arise. Students are responsible for all course expectations including, classwork, projects, papers, assessments and any other assignments on the timeline established for the course by the teacher. If a parent chooses to remove their son/daughter from school, it is incumbent upon the parent and the student to communicate with both the school administration and the student's teachers. Teachers may, depending upon the subject, be able to provide school work for the duration of the student's absences. In such cases, students and parents will be expected to communicate directly with the classroom teacher at least one week prior to the anticipated absences to provide the teachers with proper preparation time. Requests for school work will only be considered if these criteria are met. If work is provided, it is expected that the work will be completed and returned.

Students should anticipate the potential need for after school help sessions and Saturday School to complete any work missed upon return. The administration and the faculty urge parents/guardians to avoid the loss and interruption of instruction as there is no substitute for time spent with the teacher in the classroom. Parents will be asked to provide a brief written explanation for such an extended absence that includes the dates missed from school.

ATTIRE - DRESS CODE

Students are expected to display an appropriate appearance when attending school or school related events. Student's clothing should not disrupt, distract, or interrupt the school's educational process. The administration and faculty have developed guidelines for student attire at school.

While in school, students will wear clothing that meets the following standards:

1. No bare backs.

2. No spaghetti straps, tube tops or strapless shirts.
3. No low cut shirts or blouses that expose cleavage or chest hair.
4. No bare midriffs. All shirts must be long enough to be worn tucked in.
5. No bare feet or unsafe footwear.
6. No clothing that uses see-through material unless worn with other appropriate attire.
7. No clothing that displays words or graphics that is obscene and vulgar, violent, sexist, racist, and/or promotes the use of drugs, alcohol, tobacco or weapons.
8. No droopy pants or clothing that reveals undergarments, shorts or flesh.
9. No hats are to be worn in the auditorium.
10. The length of shorts and skirts must be longer than the tip of the student's fingers when his/her extended arm is by his/her side.
11. No hoods may be worn in the school building.

The administration reserves the right to determine what is or is not appropriate, and will determine appropriate consequences for non-compliance.

The administration may waive restriction in cases involving extenuating medical circumstances.

BLOCK & BELL SCHEDULE

The structure of the 4x4 block schedule at Tantasqua Regional High School provides many advantages to students. Each student is required to be enrolled in and to participate in four (4) classes per semester for the duration of his/her educational career at Tantasqua Regional High School. Each course is eight-four (84) minutes in duration. The long block class allows teachers to utilize a wide array of instructional techniques not available in traditional scheduling models due to the time constraints. The block schedule increases students' opportunities to learn and to explore various aspects of the rich curriculum at Tantasqua Regional High School. Students typically take eight (8) courses per year as compared to only five (5) or six (6) in traditional scheduling formats. The block schedule allows the high school to meet and exceed the State Department of Education regulations for Time in Learning.

If you have questions about the block schedule or about a student schedule, please contact the guidance office. We encourage parents/guardians to be active participants in the educational process. We can assure that each individual achieves an optimal education by working together.

A Block	7:41 to 9:05
B Block	9:11 to 10:35
C Block	1st lunch - 10:35 to 11:05 dismissal from cafeteria 10:59 (Class Period 11:05 to 12:32) 2nd lunch - 11:25 to 11:56 dismissal from cafeteria 11:50 (Class period 10:41 to 11:26, 11:56 to 12:32) 3rd lunch - 12:08 to 12:38 dismissal from cafeteria 12:32 (Class period 10:41 to 12:08)
D Block	12:38 to 2:02

BUILDING SAFETY AND MAINTENANCE

Respect for school and other publicly-held property is a direct reflection of good citizenship. Tantasqua students have a long history of taking pride in being able to learn in an environment that is clean and well maintained.

In the interest of creating and maintaining a safe and efficient learning environment within the building and on school grounds, students are to be aware of the following safety and maintenance guidelines:

- a. Immediately report any dangerous situation to an adult (i.e., weapons, strangers, threats).
- b. Immediately report any broken fixtures (i.e., stairs, desks, walls, windows/glass, lights, toilets) and equipment (i.e., TVs., computers, fire pull stations, recreation equipment) to an adult.

BULLYING

Tantasqua Regional and Union 61 School Districts *Including the towns of Brimfield, Brookfield, Holland, Sturbridge and Wales* Bullying Prevention and Intervention Plan

TANTASQUA REGIONAL SCHOOL DISTRICT (0770)

I. INTRODUCTION

Tantasqua Regional/Union 61 School Districts are committed to providing all students with a safe learning environment that is free from bullying and cyberbullying, where all school community members treat one another with respect and appreciate the rich diversity in our schools. This commitment is an integral part of Tantasqua Regional/Union 61's comprehensive efforts to promote learning, eliminate all forms of violent, harmful, and disruptive behavior and enable students to achieve their personal and academic potential and become successful members of our increasingly diverse society.

Tantasqua Regional and Union 61 School Districts are committed to providing programs that promote students' academic, civic, social, emotional, and physical development.

To accomplish this mission, our schools will:

- Build communities of learners in which respect is fostered for each other, the school, and the community.
- Prepare students for their roles in society by ensuring that they can communicate effectively in all the disciplines, think critically, and solve problems.
- Promote responsible participation in a democracy.

II. LEADERSHIP

Leadership at all levels of the Tantasqua/Union 61 School Districts played a critical role in developing and implementing the Bullying Prevention and Intervention Plan in the context of other whole school and community efforts to promote positive school climates. Leaders have a primary role in teaching students to be civil to one another and in promoting understanding of and respect for diversity and difference. Leadership includes Central Office Administrators and Building Based Leadership Teams. 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 role of leaders to involve representatives from the greater school and local community in developing and implementing the Plan. The locally based School Improvement Councils will review the plan and provide feedback from parent and community perspectives.

Plan Development: The following plan was developed by educators and other members of the Tantasqua Regional and Union 61 School District communities. Data on current pro-social programs, bullying prevention initiatives, school wide climate goals, and school based parent and student feedback was reviewed and incorporated into the plan. A review of student data related to bullying was also conducted. Where there were identified needs, the Principals in each building were responsible for creating action steps to address the needs. With the support of all members of the Leadership Team, each school has received access to needed materials, training, and ongoing support that will allow them to maintain a positive and safe school climate. The draft plan was posted on the District website and all members of the school and greater community were encouraged to give feedback on the plan.

Priority Statements:

- The Tantasqua Regional/Union 61 Districts expect that all members of the school community will treat each other in a civil manner and with respect for differences.
- The Tantasqua Regional/Union 61 Districts are committed to providing all individuals with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.
- We understand that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, or homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. The Tantasqua Regional/Union 61 Districts will take steps to create a safe environment for vulnerable populations in the school community, and provide these students with the skills and knowledge to prevent or respond to bullying, harassment, or teasing.
- We will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our

activities, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyberbullying, and creates a foundation for working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The Principal in each building is responsible for the implementation and oversight of the Plan.

III. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Annual staff training on the Plan Annual training for all school staff and bus drivers on the Plan will include staff responsibilities 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 types of bullying prevention curricula to be offered at all grades throughout the Tantasqua Regional/Union 61 School Districts. Staff or bus drivers 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 create a common understanding of tools necessary to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members and bus drivers to prevent, identify, and respond to bullying. Professional development will occur at least every two years, or more frequently as determined by the Principal or designee. As required by M.G.L. c. 71, § 37O, the content of district-wide professional development will include information on:

- (i) developmentally (or age-) appropriate strategies to prevent bullying;
- (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witness to the bullying;
- (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- (v) information on the incidence and nature of cyberbullying; and
- (vi) internet safety issues as they relate to cyberbullying.

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' 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 schools or district for professional development may include:

- using respectful language;
- understanding and respecting 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
- creating a safe and caring classroom for all students.

C. Written notice to staff The Tantasqua Regional/Union 61 School Districts will provide all staff and bus drivers with annual written notice of the Plan by publishing information about the Plan, including sections of it related to staff duties, in the school or district employee handbook and the code of conduct.

IV. DEFINITIONS

Aggressor is a student or member of the staff who engages in bullying, cyberbullying or retaliation.

Bullying, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, adviser 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 target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or

- materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying, as defined in M.G.L. c. 71, § 37O, 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 also includes:

- i. the creation of a web page or blog in which the creator assumes the identity of another person;
- 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 listed in the definition of bullying; and
- iii. 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 listed in the definition of bullying.

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

Retaliation is any form of intimidation, reprisal, or harassment directed against 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, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

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

V. ACCESS TO RESOURCES AND SERVICES

A key component to creating a positive school climate, free of bullying and respectful of all members of the school community is to identify and support the needs of targets, aggressors, and families. The Tantasqua Regional & Union 61 District staff and bus drivers will access all available resources.

A. Some available in District resources include:

- School Counselors

- School Staff and Administrators
- School Nurses
- School Psychologists
- Special Education Team Chair people
- Peer groups
- Mentoring programs
- After school activities

B. Some out of district resources include:

- Clinical health care agencies
- Counseling Agencies
- Local Police Department
- Worcester County District Attorney's Office
- Massachusetts Attorney General's Office
- Department of Children Services
- Crisis hotlines
- Medical Facilities

C. Students with disabilities When the IEP Team determines the student has a disability that affects social skills development or the student 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 skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

VI. ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific bullying prevention approaches Bullying prevention curriculum will be based on 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 (tools for “bystanders”);
- helping students understand the dynamics of bullying, including the underlying power imbalance;
- enhancing students’ skills for engaging in healthy relationships and respectful communications; and
- engaging students in creating a safe, supportive school environment that is respectful of diversity and difference.

In 2010 the Tantasqua and Union 61 School Districts use a number of pro social and bullying prevention curriculums. Some of these are commercial products and some have been developed by local staff. These commercially produced curriculums include: *Responsive Classroom, Lesson One-The ABC’s of Life, Path’s Curriculum, and Caring School Community*. After review of evidence based curricula, we have selected The Michigan Model for use in our schools.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan.

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 of students and established school and classroom routines;
- creating safe school and classroom environments, including for students with disabilities lesbian, gay, bisexual, transgender students, and homeless students;
- using predictable and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to nurture positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem solving, resilience, team work, and positive behavioral supports that aid in social and emotional development;
- using the internet safely; and

- supporting students' participation in non-academic and extra-curricular activities, particularly in their areas of strength.

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

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. Oral reports made by or to a staff member shall be recorded in writing. Tantasqua Regional & Union 61 staff members are required to report immediately to the Principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. The Tantasqua Regional & Union 61 School Districts will make a variety of reporting resources available to the school community including an online Incident Reporting Form,¹ a school generated form, and the ability to contact the school or Superintendent's office via email or phone. Forms may be hand delivered to a school or central office or may be mailed to the appropriate location. An email concern may also be sent to the School Principal or to the Superintendent's office. Reporting may also be done personally by phone, during school hours, or by leaving a message on a school or central office voice mailbox. Reports made by students, parents or guardians, or other non-school staff individuals may be made anonymously. Anonymous reports will be looked into by the receiving school, but no discipline action will be taken solely based on an anonymous report. The same reporting procedures (mailing, emailing or calling about an incident) may be used for an anonymous report.

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

report. The school or district 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, counselors' office, and other locations determined by the Principal or designee; and 3) post it on the website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

The school or district will provide the school community, including

administrators, staff, bus drivers, students, and parents or guardians, with notice of its policies for reporting acts of bullying and retaliation at the beginning of each school year in writing. A description of 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 or bus driver will immediately report 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 the 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, or 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 the target's seat in the classroom, at lunch, or on the bus; and identifying a staff member who will act as a "safe person" for 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.

2. Obligations to Notify Others

- 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, 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.

- 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.

- Notice to Law Enforcement At any point after receiving of a report of bullying or retaliation, or during or after an investigation, if the Principal or designee has a reasonable basis to believe that the incident may involve criminal conduct, 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.

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 the incident may involve criminal conduct.

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. As part of each interview, the Principal or designee will inform the alleged target and the alleged aggressor of the investigation process that will be followed, and of the possible determinations he/she may make after investigation. 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 disciplinary action should be taken against the aggressor.

In making this determination, the Principal or designee will 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

1. Teaching appropriate behavior through skills-building

Upon the Principal or designee determining that bullying or retaliation has occurred, the law requires that school 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 curriculum;
 - 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 pro-social ways to achieve their goals;
 - holding conferences with parents and guardians to engage parental support and to reinforce the anti-bullying curriculum 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 school's code of conduct. (Appendix B)

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 students' sense of safety. 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.

VIII. COLLABORATION WITH FAMILIES

A. Parent education and resources The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTO, PTF, School Councils, Special Education Parent Advisory Council, or similar organizations.

B. Notification requirements Each year the district or school will inform parents or guardians of enrolled students about the anti-bullying curriculum that is being used by the district or school. This notice will include information about the dynamics of bullying, including cyberbullying 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 or district internet safety policy. All notices and information made available to parents or guardians will be in written and electronic form, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and related information on its website.

IX. PROHIBITION AGAINST BULLYING AND RETALIATION

Acts of bullying, which include cyberbullying, 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 the district or school to staff any non-school related activities, functions, or programs.

Please refer to school committee policy JICFB-1 Bullying Prevention and Intervention.

Appendix A

TRSD/UNION 61 BULLYING 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 (of behavior):

Name of Aggressor (Person 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

9. Signature of Person Filing this Report:

Date: _____
(Note: Reports may be filed anonymously.)

10: Form Given to:

Position:

Date: _____

Signature:

Date Received: _____

**TRSD/UNION 61 BULLYING PREVENTION AND INTERVENTION INCIDENT REPORTING
FORM: Page 2**

II. INVESTIGATION

1. Investigator:

_____ **Position:**

2. Interviews:

Date:

☐ **Interviewed aggressor**

Name:

☐ **Interviewed target**

Name:

Date:

☐ **Interviewed witnesses Name:** _____

Name:

Summary of Investigation:

Date: _____

3. Any prior documented incidents by the aggressor

If yes, have incidents involved target or aggressor

Any previous incidents with findings of BULLYING

(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

☐ Target's parent/guardian

Date: _____

☐ Retaliation

☐ Discipline referral only_

2. Contacts:

☐ Aggressor's parent/guardian Date: _____

☐ District Equity Coordinator (DEC)

Date: _____

☐ Law Enforcement Date: _____

3. Action Taken:

☐ Loss of Privileges

☐ Detention

☐ STEP referral

☐ 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

BUS TRANSPORTATION

Proper behavior is expected on the bus for all Tantasqua students at all times. Failure to adhere to the following guidelines may result in loss of bus privileges. As is the case with use of any tobacco product(s), smoking is strictly prohibited on school property and on school buses as well. Be advised that all school rules apply while riding a school bus.

Students who are not eligible for bus transport are not allowed on a bus either to or from school. Permission cannot and will not be granted for a non-bus student to ride a bus.

Students authorized to ride a school bus who need to take another bus to or from school on a particular day for extenuating circumstances must furnish a note to the office, signed by a parent/guardian, explaining the reason for bus request, location/address and/or name of student hosting guest on bus. Students must submit the note to the office immediately upon arrival to school; approval is dependent upon available space on any bus. Students may not take a bus to a host's home who is not an enrolled Tantasqua High School student or a student not present at school on the day of the request. The bus company reserves the right to decline bus notes due to seat availability. Further, bus notes will not be approved on 1/2 days, early releases and the day before a vacation or long weekend due to space concerns.

Bus Rules

In order to provide safety to passengers, the following rules are established to regulate conduct of school bus passengers:

1. Students are expected to conduct themselves, while waiting for and riding on the bus, in exactly the same way they are expected to in school. The bus driver has the authority to judge conduct, to maintain discipline, and to report to an Assistant Principal when necessary.
2. Profanity is not tolerated.
3. Smoking is not tolerated including smokeless tobacco, electronic or battery operated cigarettes.
4. Passengers will remain seated while the bus is in motion.
5. Changing seats may be allowed with the driver's permission and at his/her discretion, but only when the bus is stopped.
6. Before leaving the bus, passengers should remain in their seats until the bus stops, then enter the aisle and go directly to the exit door.
7. Students may talk to adjoining neighbors in a reasonable tone of voice, but no shouting will be permitted.
8. The assignment of seats is left to the discretion of the bus driver and/or school authorities.
9. Consumption of food or beverage is permitted at the discretion of the driver.
10. The opening of windows is left to the discretion of the bus driver.
11. The emergency equipment, including the emergency door and/or bus equipment, is for emergency use only and must not be tampered with.
12. The bus driver is not required to wait beyond his scheduled time for picking up students. It is the responsibility of parent(s)/guardian(s) to have pupils at the roadside when the bus arrives. The bus driver will inform the students and parent(s)/guardian(s) of the anticipated pick-up time.

13. Upon entering a bus, the student is to go immediately to a seat. The driver will wait a reasonable time before starting the bus again.
14. When a rider misbehaves, he/she will be reported, in writing, to an Assistant Principal.

CIVIL RIGHTS

Tantasqua Regional High School is committed to ensuring that no student is denied access to any educational program or activity of the Tantasqua Regional School District for reason of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness in compliance with MGL c76, s5.

CODE OF STUDENT CONDUCT

Introduction: Guidelines and Expectations

Students are always expected to be well behaved, practice good manners, and extend proper respect to one another, teachers, staff, administrators, and visitors to the school. This expectation extends to all instances during which students are under school supervision; that is, in the building, on school grounds, on field trips, during after school activities, and on the bus.

Students are expected to conduct themselves at all times in a safe and orderly manner, making sure to always respect the rights, privileges, and property of all others in the school building and on school grounds.

In the interest of affording each member of the student body a quality and nurturing educational experience, it is imperative that the school environment be one in which order and respect are preserved and protected. By the same token, it is recognized and appreciated that responsible school management calls for a progressive approach to the dispensation of disciplinary matters.

The Code of Student Conduct is established to provide a framework to assure the health and safety of all students, faculty, parents/guardians, and campus visitors. The school administration views the Code of Student Conduct as a guide for student discipline.

The administration reserves the right to amend, change, or modify any disciplinary progression stated within this code when deemed in the best interest of the individual student and the school community. Further, administration reserves the right to impose discipline for conduct not described in these rules. The Principal, and Assistant Principals, while mindful of the well-being of all students at Tantasqua Regional High School, attempt to approach each student as an individual and to work with the individual to promote his or her personal development.

The faculty, staff, and administration are committed to working together with students and parents/guardians to create an optimal learning experience for every individual. We believe that by creating an atmosphere of trust and respect for all individuals we will best prepare students for the future. It is important for students and parents/guardians to familiarize themselves with the rules, regulations, and procedures of this high school.

Respect of one another, of property, and of self is an extremely important life skill. Members of the TRHS community are expected to be appropriately respectful at all times. The faculty, staff, and administration understand that adolescents err in judgment as a natural part of development. We are here to offer our guidance and support during this critical period of personal development. As members of the school community, students are responsible for their actions. Each individual is a representative of his/her school, family, team, etc. Thus, behavior in any school activity whether on or off campus is a reflection on the entire school community. It is expected that all students will demonstrate appropriate behavior in all facets of school life.

In the interest of providing a secure and safe school environment in which the possibility of harm to others is minimized and the educational process continues in an uninterrupted fashion, the code of conduct outlined herein applies, in part, to student conduct off-campus. Specifically, a student who has been charged with or accused of violating any local, state, and/or federal statute, ordinance, rule, or regulation and whose continued attendance at school may be disruptive or potentially dangerous to any member of the school community shall be excluded from attending school pending final disposition of such charge(s). Exclusion from the school can be in the form of either a long-term suspension or expulsion.

Teacher Detention Procedures and Guidelines

Teacher detention is a tool used by classroom teachers for a variety of reasons, including but not limited to: behavioral change, mandatory extra help/tutoring, and student/teacher discussions. Students assigned to teacher detention are expected to fulfill this requirement with a 24-hour notification by the teacher. If a student fails to attend a teacher detention as assigned, the teacher will contact the student's parent/guardian to notify them of further action to be taken. Any future infractions will be referred to an Assistant Principal for further disciplinary intervention. Regardless of administrative intervention, the student is required to serve the teacher detention as assigned unless excused by the teacher.

Office Detention Procedures and Guidelines

Office detention is an administrative tool used in situations when school policies and regulations are not followed. Students assigned to office detention are expected to fulfill this responsibility by attending the next scheduled detention session unless an arrangement is made with an Assistant Principal to serve the detention at another time. Students are given a 1-day notice to allow for transportation and other arrangements. Exceptions to this are made only with the prior approval of an Assistant Principal.

Students who fail to serve an office detention on the scheduled day are subject to further disciplinary action. The original detention must still be served. Repeatedly skipping office detention may result in one's suspension from school.

Office detention is held on Tuesday, Wednesday and Thursday beginning at 2:10 p.m. and ending at 3:25 p.m. Late bus service is provided on these days to accommodate students and parents/guardians.

Suspension Procedures and Guidelines

Suspension, be it internal or external, is an action employed by the Principal, or the Assistant Principals. Suspension is reserved for serious or repetitive violations of the school policies, rules, and regulations. Students who develop patterns of repeated misbehavior will be subject to school suspensions of a progressive nature.

A student may be suspended by the Principal or Assistant Principals for a length of time as determined by the administrator. Prior to levying an external suspension, the Principal, or the Assistant Principal shall meet with the student and parent to review the conduct giving rise to the suspension and to allow the student the opportunity to explain his/her behavior. The student and parent/guardian will receive written notification of the charges and the reason for suspension at the time of the meeting. School officials are required to make a reasonable attempt to meet with parents in such cases. The written notification provided to the student and the parent/guardian will be amended after the meeting to reflect the final disciplinary action. A reinstatement conference will be arranged with the student and the parent(s)/guardian(s) to readmit a student returning from suspension.

A student externally suspended from school for ten (10) school days either for one infraction or cumulatively for multiple infractions may appeal the suspension to the superintendent of schools. The student or the parent/guardian must submit a written request within five (5) calendar days of the suspension. The superintendent or designee will conduct a hearing within three (3) school days after receiving the request for appeal. The superintendent will render a decision within five calendar days of the hearing and that decision is final.

Students on suspension shall not participate in any school-sanctioned or school-sponsored activity including, but not limited to, field trips, dances, concerts, and/or athletic contests. Students on suspension are prohibited from appearing on or near school grounds. Students who are suspended on a Friday are ineligible to attend or participate in weekend events. Failure to adhere to this provision will result in further disciplinary action.

Absence due to suspension is a disciplinary absence; there is no academic penalty for disciplinary absences. However, while a student may make-up missed work without penalty, arrangements to do so and subsequent work submission are the sole responsibility of the student. Students should see their teachers immediately upon the return to class to schedule an appropriate time to complete necessary assignments. Students continue to be subject to the individual teacher's classroom policy as it applies to excused class absence and make-up work.

Infractions Resulting in Suspension

Physical aggression between students is dangerous and will not be tolerated. Students that engage in this behavior will be subject to a minimum three-day suspension from school and may face charges including assault, assault and battery, affray, disturbing a school assembly, and disorderly conduct. Repeated incidents of aggressive behavior will result in further disciplinary action.

Acts of willful intimidation will not be tolerated. Students engaging in such behavior will be subject to disciplinary actions up to and including a school suspension or exclusion. All members of the school community have the right to feel and be safe in our school, and every measure is taken to ensure and protect that right.

Violence in school is intolerable and actions deemed to be violent are taken seriously. Students are warned to consider their behavior carefully. Any student found to make violent threats will be subject to a review by school, mental health, law enforcement, and other pertinent agencies as part of a comprehensive threat assessment process. The parameters of this assessment will be determined by the school administration and can involve exclusion from school until the threat is satisfactorily addressed and remedied.

Failure to follow the directions of or to provide your name to a member of the administration, faculty, or staff is disrespectful and considered a direct act of insubordination. The use of profanity towards any teacher, administrator, coach, custodian, kitchen worker, secretary, aide or any other adult associated with TRHS is equally disrespectful. Such behavior is considered to be a serious violation of the Code of Conduct and will result in a disciplinary action up to and including school suspension.

Other conduct possibly giving rise to suspension includes violations of the following nature. This list is by no means intended to define every behavior giving rise to a suspension:

1. Possession of a dangerous weapon
2. Possession or use of a controlled substance, unregulated substance (including but not limited to Salvia Divinorum, K2, and/or herbal remedies as defined by the school administration), drug paraphernalia, or alcoholic beverage while on school premises or at a school activity
3. Unlawfully offering, arranging, or negotiating the sale of controlled substances, drug paraphernalia, or alcohol
4. Possession, use, or distribution of an incendiary device (i.e., fireworks, smoke/stink bombs) on school premises
5. Willfully defacing or damaging school property
6. Possession, use, and/or distribution of tobacco products, smokeless tobacco, electronic or battery operated cigarettes on school premises or during school activities
7. Forging or otherwise altering notes and/or other correspondence intended for parent/guardian review
8. Profanity or vulgarity directed to school personnel
9. Commission of a serious act of defiance or demonstration of assaultive behavior against school personnel, be it verbal or physical
10. Stealing/larceny
11. Fighting, harming, endangering, or otherwise threatening a member of the school community
12. Harassment (see Anti-Harassment Policy, pg. 18)
13. Hazing (see Hazing Policy, pg. 53)

14. Threatening, intimidating, or harassing a member of the school community in a manner that is severe or pervasive enough so as to materially disrupt instruction time/space and invade others' rights
15. Violation of the Academic Integrity Policy
16. Chronic violation of school rules
17. Insubordination or willful disobedience
18. Repeated failure to report to office detention
19. Causing a false fire alarm or bomb threat (Note: Student will be reported to the Sturbridge Police and/or Fire Department in addition to being suspended)
20. Disrupting a school assembly: If a student threatens to disrupt or interfere with the orderly process of any or all of the school's functions or activities; or creates a substantial likelihood of imminent danger to the safety of persons, the school or property, the Principal, or Assistant Principal may suspend the student. The student may also face criminal charges through the Sturbridge Police Department if his/her conduct becomes disruptive so as to require police intervention to remove the student from the building and/or property.
21. Issuance of a felony complaint (reference Massachusetts General Laws Chapter 71, Section 37 1/2)
22. Bullying.
23. Engaging in an act in or out of school that compromises the safety of a student, the student body, staff, and/or the school facilities.

Saturday School

Saturday School is an administrative tool used as an alternative to suspension. This alternative is offered at the discretion of a school administrator to students and parents/guardians who wish to serve consequences without interfering with the students' academic progress. Individuals who commit serious behavior transgressions will not be afforded the option of the Saturday School.

Saturday School is scheduled from 8:00 a.m. to 12 noon. Students must arrive in a timely fashion. Students arriving late are required to make-up the time by staying beyond 12 noon.

Students are expected to bring work with them as they are not permitted to sit without being engaged in some academic or constructive work. Students are expected to remain quiet throughout the session, leaving their seat only with the permission of the proctor. Students failing to meet behavioral expectations do not receive credit for the day and will be required to complete the consequence originally assigned. In such cases, the consequence previously assigned will become effective immediately. Students found to disrupt Saturday School will be subject to further disciplinary action. Students and parents/guardians are responsible for providing personal transportation as no bus transportation is available.

Exclusion Procedures and Guidelines

It goes without saying that expulsion from school is the most serious consequence stemming from student misconduct and as such is taken very seriously by all administrators. Exclusion ranges from suspension of greater than (10) school days to permanent exclusion.

A student who is excluded from school is afforded all the rights and protections afforded under Due Process and as prescribed by Massachusetts General Laws, including, but not limited to: Chapter 71, Sections 37H , 37H ½, and 37H ¾ ; and Chapter 76, Section 17. Students facing exclusion:

1. Are informed in writing of all related charges and evidence.
2. Have the right to be represented by a lawyer and/or advocate at the hearing
3. Have the right to an impartial hearing. This means that the person(s) who conducts the hearing shall not have served as the investigating agent related to the infraction. The hearing is conducted by the Superintendent or his/her designee, and are given adequate time to prepare for the hearing.
4. Have the right to confront and to cross-examine witnesses.
5. Have the right to present a defense, including the calling of witnesses.
6. Have the right to a written decision.

The duration of one's exclusion is determined by the Principal.

Students excluded from school shall not participate in any school-sanctioned or school-sponsored activity, including, but not limited to: field trips, dances, concerts, athletic contests. Students on suspension are prohibited from appearing on school grounds. Failure to adhere to this provision will result in further disciplinary action.

Conduct possibly giving rise to exclusion includes violations of the following nature.

This list is by no means intended to define every behavior giving rise to exclusion:

1. Possession of a dangerous weapon
2. Physical battery/injury upon a member of the school community
3. Repeated battery/injury to a member of the school community
4. Possession or use of a controlled substance, unregulated substances (including but not limited to Salvia Divinorum, K2, and/or herbal remedies as defined by the school administration), drug paraphernalia, or alcoholic beverage while on school premises or at a school activity
5. Unlawfully offering, arranging, or negotiating the sale of controlled substances, drug paraphernalia, or alcohol
6. Possession, use, or distribution of an incendiary device (i.e., fireworks, smoke/stink bombs) on school premises
7. Repeated instances of stealing/larceny
8. Destruction of school property
9. Disruption of a school assembly
10. Conviction or finding of guilt related to the commission of a felony complaint (reference Massachusetts General Laws Chapter 71, Section 37 1/2)
11. Threatening to inflict bodily harm on a member of the school community
12. Engaging in an act in or out of school that compromises the safety of a student, the student body, staff, and/or the school facilities.

Due Process

By definition, Due Process means that students have the right to be treated fairly, and that disciplinary action taken against a student must be reasonably related to the infraction. Under Due Process, students are entitled to certain procedural rights in the course of dispensation of the disciplinary matter.

Appeals related to disciplinary action must be filed in writing with the Principal. The Principal will conduct an investigation and hold a hearing to review the appeal. A recommendation will then be made by the Principal. The parent/guardian may then appeal to the Superintendent. The parent/guardian may appeal an adverse decision of the Superintendent to the School Committee. Appeals to the School Committee shall be made in writing to the Superintendent who will place the parent/guardian's appeal on the School Committee agenda for the next regular meeting.

Massachusetts General Laws Chapter 71, Section 37H

The Superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Copies of these policies shall be provided to any person upon request and without cost by the Principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall included the following: disciplinary proceedings, including procedures assuring due process, including: Standards and procedures for suspension and exclusion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of other student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the Department of Education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the Principal, in consultation with the School Council, shall prepare and distribute to each student a Student Handbook setting forth the rules pertaining to the conduct of students. The School Council shall review the student handbook each spring to consider changes in disciplinary policy to take effect the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all Student Handbooks shall contain the following provision:

1. Any student who is found on school premises or at school sponsored or school related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter Ninety-Four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the Principal.

2. Any student who assaults a Principal, Assistant Principal, teacher, teacher's aide or other educational staff on school premises or at school sponsored or school related events, including athletic games, may be subject to expulsion from the school or school district by the Principal.
3. Any student who is charged with a violation of either paragraph (1) or (2) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal.
4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten (10) days from the date of expulsion in which to notify the Superintendent of his appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the Superintendent of the sending school shall notify the Superintendent of the receiving school of the reasons for the pupil's expulsion.

Massachusetts General Laws Chapter 71, Section 37H, as amended by Section 36 of Chapter 71 of the Acts of 1993 (the Education Reform Act), and further amended by Section 1 of Chapter 380 of the Acts of 1993.

Section 37H of said Chapter 71 of the General Laws, as appearing in the 1990 Official Edition, is hereby amended by adding the following paragraphs:

In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time. Supervisors who receive such a weapon report shall file it with the Superintendent of said school, which shall file copies of said weapon report with the local Chief of Police, the Department of Social Services, the office of student services or its equivalent in any school district, and local school committee. Said Superintendent, Police Chief, and representative from the Department of Social Services, together with a representative from the Office of Student Services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the Board of Education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.

Power to Suspend Upon Issuance of Felony Complaint

- C. 71 § 37H ½ imparts to the principal the power to suspend a student charged with a felony (either with an adult complaint or with a delinquency complaint) or the power to expel (based upon either a conviction of the felony or an adjunction for the felony), if the principal determines that the student's continued presence in the school would have a substantial detrimental impact on the general welfare of the school.

Relative to External School Suspensions

- C. 71 § 37H 3/4, relative to external school suspensions, a student may be suspended by the Principal or Assistant Principals for a length of time as determined by the administrator. Prior to levying a suspension, the Principal, or the Assistant Principal shall meet with the student and parent to review the conduct giving rise to the suspension and to allow the student the opportunity to explain his/her behavior. The student and parent/guardian will receive written notification of the charges and the reason for suspension at the time of the meeting. School officials are required to make a reasonable attempt to meet with parents in such cases. The written notification provided to the student and the parent/guardian will be amended after the meeting to reflect the final disciplinary action. A reinstatement conference will be arranged with the student and the parent(s)/guardian(s) to readmit a student returning from suspension.

A student externally suspended from school for ten (10) school days either for one infraction or cumulatively for multiple infractions may appeal the suspension to the superintendent of schools. The student or the parent/guardian must submit a written request within five (5) calendar days of the suspension. The superintendent or designee will conduct a hearing within three (3) school days after receiving the request for appeal. The superintendent will render a decision within five calendar days of the hearing and that decision is final.

Classroom Conduct

Students are expected to maintain appropriate behavior during and throughout all classes. The structure of each classroom may vary depending upon the subject and the teacher. Teachers establish the rules and policies of individual classrooms based on experience and sound teaching principles, and students are required to follow each teacher's directions and classroom policies. Students should anticipate receiving a consequence for any violation of a teacher's rules governing classroom conduct. If you are confused by or have a question about a particular practice or requirement, please schedule an appropriate time to meet with your teacher to discuss the issue.

Class attendance is mandatory. Students are expected to attend each class on a daily basis. If a student must miss a class for a justified reason, he or she must first obtain the teacher's permission. Generally, if a student has a scheduled appointment with a school counselor, school

administrator, or other teacher, an official notification should accompany the student's request to be dismissed from class. Students that legitimately are excused from class should be permitted to make-up any and all class work. The student should plan to complete the make-up work after school during the teacher's normally scheduled extra-help session.

Students are expected to arrive to class in a timely manner and teachers are expected to begin each class promptly. Tardiness to class is disruptive and adversely affects other students' educational experience. Teachers will establish specific rules for their own classrooms and students will be expected to meet those expectations. Students should anticipate receiving a consequence for any tardiness to class. Teacher detention will be assigned to students arriving late to class. Students arriving late to class greater than three times are considered to be chronic in their tardiness. These students can expect their teacher(s) to contact home in addition to the assignment of teacher detention. If the matter is not resolved, the teacher may request a conference with the student and the Assistant Principal.

Corridor Conduct

The usual passing time between classes is six minutes. This is sufficient time needed to pass from class to class without having to push, crowd, or run in the halls. When passing in the corridor, students should keep to the right to allow for efficient passage of large groups of people.

Lunch periods are divided to provide for efficient operation of the dining service and to assure adequate seating for all students. Students are asked to be considerate of classes in session when passing to lunch.

Students who need to leave a classroom must have a hall pass from their teacher. Please be prepared to display your pass when and if asked. Any member of the faculty or staff may ask to see a hall pass. Students who abuse the privilege of leaving the classroom during class will lose the privilege of doing so.

COMMUNICATION DEVICES

Personal Communication Devices

Students attending Tantasqua Regional High School are permitted to bring communication devices to school, including cellular telephones, but use of any such devices is restricted. Students may use communication devices, including cellular telephones, outside of the classroom. In the classroom, teachers reserve the right to establish procedures that minimize the distraction of such devices, to require students to turn off all communication devices upon entering the room, and to surrender all devices to a designated location in the room during the class period. Cellular telephones or other devices are not permitted to be used in bathrooms for privacy reasons. Students observed with a cellular phone in the bathroom may be subject to disciplinary action.

Students will face progressive disciplinary actions in the event that their device(s) disrupts the instructional setting. Students should expect a teacher to confiscate the phone until the end of the period at an initial offense, progress to a teacher detention and parent notification, and after

such steps are taken, to send the student from class to the appropriate assistant principal for further disciplinary action. Repeated offenses will result in immediate removal from class to the assistant principal.

The administration expects compliance with these established guidelines. While many high schools ban the use or possession of such devices, we believe that students at Tantasqua living in the age of advancing technology should learn to use their devices responsibly by following established guidelines.

As is the policy with all personal property, Tantasqua Regional High School assumes no liability for lost or stolen items. Bringing communication device(s) to school is done so at your own risk.

Office Telephone Access and Use

Student access to office telephones is available before or after school hours. Students will not be granted passes to use an office telephone during class time unless in the case of an emergency and with the authorization of a school official.

In the case of illness, calls will be made from the Nurse's Office, and subsequent dismissal shall be authorized by the nurse.

COOPERATIVE EDUCATION

The Cooperative Education Program is a continuation of the school program that provides qualified senior students with a vocational occupational employment opportunity in a professional setting. The work engaged in must be directly related to the career in which the student has been trained and Cooperating employers agree to provide additional training as specified by the school. The employer reports student performance to the school on a regular basis and students are paid for their work. Please contact the Technical school counselor to review your eligibility.

Eligibility for the Cooperative Education Program is met during the junior year and is based on the following criteria:

1. A student must maintain a 95% attendance rate (no more than 9 days absent).
2. A student must maintain a grade point average of 70% or better for the year and receive no grade lower than 60% during the second semester in any course required for graduation.
3. A student must achieve acceptable completion of the junior year portfolio requirement.
4. A student must maintain a conduct/effort grade level of 2 or better.
5. A student must meet minimum benchmark competency requirements and receive the recommendation of the Technical Division Curriculum Coordinator. If a student is denied eligibility, the student has the right to submit an appeal to the Principal/Director. In the situation where a student is denied eligibility by the Principal/Director, an individualized contract may be developed whereby the student may become eligible for Co-Op after the first semester of the senior year is completed.

A student may be removed from the Cooperative Education Program if one or more of the following conditions exist:

1. The student receives a failing or incomplete grade in any subject.
2. A student receives a conduct grade average of 3 or 4.
3. The student is absent more than five (5) days in a semester without an acceptable excuse validated by written documentation from the appropriate authority.
4. A student participates in behavior leading to disciplinary suspension from school.
5. A student fails to return time slips, weekly work reports and/or evaluations to school.

Technical Division Job Sites/Co-Op

All school rules apply on the job site as they would in the school building and classroom. Students are not to return to the job site outside school hours unless accompanied by a staff member or permission is granted by the Technical Division Principal. Removal of property from a job site, on school time or otherwise, will be subject to disciplinary action at the school.

DANCES

All dances are held exclusively for Tantasqua Regional High School students unless otherwise advertised. For those events allowing guests, guest passes will be made available by administration approximately 3-4 weeks in advance of the advertised dance. Deadlines for guest pass submission are noted on the guest pass and will be announced. However, generally, guest passes are due a minimum of seven (7) calendar days prior to a regular school dance/event and fourteen (14) days prior to homecoming and prom. Guests may not be twenty-one (21) or older for all dances. The guest pass must be completed by the host and guest families, and sending school when applicable and/or be accompanied by a positive photo identification. Guest pass approval is at the discretion of the school administration. Any guests brought to the dance are to conduct themselves according to the rules and regulations set forth for all students in attendance at the school. Students are responsible for their guest's conduct. Dances are considered to be a more formal activity and students are expected to dress accordingly. Jeans, T-shirts, athletic clothing, athletic shorts, sweatshirts, hats, etc may not be worn.

Students are expected to behave in an age-appropriate manner in accordance with the rules and regulation outlined in the Code of Student Conduct. Students attending the dance are not to use or otherwise access any part of the building other than where the dance is being held. Any person leaving the dance may not return. Students may not enter a dance after one hour from the defined event start time. No students will be admitted beyond one hour into the event unless he/she attended a school sponsored event precluding his/her timely arrival. In this instance, the late arrival would have to be approved by the administrator on duty at the dance.

Students are expected to conduct themselves in a safe, respectful, and inclusive manner. Sexually suggestive dancing including: front to back contact, straddling legs, obscene gestures, or overt, prolonged public displays of affection are considered inappropriate in the school dance setting. Students are encouraged to be creative and expressive, but must behave in a manner to promote an acceptable decorum at a school activity.

The number of chaperones assigned to dances is determined by the number of students in attendance. There are typically six faculty members present as chaperones at each dance. They are responsible for the overall conduct of the event. The police on duty are the representatives of the law and are empowered to eject any person(s) who violates any of our rules and regulations. It is the officer's duty to prevent anyone from reentering the dance once he/she has left. Any person(s) loitering around the grounds or building will be warned to leave immediately. If the person(s) fails to heed this warning, he/she shall be subject to arrest for loitering.

There shall be no furniture moved without the consent of the custodial staff. All tables, chairs, and equipment are to be replaced at the close of the dance. If refreshments are served, it is the responsibility of the organization or group sponsoring the affair to do so. Previous arrangements for the refreshments must be made.

Arrangements must be made with the audio-visual director for the use of any audio-visual equipment including an operator.

Students under school suspension or who are absent on the day of a dance, absence on the day preceding a weekend dance, or who are excessively absent from school on the days preceding the event may not be eligible to attend. Students who are absent or suspended on a Friday are restricted from that weekend's events.

DISTANCE EDUCATION VIRTUAL HIGH SCHOOL ONLINE COURSES

Virtual schools are educational organizations that offer courses through Internet or web-based methods. Virtual schools allow students to take courses not currently offered at Tantasqua Regional High School and, as such, enrich existing curricula. Combining online courses and face-to-face courses is also known as blended learning.

Tantasqua Regional School District believes that distance learning through virtual/online courses is an opportunity for student enrichment. The advantage of online learning is that it does not require students to be physically present in the same location as the instructor or other students. Distance learning courses allow Tantasqua's educational program to increase accessibility and flexibility in the delivery of instruction. It is the school committee's intention that Distance Education will not replace AP courses, or any other courses, currently offered at Tantasqua. In addition to regular classroom-based instruction, students may earn credit through distance learning provided by virtual/online courses.

Online courses are intended to augment the curriculum and provide learning opportunities where financial resources do not justify the addition of courses to meet particular student interests.

Tantasqua Regional High School students may take an approved virtual/online courses not offered at Tantasqua Regional High School. In the event of an unavoidable scheduling conflict that would have a negative impact on a student's academic sequence or ability to complete

prescribed graduation requirements, the administration may approve the taking of an online course the equivalent of which is offered at Tantasqua Regional High School.

Tantasqua Regional High School students may earn a maximum of fifteen (15) credits by completing online courses.

As determined by school committee policy, students taking a virtual course will do the following:

1. Adhere to the Code of Conduct to include rules of behavior and consequences for violations.
2. Adhere to the District's Internet Acceptable Use Policy.

Eligibility Criteria & Selection Process

1. When registering for virtual/online courses, priority will first be given to seniors and then to juniors. Other students will be considered on an individual basis.
2. A student may not take more than one online course per semester.
3. Students may earn up to a maximum of fifteen (15) credits online.
4. Students may only register for online courses that are not taught at Tantasqua Regional High School. Exceptions may be granted with permission from the Principal.
5. It is the responsibility of the individual student to meet all obligations of the online course.
6. Grades earned for virtual/online courses will be recorded on student transcripts and credit will be assigned. Consistent with Tantasqua's credit policy, semester courses will earn five (5) credits and full year courses will earn ten (10) credits. The school must receive an official record of the final grade before awarding credit toward graduation.
7. Students improperly using the Internet will be subject to disciplinary action including the possible loss of Internet privileges and withdrawal from the program.
8. All policies and practices that apply to Tantasqua's course selection process supersede any Virtual High School policy (i.e., pre-requisites, add/drop timelines).
9. An approved course is defined by the Principal or his/her designee.

Any exceptions to the above stated guidelines will require the written authorization of the Principal.

DRIVER'S EDUCATION

Driver Education classes are offered four times per year, September into October, January into February, April into May, and July. Students must complete all requirements within two years from the initial date of enrollment. Classes are open only to Students who attend Tantasqua Regional High School. Per RMV Regulations, students must be 15 years, 9 months old to begin Driver Education Classes, and to finish Drivers Education, a Student must complete:

- 40 supervised driving hours with their Parent/ Guardian
- 30 hours of Classroom instruction
- pass a final exam

- 6 hours of in-car Observation
- 12 hours of in-car supervised Driving
- Parent/Guardian must attend a 2 hour Parent Class

A non-refundable fee covering the cost of this self-supporting program is required of each student. Due to the non-profit structure of the Tantasqua Driver Education program, full or partial refunds will only be granted under the most extreme circumstances at the discretion of the Drivers Ed Director or building Principal and not after the third class has been completed. The entire Drivers Education program and all requirements, including a Road Test, must be completed before Graduation or before withdrawing from Tantasqua High School. Although completing this course does not guarantee that the student will receive his/her Drivers License, it does assure that students will be exposed to the proper training, attitudes, behaviors and skills necessary for safe, competent driving. The opportunity to take Drivers Education at Tantasqua is a privilege, not a right. We expect prospective license candidates to demonstrate mature and responsible behavior at all times. Students who miss a class for any reason, according to state RMV regulations, must make up that EXACT class during the next session. If a student is absent from school, they may not attend Drivers Education class or Drive/Observe on that same day.

DRIVING AND PARKING PRIVILEGES

Driving and parking of a vehicle by students at TRHS is a privilege. Students who drive to or park at the school accept increased accountability and responsibility for their actions. The school administration reserves the right to restrict, suspend, or revoke a student's driving privilege at any time. Students are expected to comply with all rules stated herein governing parking or driving at TRHS.

Students are required to register their cars in the Assistant Principal's Office, and do so within the first five (5) days of the school year or prior to bringing a car to campus. Applications are available at the Main Office. Students must display a parking tag in the vehicle at all times. Student parking is available in designated areas only and all cars must be parked in marked parking spaces. Students may park only in the student parking area and should consider all other parking areas to be restricted during the school day. Students parking in any location on campus do so at their own risk. No vehicle should block another vehicle or a roadway. Students failing to comply with these rules will be subject to a disciplinary action up to and including the revocation of their parking privilege.

Students with medical needs requiring special accommodations must obtain a temporary parking permit from the school nurse. These individuals will be assigned to visitor parking spaces. Any other exceptions to these rules must be made with the approval of the Assistant Principal.

Students who drive to school and develop problems with tardiness risk the revocation of their driving privilege in addition to consequences assigned for tardiness in general. Students that use their vehicle or loan their vehicle to another for the purpose of leaving the school grounds during the school day without appropriate authorization will be subject to the revocation of their driving privilege in addition to any other applicable consequences.

The ability to drive and park at school is considered a privilege. Automobile trouble, poor driving conditions, or road construction will not be considered as appropriate excuses for tardy arrival to school. If students assume the responsibility of driving themselves to school, then they accept the responsibility of arriving at school on time. Please be sure to plan accordingly. Repeated tardiness to school will jeopardize an individual's parking privilege.

Finally, the school administration reserves the right to search any vehicle on the school premises, if the need arises, to maintain the safety, security and integrity of the school community-at-large. By bringing a vehicle to the school grounds, the student agrees to abide by all the rules articulated in this policy and the rules of safe driving.

DRUG-FREE SCHOOL ZONE ACT/CONTROLLED SUBSTANCES ACT

Massachusetts General Laws Chapter 227, an act providing for drug-free school zones, requires that any person convicted of violating portions of that act within 1,000 feet of a public or private elementary, vocational, or secondary school, whether or not in session, shall be punished by a minimum two year term of imprisonment. Lack of knowledge of school boundaries will not be acceptable defense to this punishment. The imprisonment sentence must be imposed on persons convicted of unlawful manufacture, distribution, dispensing, or possession with intent to manufacture a controlled substance or drug paraphernalia near a school.

The school retains the right to periodically inspect lockers, backpacks, pocketbooks, and students' cars (on the premises) for compliance with these rules. The school may also utilize canine searches for the purpose of ensuring an environment free of drugs, narcotics, and other illegal paraphernalia.

ELEVATOR USE

The building is equipped with elevators for use by students, members of the professional staff, and/or visitors who require assistance in moving throughout the building. Students are not to use the elevators for any reason unless they have a pass from the school nurse, which shall serve to confirm that there is a documented medical or physical reason for such use.

EQUAL OPPORTUNITY

MASSACHUSETTS GENERAL LAW, CHAPTER 76, SECTION 5

The Tantasqua Regional School District ensures equal educational opportunity in all its programs and activities. All programs, services, courses of study, and co-curricular activities are offered without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness in compliance with MGL c76, s5. Any student or parent/guardian having a question, concern, or complaint is invited to contact the school principal or equal opportunity coordinator.

According to The Rehabilitation Act of 1973, Section 504, "No otherwise qualified individual with handicaps in the United States shall, solely by reason of her or his handicap, as defined in Section 706(8) of this title, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service." (29 U.S.C. Sec.794)

An eligible student under Section 504 is a student who (1) has or (2) has had a physical or mental impairment which substantially limits a major life activity or (3) is regarded as handicapped by others. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself and performing manual tasks. In compliance with Tantasqua Regional School District's non-discrimination policy, all programs, services, courses of study, co-curricular and athletic activities are offered without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness in compliance with MGL c76, s5.

In accordance with Section 504, it is the policy of Tantasqua Regional High School to provide a free and appropriate public education to each handicapped student regardless of the nature or severity of the handicap.

It is the intent of Tantasqua Regional High School to ensure that students who are handicapped within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be handicapped under this policy even though they do not require services pursuant to the Individuals with Disabilities Education Act (IDEA).

Parents/guardians in need of additional information should contact the Director of School Counseling

EXTRACURRICULAR ACTIVITIES

Extracurricular activities sponsored by the school are nondiscriminatory in that the school provides equal opportunity to and for all students to such activities. Extracurricular activities and clubs sponsored by the school do not discriminate based on race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness in compliance with MGL c76, s5. The purpose of these various clubs and activities is to further the educational and recreational opportunities of all students. After school activities are a privilege not a right. In order to participate in the high school programming, students are expected to remain in good academic and behavior standing. Excessive or repeated disciplinary issues can result in a removal of after-school privileges.

Amnesty International
Chess Club
Choraleers
Color Guard
Drama Club
French/Spanish Club
Future Teachers of America
GSA/Diversity Club
Health Occupations of America
Hockey Club
Karate
Marching Band

Math Team
Mountain Biking Club
National Honor Society
Passages Literary Magazine
Show Choir
Ski Club
Recycling Club
Student Council
Tech Prep Ambassadors
The Tomahawk
Thomas Jefferson Forum
Video Game Club
Vocal Jazz Ensemble
Warrior Fitness Club
Yearbook Staff

Other clubs and activities may be organized when there is sufficient student interest. Students interested in forming a club or activity should simply see the Principal, who will listen to the idea, provide input, and ask that a formal proposal be drafted.

Club and Activity Descriptions

Amnesty International is a worldwide movement of people who campaign for internationally recognized human rights. Members undertake action focused on preventing and ending grave abuses of the rights to physical and mental integrity, freedom of conscience and expression, and freedom from discrimination.

Chess Club - The high school chess club meets weekly after school. The high school chess team is selected from the four top ranked players. Students compete in several tournaments each year.

Choraleers is a selective vocal ensemble which studies and performs A Capella chamber music. The repertoire focuses primarily on musical literature arranged in 4 to 8 part harmony. Enrollment is with the permission of the instructor, resulting from auditions to take place during the spring of the previous school year for the first semester, and during the first week of the second semester. Performances are mandatory and more frequent than other vocal ensembles, especially during the holiday season. Students earn one academic credit per semester. This course is open to students in grades 9 -12. Rehearsals are Tuesday afternoons from 2:00 – 5:00pm each week from August through June.

Color Guard is part of the Tantasqua Regional High School Marching Band. While flags are the primary medium for this performance group, dance is also incorporated in each routine. No experience is necessary; however, skill development is essential for the group to perform successfully as part of the marching band's half-time show for football season. This group also marches as part of annual Memorial Day parades in the towns of our school district. Auditions for this performing group are held in the spring of the school year prior to a fall semester start. This ensemble is open to students in grades 9 -12.

Dance Team is an ensemble that performs throughout the school year at annual concerts, as well as the Show Choir Showcase performance. Students will learn routines in the jazz and lyrical genres and rehearse once per week for 1.5-2 hours on a time and day to be set by the coach. Although formal dance training is not required, it is recommended. Auditions for this group will be held sometime in the first two weeks each school year. This ensemble is open to students in grades 9-12.

Drama Club is an after school activity which meets periodically for the purpose of promoting drama at Tantasqua Regional High School. Students learn and practice the art of theater through theater games and exercises and once or twice a year prepare plays for performance.

Future Teachers of America - The Tantasqua Chapter of Future Teachers of America is a club open to all students interested in working with children or considering a future in teaching. Meetings are held during lunches twice per month. Activities include seasonal and holiday projects with the elementary schools in the district, and job shadowing opportunities throughout the school year. The most important event is the annual fundraiser, which provides two scholarships to graduating seniors, one a club member and one to a non-member.

Gay/Straight Alliance/Diversity Club is a club dedicated to promoting tolerance and understanding inside Tantasqua and in the greater community. As the name suggests, the club welcomes all students with the desire to unite and make a difference, regardless of sexual orientation. Meetings take place weekly and include discussions of relevant current issues.

Health Occupations Club encourages the participation of students who are interested in pursuing activities related to all aspects of health care. One of the club's major functions is raising scholarship money to award one student from the Academic and Technical Divisions. Senior students accepted into a health related college major are eligible for this scholarship. Other activities include volunteering at local nursing homes and visiting various health care facilities.

Marching Band is an integral part of the band program at Tantasqua. The first quarter of the school year is devoted almost exclusively to the preparation of a field show for all home football games. Students who are not in Concert Band are encouraged to participate in outside of class rehearsals and the performances and activities pertaining to this activity. In the Spring Marching Band participates in parades and festivities in surrounding communities. Marching Band also provides many travel and social opportunities for student members.

Math Team is a club for students interested in solving challenging and sometimes unconventional problems in mathematics. There are four Central Massachusetts mathematics meets throughout the year. They usually occur on the first Wednesday of the months of October, December, February and April. There are five rounds and each student takes part in three of the rounds. Then there is also a team round. There are a wide variety of categories such as Arithmetic, Algebra, Geometry, Matrices, Probability, Number Theory, Trigonometry and Logarithms.

Mountain Bike Club is a dedicated off road bike group that meets in the Fall and Spring seasons. It is open to grades 9-12 and focuses on bike safety, maintenance, and off road riding skills. Each Friday we offer a ride that allows all rider abilities to participate.

Passages is the high school's literary magazine; it is composed of poetry, fiction, and artwork. *Passages* is often a collaborative effort between the English and Art departments. Since so many submissions are received each year, students make decisions as to what will appear in the publication. High school students of all grade levels are encouraged to join.

Recycling Club meets each Wednesday. Members collect used paper and send it out to be recycled. The purpose of the club is to promote environmental responsibility and an awareness of personal and collective obligation to the health of the earth. This is a student/teacher collaborative effort.

Show Choir is a mixed vocal ensemble in which the performers are expected to sing and dance. A professional choreographer works with the vocal instructor to create and teach dance/movement to each piece. No dance experience is necessary, but a willingness to work hard is essential. Course enrollment is with permission from the instructor, resulting from auditions, which take place during the spring of the previous school year. Students earn one academic credit for the school year. This course is open to students in grades 9-12. Rehearsals are Thursday evenings from 5:30-9:00 p.m. each week from August through March with a minimum of four Saturday commitments for competition and dress rehearsal.

Ski Club strives to provide a venue for wholesome outdoor activity for our young people during the winter months. The club meets for six Saturday afternoon/evenings in January through February. The members travel by bus to Mount Wachusett in Princeton, Massachusetts. Tantasqua's Ski Club is the oldest student club at Wachusett Mountain. Many generations of students began their lifelong love for skiing and boarding by participating in the club.

Spanish/French Club meets twice monthly. Activities are geared towards increasing cultural awareness. Typical events include the creation of meals featuring Spanish and French food, Spanish dancing lessons and a movie in Spanish. Officers are elected annually and the club is open to all students of French and/or Spanish.

Student Council members plan, run, and report on various events including student activities, staff appreciation, community service, and fund raising. Students are elected annually to serve a one year position on the council. The Student Council's goals are:

1. To cultivate a sense of harmony and community among the student body and staff members.
2. To develop responsible interaction between the student body, faculty, administration, and community members.

Tech Prep Ambassadors are registered Tech Prep students who demonstrate leadership, character, and citizenship in our school community. The duties of Tech Prep Ambassadors include recruitment of students to join Tech Prep, assist at Parents' Nights by directing parents/guardians

in the building and providing information about Tech Prep at our display table, provide guided tours of the Tech Division (December) and all-school tours (June) to the grade 8 students, greet and assist visitors to the building on Career Day and other days when career speakers have been invited, and help set up the auditorium for our annual multi-media production and other character education assemblies. Students must apply to be ambassadors.

The Tomahawk is a student-generated publication printed by *The Southbridge Evening News*. It is a collaborative effort of students from area schools. All Tantasqua students are eligible to write news articles, fiction, and poetry for publication on a monthly basis. Interested Tantasqua students can qualify for the position of Editor with some prior experience.

Thomas Jefferson Forum is Tantasqua's Community Service Club. Students organize and carry out various service and fundraising projects that benefit the Tantasqua communities. Recent activities include Adopt-A-Highway, fundraising for St. Jude's Children's Hospital and the Harrington Memorial Hospital Duck Race. The largest annual event is the Tantasqua Relay For Life that raises funds for the American Cancer Society. Students in all classes are encouraged to join the Thomas Jefferson Forum.

Video Game Club meets one afternoon each week in the Wilson Media Center. The club members play a number of popular video games. Once each year, the club holds a video game competition in the auditorium.

Vocal Jazz Ensemble is Tantasqua Regional High School's most selective vocal ensemble. The repertoire focuses on music of the jazz and swing genres. Students chosen for this small ensemble possess a high level of music skill in the areas of vocal technique, sight singing, and musical score analysis. This ensemble makes a professionally recorded CD each spring and performs often throughout the community as well as in school concerts and Tantasqua's annual Jazz Showcase Concert each April. Auditions for this ensemble take place in mid October and rehearsals are Thursday afternoons from 3:30-5:00 p.m. as well as some Tuesday evenings. This ensemble is open to students in grades 9-12.

Warrior Fitness Club was created fourteen years ago. Its creation came about as a way of introducing and involving students in an active and healthy lifestyle. By establishing such programs and various after-school activities (basketball, volleyball, weight training, karate, etc.) we have been able to keep students interested and active with fitness related games. One goal has and always will be to have students enjoy being active with a healthy lifestyle and also to help develop social skills. Another goal is to have the students develop their skills in relation to being responsible, fair, and honest in the activities in which they participate. A five dollar (\$5) fee is required for participation.

Yearbook staff is responsible for the design and production of the school's yearbook. The staff consists of an editor, section editors, photographers, layout designers, advertising manager and business manager. These positions are filled through an application process which occurs in the late spring and again in the early fall. The yearbook staff meets two-three times per week in the fall and one time per week in the spring.

FIELD TRIPS

All school rules and regulations apply to students while on field trips. Appropriate behavior is expected and misconduct of any form and on any level while on a field trip is strictly prohibited.

Your chaperone or faculty sponsor has the right and responsibility to suggest appropriate attire for the occasion.

Parents/guardians must sign and have their son/daughter return a Field Trip Permission Form and Release in order to have their child participate in any field trip.

Students who are on suspension will not be allowed on a field trip, and the Principal and Assistant Principals reserve the right to restrict students from participating in a field trip for academic and/or disciplinary reasons.

The School Nurse is consulted throughout the planning process of any field trip so that the medical needs of all students are responsibly satisfied. Students with medical conditions are never excluded from participating in field trips; rather, the school makes necessary accommodations to ensure that all students are included.

FOOD

Consumption of food or drink should be confined to the cafeteria. There is to be no food or drink in the natatorium, field house or auditorium. Food and beverages in classrooms are at teachers' discretion. Non-compliance with a staff request to confiscate food or drink outside the cafeteria area is considered a serious violation of the Code of Conduct and will result in a disciplinary action.

FUNDRAISING

Student group(s) wishing to hold a fundraiser must have appropriate approval from the Student Council and the Principal. Fundraising or other means of solicitation from external groups is strictly prohibited. Students must get approval from the principal or designee prior to displaying any posters, bulletins, or other information. All posters, bulletins, and flyers must be displayed according to administrative guidelines.

SCHOOL COUNSELING SERVICES

Introduction to Services

Counseling services are available to all students to assist them in program planning, problem solving, and school adjustment. Students are urged to plan their high school career and futures carefully and to consult with their parents/guardians, teachers, and counselors. Parental involvement is encouraged to ensure a coordinated effort by the school and home. Post high school planning, handled as a normal part of the school counseling services, is the result of the combined efforts of students, parents/guardians, counselors and teachers.

Throughout the year, various tests for educational and career planning, college admission, military assignment, and scholarships are administered to students who have registered to take such assessment(s).

From time to time throughout the school year, representatives from colleges, specialized schools, and the armed services visit Tantasqua for the purpose of interviewing candidates. Interested students should make every effort to take advantage of these visits. The expected visits will be announced several days in advance via Naviance so that there is time to sign up.

To request a school counseling appointment, students can obtain a written request from the School Counseling office. All students need a signed pass to report to the School Counseling department except for emergencies.

The following services are provided as a supplement to those offered by the school counseling staff:

1. A social worker offers on-site counseling to students whose needs are best met in the school setting and who might not have access to a service. Counseling services are available on a referral basis.
2. Members of the National Honor Society provide tutoring to students who need assistance with a certain subject.

To ensure that counseling, counseling materials and services are free from bias and stereotypes on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness in compliance with MGL c76, s5, all counselors:

1. encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills;
2. examine testing materials for bias and counteract any found bias when administering tests and interpreting test results;
3. communicate effectively with limited-English proficient and disabled students and facilitate their access to all programs and services offered by the district;
4. provide limited-English proficient students with the opportunity to receive counseling in a language they understand; and
5. support students in educational and occupational pursuits that are nontraditional for their gender/gender-identity.

Course Changes

Due to scheduling limitations, students may not try out, switch, or drop courses arbitrarily. Courses will only be changed in the event of a computer error, graduation requirement adjustment, failure to meet a course pre-requisite, misplacement in regards to course level and/or subject, desire to increase academic rigor, or an extenuating circumstance to be approved by the Director of School Counseling or Principal. Courses will not be changed for any other reasons after the conclusion of the course selection process. Students may not choose the specific semester, section, or teacher of their selected courses. Due to staffing limitations, students may

not always be able to re-take a previously failed subject during the same school year or a course previously passed to improve their grade and achieve the pre-requisite grade necessary to move on to the next course in the sequence.

Students who opt to take a course not recommended or approved by school personnel are required to complete a waiver signed by their parents/guardians.

Authorized course changes are permitted only during the first five days of the semester. Any course approved to be dropped after the regular change period is included on the student's record, along with a grade of withdrawn passing (WP) or withdrawn failing (WF). No credit is issued for withdrawn courses.

When students repeat a previously passed course to improve their grade, they receive quarter and final grades and credit is awarded. For example, a student who passed Geometry (CPA) with a D- is encouraged to retake the course since a minimum grade of C is recommended before taking the next sequence course. The final grade earned from the repeat of a previously passed course is not included in the calculation of a student's grade point average. Students who choose to repeat a course should notify their counselor for an appointment to amend their schedule.

Appeals for waiver of the policies outlined may be made to the Director of School Counseling or the principal.

Grade Point Average (GPA) & Class Rank

For grades 9 through 12, the weighting policy for Grade Point Average (GPA) and class rank is as follows: Only courses in the disciplines of English, foreign languages, mathematics, science, and history/social studies, as well as core courses in the Technical Division Program, are considered for purposes of GPA and class rank. Each of these courses has been designated Advanced Placement (AP), honors (H), college preparatory advanced (CPA), or college preparatory (CP). GPA and class rank are computed with additional weight for Advanced Placement and honors and less weight for college preparatory courses. One point is added for Advanced Placement courses and one-half point is added for honors courses; one-half point is subtracted for college preparatory courses.

For example, an 'A' in an Advanced Placement course is considered 5.0 points, in an honors course 4.5 points, in a college preparatory advanced course 4.0 points, and in a college preparatory course 3.5 points. Similarly, a grade of 'B' in an Advanced Placement course is considered 4.0 points, in an honors course 3.5 points, in a college preparatory advanced course 3.0 points, and in a college preparatory course 2.5 points.

An 'F' receives no quality points, regardless of course level. Final grades earned in summer school courses are computed at the college preparatory level weight. GPA and class rank are computed at the end of the freshman year and each subsequent semester.

Students who repeat courses previously passed do receive quarter grades, final grades, and credit; however, the final grade from the repeated course is not counted in the computation of the GPA.

Students who retake a course previously failed do receive credit and their final grade is calculated in the GPA.

The purpose of this system is to encourage students to take challenging programs and to provide for greater equity in the determination of GPA and class rank. Students who choose Advanced Placement and honors courses should do so with the knowledge that these courses will demand considerably more than average effort.

Counselor Letters of Recommendation

As a part of Tantasqua's comprehensive guidance services, School Counselors write letters of recommendation for college applications and/or scholarships at the request of the student. Students are required to complete several surveys in Naviance to provide information necessary to write a comprehensive and unique letter of recommendation for these purposes. School Counselor letters of recommendation are confidential and are not shared with students, parents, or teachers. If a student requires a letter of recommendation for college applications or scholarships, the recommendation will be submitted directly to the post-secondary institution or scholarship committee.

SBIRT Notification– Substance Use Screening (MGL, Chapter 71, Section 97)

Mass. General Laws chapter 71, section 97, as amended by St. 2016, c. 52, s. 15, provides that, subject to appropriation, each city, town, regional school district, charter school or vocational school is to utilize a verbal screening tool to screen students for substance use disorders.

Screenings are expected to take place annually at two different grade levels that are recommended by ESE, in consultation with the Department of Public Health (DPH). Schools must notify students' parents/guardians about the screenings, and a student or the student's parent/guardian may opt out of the screening by written notification at any time prior to or during the screening.

Verbal screening for substance use among adolescents, combined with appropriate intervention and follow-up, can help to reduce substance use harm during adolescence. Use of a valid screening tool will enable school personnel to detect risk for substance use-related problems and address those issues at an early stage. The recommended grade levels are grades 7 and 9. Schools are then required to report aggregate screening data to DPH not later than 90 days after the screenings.

The verbal screening tool approved by ESE and DPH for district/school use is the CRAFFT-II Screening Interview. Training in the CRAFFT-II Screen is available from DPH to school district staff at no charge. Information on Screening, Brief Intervention, and Referral for Treatment in Schools (SBIRT), which includes training in the CRAFFT-II Screen as well as information on implementation and other resources, can be found at SBIRT in Schools.

Starting in 2018-2019, the school or district shall notify parents or guardians of the students to be screened, prior to the start of the school year. The information for parents/guardians should state that the screening is for all students in the designated grades, is confidential, and that students or their parents/guardians may opt out of the screening.

A student or the student's parent or guardian may opt out of the screening, in writing to the school, at any time prior to or during the screening.

Schools may not make a record of any statement, response, or disclosure by a student in the verbal screening that identifies the student. Except in cases of immediate medical emergency or when a disclosure is otherwise required by state law, schools must keep confidential any student responses to the verbal screening and may not disclose any information obtained in a screening to any other person without the prior written consent of the student, parent or guardian

HAZING LAW – M.G.L. chapter 269 section 17 through 19

Any person involved in the organization or participation of a hazing incident will be subject to “Criminal Prosecution” and immediate suspension from the school community for a minimum period of ten days.

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

HEALTH SERVICES

General information

A registered nurse is available during regular school hours. At the high school level, personal health is considered a responsibility of the student. The nurse is responsible to attend to medical issues that arise during the school day. Students should remain home if they have contracted an illness that places others at risk, and may return when fever free for 24 hours with no medication. If a student is prescribed antibiotics, they should not return until they have been on the medication for 24 hours.

Health Update Forms

Health Information Update/Emergency Contact forms should be returned within the first week of school. Contact phone numbers should be kept current with the nurse as necessary. Medical issues, allergies, injuries, or chronic illnesses that may have an impact on the student’s school day, should be reported to the nurse. Health counseling is confidential.

Physical Examinations

In accordance with Massachusetts State Law, (MGL, c. 71, s. 57) every 11th grade student is required to have a current physical exam (including immunizations) on file in the health office. A current physical would be one that is dated within six months prior to entering, or during the 11th grade year. Students entering the senior year without a current physical form on file may not be permitted to begin classes until and unless a current physical exam is completed and a form with the results of the completed physical, the physician’s signature, and date of exam, are filed with the school nurse.

Sports Physicals

Sport physicals do not replace the need for a routine physical from your primary care physician. A sport physical focuses on your well-being as it relates to playing a sport. It is more limited than a regular physical, but it is a lot more specific about athletic issues. During a regular physical, however, your doctor will address your overall well-being and immunization status along with issues that are unrelated to sports.

It is not necessary for your child to have a sport physical if they have a current physical on file in the health office from their primary care physician.

Physicals used for sports, are considered valid for 13 months and must remain current throughout the sport season.

Tantasqua offers free sport physicals before every sport season begins for those students whose physical may not carry them through the sport season, or to carry them until a physical from their primary care physician is received. A parent permission form must be submitted to the nurse the day before the school physician is scheduled. These permission forms can be downloaded from the Tantasqua website under athletics, and then under sport physicals.

Please visit our website for more information at the Tantasqua High School website under nurse, or <https://seremetm.wixsite.com/trhshealthoffice>

Medications

Students are not to carry medications in school. Medications should be taken at home, whenever possible, including over-the-counter medicines (i.e., Advil, Tylenol). When medication is required during school hours, arrangements must be made with the school nurse. The school nurse is required to obtain parent/guardian and/or physician consent prior to administration of any medication. Written parental consent is satisfactory for the distribution of Tylenol, Advil, Benadryl and Tums. All consent forms must be updated annually. Daily medications will not be administered on early release days or on field trips. If there is a two-hour delay, the student is expected to take his/her daily morning medication at the regularly scheduled time. Extra EpiPens and inhalers should be kept in the Nurse's Office and may also be carried by the student, with parent/guardian and nurse consent. Medication administration forms are available in the school nurse's office, and must be updated annually.

Medical Physical Education Excuses

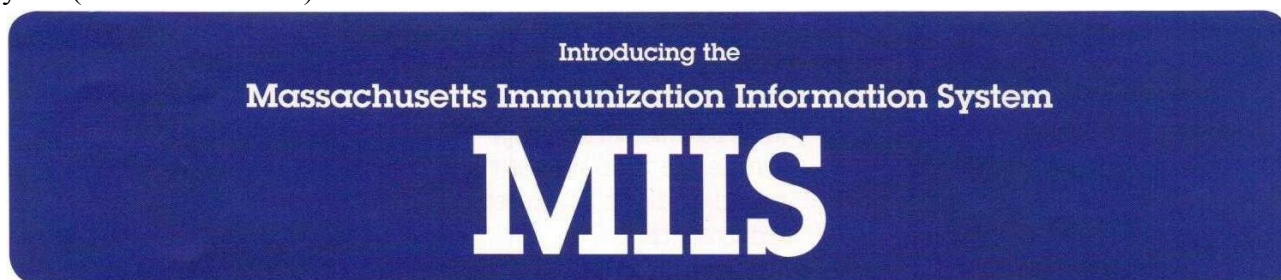
Refer to Program of Studies manual. Students are not medically exempt from physical education. If a student is unable to actively participate in physical education classes, long or short term, a physician's note may be required. A parent/guardian note may be accepted for a one-day excuse. Students who wear jewelry or have body piercings that are deemed by the instructor to present a danger to the student or others will be required to remove or cover the jewelry or pierced area of concern while participating in class activities.

Immunizations

State Health Regulations require all student immunizations be kept current and on file in the nurse's office. Students and parents/guardians are notified if immunizations are not up to date. The student may be excluded from school if the nurse does not receive documented proof of immunizations in an allotted time. Students may be exempt from immunizations only with religious or medical documentation and must be updated annually. The student's school health record is inserted into the senior packet upon graduation.

Immunization Assessment Unit

The Massachusetts Department of Public Health requires that all religious exemptions be renewed annually. An annual renewal means that parent/guardians must write, sign, and date a new religious exemption. Annual renewal of exemptions should occur at the start of each school year. (M.G.L c. 76 S 15)



Fact Sheet for Parents and Patients

The MilS is a new statewide system to keep track of immunization records for you and your family. These records list the vaccinations (shots) you and your children get to protect against measles, chickenpox, tetanus, and other diseases. The goal is to make sure that everyone in Massachusetts is up-to-date with their shots and that your records are available when you need them- such as when your child enters school when you need emergency medical help, or when you change healthcare providers

What is the MilS?

- A computerized system that collects and stores basic immunization information for people who live in Massachusetts.
- A secure and confidential system, as required by Massachusetts law.
- A system that is available for people of all ages, not just children.

How will it help me?

The MilS:

- Helps you and your family get the best care wherever you go for your healthcare. Makes sure that you and your children don't miss any shots or get too many.

- Can print a record for you or your children when you need it - if you move, if your doctor retires, or when your child starts school or camp

Why is this important?

As you know, the schedule of shots needed to keep healthy can be very complicated. The MiS:

- Helps your healthcare provider keep track of which shots are due and when they should be given.
- Keeps all your immunization records together for you, your family, and your healthcare provider.
 - Provides proof of vaccination for your children.
- Helps prevent outbreaks of disease like measles and the flu in your community.
- Keeps shot records safe during natural disasters such as flooding or hurricanes

What information is kept in the MiS?

- A list of shots that you or your children have received as well as any that you or your children get in the future.
- Information needed for safe and accurate immunization of each patient, such as:
 - » Full name and date of birth.
 - » Gender (male or female).
 - » Mother's maiden name (for children)
 - » Address and phone number.
 - » Provider office where each shot is given.

Who has access to my records?

- The Department of Public Health (DPH) uses modern technology to make sure that all information entered into the MiS is kept secure and confidential.
- The information in the MiS is only available to:
 - » Healthcare providers or others ensuring appropriate immunization, as authorized by DPH.
 - » Schools.
 - » Local boards of health.
 - » DPH, including the WIC program, and other state agencies or programs that provide education and outreach about vaccines to their clients.
 - » Studies specially approved by the Commissioner of Public Health which meet strict legal safeguards.

What if I don't want my information shared?

- You have the right to limit who can see your information.

- To limit who can see your information, you need to fill out the 'Objection or Withdrawal of Objection to Data Sharing' form which you can get from your healthcare provider.
- If you decide to limit who can see your information, your current healthcare provider will be able

to see the shots they have given

to you or your children, but may not be able to see your complete immunization history.

- If you decide to limit who can see your information, you will not have access to all of the benefits of the MiIS, like sharing your immunization records with schools and emergency rooms, and a complete record of shots in a single place.
- You can change your mind (decide to share or not share your information) at any time

How does this information get into the system?

- Information about children is added when a child is born or when a child gets his or her first shots.
- Your healthcare provider can add your records or your family's records if they are not already in the MiIS.

How can I get more information?

Please visit our website at www.mass.gov/dph/miis, contact the Massachusetts Immunization Program directly at 617-983-6800 or 888-658-2850, or ask your healthcare provider for more information

Screenings

State regulations require that vision, hearing, and postural screenings be done for all freshmen unless there is documentation that these screenings were done by their primary care physician. Height and weight screening is required for all sophomores. If you prefer that these screenings be performed by your family doctor, please submit your physician document of completion to the school nurse at the start of each school year. Forms are available on the school website, but any form from the physician's office is acceptable.

Absences/Dismissals

Students absent for five or more consecutive days must, upon return, provide documentation from the physician as to the nature of the illness or injury, dates of absence, any limitations, and date of return to school. The nurse reserves the right to dismiss students during the school day, based on nursing assessment. A parent/guardian will be contacted prior to student dismissal.

HONOR ROLL

The Honor Roll is published after the close of each of the four marking periods. Students must be registered for a full course load of credit-bearing subjects totaling 20 credits to be eligible.

The honor rolls are listed as follows:

- Highest Honors: As or Ps in all subjects
- Honors: As, Bs or Ps in all subjects

ILLCIT-ILLEGAL SUBSTANCES

A staff member who suspects that a student is under the influence of a drug or illicit substance will immediately seek the intervention of an Assistant Principal by contacting the Assistant Principals' Office. This referral will be done in a confidential manner. Once notified, an Assistant Principal will remove the student from the instructional setting and will confer with the school nurse. A parent/guardian will be notified in a timely manner if suspicion warrants such action.

All medication must be submitted to the nurse for distribution. The possession and /or use of alcoholic beverages, beverages that contain alcohol, or substances including but not limited to medications which contain alcohol, such that alcohol is present in the body, at school, or a school sponsored event is prohibited.

Students found to possess or distribute alcohol, narcotics, illicit drugs, or vaping devices, vaping pods and/or other associated vaping paraphernalia or to be under the influence of any unauthorized or illegal controlled substance or unregulated substance (including but not limited to Salvia Divinorum, K2, and/or herbal remedies as defined by the school administration) shall be immediately suspended from school for an initial period ten (10) school days. Prior to the conclusion of the suspension period, the student and parent/guardian are to participate in an exclusion hearing with the Principal. The hearing is held, whether or not the student and parent/guardian participate or appear, and the Principal renders a decision concerning the student's continued enrollment at the school within a reasonable period of time following the hearing. The initial suspension may be extended and could result in exclusion from school. Students facing criminal charges, be it for an offense on or off school grounds, may be immediately suspended from school for ten (10) school days pending the outcome of an investigation and/or adjudication of the charges. Prior to the conclusion of the suspension period, the student and parent/guardian are to participate in an exclusion hearing with the Principal. The hearing is held, whether or not the student and parent/guardian participate or appear, and the Principal renders a decision concerning the student's continued enrollment at the school within a reasonable period of time following the hearing.

The Drug-Free School Zone Act/Controlled Substance Act, as defined in Massachusetts General Laws Chapter 227, an act providing for drug-free school zones, requires that any person convicted of violating portions of that act within 1,000 feet of a public or private elementary, vocational, or secondary school, whether or not in session, shall be punished by a minimum two year term of imprisonment. Lack of knowledge of school boundaries will not be acceptable defense to this punishment. The imprisonment sentence must be imposed on persons convicted of unlawful manufacture, distribution, dispensing, or possession with intent to manufacture a controlled substance or drug paraphernalia near a school.

The administration shall immediately notify law enforcement of all instances involving illicit-illegal substances found or consumed on campus.

Use of Evidential Breath Test (EBT) Policy to Prohibit Alcohol Use at School Events

Tantasqua's students are our most valuable resource and asset. We seek to provide a safe, healthy, and supportive environment for students during the school day and beyond at school related

extra-curricular activities and events. We promote instructional learning and activities that promote personal opportunities for growth.

In an effort to provide such an environment, we have established the following goals:

- Deter student use of alcohol prior to and during school-sponsored events in order to assure that students are not impaired and to ensure safe, productive, and healthy atmosphere at all school-related events.
- Create an environment that is free from the adverse effects of alcohol use.
- Encourage students to seek professional assistance anytime personal problems, including alcohol or drug dependency, adversely affect their ability to learn and grow.
- Apply appropriate laws, regulations and procedures, and make decisions, addressing each individual case, in an impartial manner.

The possession and /or use of alcoholic beverages, beverages that contain alcohol, or substances including but not limited to medications which contain alcohol, such that alcohol is present in the body, at school, or a school sponsored event is prohibited as stated in the student handbook. This policy applies to all students and their guests at Tantasqua Regional School sponsored events, which include on-site and off-site events such as dances, prom, concerts, field trips, travel, etc. In order to support our goal of deterring student use of alcohol and providing a safe and healthy environment, Tantasqua may use Evidential Breath Testing Devices (EBT) at school events. Administration will be trained in the use of EBTs as well as the physical, behavioral, speech, and performance indicators associated with probable alcohol use.

Use of Breathalyzers:

Breathalyzers may be available at each event. Students and/or their guests may be tested if there is reasonable suspicion of having consumed alcohol. These tests will be done in such a manner as to not embarrass the student/guests, or draw attention to the testing. It will be done by asking students/guests to go to a separate space and be tested by at least one administrator and an additional designated staff member.

If a positive result:

1. Parent/Guardian called and student released to their custody
 - i. If parent unable to be contacted, the student may be released into the custody of a person listed on the emergency response card.
 - ii. In order to ensure student safety, if administration is unable to contact a person listed on the emergency response card, emergency personnel will be contacted, and the student placed into their custody for safety purpose.
2. For Students: Meeting scheduled for next school day as per discipline protocol. Other policies/procedures may be implicated in the case of a positive result. For Guests: Guest's school will be contacted regarding incidents.

If test is negative, student/guest is allowed to enter event or remain at event. Parent/Guardian will be notified of the testing.

If a student/guest refuses to be tested:

1. Student/guest denied access to the event, or will need to leave the event.
2. Parent called and student/guest released to their custody.
3. For students: Meeting scheduled for next school day, due to refusal to comply with reasonable request, as noted in student handbook and/or dance permission slip.

Canine Searches

The school retains the right to periodically inspect lockers, backpacks, pocketbooks, and students' cars (on the premises) for compliance with these rules. The school may also utilize canine searches for the purpose of ensuring an environment free of drugs, narcotics, and other illegal paraphernalia.

INSTRUCTIONAL PROGRAM

The Program of Studies is updated every year and reflects the most current information specific to the instructional program at Tantasqua Regional High School.

Students and parents/guardians are therefore encouraged to review the Program of Studies for the most accurate and detailed information related to the instructional program for that year.

INTERNSHIP PROGRAM

The student internship program is a work site experience during which a student, with guidance and supervision at the workplace, completes a series of activities, set of learning objectives, or projects designed to give a broad understanding of a business or occupational area. Internships may be served during part of the school day, after school, on weekends, during vacations, or in the summer. An intern earns credits for the work-based learning experience. All interns must complete an internship application and arrange the internship with the school counselor in charge of internships. The Massachusetts Department of Education Work-Based Learning Plan is employed as an evaluation tool. Interns submit weekly reports, and at the conclusion of the internship, a self-evaluation and a work-site evaluation. Internships may be paid or unpaid and are reserved for seniors only.

The goal of the student internship is to have the student experience the workplace environment as much as possible. We encourage student internship sponsors to allow the students to do as much "hands on" activity as they are willing to allow, while maintaining safety and ethical protocol. Engaging students in the daily routine helps to emphasize the importance of the work and gives the student a greater understanding of what educational preparation is necessary to pursue a career in that area.

Previous internship placements included district elementary schools, Tantasqua Regional Junior High, Tantasqua Regional High School, Tantasqua/Union 61 Superintendent's Office, Harrington Hospital, Mary Lane Hospital, Wing Memorial Hospital, Sturbridge Police Department, Southbridge Evening News, Sturbridge Host Hotel, OFS Engineering, area retailers, hair salons, nursing homes, veterinary clinics, law offices, and insurance companies.

LOCKERS

Students are issued hall lockers and should use only the locker assigned to them. Students are expected to take reasonable care of lockers as with any school property. All students will be assigned locks and will be responsible for them. No other locks may be used on school lockers. The administration reserves the right to remove a lock from a locker without notice. All non-school locks will be immediately removed.

Lockers are property of the school. Lockers are not the personal property of the individual student and no assumption of privacy should be assumed. At times, it may become necessary for the administration to open and examine the contents of a student's locker, personal belongings, and vehicle in order to maintain the integrity of the school environment and to protect other students.

Please be advised that the use of a school locker is at your own risk. The school assumes no liability for loss of any personal property. You are advised to limit the items you bring to school to those things that are absolutely necessary for your classes. Do not store money or valuables in your locker. During physical education classes, students are encouraged to leave their valuables with the teacher. If a theft occurs, please report the incident to an Assistant Principal as soon as possible.

Student athletes must vacate team lockers at the end of each season. Physical education students must vacate lockers on the last day of classes at the end of the semester or as instructed by the staff. If an individual fails to meet the notification deadline, the Athletic Director or the physical education staff will remove the lock and contents of the locker. Contents removed from the locker will be stored in the Athletic Director's or physical education office until the end of the school year. Any items that remain unclaimed after that time will be donated to charity.

LOITERING

Students, parents, and community members attend a variety of school events, activities, and athletic competitions throughout the school year. Such support is appreciated and encouraged. At the close of all activities, all individuals not directly involved in the activity or event are expected to leave the school campus promptly to allow the staff to complete the closing responsibilities. Students habitually lingering on campus after school events may face disciplinary action. Community participation is an essential component to building strong traditions and community cooperation assures a positive experience for all involved.

LOST AND FOUND

Any item found should be turned in to the Main Office. If you have lost a book or other item, you are to check with the custodian's office between 7:30 and 7:40 a.m. All items will be kept in lost and found for a maximum of thirty (30) days. All items should be claimed before the expiration of this time.

LUNCH PERIODS

Hot lunches may be purchased at the school, or you may bring your own lunch. In either case, students are required to be in the cafeteria area the entire length of their lunch period. All food must be eaten in the cafeteria area. All trays and dishes must be returned to the dish washing area. All refuse must be disposed of in the proper containers.

MONEY

All class or activity funds must be deposited with Mrs. Kemp, School Treasurer. No group may keep a private bank account, but each group handling money must have an account with the

School Treasurer. The group's faculty advisor is responsible for checking on the student Treasurer and his/her accounts and transactions.

Any group conducting a fundraising activity must make weekly deposits to the school treasurer.

No money is to be left unprotected overnight. All money is to be remitted to the School Treasurer at the Main Office on a daily basis. Money is deposited. Persons leaving money unprotected must accept responsibility for its potential loss.

NATIONAL HONOR SOCIETY

Purpose

The Tantasqua Regional High School Chapter of the National Honor Society exists to recognize outstanding scholarship, service, leadership, and character when exhibited by Tantasqua students, and to promote these ideals throughout the school and community.

Eligibility

The National Honor Society Constitution and the Chapter Bylaws (redrafted and amended 2009) set eligibility requirements. The National Honor Society Adviser holds these documents.

To be eligible for membership, a student must:

1. Attend Tantasqua Regional School District for at least one semester.
2. Be a member of the sophomore or junior class.
3. Have a cumulative weighted G.P.A. of 3.4. The G.P.A. is calculated from final grades in the core academic subjects (English, math, science, social studies, and foreign language) from grade 9 onward.
4. Document examples of service, based on participation in school and community service events.
5. Document examples of leadership, based on involvement in the classroom and in leading and promoting school activities.
6. Document examples of character, based on compliance with school regulations and concern for the welfare of the school and others.

Membership Procedure

Sophomores and juniors who qualify *academically* (3.4 Weighted GPA) will be notified of their eligibility in March. Students interested in membership must complete a Student Information Form and submit teacher recommendations which will be distributed with the eligibility notification. The documents must be returned to the National Honor Society Adviser within two weeks of distribution in order to be considered. Due dates will appear on the student information forms.

Upon receiving the Student Information Forms, the Faculty Council, consisting of five faculty members appointed by the Principal, will determine which students to induct into the Chapter. The Council's decision is based on whether or not individual applicants meet the eligibility requirements. Students receive a copy of the rubric used by the Faculty Council.

Dismissal Procedure

The Faculty Council reserves the right to revoke membership at any time if a member does not fulfill his/her obligations as defined by the Chapter Bylaws and by the National Honor Society Constitution. These obligations include the following:

1. To attend and participate in all Chapter meetings.
2. To assist with all community service and fundraising projects the Chapter undertakes.
3. To fulfill a five-hour "Time-In Service" project each quarter, consisting of individual community service efforts not offered through the school.
4. To maintain the standards of scholarship, leadership, service, and character for which the student was initially selected.

Once membership has been revoked, it cannot be reinstated. Removed members do not have the right to wear National Honor Society insignia at the graduation ceremony of their class.

NON-EDUCATIONAL MATERIALS

Students are advised not to bring radios, MP3s, iPods, compact disc players, or other listening/entertainment/gaming devices to school. The school is not responsible for lost, missing, or stolen items. The faculty reserves the right to limit use of such items. Skateboards are not allowed on school property. Any of these items found in the classroom may be confiscated. Parents/guardians may be required to claim unauthorized equipment.

NOTIFICATION OF PARENTS/GUARDIANS WHEN ILLICIT-ILLEGAL SUBSTANCE INVOLVEMENT IS SUSPECTED

A staff member who *suspects* that a student is under the influence of a drug or illicit substance will immediately seek the intervention of an Assistant Principal by contacting the Assistant Principals' Office. This referral will be done in a confidential manner. Once notified, the Assistant Principal will remove the student from the instructional setting and will confer with the school nurse. A parent/guardian will be notified in a timely manner if suspicion warrants such action.

PASSES FROM CLASS

All students must obtain a pass from their teachers when leaving class during any class period.

PHOTOGRAPHY/SOUND AND MEDIA RELEASE

Tantasqua Regional High School assumes permission to make still or motion pictures and sound recordings, take pictures, make videos/sound recordings, separately or in combination as part of student activities. By signing the Student Handbook confirmation form, parents/guardians confirm and agree to the understanding that the school staff may use the finished photography, silent/or sound pictures, and/or recordings as deemed necessary and appropriate to school matters.

Parents/guardians must notify the school administration in writing if they do not permit media materials to be used outside of the school.

Senior Portraits: Requirements and Timelines

- Portraits must be portrait orientation

- Portraits should be cropped to a size of no less than 525x675 pixels. Larger dimensions are okay
- Portraits should be submitted as digital .jpg attachments to barrw@tantasqua.org by October 1.
- Seniors who are unable to have professional portraits taken need to see Mr. Barr in room 3118 to make portrait arrangements.
- Portraits must have the student in focus and show the student's face. No profiles, obscured shots, or extreme close-ups. No selfies.
- Clothing should be consistent with the school dress code policy.
- No props. No footballs, dogs, flags, skateboards, horses, etc.

The administration reserves the right to determine what is or is not appropriate. The administration may waive restriction in cases involving extenuating medical circumstances.

POSTERS

All posters, flyers, signs, and other means of public notification or display posted either in or on the building, or anywhere on campus, must be approved by the administration. The custodial staff is instructed to remove from display any and all posters, flyers, signs, etc. on a daily basis that are not approved.

SCHOOL CANCELLATION

It is the policy of the School Committee to have school on all days when the school buses can operate safely. Parents/guardians are expected to use their own judgment and keep children at home on stormy days if they feel that their children cannot be properly protected from the weather. Similarly, parents/guardians are asked to discourage their children from driving to school on days when the driving conditions are hazardous. Students are encouraged to take the bus for their safety.

The Superintendent is in charge of the buses and makes the final decision concerning school cancellation, delayed opening, or early dismissal.

Announcements will be made using the Connect-Ed phone and email broadcast system, as well as on radio stations WESO 970 AM / Q100 FM, WTAG/WSRS 580AM / 96.1 FM, WBZ 1030 AM, WXLO 104.5 FM, WPKX-KIX 97.9 FM, WHYN 560 AM / 93.1 FM, WORC/WGFP 1310 AM / 940 AM (Webster), WCVB-TV Channel 5 (Boston), WHDH Channel 7 (Boston), WGGB-TV Channel 40 (Springfield), WFXT-TV Fox 25ID: (Boston) as early as possible on days when school will not be in session. Students and parents/guardians should be alert to the possibility of announcements regarding school cancellations and delays when inclement weather is predicted.

SEX EDUCATION

MASSACHUSETTS GENERAL LAW CHAPTER 71, SECTION 32A

Chapter 71, Section 32A: Sex education policy regarding notice to parents/guardians exemption. Every city, town, regional school district or vocational school district implementing or maintaining curriculum which primarily involves human sexual education or human sexuality

issues shall adopt a policy ensuring parent/guardian notification. Such policy shall afford parent(s)/guardian(s) the flexibility to exempt their children from any portion of said curriculum through written notification to the school principal. No child so exempted shall be penalized by reason of such exemption.

Said policy shall be in writing, formally adopted by the school committee as a school district policy and distributed by September first, nineteen hundred and ninety-seven, and each year thereafter to each principal in the district. A copy of each school district's policy must be sent to the department of education after adoption.

To the extent practicable, program instruction materials for said curricula shall be made reasonably accessible to parent(s)/ guardian(s), educators, school administrators, and others for inspection and review.

The Department of Education shall promulgate regulations for adjudicatory proceedings to resolve any and all disputes arising under this section.

SPECIAL EDUCATION MASSACHUSETTS SPECIAL EDUCATION LAW

Under the Massachusetts law, special education services are available to students aged three through twenty-two who have a disability. Both State and Federal laws contain rules that school districts must follow when deciding if a student is eligible for special education and, if so, what services the student will receive. Special education is a highly complex and regulated area of education law. The detail in the law is intended to protect your student and to help ensure that he/she receives appropriate educational services. Parents/guardians, who have a concern about their child's development or have a suspicion about a possible disability, may refer their child for an initial evaluation. Upon receipt of such a request for an initial evaluation, the school district must send notice to the parent and must seek the parent's consent to conduct an evaluation. An evaluation will not be conducted without written consent from a parent/guardian. The evaluation will be completed within thirty school days of receipt of consent to evaluate, and a meeting is scheduled within 45 days of the receipt of this consent. The parent/guardian, and child aged 14 or older, will be invited to attend a TEAM meeting to discuss the results of the evaluation, and the TEAM will determine whether the child has a disability and needs special education services. If the individual is found eligible, no services will be provided without the parent's/guardian's written agreement to the Individual Education Plan (IEP). A student must receive a complete and comprehensive evaluation to determine if the student has a disability and is eligible for special education, and, if eligible, to assist in determining appropriate special education and related services that may be necessary. Where appropriate, the school district may also provide the parent with information concerning other supportive services that may better suit a particular student's needs. However, a school district may not refuse to evaluate a student who has been referred for an evaluation, as described above, on the basis of a pre-referral program in order to try other instructional support activities or for any other reason.

The Tantasqua Regional School District provides a wide range of helpful services for special needs students. The district provides resource programs for academic skills remediation and reinforcement of classroom work. Inclusion academic classes, counseling, speech/language

therapy, social skills services, occupational therapy, and physical therapy services are also available for all eligible students. Other services that are needed will be provided outside the school environment if a student qualifies. Home and/or hospital tutoring is available for children who are chronically ill or will be absent for fourteen days or longer because of illness and have a correctly completed home/hospital form signed by an attending medical doctor.

If you would like further information regarding special education services, including parents/guardians with children in need of home/hospital tutoring, please contact the special education department coordinator at the high school.

Copies of the law and the regulations can be obtained from the Bureau of Equal Educational Opportunity located at 1 Congress Street, 11th Floor, Boston, MA 02114.

Discipline of Students Not Yet Determined Eligible for Special Education

If, prior to a disciplinary action, the district has knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is determined not to be eligible. According the Section 300.543 of the Federal Regulations, the following are stated to be evidence that the school district had knowledge that a student may be a student with a disability:

- (1) The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;
- (2) The parent of the child requested an evaluation of the child pursuant to Sec. Sec. 300.300 through 300.311; or
- (3) The teacher of the child, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the Special Education Director of the agency or to other supervisory personnel of the agency.

At the same time, it is also important to acknowledge circumstances through which the school district would not be said to have knowledge that the child may be a child with a disability.

These include the following according to 34 CR 300.543

- (c) Exception. A public agency would not be deemed to have knowledge under paragraph (b) of this section if--

- (1) The parent of the child--

- (i) Has not allowed an evaluation of the child
 - (ii) Has refused services under this part;

- (2) The child has been evaluated in accordance with Sec. Sec. 300.300 through 300.311 and determined to not be a child with a disability under this part.

- (d) Conditions that apply if no basis of knowledge.

- (1) If a public agency does not have knowledge that a child is a child with a disability (in accordance with paragraphs (b) and (c) of this section) prior to taking disciplinary measures against the child, the child may be subjected to the disciplinary measures applied to children without disabilities who engage in comparable behaviors consistent with paragraph (d)(2) of this section.

- (2)

- (i) If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under Sec. 300.530, the evaluation must be conducted in an expedited manner.
- (ii) Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.
- (iii) If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the agency must provide special education and related services in accordance with this part, including the requirements of Sec. Sec. 300.530 through 300.536 and section 612(a)(1)(A) of the Act.

Discipline of Students with Disabilities

A student with disabilities has all the rights that a typical student has under state law and regulations, in addition to the procedural and other rights afforded to students with disabilities. In general, if a student with a disability—whether under a 504 Plan or an IEP—has violated the school’s disciplinary code, the school may suspend or remove that student from his or her current educational placement for no more than 10 consecutive school days, or 10 cumulative school days in any school year, using the same disciplinary procedures as apply.

Any time the school wishes to remove a student with a disability from his or her current educational placement for more than 10 consecutive school days in any school year, or if a student is removed for disciplinary reasons for more than a total of 10 days in any school year when a pattern of removal is occurring, this is a “change of placement.” A change of placement invokes certain procedural protections under federal special education law. These include the following:

- (a) For any student served on a 504 Plan or IEP, the Section 504 Team or special education Team should consider the need to conduct a functional behavioral assessment that will be used as the basis for developing specific strategies to address the student’s problematic behavior. If a behavioral intervention plan has been previously developed, the 504 or IEP Team will review it to make sure it is being implemented appropriately, and will modify it if necessary.
- (b) 504 or IEP Team meeting to develop a plan for conducting a functional behavioral assessment that will be used as the basis for developing specific strategies to address the student’s problematic behavior. If a behavioral intervention plan has been previously developed, the 504 or IEP Team will review it to make sure it is being implemented appropriately, and will modify it if necessary.
- (c) Prior to any disciplinary removal that constitutes a change in placement; the school District must inform the parent/guardian that the law requires that the school District consider whether or not the behavior that forms the basis for the student’s disciplinary removal is related to his or her disability. This is called a “manifestation determination.”

Remember that the parent/guardian always has the right to participate as a member of the group of people making the determination.

Consideration of whether the behavior is a manifestation of the student's disability:

The law provides that the school district, parent, along with relevant Team members, must consider all evaluation information, observational information, and the student's 504 Plan or IEP; and must determine whether the student's behavior that prompted disciplinary removal was a manifestation of his or her disability. The behavior is considered a manifestation of the student's disability, if

- i. the conduct in question was caused by, or was a direct result of the school district's failure to implement his or her 504 plan or IEP.
- ii. the conduct was caused by, or had a direct relationship to, the student's disability.

If the manifestation determination decision is that the behavior **was** related to the student's disability, then he/she must be immediately returned to his or her current educational placement (except in the case of a weapon, drug possession, or serious bodily injury to another, as discussed below). The student cannot be removed unless the Team and the parent/guardian agree on a different placement, or Hearing Officer orders a removal from the current educational placement to another placement.

If the manifestation determination is that the behavior was not related to the student's disability, then the school may suspend or otherwise discipline the student according to the school's code of student conduct, except for that for any period of removal exceeding 10 school days the school District must provide the student with educational services that allow the student to continue to make educational progress. The school District must determine the educational services necessary, manner and location for providing those services.

In the case of a disagreement with the Team's determination:

If you disagree with the Team's decision on the "manifestation determination" or with the decision relating to placement of the student in an interim alternative education setting or any other disciplinary action, the parent/guardian has the right to appeal the Team's decision by requesting an expedited due process hearing from the Bureau of Special Education Appeals (BSEA).

- (c) If, after the manifestation determination, the student on a 504 Plan or an IEP is nonetheless removed from school, he/she is entitled to receive FAPE as of Day 11 of being removed from his or her educational placement. What services are necessary to provide FAPE during the student's removal should be determined by the Team.

Discipline

Each school in the Tantasqua and Union 61 School District has a Student Handbook that describes the rules for student conduct that students are expected to follow. Students with disabilities are expected to follow the rules of conduct for their school.

Suspension, Record Keeping, and Notification

The district keeps a centralized database (iPass) of all suspensions given. Each school is responsible for data input. In addition, every time that any student is suspended, parents / guardians are notified as soon as possible through a formal letter and phone call. If this process involves a child with a disability, a copy of the Parent's Notice of Procedural Safeguards must also be sent.

In general, if a student with a disability—whether under a 504 Plan or an IEP—has violated the school's disciplinary code, the school may suspend or remove that student from his or her current educational placement for no more than 10 consecutive school days, or 10 cumulative school days in any school year, using the same disciplinary procedures as apply.

Any time the school wishes to remove a student with a disability from his or her current educational placement for more than 10 consecutive school days in any school year, or if a student is removed for disciplinary reasons for more than a total of 10 days in any school year when a pattern of removal is occurring, this is a "change of placement." A change of placement invokes certain procedural protections under federal special education law. These include the following:

- (a) For any student served on a 504 Plan or IEP, the Section 504 Team or special education Team should consider the need to conduct a functional behavioral assessment that will be used as the basis for developing specific strategies to address the student's problematic behavior. If a behavioral intervention plan has been previously developed, the 504 or IEP Team will review it to make sure it is being implemented appropriately, and will modify it if necessary.
- (b) 504 or IEP Team meeting to develop a plan for conducting a functional behavioral assessment that will be used as the basis for developing specific strategies to address the student's problematic behavior. If a behavioral intervention plan has been previously developed, the 504 or IEP Team will review it to make sure it is being implemented appropriately, and will modify it if necessary.
- (c) Prior to any disciplinary removal that constitutes a change in placement; the school District must inform the parent/guardian that the law requires that the school District consider whether or not the behavior that forms the basis for the student's disciplinary removal is related to his or her disability. This is called a "manifestation determination." Remember that the parent/guardian always has the right to participate as a member of the group of people making the determination.

Consideration of whether the behavior is a manifestation of the student's disability:

The law provides that the school district, parent, along with relevant Team members, must consider all evaluation information, observational information, and the student's 504 Plan or IEP; and must determine whether the student's behavior that prompted disciplinary removal was a manifestation of his or her disability. The behavior is considered a manifestation of the student's disability, if

- i. the conduct in question was caused by, or was a direct result of the school district's failure to implement his or her 504 plan or IEP.
- ii. the conduct was caused by, or had a direct relationship to, the student's disability.

If the manifestation determination decision is that the behavior **was** related to the student's disability, then he/she must be immediately returned to his or her current educational placement (except in the case of a weapon, drug possession, or serious bodily injury to another, as discussed below). The student cannot be removed unless the Team and the parent/guardian agree on a different placement, or Hearing Officer orders a removal from the current educational placement to another placement.

If the manifestation determination is that the behavior **was not** related to the student's disability, then the school may remove the student according to the school's code of student conduct, except for that for any period of removal exceeding 10 school days the school district must provide the student with educational services that allow the student to continue to make educational progress.

In the case of a disagreement with the Team's determination:

If the parent/guardian disagrees with the "manifestation determination" or with the decision relating to placement of the student in an interim alternative education setting or any other disciplinary action, the parent/guardian has the right to appeal the manifestation determination by requesting a due process hearing from the Bureau of Special Education Appeals (BSEA).

If the manifestation determination is that the behavior was not related to the student's disability, then the school may suspend or otherwise discipline the student according to the school's code of student conduct, except for that for any period of removal exceeding 10 school days the school District must provide the student with educational services that allow the student to continue to make educational progress. The school District must determine the educational services necessary, manner and location for providing those services.

- (c) If, after the manifestation determination, the student on a 504 Plan or an IEP is nonetheless removed from school, he/she is entitled to receive FAPE as of Day 11 of being removed from his or her educational placement. What services are necessary to provide FAPE during the student's removal should be determined by the Team.

Suspension or Expulsion of Students with Disabilities: and Manifestation Determination Meetings

In the case of a student with a disability, a suspension of more than 10 days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement. Prior to such a change in placement, the district must convene a Manifestation Determination TEAM meeting. The TEAM meeting must include district personnel, the parent(s), and other relevant members of the TEAM as determined by the parents, the school district, and the Massachusetts State Regulations. The purpose of the TEAM meeting is to review all relevant information in the student's file, including the IEP/504, any teacher

observations, and any relevant information from the parents, to determine if the behavior was caused by or had a direct and substantial relationship with the disability or was the direct result of the district's failure to implement the IEP/504.

Under 34 CFR §300.536(a)(2), a series of removals may constitute a pattern representing a change of a student's special education placement depending on whether

- the removals total more than ten school days in a school year; and
- the child's behavior is substantially similar in all incidences that have resulted in removals; and
- the determination takes into account such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

The district must have sufficient, reliable, and accurate data to decide on a case-by-case basis whether a specific pattern of removals constitutes a change of placement. If the district determines that a change of placement will result (or has resulted) due to the removal(s), then it must conduct a 'manifestation determination' to determine if the behavior(s) that resulted in the removals was either caused by, or directly related to the student's disability, or whether the district failed to implement the IEP with fidelity. Depending on the answers to these inquiries, different procedures, as well as responsibilities and authority, apply.

Data on removal should be reviewed on a regular basis to determine whether particular students are experiencing frequent removals and, if so, to design appropriate interventions based on the student's programmatic and instructional needs.

According to the Individuals with Disabilities Education Act (2004), Section 615(k)(e), individual, the following applies to students with disabilities.

In general.--Except as provided in subparagraph (B), within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the local educational agency, the parent, and relevant members of the IEP/504 Team (as determined by the parent and the local educational agency) shall review all relevant information in the student's file, including the child's IEP/504, any teacher observations, and any relevant information provided by the parents to determine—

(I) if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

(II) if the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

(ii) Manifestation.--If the local educational agency, the parent, and relevant members of the IEP/504 Team determine that Gather sub clause (I) or (II) of clause (i) is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

(F) Determination that behavior was a manifestation.--If the local educational agency, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall--

- (i) conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the local educational agency had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement described in subparagraph (C) or (G);
- (ii) in the situation where a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- (iii) except as provided in subparagraph (G), return the child to the placement from which the child was removed, unless the parent and the local educational agency agree to a change of placement as part of the modification of the behavioral intervention plan.

Policies for Team Chairs Relative to Manifestation Meetings

When a student with a disability violates the district's codes for student conduct or has been suspended for more than 10 days, the team chair will hold a manifestation determination meeting to access whether the behavior is a manifestation of the student's disability. The team chairperson will contact the parents and specifically discuss the following:

1. Inform the parents of the student's behavior
2. Invite the parents to a meeting to be held the same day (or the following day if the parents are unavailable)
3. Obtain parental permission for any new evaluations that may be necessary
4. Discuss emergency placement if necessary.
5. No later than the day of the disciplinary action, parents are notified of decision and a copy of the Parent's Notice of Procedural Safeguards must be sent.

All reasonable efforts will be made to contact the parents before the close of the school day. All efforts to reach parents must be documented in writing and placed in the student's file.

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 the district had failed to implement parts of the IEP/504, a discussion occurs between Team members to rectify the situation. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.

Functional Behavior Assessment (FBA)

A Functional Behavioral Assessment is a process for addressing student problem behaviors, the settings under which the problem behaviors may or may not be observed, and the function (the why) of the problem behaviors. Functional Behavioral Assessments provide an excellent tool for analyzing problem behavior. This information is obtained by collecting data from direct observation and is used to develop an effective plan to reduce the frequency and / or severity of the problem behavior. A Behavior Intervention Plan is developed and implemented following a Functional Behavioral Assessment if it is determined to be necessary. If the student's education TEAM feels that a Functional Behavioral Assessment is warranted, parental consent to evaluate will be obtained prior to any assessment of a child in the district. The timelines followed will be the same as any evaluation referral—30 school days to conduct an assessment and an additional 15 school days to hold a meeting with a parent to review the results. Parents will receive copies of all Functional Behavioral Assessments at least 2 days prior to every team meeting. (Sample forms used by the district are included in the Appendices to this document.)

Functional Behavioral Assessments require a great deal of work. Prior to considering a Functional Behavioral Assessment (unless required to by law) educational teams are encouraged to complete the behavior packet utilized by the district.

Special Circumstances for Serious Violations of School Discipline Code

School personnel may remove a student to an appropriate interim alternative educational setting **for not more than 45 school days** without regard to whether the behavior is determined to be a manifestation of the disability in cases where:

- 1) the student carries a weapon at school or at a school function
- 2) Possesses or sells illegal drugs or controlled substances while at school or at a school function
- 3) Causes serious bodily injury upon another person at school, on school premises, or at a school function.

If this happens, the TEAM will conduct a Functional Behavioral Assessment and a Manifestation Determination Meeting in the alternative educational setting.

In addition, a hearing officer may order a 45 school day placement in an Interim Alternative Educational Placement if the District provides evidence that the student is “substantially likely” to injure him / herself or others.

The Interim Alternative Education Placement must meet requirements which include: access to curriculum, continued delivery of IEP/504 services, and services to address the problem behavior.

Placement During Appeals

At times, the local educational agency or the parent may appeal a decision made by a hearing officer. During an appeal, the Individuals with Disabilities Education Act states in Section 615(k) that

- (A) the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in

paragraph (1)(C), whichever occurs first, unless the parent and the State or local educational agency agree otherwise; and

(B) the State or local educational agency shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing.

Response to Criminal Allegations

When a student with a disability is reported to the police for an alleged crime, special education and disciplinary records are furnished to the police.

The Individuals with Disabilities Education Act states the following relative to this under section 615(k)(6):

(A) Rule of construction.--Nothing in this part shall be construed to prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities or to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

(B) Transmittal of records.--An agency reporting a crime committed by a child with a disability shall ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime.

An agency reporting a crime committed by a child with a disability ensures that copies of the special education disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom it reports the crime.

An agency reporting a crime under this section transmits copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Right and Privacy Act (Authority: 20 U.S.C. 1451 (k) (9)).

Definitions of Items Described Above

The following items are defined in the Individuals with Disabilities Education Act relative to students with disabilities:

(A) Controlled substance.--The term 'controlled substance' means a drug or other substance identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

(B) Illegal drug.--The term 'illegal drug' means a controlled substance but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

(C) Weapon.--The term 'weapon' has the meaning given the term 'dangerous weapon' under section 930(g)(2) of title 18, United States Code.

(D) Serious bodily injury.--The term 'serious bodily injury' has the meaning given the term 'serious bodily injury' under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

STUDENT RECOGNITION PROGRAM

The Student Recognition Program acknowledges the academic and civic achievement of our students. Parents/guardians and students are welcomed to join the advisory committee to aid in the planning, preparation, and implementation of program activities. The goals of the program aim to celebrate student academic and civic achievement at a variety of levels.

The Student of the Quarter activity honors approximately 80 students for their achievement. Broad selection criteria include academic effort, class attendance, participation, academic progress, and citizenship. Each faculty member selects one student to be recognized and that student with his or her parent(s)/guardian(s) is invited to a morning breakfast to celebrate their accomplishment.

The Honors Banquet is a celebration afforded to sophomores and juniors who maintain Honor Roll status for four consecutive quarters and to freshmen who maintain Honor Roll status for three quarters. These students with their parents are honored at an evening banquet served by the faculty. Also, freshman, sophomores, and juniors who receive special academic awards are included in this activity with parents.

Senior of the Month is an award given to seniors who demonstrate outstanding character through their leadership and citizenship at school. These students receive a letter of commendation and special parking privileges as an added reward for their efforts.

STUDENT RECORDS

Massachusetts General Laws

Tantasqua Regional High School is responsible for maintaining official student records which include permanent and temporary transcripts of every student. According to Massachusetts General Laws, the permanent record (transcript), which is kept for sixty (60) years before being destroyed, contains the following information:

1. Identifying information regarding the student and parent(s)/guardian(s)
2. Course titles and grades received
3. Grade level completed and graduation year

The temporary record, which is destroyed no later than seven years after the student graduates, transfers, or withdraws, may include the following information:

1. Results of standardized tests
2. Class rank and grade point average, when applicable
3. School-sponsored extracurricular activities
4. Attendance data
5. Other information not listed above

Duplicate copies of student diplomas are not maintained by the school.

Confidentiality of Records

Except where the regulations specify authorized access by third parties, no individuals or organizations other than parent/guardians, eligible student, and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent/guardian of the eligible student.

Access to Student Records

According to 603 CMR 23.02 guardians or divorced/separated, foster, or unmarried parents/guardians have access to the student record unless a contrary written agreement between parents/guardians or a court order governing the rights of such parents/guardians is brought to the attention of the Principal.

As of 1998 MGL, Chapter 71, Section 34H specifies detailed procedures governing access to student records by parents/guardians who do not have physical custody of their children. For more information, please contact the Principal.

Under 603 CMR 23.07 (4) (a) a school may release the following information without prior consent provided public notice is given for parents and eligible students to request that this information not be released without prior consent:

- A student's name, address, telephone listing
- Date and place of birth
- Major field of study, dates of attendance
- Weight and height of members of athletic teams
- Class participation in officially recognized activities and sports
- Degrees, honors, and awards
- Post high school plans

Transfer of Student Records

Under 603 CMR 23.07 (4) (g) consent is not required to forward a transferring students' records to the new school if the school the student is leaving provides notice that they forward students' records to the new school when the student transfers.

Laws Governing Student Rights & Non-Discrimination; MGL Chapter 71

These regulations are promulgated to ensure parents'/guardians' and students' rights of confidentiality, inspection, amendment, and destruction of student records and to assist local school systems in adhering to the law.

- 1) These rights shall be the rights of the student upon reaching fourteen years of age or upon entering the ninth grade, whichever comes first.
- 2) If a student is under the age of fourteen and has not entered the ninth grade, these rights shall devolve to his/her parent/guardian.
- 3) If a student is from fourteen through seventeen years of age or has entered the ninth grade, both the student and his/her parent(s)/guardian(s), or either one acting alone, shall exercise these rights.

- 4) If the student is eighteen years or older, he/she alone shall exercise these rights. However, the parent(s)/guardian(s) may continue to exercise the rights until expressly limited by such student. Such student(s) may limit the rights and provisions of these regulations which extend to his/her parent/guardian by making such request in writing to the Principal or the Superintendent of schools who shall honor such a request and retain a copy of it in the student record.

Destruction of Student Records

- 1) The student's transcript may only be destroyed sixty (60) years following his/her graduation, transfer, or withdrawal from the school system.
- 2) The temporary record of any student enrolled on or after the effective date of these regulations shall be destroyed no later than seven (7) years after the student transfers, graduates, or withdraws from the school system. Written notice to the eligible student and his/her parent/guardian of the approximate date of destruction of the temporary record and their right to receive the information, in whole or part, shall be made at the time of such transfer, graduation, or withdrawal.

Student Records Notification Statement

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents/guardians certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Such rights generally include the following:

1. The right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents/guardians or eligible students to review the records. Schools may charge a fee for copies.
2. The right to request the amendment of the student's education records if the parent/guardian or eligible student believes it to be inaccurate or misleading. Such written request should be directed to the school principal, clearly identifying the part of the record they believe is inaccurate and why. If the school decides not to amend the record, the parent/guardian or eligible student has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent/guardian or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA allows schools to disclose student's education records, without consent, to

the following parties or under the following conditions (34 CFR § 99.31): school officials with legitimate educational interest; other schools to which a student is transferring; specified officials for audit or evaluation purposes; appropriate parties in connection with financial aid to a student; organizations conducting certain studies for or on behalf of the school; accrediting organizations; to comply with a judicial order or lawfully issued subpoena; appropriate officials in cases of health and safety emergencies; and state and local authorities, within a juvenile system, pursuant to specific State law.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Tantasqua/Union 61 Schools to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-5920.

In addition, the Tantasqua/Union 61 Schools generally disclose “directory information” without parent/guardian or eligible student consent. Directory information is defined by FERPA as the information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed.

The primary purpose of directory information is to allow the Tantasqua/Union 61 Schools to include this type of information from your child’s education records in certain school publications. Examples include a playbill, showing your student’s role in a drama production; the annual yearbook; honor roll or other recognition lists; graduation programs; sports activity sheets, such as for football, showing height and weight of team members; and the like.

Directory information for elementary students includes the student’s name, grade, dates of attendance and any honors or awards received. A student’s address and/or phone number are generally not directory information.

Directory information for junior and senior high students includes student’s name, grade, dates of attendance, any honors or awards received, participation in officially recognized activities and sports, and weight and height of members of athletic teams. A student’s address and/or phone number are generally not directory information.

Two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents/guardians have advised the LEA that they do not want their student’s information disclosed without their prior written consent.

If you do not want the Tantasqua/Union 61 Schools to disclose directory information from your child’s education records without your prior written consent, you must, in writing, notify the principal of your child’s school by no later than September 30th of each school year.

SUMMER SCHOOL

The Tantasqua Academic Summer School offers review courses in most major subjects. Review courses allow students to make-up credit not earned during the regular school year. Summer school courses are weighted at the college preparatory level.

Class sizes are limited so that students may secure the maximum benefit from their study.

The administration reserves the right to make changes in courses and instruction as may be necessary or to cancel a course for reasons including, but not limited to, low enrollment.

Students from outside the Tantasqua Regional School District will not be accepted unless specifically recommended for summer school by the Principal or Guidance Director of the school they attend.

Students will need to secure their own means of getting to and from campus to attend summer school.

A student's eligibility for summer school classes can be affected by teacher recommendation, low course grade, or other factors determined by the teacher and the administration to have adversely impacted the student's successful completion of course curricula. Students should consult with their teachers and their School Counselor to ensure eligibility.

TECHNOLOGY

Tantasqua/Union 61 Acceptable Electronic Network Use Policy

Tantasqua/Union 61 is providing staff and students (users) access to the district's electronic network. This network includes Internet access, computer services, videoconferencing, computer equipment and related equipment for educational purposes. The purpose of this network is to assist in preparing users for success in life and work in the 21st century by providing them with electronic access to a wide range of information and the ability to communicate with people throughout the world. This document contains the rules and procedures for users' acceptable use of the Tantasqua/Union 61 electronic network.

- The Tantasqua/Union 61 electronic network has been established for a limited educational purpose. The term "educational purpose" includes classroom activities, classroom assignments or career development.
- The Tantasqua/Union 61 electronic network has not been established as a public access service or a public forum. Tantasqua/Union 61 has the right to place reasonable restrictions on material that is accessed or posted throughout the network.
- Parent/guardian permission is required for all users under the age of 18. Access is a privilege — not a right.
- The district is not responsible for the actions of users who violate the agreement beyond the clarification of its terms.

- The district reserves the right to monitor all activity on this electronic network. Users will indemnify the district for any damage that is caused by users' inappropriate use of the network.
- Users are expected to follow the same rules, good manners and common sense guidelines that are used with other daily school activities as well as the law in the use of the Tantasqua/Union 61 electronic network.

General Unacceptable Behavior

While utilizing any portion of the Tantasqua/Union 61 electronic network, users will not use the district equipment, network, or credentials to send, post or receive electronic messages, or engage in behaviors that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. Unacceptable behaviors include, but are not limited to, the following:

- Posting information that, if acted upon, could cause damage or danger of disruption.
- Engaging in personal attacks, including prejudicial or discriminatory attacks.
- Bullying or Cyberbullying
- Harassing another person. Harassment is defined as persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending messages, they must stop.
- Knowingly or recklessly posting false or defamatory information about a person or organization.
- Using criminal speech or speech in the course of committing a crime such as threats to the president, instructions on breaking into computer networks, child pornography, drug dealing, purchase of alcohol, gang activities, threats to an individual, etc.
- Using speech that is inappropriate in an educational setting or violates district rules.
- Abusing network resources such as sending chain letters or "spamming."
- Displaying, accessing or sending offensive messages or pictures.
- Using the Tantasqua/Union 61 electronic network for commercial purposes. Users will not offer, provide, or purchase products or services through this network.
- Using the Tantasqua/Union 61 electronic network for political lobbying and/or campaigning.
- Users may only use the system to communicate with elected representatives on issues related to a class assignment or project and to communicate with elected officials only for school/district related activities and/or issues.
- Attempting to access non-instructional district systems, such as student information systems or business systems.
- Using any wired or wireless network (including third party internet service providers) with equipment brought from home. Example: The use of a home computer on the network or accessing the internet from any device not owned by the district is not allowed.

- Using district equipment, network, or credentials to threaten employees, or cause a disruption to the educational program.

E-Mail

- E-mail for student users in the elementary and junior high grades is not provided.
- Users will not repost a message that was sent to them privately without the permission of the person who sent them the message.
- Users will not post private information about another person.

World Wide Web

- Elementary School Level - Access to information for student users on the Web will generally be limited to prescreened sites that are closely supervised by the teacher.
- Junior and Senior High School Level - Access to information for student users on the Web will generally be provided through prescreened sites and in a manner prescribed by their school.

Telnet and FTP

- Telnet and FTP services will not be available to users.

Message Board/Usenet Groups

- The district will provide access to selected newsgroups that relate to subjects appropriate for educational use. Messages posted locally that are in violation of this policy will be removed. The district reserves the right to immediately terminate an account of a user who misuses the message boards or Usenet groups.

Real-time, Interactive Communication Areas

- Users will not use chat or instant messaging without the permission of the Principal or Superintendent.

Software and Files

- Software is available to users to be used as an educational resource. No user may install, upload, or download software without permission from the district technology department.
- A user's account may be limited or terminated if a user intentionally misuses software on any district-owned equipment.
- Files stored on the network are treated in the same manner as other school storage areas. Routine maintenance and monitoring of the Tantasqua/Union 61 electronic network may lead to discovery that a user has violated this policy or the law. Users should not expect that files stored on district servers are private.

Web Sites

- Elementary and Junior High Level - Group pictures without identification of individual student users are permitted. Student work may be posted with either student first name

only or other school-developed identifier (such as an alias or number) upon notice to parents.

- Senior High School Level - Students may be identified by their full name with parental approval. Group or individual pictures of users with student identification are permitted with parental approval. Parents may elect to have their child assigned to the elementary/junior high level of use.
- Material placed on user Web pages are expected to meet academic standards of proper spelling, grammar and accuracy of information.
- Material (graphics, text, sound, etc.) that is the ownership of someone other than the user may not be used on Web sites unless formal permission has been obtained.

Personal Safety

- Users will not share personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, or work address.
- Elementary and junior high student users will not disclose their full name or any other personal contact information for any purpose.
- High school student users will not disclose personal contact information, except to education institutes for educational purposes, companies or other entities for career development purposes, or without specific building administrative approval.
- Users will not agree to meet with someone they have met online.
- Users will promptly disclose to a teacher or other building administrator any message received that is inappropriate or makes the user feel uncomfortable

System Security

- Users are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use them. Under no conditions should users provide their password to another person.
- Users must immediately notify a teacher or the system administrator if they have identified a possible security problem. Users should not go looking for security problems, because this may be construed as an illegal attempt to gain access.
- Users will not attempt to gain unauthorized access to any portion of the Tantasqua/Union 61 electronic network. This includes attempting to log in through another person's account or access another person's folders, work, or files. These actions are illegal, even if only for the purposes of "browsing".
- Users will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- Users will not attempt to access Web sites blocked by district policy, including the use of proxy services, software, or Web sites.
- Users will not use sniffing or remote access technology to monitor the network or other user's activity.

Technology Hardware

- Hardware and peripherals are provided as tools for educational purposes. Users are not permitted to relocate hardware (except for portable devices), install peripherals or modify settings to equipment without the consent of the district technology department.

Vandalism

- Any malicious attempt to harm or destroy data, the network, other network components connected to the network backbone, hardware or software will result in cancellation of network privileges. Disciplinary measures in compliance with the district's discipline code and policies will be enforced.

Plagiarism and Copyright Infringement

- Users will not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were the users'.
- District policies on copyright will govern the use of material accessed and used through the district system.
- Copyrighted material will not be placed on any system without the author's permission. Permission may be specified in the document, on the system, or must be obtained directly from the author.

Videoconference

- Videoconferencing is a way that users can communicate with other users, speakers, museums, etc. from other parts of the country and the world. With videoconferencing equipment, users can see, hear, and speak with other users, speakers, museum personnel, etc. in real-time.
- Videoconference sessions may be videotaped by district personnel or by a participating school involved in the exchange in order to share the experience within ours or their building or district.
- Users' voices, physical presence, and participation in the videoconference are transmitted to participating sites during each session. Rules and procedures relative to acceptable use and behavior by users apply during all videoconference sessions.

User Rights

- Users' right to free speech applies to communication on the Internet. The Tantasqua/Union 61 electronic network is considered a limited forum, similar to the school newspaper, and therefore the district may restrict a student's speech for valid educational reasons. The district will not restrict a student's speech on the basis of a disagreement with the opinions that are being expressed.
- An individual search will be conducted if there is reasonable suspicion that a user has violated this policy or the law. The investigation will be reasonable and related to the suspected violation.

Due Process

- The district will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the district network.
- In the event there is an allegation that a user has violated the district acceptable use regulation and policy, the user will be provided with a written notice of the alleged violation. An opportunity will be provided to present an explanation before a neutral administrator (or student will be provided with notice and an opportunity to be heard in the manner set forth in the disciplinary code).
- Disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the user in gaining the self-discipline necessary to behave appropriately on an electronic network. Violations of the acceptable use regulation and policy may result in a loss of access as well as other disciplinary or legal action.
- If the violation also involves a violation of other provisions of other school rules, it will be handled in a manner described in the school rules. Additional restrictions may be placed on a student's use of his/her network account.

Limitation of Liability

- The district makes no guarantee that the functions or the services provided by or through the district network will be error-free or without defect. The district will not be responsible for any damage suffered, including but not limited to, loss of data or interruptions of service.
- The district is not responsible for the accuracy or quality of the information obtained through or stored on the network. The district will not be responsible for financial obligations arising through the unauthorized use of the network.

Violations of this Acceptable Use Policy

Violations of this policy may result in loss of access as well as other disciplinary or legal action. Users' violation of this policy shall be subject to the consequences as indicated within this policy as well as other appropriate discipline, which includes but is not limited to:

- Use of district network only under direct supervision
- Suspension of network privileges
- Revocation of network privileges
- Suspension of computer privileges
- Suspension from school
- Expulsion from school and/or
- Legal action and prosecution by the authorities

The particular consequences for violations of this policy shall be determined by the school administrators. The superintendent or designee shall determine when school expulsion and/or legal action or actions by the authorities are the appropriate course of action.

TRSD Adoption:	December 18, 2007
Brimfield Adoption:	January 22, 2008

Brookfield Adoption:	February 12, 2008
Holland Adoption:	February 14, 2008
Sturbridge Adoption:	January 3, 2008
Wales Adoption:	June 18, 2008
Amended First Reading:	November 16, 2010

INTERNET ACCEPTABLE USE AGREEMENT FOR STUDENTS

TANTASQUA REGIONAL SENIOR HIGH SCHOOL
Brimfield, Brookfield, Holland, Sturbridge, Wales

INTERNET ACCEPTABLE USE AGREEMENT FOR STUDENTS

School Year

Tantasqua/Union 61 is providing students (users) access to the district's electronic network. This network includes Internet access, computer services, videoconferencing, computer equipment and related equipment for educational purposes. The purpose of this network is to assist in preparing users for success in life and work in the 21st century by providing them with electronic access to a wide range of information and the ability to communicate with people throughout the world. This document contains the rules and procedures for users' acceptable use of the Tantasqua/Union 61 electronic network.

Violations of this policy may result in loss of access as well as other disciplinary or legal action. Users' violation of this policy shall be subject to the consequences as indicated within this policy as well as other appropriate discipline, which includes but is not limited to:

- Use of district network only under direct supervision
- Suspension of network privileges
- Revocation of network privileges
- Suspension of computer privileges
- Suspension from school
- Expulsion from school and/or
- Legal action and prosecution by the authorities

The particular consequences for violations of this policy shall be determined by the school administrators. The superintendent or designee shall determine when school expulsion and/or legal action or actions by the authorities are the appropriate course of action.

I have read and understand the **Tantasqua/Union 61 Acceptable Electronic Network Use Policy (IJNDB – TRSD amended adoption December 21, 2010)**

Student's Signature: _____ Parent/Guardian Signature: _____

PRINT STUDENT NAME: _____

Date: _____ Date: _____

Please check all that apply:

____ I give permission to release a project for use on the school website provided that only the first name and last initial of my child is used.

____ I give permission to release a photograph/video of my child for use on the school website provided that my child's name is not used.

____ Student is 18 years of age as of _____

Parent/Guardian Signature: _____ Date: _____

- *Parent/guardian signature not required if student has reached the age of 18*

- **PLEASE RETURN FORM TO THE ASSISTANT PRINCIPAL'S OFFICE**

THEFT

Any student who steals school or private property while on school property or while attending a school-sponsored event or activity, will receive a three day suspension and will be required to return the property or make restitution. The administration reserves the right to pursue other legal remedy and intervention in all instances of larceny.

TOBACCO PRODUCTS

State law prohibits the use of tobacco products on school grounds at any time. Tantasqua Regional High School prohibits the use or possession of tobacco or tobacco related products including matches, cigarette lighters, cigarette papers, smokeless tobacco, electronic or battery operated cigarettes, vaping devices, etc. The administration reserves the right to confiscate any such contraband. Contraband will not be returned to students.

Students who disregard this regulation will be subject to disciplinary action up to and including school suspension. Students who become chronic offenders will be subject to external school suspensions of increasing duration.

The faculty and administration recognize that the repeated and long-term use of tobacco products can be addictive. The use of tobacco products constitutes a definite health hazard. In an effort to support students in curbing cigarette smoking the school nurse offers voluntary smoking cessation programs to interested students. Participation in a formal smoking cessation program may mitigate pending disciplinary action for students found smoking on the school grounds.

UNAUTHORIZED AREAS

Students are expected to move into the school building upon immediately arriving to school in the morning. Students must receive permission from an Assistant Principal or the Main Office to go to the student parking lot at any point during the school day. Congregating in locations other than in the school building is prohibited. Students who disregard this policy will be subject to disciplinary action up to and including school suspension.

Students are to pass to classes through the interior hallways throughout the school. Individuals found outside the building without approval will be subject to immediate disciplinary action. Students must remain in the designated cafeteria area during and throughout their lunch period.

UNAUTHORIZED AUDIO OR VIDEO RECORDING

Tantasqua Regional High School prohibits the unauthorized use of electronic devices to record audio and video sounds and images in and around the school premises. Such use is considered to be an intrusion into the personal privacy of others and a potential disruption to the orderly operation of the school.

Massachusetts General Law, Chapter 272: Section 99. Interception of wire and oral communications prohibits the uncontrolled use of modern electronic surveillance devices as they pose grave dangers to the privacy of all citizens of the Commonwealth. Therefore, the secret use of such devices by private individuals must be prohibited.

Students found engaging in such behavior including the displaying of audio or video images will be subject to immediate disciplinary action.

UNIFORMS & TOOLS

Students are required to have specific tools/uniforms for their vocational program. In the event that a student cannot afford the required tools/uniforms, the following procedure will be followed:

1. Students will notify the instructor of their inability to purchase tools/uniforms.
2. Instructors will assign the student shop tools where applicable and have them returned at the end of each school day.
3. If students receive free and reduced lunch, are homeless, or are in foster care, and the materials cannot be provided by the vocational program such as uniforms, work boots, and like items, their name will be submitted to our Technical Division Principal/Director and provisions will be made.
4. If the student does not qualify for assistance, the student; parent/guardian will be placed on a payment plan and the school will purchase the necessary tools/uniforms through their supply and material account.
5. Payment plans will be signed by the student and their parent and kept on file with the Administrative Assistant of the Technical Division Principal/Director
6. All payments must be paid in full and all loaned tools must be returned in order to graduate.

VANDALISM

Deliberate vandalism of school property will result in a three day suspension. Full financial restitution covering all costs associated with the vandalism, including the cost of materials and labor, will be required. A second offense of deliberate school vandalism may result in a request for a long-term suspension or expulsion from school. The administration reserves the right to pursue other legal remedy and intervention in all instances of vandalism.

VISITORS

All visitors to the school must report to the Main Office and adhere to sign-in guidelines as directed by office staff. No individual will be permitted to visit the school without the authorization of an administrator. Under no circumstance are students permitted to bring visitors, family members, or non-Tantasqua students to school during the school day.

Individuals planning to enroll at Tantasqua Regional High School who desire a tour of the facilities should contact the Director of School Counseling to schedule a tour as part of the enrollment process.

WELLNESS POLICY

Federal Public Law (PL 108.265 Section 204) states that by the first day of the 2006 school year beginning after June 30, 2006 all schools must develop a local wellness policy that involves parents/guardians, students, a representative from the School Food Authority, school board,

school administrators and the public. The Local Education Authority (LEA) will establish a plan for measuring implementation of the local wellness policy.

Wellness Policy

The Tantasqua Regional School District promotes healthy schools by supporting wellness, good nutrition and regular physical activity as part of the total learning environment for students, staff and citizens. Every school shall provide a safe and healthy environment that nurtures wellness, learning, achievement, and growth of character. Students shall be taught the essential knowledge and skills they need to make safe and health-enhancing choices. Specific actions will be taken into account regarding the health needs and well being of all children without discrimination or isolation of any child. The school and community will collaborate to fulfill the goals of this Wellness Policy. Improved health optimizes student performance potential and ensures that no child is left behind.

Vision Statement

All students of Tantasqua Regional School District will be encouraged to take responsibility for their own health and adopt health enhancing attitudes and behaviors.

Mission Statement

Tantasqua Regional School District is comprised of one regional high school (grades 9-12), one regional junior high school (grades 7-8) All schools in the district will practice the Massachusetts Coordinated School Health Education Program model which consists of nine interactive components that require the involvement of school, community and parents/guardians to create a healthy environment for young people. The nine components of CSHP are: Health Education, Physical Education, Health Services, Food and Nutrition Services, Counseling, Psychological and Social Services, Healthy School Environment, Health Promotion for Staff, Parent/Community Involvement and Family and Consumer Science Education. This model promotes educational opportunities and physical and psychosocial services so that students may acquire the knowledge and skills necessary to make safe and healthy choices that enable them to become responsible, successful and productive adults.

Nutrition Education

1. All students will receive positive nutritional education that is interactive and teaches the skills needed to practice healthy eating behaviors within the schools and community.
2. Students will receive consistent nutrition messages throughout school, classrooms, and cafeterias
3. Nutrition Education will be provided through classroom instruction, handouts, newsletters, websites, and other multi media sources.
4. Nutrition Education is integrated across the curriculum throughout the school day.

Physical Activities

1. During different advisory times throughout the year, there are scheduled sessions for all students for ongoing physical activity. For example; walking, stretching, calisthenics and field games. These scheduled times encourages students to acquire life-long habits for physical activity

2. Students and community members are encouraged to use the school's facilities outside of the school day for physical activity programs that support physical wellness.
3. The school provides a physical and social environment that encourages safe and enjoyable activity for all students, including those who are not physically able.
4. State certified Physical Education instructors will teach all physical education classes.
5. Physical Education includes the instruction of individual activities as well as competitive and noncompetitive team sports to encourage life long physical activity.
6. Physical Education will provide the environment where students learn and practice a variety of skills.
7. Physical Education classes will strive to have student/teacher ratio similar to other classes.
8. Physical activity facilities on school grounds will be safe and appropriate.

Guidelines for Food and Beverages

1. Healthy school meals will provide energy and nutrients for proper growth and learning. Schools will provide lunches and/or breakfasts that meet the standards developed by the USDA.
2. School dining areas will be periodically reviewed by the building principal to ensure that the physical structure is in good repair, seating is not overcrowded, noise is maintained at a healthy level and rules for safe behavior are consistently and appropriately supervised.
3. Schools will promote hand washing or hand sanitizing practices before meals.
4. Students are encouraged to start every day with a nutritious breakfast.
5. Classroom snacks should feature nutritious foods.
6. Schools will ensure that students have access to nutritious foods and beverages throughout the school year.
7. Vending machines:
 - All foods/beverages should comply with the current USDA Dietary Guidelines for Americans
8. All foods/beverages included in the following venues should comply with the current USDA Dietary Guidelines for Americans:
 - A la carte items
 - Beverage contracts
 - School parties/celebrations

Other School-Based Activities that Promote Student Wellness

1. All food and beverages available after school hours should strive to comply with the current USDA Dietary Guidelines for Americans.
 - Fundraisers
 - School stores
 - Concession stands
2. In addition to the Physical Education program, the school environment offers areas to further engage students in activities that promote health. Some such ideas include walking clubs during and after school hours, intramural sports and activities to involve the community and parents/guardians in the overall pursuit of healthier students.

3. The district will promote parent/guardian and community support through multimedia including the school's website (availability of playgrounds, pool, tracks for walking beyond school hours) and school newsletters.

Methods for Evaluating Success:

1. The Tantasqua Regional School District Wellness Committee will design and implement a Pre & Post Assessment based on the Wellness Policy interventions.
2. The Wellness Committee will meet annually to make recommendations to develop and implement continued efforts to move toward a healthier community.
3. Assessments will be evaluated every three years to help review policy compliance, assess programs and determine areas in need of improvement.

Members of the Tantasqua/Union 61 Schools Wellness Committee included physical education teachers, school nurses, health educators, representatives from food services industry, parents/guardians, and community members.

WILSON MEDIA CENTER

Vision Statement

The Tantasqua & Union 61 Library Media Program plays a central role in the teaching/learning process and empowers the district's curricula by cultivating an authentic, information and resource based learning environment in a K-12 program.

The Library Media Program creates a foundation for literature appreciation, lifelong learning, critical thinking and problem solving. The program prepares students to be contributing citizens in a technologically complex, multi-cultural, global environment. Library Media Specialists in the program collaborate with classroom teachers in implementing curricula. The program provides all members of the school community with equal access to a wide range of services, activities, resources, and educational technologies.

This vision is accomplished by:

1. Ensuring that students and teachers are effective and efficient users and producers of information;
2. Providing intellectual and physical access to materials in all formats;
3. Providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas;
4. Working with other educators to design learning strategies to meet the needs of individual students.

Policies

The Library Media Center seeks to provide a pleasant environment for student-centered learning.

1. Students are expected to use learning resources while in the Library Media Center.
2. A student's voice should not be heard beyond his/her table.
3. Cooperative study is permitted provided that it does not disturb other persons.
4. Students who enter or leave the Library Media Center after the beginning of a block are expected to have passes.

5. Any student who disrupts the atmosphere of the Library Media Center will be referred to his or her supervising teacher or to the Library Media Specialist for appropriate disciplinary action.
6. Serious misbehavior will result in referral to an Assistant Principal.
7. Students must take proper care of learning resources and equipment.
8. Students must observe the school's Internet & Acceptable Use Policy.

TRANSFER/WITHDRAWAL

Any student planning to transfer to another school or any student withdrawing from Tantasqua Regional High School upon reaching sixteen years of age must schedule a meeting with his/her School Counselor and the Director of School Counseling. The proper form must be completed and signed by the student's parent/guardian with every effort made by the school administration to meet with the parent/guardian of any student planning to withdraw from school. The student must have the form signed by all of his/her teachers to obtain current grade status and to return all books and materials. Finally, the form must be returned to the School Counseling Office.

WORK PERMITS

Work permits for Tantasqua Regional High School students are available in the Main Office and School Counseling Office Monday through Friday, 8:00 a.m. to 3:00 p.m. Persons under the age of eighteen must obtain an employment permit application before a work permit can be completed. Students between the ages of fourteen and sixteen must have the certificate signed by an employer, physician and a parent before the work permit can be issued.

The permit application need only be signed by the student's parent and employer for students sixteen or older. No physician's signature is required. You do not need a work permit if you are eighteen years old.

Once the work permit is completed, the student must sign the permit in the presence of the issuing agent. A copy remains with the school and a copy is given to the student for the employer.

TRHS Updated School Safety Procedures for School Opening Fall 2021 (Updated 8/30/2021)

We look forward to having all of our students in the building on a daily basis, and what we hope is the elimination of remote/hybrid learning and instruction. The safety and well-being of students, families, and staff has been and must continue to be our top priority as an educational community.

Updates for Fall 2021

- Students and staff will no longer have the option of remote learning or instruction. All learning will be in person.
- Student desks will be spaced at a recommended distance of 3' apart whenever possible. Classes have been set up to give more space to the front of the room where teachers are located.
- All bathrooms will be open at all times without a concrete number restriction and available for hand washing.
- The cafeteria and auditorium will be our lunch locations. Students will sit at least 3 feet apart. In the auditorium, students will have two empty seats between them. In the cafeteria, students sitting at the long green tables will sit every other seat and sit opposite an empty seat (in a zig-zag pattern); students sitting at the round green tables will sit every other seat. In both the auditorium and the cafeteria, long white banquet tables will be erected as needed for space with a maximum of 2 people sitting at each 8 foot table. Both cafeteria and auditorium doors will be open and students will be permitted to go outside to the patio when weather, supervision, and safety permits. All student seating will be assigned seating with attendance recorded.

According to the local BOH, in the case of a report of a student with a positive COVID test result, nurses will continue with contact tracing as usual. However, now any students who were seated indoors within 3' of that student in that class for greater than 15 minutes will be deemed "close contacts". As "close contacts", those student's parents/guardians will be notified of this during contact tracing by the nurses. Once confirmed as "close contacts", then these students will also have to be quarantined as outlined according to recommendations for those that are vaccinated, unvaccinated, symptomatic, asymptomatic, and for those who have had COVID in the last 3 months. Outdoor exposure is not considered a close contact.

General Safety Requirements:

- All staff and students must wear masks at all times.
- All staff and students are asked to socially distance at 3 ft. or greater whenever possible.
- We will utilize hand sanitizer stations throughout the building.
- All classes and lunches must have assigned seating and be recorded.
- Class transitions will be 5 minutes.

- Some stairwells & hallways are signed and noted as “one way” as needed to prevent crowding.

Health/Nurse’s Office Updates:

- **Masks are required** for all students/staff entering the Health Office (regardless of vaccination status AND even when/if masks are not required in the school).
- Students should sanitize hands before and after visiting the Health Office.
- Staff will contact the nurse to report concerns of an ill student.
- Ill students should be given a pass and allowed to travel directly to the Health Office for evaluation & treatment.
- Updated list of COVID symptoms:
 - **Fever (100.0° Fahrenheit or higher), chills, or shaking chills**
 - **Difficulty breathing or shortness of breath**
 - **New loss of taste or smell**
 - **Muscle aches or body aches**
 - **Cough (not due to other known cause, such as chronic cough)**
 - Sore throat, *when in combination with other symptoms*
 - Nausea, vomiting, or diarrhea, *when in combination with other symptoms*
 - Headache, *when in combination with other symptoms*
 - Fatigue, *when in combination with other symptoms*
 - Nasal congestion or runny nose (not due to other known causes, such as allergies) *when in combination with other symptoms*
- Any individual with COVID symptoms that develop during the school day will be evaluated by the school nurse. Based on symptoms, students may be
 - placed in an isolated area in the Health Office or Medical Waiting Room while they wait for parent/guardian pick up OR COVID test results
 - referred for testing outside of school
 - tested with BinaxNow rapid antigen test by the School Nurse **if they have a signed consent**
- Students must be picked up within 45 minutes after the call from the Health Office, if a parent/guardian cannot be reached, student will be dismissed to any person listed as an emergency contact
- ALL **COVID +** individuals **must isolate at home for at least 10 full days**. On the 11th day after symptom onset, they may return to school IF they have been fever free for the past 24 hours (without fever reducing medication) AND their symptoms are mostly resolved.
- Contact Tracing/Quarantine guidelines for **close contacts** will be strictly adhered to and documented
 - Protocol for Unvaccinated close contacts:
 - Quarantine at home for 10 days without testing

- Quarantine at home and get tested 5 days after exposure. If the test is negative, they will quarantine for a total of 7 days and may return to public activity 8 days after exposure
- Protocol for Vaccinated close contacts:
 - Asymptomatic (NO symptoms):
 - Do not need quarantine or get tested if it has been 2 weeks after your 2nd vaccine dose.
 - Do not need to stay home from public activities
 - Symptomatic (1 or more symptoms):
 - Must get tested immediately and quarantine until negative test results are received.
- Individuals who have had Covid-19 Illness in last 3 months
 - Do not need to quarantine or get tested if you have had COVID -19 illness within the last 3 months and if you remain without Covid-19 symptoms.
- “Test and Stay” Individuals who are considered to be close contacts with a positive individual may be tested by the school nurse with BinaxNow rapid antigen tests for 5 consecutive days. As long as the individual tests negative and remains asymptomatic, they may return to school each day.

Masks:

In keeping with state regulations, students in grades 9-12 and including all staff, are required to wear a mask in the school building, in health offices, and on the buses. The mask needs to cover both the mouth and nose. Surgical and cloth masks are acceptable. (*Gators, bandanas and exhalation valve masks have been shown to be ineffective and are not acceptable.*)

Students can be given mask breaks when given permission by teachers, outside of the building. If a student/staff breaks their mask, they will get a replacement mask as each teacher will be provided with extras to keep in case this happens. Students who do not follow these guidelines who do not have approved medical accommodations will receive consequences. Masks are not required outdoors.

Morning Arrival:

Students cannot enter the building before 7:25 a.m. Doors will be opened at 7:25 a.m. so that arriving students can enter the building and head straight to their classroom. Students should disinfect their hands on the way and will not be allowed to socialize in the hallways/foyers.

Students being dropped off by parents: Students cannot enter the building until 7:25 a.m. when staff is available to open the doors for them. Students may be dropped at 7:20 and wait outside until 7:25 if parents have to leave them so that they can go to work. Students can enter ONLY through the back doors to the Main Office/Foyer, tech wing or the doors to the science wing.

Students driving their own cars should remain in their cars until 7:20 a.m. then proceed to the building to enter at 7:25, enter the building at the main foyer if parking in Senior or Junior 148 lot. Students parked in the cage lot may enter through science wing, tech wing, or main foyer.

Students from buses will enter through the main doors as well as the Culinary Entrance and the 2nd floor patio beginning at 7:25 a.m.

Students should wash/disinfect hands before entering classrooms.

Bathrooms:

Students/staff must wear masks in the bathrooms, but may take a private brief mask break if using a stall and the door is closed.

Before School: All bathrooms will be open and monitored by staff before school begins and monitored by staff.

Bathrooms During Classes: All bathrooms will be open.

PE classes will use the locker rooms for bathrooms at the direction of the PE teachers. If outside, PE classes will utilize the stadium bathrooms. All PE students will be offered bathroom use at the beginning of class. When PE classes begin, locker rooms will be locked for the remainder of the block, unless unlocked by a teacher for a specific bathroom break.

The nurse's bathroom will be open all day for medical cases, and will be used by ill students only and with the nurse's permission.

Lunches:

Students should disinfect hands before lunch and have assigned seating in their lunch location. We will have 3 lunches at approximately 400 students per lunch in 2 lunch locations. As always- what lunch you have will be determined by the location of your C-block class. Students that need a lunch will receive a lunch in the "grab and go" style. The cafeteria and auditorium will be our lunch locations. Students will sit at least 3 feet apart. In the auditorium, students will have two empty seats between them. In the cafeteria, students sitting at the long green tables will sit every other seat and sit opposite an empty seat (in a zig-zag pattern); students sitting at the round green tables will sit every other seat. In both the library and the cafeteria, long white banquet tables will be erected as needed for space with a maximum of 2 people sitting at each 8 foot table. Both cafeteria and auditorium doors will be open and students will be permitted to go outside to the patio when weather, supervision, and safety permits. All student seating will be assigned seating with attendance recorded via QR codes.

Custodians will disinfect these areas in between each lunch. We have adjusted our time between lunches to allow for this

All lunches will be “grab-n-go” with 4 handout stations where students can pick up their lunch on the way to their assigned lunch seat:

1. Inside the back door entrance to the auditorium
2. Outside the hallway to balcony seating in auditorium
3. 2 lines inside cafeteria kitchen

If students need assistance or have questions-please look for this staff in these areas:

Auditorium/Patio: Ms. Stattenfield, Ms. Joseph, Ms. Fleming

Cafeteria: Ms. Ribauda, Mr. Wood, Mr. Bardwell

If needed due to weather or spacing, etc. we would add a 4th lunch to decrease lunch sizes to 300--150 per location.

Daily Cleaning/Disinfecting in classrooms:

There will be a bottle of hand sanitizer gel provided for teachers in every classroom for the sanitizing of hands. Wall Mounted Hand sanitizer units are throughout the building as well as large stand alone hand sanitizer stations placed throughout the building in high traffic areas.

It is recommended that all students/staff disinfect desks each period.

It is recommended that students and staff will wash/disinfect their hands in between classes.

We will have custodians cleaning the building the entire school day, especially common touch surfaces like stair rails and doorknobs. We will be tracking and documenting all cleaning every day. Lunch tables will be disinfected by custodians between lunches. All classrooms and common areas will be cleaned daily after school and then deep cleaned at least once per week.

Hallways, Stairwells & Class Transitions:

Class dismissals and class arrivals will be 5 minutes. Stairwells will be one way or divided in half when needed with signage and arrows. Students may utilize outside walkways, weather permitting, for class transitions, especially to and from the gym by utilizing the front walkways and 2nd floor patio doors.

Counseling offices and making appointments:

If a student needs to see his/her school counselor for a future appointment, they will request a meeting with the counselor via email/Google Form. The counselor will send the student a meeting invitation for the appointment, including the student's teacher of record during the appointment time in the communication, so they are aware that the student will be leaving class for an appointment. A record of in-person appointments will be kept by the school counselor for contract tracing purposes.

If an urgent appointment is needed by the student, the student's teacher of record will call down to the School Counseling Department Administrative Assistant at extension 0914. The administrative assistant will find a counselor who is able to receive that student and let the teacher know to release the student to the School Counseling Office. A record of appointments will be kept for contact tracing purposes.

Drop-in appointments and physical appointment passes are discouraged, as they promote wait time. Appointments will be structured to account for minimal wait time outside of counselor offices and sufficient time will be provided to sanitize between each in-person appointment. All appointments will be documented for contact tracing purposes.

Afternoon Bus Loading & Dismissal:

Students should disinfect hands before leaving the building. Buses will be loaded out in front of the building.

- Students travelling on buses will exit out of the front of the building.
- Students driving their own cars can exit through the Main and Pool/Gym foyers/Science/Tech Wing.
- Parents picking up students after school will now do that out back in the rear driveway. Students being picked up there will exit through the science wing, tech wing or main foyer back doors.

JR High Students arriving Before school with their High School Siblings:

Junior high students should be dropped off by their sibling in the "senior" parking lot off 148 near the high school softball field. They can then cross over from the high school side each morning by meeting the crossing guard at the corner by 148. They may cross 148 when they are given permission by the crossing guard.

JR High Students leaving After school with their High School Siblings:

After school, once buses leave, Jr High students can walk back over to high school using the crosswalk and crossing guard again. Students should be picked up by their high school siblings in the "senior" parking lot on 148 by the softball field.

FACE MASKS District Policy:

The District is mindful of the evolving need for emergency measures to respond to the COVID-19 pandemic. In consideration of the recommendations issued by the Centers for Disease Control and Prevention, the Massachusetts Department of Health, and the Massachusetts Division of Elementary and Secondary Education (DESE), the School Committee is adopting this emergency policy for all students, employees and visitors of Tantasqua Regional Schools.

Until further action of the School Committee, all students, employees and visitors attending Tantasqua Regional School District shall be required to wear a mask including **(a)** while attending school or a school function in any school building, facility or other area of a school campus, and **(b)** when riding in school-provided transportation. All masks must cover the nose and mouth of the student.

This policy applies to students waiting outside school buildings, before and after school, and to students waiting at bus stops. Students shall wear masks at all times except for the following:

- Students may remove masks for eating or drinking, only as authorized by school staff and in designated areas;
- Students may remove masks when appropriate social distancing measures are in place as determined by a teacher or school administrator, consistent with DESE Guidance;
- Students may be exempted from wearing a mask by Building Administration when providing medical documentation from a physician of a medical condition prohibiting mask wearing. These students will instead be required to wear a face shield. ;
- Individual students may remove masks on a case-by-case basis for specific instructional needs, as determined by a staff member, in which case the staff member will ensure appropriate social distancing measures consistent with DESE guidelines; or
- Students may be exempted from this policy due to special behavioral or individualized needs as determined by the Special Education Director or Building Principal.

Masks worn by students and staff can be disposable or reusable and shall:

- fully cover the nose and mouth and secure under the chin,
- be made with at least 2 layers of breathable material,
- fit snugly but comfortably against the side of the face, and
- be secured with ties or ear loops.

Based on guidance from health authorities, neck gaiters, open-chin triangle bandanas and face coverings containing valves, mesh material or holes of any kind will not be considered appropriate masks.

If a staff member or student does not have an appropriate mask, or soils, loses, or breaks theirs during the day, they will be provided with a mask by the school nurse.

If a student attends in-person learning, the failure of a student to comply with these expectations and the willful defiance to follow direction from school staff will be considered insubordination. Violation of this policy will result in the student being removed from class for dismissal, and a

parent/guardian being notified to pick up the student within 45 minutes. Further discipline will be progressive up to and including a requirement to be shifted to fully remote learning.

Visitors in violation of this policy will be denied entry to the school/district facility.

This policy will remain in place until rescinded by the School Committee.

LEGAL REF.: Commonwealth of Massachusetts, COVID-19 Order No. 31 – <https://www.mass.gov/doc/may-1-2020-masks-and-face-coverings/download>

REFS.: Center for Disease Control and Prevention – Considerations for Wearing Masks -

- <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>
- Massachusetts Department of Elementary and Secondary Education – Reopening Guidelines - <http://www.doe.mass.edu/covid19/>
- Commonwealth of Massachusetts – Mask Up MA! –
- <https://www.mass.gov/news/mask-up-ma>

SOURCE: MASC – August 2020



Tantasqua Regional High School

Our Core Values & Beliefs



Tantasqua Regional High School is a vibrant learning community seeking to inspire and prepare every student to achieve academic, social, and civic excellence. We provide students of diverse interests, abilities and goals with a variety of meaningful and challenging pathways for achievement in a safe and healthy environment. As a learning community, we value...

COMMUNICATION

Students will...

- Learn to interpret, evaluate, and synthesize information
- Communicate effectively through oral, verbal, nonverbal, and artistic forms
- Utilize media and technology appropriately to both gather and share information



RESPONSIBILITY

Students will...

- Contribute responsibly and respectfully to their community
- Accept accountability for successes and failures
- Make decisions in an honest, ethical, and respectful manner
- Display tolerance and understanding in our multi-cultural world

EDUCATION

Tantasqua will...

- Engage students with educational pathways and choices consistent with their interests, abilities, and goals
- Offer a challenging, well-rounded education, which reflects state and national standards and skills consistent with demands of the 21st century
 - Establish a learning environment that promotes collaboration
 - Foster the skills necessary to identify, define, and solve complex problems
 - Communicate ideas through effective inquiry, writing, speaking, and calculation
 - Provide opportunities to understand and appreciate other nations and cultures