File: JB

EQUAL EDUCATIONAL OPPORTUNITIES

In recognition of the diversified characteristics and needs of our students and with the keen desire to be responsive to them, the District School Committee will make every effort to protect the dignity of the students as individuals. It also will offer careful consideration and sympathetic understanding of their personal feelings, particularly with reference to their race, color, sex, gender identity, religion, homeless status, national origin, sexual orientation, pregnancy or pregnancy related conditions, or physical and intellectual differences.

To accomplish this, the Committee and its staff will make every effort to comply with the letter and the spirit of the Massachusetts equal educational opportunities law which prohibits discrimination in public school admissions and programs. The law reads as follows:

> No child shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and course of study of such public school on account of race, color, sex, gender identity, religion, homeless status, national origin, pregnancy or pregnancy related conditions, or sexual orientation.

This will mean that every student will be given equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities.

All implementing provisions issued by the Board of Elementary and Secondary Education in compliance with this law will be followed.

LEGAL REFS.: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
Executive Order 11246, as amended by E.O. 11375
Title IX, Education Amendments of 1972
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
BESE regulations 603 CMR 26:00
BESE regulations 603 CMR 28.00

CROSS REF.: AC, Nondiscrimination

Updated 4/10/2018

KEEFE REGIONAL TECHNICAL SCHOOL
ADMISSION POLICY

October 5, 2026

1. INTRODUCTION

1.1. This admissions policy is in compliance with Massachusetts Board of Elementary and Secondary Education regulations 603 CMT 4.03(6). These regulations require a mandatory admissions lottery with a locally determined option for extra lottery weights.

1.2. An admission process is necessary in Career and Technical Training Programs where space is a limiting factor. Career and Technical Training Programs are designed and equipped to serve a specific maximum number of students safely. Consequently, a complex of such laboratories lacks both the space and flexibility to accommodate the possible needs and/or interests of all applicants. All applicants to Keefe Regional Technical School will be evaluated using the criteria contained in this Admission Policy. The Keefe Regional Technical School Committee approved this policy on November 3, 2025

1.3. The number of openings for grade 9 will be determined by the Administration each year. The seats may be apportioned based on a policy of approval of the Keefe Regional Technical School Committee. See section 7.7 for more detail.

1.4. Grades 10-12 seats may be available based on program space and curriculum capacity at each grade level. Such determinations are made by the Administration.

2. EQUAL EDUCATIONAL OPPORTUNITY

2.1. Keefe Regional Technical School 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, immigration or citizenship status, sexual orientation, or disability.

2.2. Consistent with Massachusetts regulations, Keefe Tech has created a plan with “deliberate, specific strategies to promote equal educational opportunities to attract, enroll, and retain a student population that, when compared to students in similar grades in sending districts, has a comparable academic and demographic profile.”

2.3. If a student's primary home language is not English, Keefe Regional Technical School will provide them with the application in their home language. Applicants can contact our Admissions/Counseling office at 508.416.2270 if they have questions, or need help filling out the application form.

2.4. Keefe Tech is committed to providing educational opportunities to students experiencing homelessness. Please contact our Homeless Liaison, Adrienne Bogusky at abogusky@keefetech.org, or 508-416-2276 with any questions.

2.5. Students with disabilities may voluntarily self-identify for the purpose of requesting reasonable accommodations during the entire application and admission process by contacting Michael Dolan, Director of Special Education, at 508-416-2273 or mdolan@keefetech.org.

2.6. Information on limited English proficiency and 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 school.

3. ORGANIZATIONAL STRUCTURE

3.1. Keefe Regional Technical School is a state approved regional career and technical education delivery system, established in 1972 to serve the Metrowest communities of Ashland, Framingham, Holliston, Hopkinton and Natick. Keefe Regional Technical School is a member of the South Middlesex Regional Vocational School District and is accredited by the New England Association of Schools and Colleges. Keefe Regional Technical School is committed to providing quality career and technical programs.

3.2. It is the responsibility of the Keefe Regional Technical School Superintendent to supervise the administration of the policies and procedures required to admit and enroll applicants in conformity with this Admissions Policy.

Contact Information:

Jonathan Evans, Superintendent-Director E: jevans@keefetech.org P: 508-416-2251

Shannon Snow, Principal E: ssnow@keefetech.org P: 508-416-2252

Adrienne Bogusky, Director of Guidance and Admissions E: abogusky@keefetech.org P: 508-416-2276

3.3. The Keefe Regional Technical School Director of Guidance and Admissions and Communications Coordinator is responsible for disseminating information about Keefe Regional Technical School through local school assemblies, on-campus events, the school website, direct mailings, and press releases. These parties are also responsible for managing online applications and for collecting supporting materials from local schools for prospective students.

4. ELIGIBILITY

4.1. Resident Students: Students currently enrolled in, or being promoted to, grades 9-12 who are residents of the Keefe Regional Technical School District (Ashland, Framingham, Holliston, Hopkinton, and Natick) are eligible to apply to be entered into the lottery for fall admission,

or admission during the school year, subject to the availability of openings, to Keefe Regional Technical School. Resident students are eligible for entries into the fall lottery based on the criteria contained in this Admissions Policy. Priority for admission is given to Keefe Regional Technical School District residents according to the District Agreement. Students may only be admitted to Keefe Tech if they have been promoted to the grade they are seeking to enter, so students should be aware that their admission is conditional; if they are not ultimately promoted to the grade they have applied for, their admission will be rescinded. In addition, Keefe Tech requires applicants to demonstrate proof of residency as a condition of admission as a resident student. If district residency is not confirmed prior to the admissions lottery date, the application will be considered ineligible.

4.2. Non-resident students: Students who are not residents of the Keefe Regional Technical School District can apply for admission. However, residents of Keefe Tech will be admitted before any non-residents seeking the same program. Non-resident student applications will be processed only if the district determines there will be available seats in a particular grade level and/or program. Students and families can find information on the Chapter 74 Nonresident Student Tuition Program on the DESE website (https://www.doe.mass.edu/ccte/cvte/admissions/).

4.3. Transfer students: Students already participating in state-designated Chapter 74 programs at other high schools are eligible to apply for admission at any time and will be subject to the same admissions standards as other applicants.

4.4. Home-schooled students: Students who are homeschooled may apply to attend Keefe Tech and will be subject to the same admissions standards as other applicants. Prior to enrollment, the Home School student's parent(s)/guardian(s) must submit a copy of the Home School approval letter from the local school Superintendent. Students who enroll in Keefe Tech must enroll full-time.

4.5. School choice: Keefe Tech does not participate in the inter-district school choice program.

4.6. Withdrawn students: Previously enrolled students who withdraw from school may reapply following the procedures contained in this admission policy and will be evaluated using the criteria contained in this Admissions Policy.

5. ADMISSIONS COMMUNICATION AND RECRUITMENT PROCESS: Keefe Regional Technical School disseminates information about the school through a variety of methods, all under the supervision of the Director of Guidance and Admissions:

5.1. Keefe Tech Student Ambassadors and Admissions Team present to 8th grade classes at in-district public middle schools during the fall.

5.2. Multiple mailings are sent home to in-district 8th grade students regarding Showcase Days, Career and Technical Programs, Career Night Open House and Priority Application Deadline.

In-district 7th grade students are included in the mailing for the Career Night Open House.

5.3. On-campus Showcase Days are coordinated with in-district middle schools and typically held in November. Students are able to explore a selection of Career and Technical Programs, as well as participate in presentations about student life, post-secondary opportunities after graduation, and academic programming.

5.4. A Career Night Open House is scheduled after Showcase Days. Prospective students and their parent(s)/guardian(s) have an opportunity to visit all Career-Technical Programs, speak with Academic faculty members, connect with current students and parents while participating in high school experience presentations by faculty members and school administrators.

5.5. Prospective students and families have access to program-specific videos on our school website at all times and are able to submit an admissions inquiry through this form: Admissions Inquiry Form

5.6. A calendar of admissions events is maintained at www.keefetech.org, along with information on the admissions process and other program information.

6. APPLICATION PROCESS

6.1. Students interested in applying to Keefe Regional Technical School for fall admission to the ninth grade must: Apply to be entered into the lottery for fall admission by using an online application, which can be located at: https://keefetech.go2cte.com.

Application opens: The application will be available no later than November 1. The specific date will be set each year by the Keefe Tech Administration.
Application deadline: Applications must be received by January 15 of the respective year by 11:59 PM to be entered into the first lottery. Complete in-district applications received by January 15 will be entered into the lottery.

Any applications received after the January 15 Priority Application Deadline, will be placed into a "late application" pool and drawn from subsequent lotteries if additional seats become available.

6.2. Students interested in applying to Keefe Regional Technical School for fall admissions to the tenth, eleventh, or twelfth grade must submit an online application, which can be located at: https://keefetech.go2cte.com. Students will be asked to list their top 3 program choices on their application. Applicants will be contacted based on Career and Technical Program availability. A lottery will occur as needed.

6.3. Transfer Admission during the current school year: Students interested in applying for grades 9-12 during the school year to begin classes during the same school year, as opposed to applying for admission one school year to begin classes the next school year in the fall, must

submit an online application, which can be located at: https://keefetech.go2cte.com. Students will be asked to list their top 3 program choices on their application. Applicants will be contacted based on Career and Technical Program availability. A lottery will occur as needed.

6.4. It is the responsibility of the applicant's local School Counselor/or designee to complete the designated portion of the application form, which includes the following:

6.4.1.1. Provide relevant attendance records for the applicant from the 270 school days prior to the date of their application that specify unexcused versus excused absences (*for students applying to grade 9, no data prior to an applicant's seventh grade year should be included)*

6.4.1.2. Provide relevant student discipline information to indicate if an applicant has been suspended or expelled pursuant to M.G.L. c.71 §37H or §37H1/2 for either of the following on school premises or at school-sponsored or school-related events over the 270 school days prior to the date of their application: possession of a dangerous weapon or assault of educational staff, provided that such suspensions or expulsions were in connection with felonies that have been adjudicated or in which the student has made an admission of guilt in court. (*for students applying to grade 9, no data prior to an applicant's seventh grade year should be included)*

6.5. Definition of a "Complete Application": For an application to be considered complete, it must have all required fields submitted prior to the application deadline, including the attestation regarding residency for in-district applicants. Applications "started" in the system will be considered incomplete if they go unsubmitted. An Application needs to be electronically signed and submitted. Applications will be considered complete regardless of submission of the attendance and discipline records from the sending school.

6.6. If an application is incomplete, the Admissions Office will notify the applicant electronically via the email provided on the application. Notification will occur at least 7 days prior to the lottery. Incomplete applications will not be eligible for the lottery.

6.7. Late Applications (fall admissions)

6.7.1.1. If an application is submitted after the admissions window closes, it will be placed into a "late application" pool.

6.7.1.2. Students who have previously declined an offer, or who were not responsive during the decision window may resubmit their application into the "late application" pool.

6.7.1.3. "Late application"lotteries may have applicants joining the applicant pool intermittently after the admissions window closes. Therefore, there is no

single lottery drawing of "late application" applicants, but rather lotteries take place based on the number of open seats available to late applicants, following local district agreements.

7. SELECTION PROCESS

7.1. When Keefe Regional Technical School receives more applications than it has available seats, Keefe Tech applies a weighted lottery to determine which students it will admit. The School Committee has approved the weighted criteria Keefe Tech will apply, and the School Committee will approve the use of these weights annually. The lottery will admit resident students in alignment with any determined apportionment in local agreements before admitting any non-resident students seeking the same program. Please see below for more information on admissions by grade level.

7.2. Fall Grade 9 Admission: All students who submit a complete application within the application window and have residency confirmed will be considered eligible with one entry, or weight, in the lottery.

7.3. Siblings residing in the same household, who are both applying for admission to ninth grade will be assigned the same lottery number.

7.4. Keefe Tech uses a "weighted lottery" in its admissions process. Applicants can earn up to 3 additional "weights," or entries into the lottery based on the selection criteria below, giving them up to 4 total possible entries into the lottery.

7.4.1. Student Attendance: students with fewer than 27 unexcused, full-day absences over the 270 school days prior to the date of their application *(no attendance records prior to the start of 7th grade will be considered)*

7.4.2. Student Discipline: students who have not been suspended or expelled pursuant to M.G.L. c.71 §37H or §37H1/2 for either of the following on school premises, or at school-sponsored, or school-related events over the 270 school days prior to the date of their application: possession of a dangerous weapon or assault of educational staff, provided that such suspensions or expulsions were in connection with felonies that have been adjudicated or in which the student has made an admission of guilt in court *(no discipline records prior to the start of 7th grade will be considered)*

7.4.3. Student Interest: Students who demonstrate an interest in pursuing career technical education. Students can demonstrate their interest by participating in any of the following: a non-evaluative interview with a career technical education school staff member; submission of an audio or video presentation, personal essay, or letter of recommendation from a non-family member. Communication about student interest and ways to submit/participate in this option will be communicated by the Director of Guidance and Admissions each year. If an applicant chooses not to participate in a

non-evaluative interview, or submit any documentation for this category, they will not be eligible for this additional weight in the lottery.

7.5. For applications to grades 10, 11, or 12 (fall admission): Students must submit an application online and list their top 3 program choices. Applicants will be contacted based on Career and Technical Program availability. A lottery will occur as needed. Keefe Tech uses weighted admissions criteria to determine the number of additional entries (additional weight) in the lottery for fall admission. Applicants can earn up to 3 additional entries into the lottery based on the selection criteria below:

7.5.1. Student Attendance: students with fewer than 27 unexcused, full-day absences over the 270 school days prior to the date of their application *(no attendance records prior to the start of 7th grade will be considered)*

7.5.2. Student Discipline: students who have not been suspended or expelled pursuant to M.G.L. c.71 §37H or §37H1/2 for either of the following on school premises, or at school-sponsored, or school-related events over the 270 school days prior to the date of their application: possession of a dangerous weapon or assault of educational staff, provided that such suspensions or expulsions were in connection with felonies that have been adjudicated or in which the student has made an admission of guilt in court *(no discipline records prior to the start of 7th grade will be considered)*

7.5.3. Student Interest: Students who demonstrate an interest in pursuing career technical education. Students can demonstrate their interest by participating in any of the following: a non-evaluative interview with a career technical education school staff member; submission of an audio or video presentation, personal essay, or letter of recommendation from a non-family member.

7.6. At least seven days before the lottery, the District will notify all applicants of the number of weights the applicant will have in the lottery. Notification will be provided through the application portal, using the email address provided on the application. Parents or guardians may appeal the weights determined within two business days of the notification. See section 10 for more information on appeals.

7.7. Weighted Lottery Process: There will be a published date for a public online lottery for fall admission after the January 15 Priority Application Deadline and within a week of the date selected. Applicants who are selected via the lottery process will be notified via email through the application portal and provided with information and a timeline to complete the enrollment process. If there are more applicants than spaces in the class, a waiting list will be established based on the lottery order and will remain valid until September 30th of the following school year. Applications received after the initial priority deadline (January 15) will be collected and evaluated for the same additional weights in the lottery. Those applications may be drawn from "late application" lotteries if additional seats become available. All notifications will state that the admissions decision is conditional on meeting

the requirements noted in the Enrollment section of the policy.

7.8. Lottery Seat Allocation. In order to ensure equitable access for students from each of the five member municipalities (Ashland, Framingham, Holliston, Hopkinton and Natick), the District will conduct its lottery by allocating seats based on "Sending District," which shall be the student's district of residence even if the student attends a different school district in 8th grade under the School Choice program. Only students residing in a member municipality are eligible for the lottery. The term "Resident Pupil Enrollments" shall mean the number of pupils residing in a member municipality enrolled in the District.

The seat allocation process shall be as follows:

7.8.1. On or before December 1 of the current school year, the District shall determine its enrollment capacity, which shall be defined as the number of students that may enroll in the 9th grade for the following school year.

7.8.2. Each Sending District's seat allocation shall be determined by calculating the ratio of its Resident Pupil Enrollments on October 1 of the last 3 school years, by the sum of the Resident Pupil Enrollments of all Sending Districts on October 1 of the same three years.

7.8.3. No later than January 31 of the current school year, the District shall transmit its enrollment capacity and seat allocation for all Sending Districts to the Superintendent of Schools in each Sending District.

7.8.4. In the event there are unused seats from member communities at the admissions deadline, these seats will be reapportioned prior to the scheduled "on time" lottery date. Prospective vacancies shall be allocated among the other Sending Districts on a rotating basis in order of the ratio set forth in Section 7.8.2, above, from highest to lowest.

7.8.5. If a seat in any member community is vacated by a previously admitted student (after the "on time" lottery), the seat will be filled with the next student on that community's waitlist while it remains active. If there are no students on the waitlist for that community the vacancies shall be allocated among the other Sending Districts on a rotating basis in order of the ratio set forth in Section 7.8.2, above, from highest to lowest. Prior to this, the District will confirm that there are no previously admitted students who have changed residency and moved into the community which has the vacancy, as these students would need to be reclassified first.

7.8.6. The School Committee will review the seat allocation methodology after completing the enrollment process for the previous school year and before November 1 of the current school year.

7.8.7. The District reserves the right to not admit students whose change of residency was initiated for the purpose of gaining admissions access to the school. If there is an unresolved residency question the District reserves the right to proceed with other students on the waiting list pending a resolution.

IX. ENROLLMENT

In order to enroll at Keefe Regional Technical School for the fall, applicants must meet the criteria to be promoted by their local school district to the grade they seek to enter. If a student is offered admission to Keefe Tech via the lottery, they must adhere to the process outlined for enrollment to ensure their placement. If a student who is offered acceptance via the lottery does not complete the necessary enrollment steps in the timeline provided, their offer may be rescinded. In addition, Keefe Tech requires applicants to demonstrate proof of residency and occupancy through specific documentation, as a condition of admission as a resident student.

Acceptance and enrollment at Keefe Regional Technical School is conditioned upon the accuracy and completeness of a student's application. Keefe Regional Technical School reserves the right to revoke its conditional acceptance of a student, at any time, if it determines that the student, the student's parent(s)/guardian(s), or the student's sending school district provided inaccurate information during the application process.

X. PROGRAM-SPECIFIC ADMISSION

All ninth grade students who enroll at Keefe Regional Technical School participate in a Career Exploratory program designed to help them learn about their talents and interests relative to a variety of different Career Technical Programs. The Career Exploratory program consists of students exploring eight programs in total. The student is asked to select eight programs to explore prior to starting at Keefe Tech. Students are encouraged to do this during the Welcome Dinner and Career Fair held on our campus in May. If students are unable to attend this event, they can still select their programs with the same form prior to the start of the school year. Students are guaranteed to be able to explore five out of their eight program choices during their grade 9 year, with the other three programs assigned at random depending on space available. This includes students exploring at least one program area that is non-traditional for their gender identity. Students will explore a new program every other week for three consecutive periods. During each of the eight scheduled Career Exploration blocks, all of the students will be assessed using the Keefe Tech Exploratory Scoring Rubric. The Exploratory Scoring Rubric includes the following grading categories and percentages:

Grading Criteria	Score Percentage
Conduct, Safety & Respect	30%
Engagement and Employability	30%
Participation and Professionalism	40%

Each student will also receive an aptitude comment that is not calculated into their final technical program score. These aptitude comments are given to help the students and their parents/guardians make informed decisions about the overall fit and ability of the student to succeed in the program. Instructors will provide one of the following comments for each student:

- The student has demonstrated a superior level of aptitude for this technical program.
- The student has demonstrated a high level of aptitude for this technical program.
- The student has demonstrated a moderate level of aptitude for this technical program.
- The student has demonstrated a low level of aptitude for this technical program.

Students can earn up to 100 points in each of the eight scheduled Career Exploration blocks for a total maximum score of 800 points. In addition to the 800 possible points that students can earn during the eight scheduled Career Exploration blocks, students will receive up to 100 additional points for their grade point average, and up to 100 additional points for their school attendance. The maximum number of points that a student can earn during the Career Exploration program is 1000. The points awarded for student GPA will be based on each student's Term 1 grades. The points awarded for school attendance will be calculated based on student attendance during the time they are exploring programs, so approximately the first 16 weeks of the current school year. The following table outlines how points will be awarded for the grade point average and attendance portions of the placement scoring:

Student GPA	**GPA Points**	**Student Unexcused Absences**	**Attendance Points**
4.0	100	**0**	100
3.7-3.9	95	**1**	95
3.3-3.6	90	**2**	90
3.0-3.2	85	**3**	85
2.7-2.9	80	**4**	80
2.3-2.6	75	**5**	75
2.0-2.2	70	**6**	70
1.7-1.9	65	**7**	65
1.3-1.6	60	**8**	60
1.2 or Below	55	**9 or More**	55

Student point totals will be calculated at the end of the Career Exploration program, and students will be ranked based on the total number of points that they earned out of the 1000 possible points. At the end of the career exploratory rotations, students will be asked to rank their top three programs. The student with

the highest overall point total will meet with representatives from the School Counseling Department and select the technical program of their choice. This process will continue following the established rank order until all students have chosen a technical program. In the event that students have a tie score for their overall ranking, the grade from their first choice program will be factored into their overall score to determine the order in which students select their program. After placement, students continue to explore the technical program in which they were placed for the remainder of the school year in order for them to continue to learn about their talents and interests.

It is the goal of the Keefe Regional Technical School to place every student in their first choice technical program. If this goal cannot be met, students will be asked to choose a technical program placement from the list of programs that have additional openings. Technical program enrollment is limited and not all students will be able to be placed in their first choice technical program. A waiting list will be maintained of students wanting to be placed in the oversubscribed technical programs. If an opening becomes available during the remainder of career exploratory (January - June in grade 9), students will be offered a transfer placement off of the waitlist based on their order on the waitlist at the time of selection. The list will be reviewed by the School Counseling Department and Director of Career and Technical Education as needed. It should be noted that if a student adds themself to a waitlist after the initial exploratory selection, their overall career exploratory total score will be taken into account to determine their placement on a specific program waitlist. The waitlist established at the time of program selection after the completion of career exploratory will remain in place until September 30th of the following school year.

Beginning in grade 10, students who wish to transfer from one technical program to another may apply for a transfer. Students who remained on the waitlist going into grade 10 will be notified that the waitlist will become inactive after September 30th of their grade 10 school year. Students will have the opportunity to indicate through an electronic form provided to them if they would like to remain on a specific program waitlist. Efforts will be made by the School Counseling Department to limit the number of programs a grade 10 student is on the waitlist for. Transfer requests will be considered subject to the availability of openings in the requested technical programs. Each transfer applicant will be interviewed and counseled individually, with the final decision left to the student and their parent(s)/guardian(s). All placements in Grades 10, 11, and 12 are subject to technical program availability. Students who wish to move from one technical program to another during the school year may apply for a transfer by submitting a transfer form and having a meeting with their School Counselor. In making decisions about transfers from one technical program to another, the school will consider space availability in the technical program, a student's discipline record, record of unexcused absences, current grades, and performance in current Career and Technical Program. The School Counseling Office will consult with the Director of Career and Technical Education during this process. All decisions on technical program transfers will be made by the Director of Career and Technical Education, after reviewing the specific circumstances of each transfer request. It should be noted that students transferring technical programs run the risk of not earning a Chapter 74 certificate and/or articulation credit based upon the timing of the student's transfer.

Keefe Regional Technical School
Exploratory Scoring Rubric

Conduct, Safety & Respect (30%): This grading category includes student behavior. This includes respecting staff, other students, and the materials and equipment in the technical program. Students are expected to be respectful at all times during the Exploratory cycle. Technical programs that have tools and equipment can further utilize this category to score a student's ability to follow the safety rules and policies for the program.
10 Points (Exceeded Expectations): The student always followed all class rules and always acted respectfully towards staff and took the initiative to help peers and/or the teacher when needed (i.e. proper safety apparel/equipment, operates equipment safely, respects others' opinions/property/space, uses appropriate language, positive demeanor…).
9 Points (Met Expectations): The student always followed all class rules and always acted respectfully towards staff and peers (i.e. proper safety apparel/equipment, operates equipment safely, respects others opinions/property/space, uses appropriate language, positive demeanor…).
8 Points (Needs Improvement): The student sometimes followed the class rules and sometimes acted respectfully towards staff and peers (i.e. the student needed to be reminded more than twice during the class about proper safety apparel/equipment, operating equipment safely, respecting others' opinions/property/space, using appropriate language, positive demeanor…).
7 Points (Unsatisfactory): The student occasionally followed the class rules and occasionally acted respectfully towards staff and peers (i.e. the student needed to be reminded more than four times during the class about proper safety apparel/equipment, operating equipment safely, respecting others' opinions/property/space, using appropriate language, positive demeanor…).

Engagement and Employability (30%): This grading category includes the ability of students to follow written and verbal directions and to execute these instructions to the best of their ability. Students are expected to engage in all aspects of the program and demonstrate employability skills, including the setup and clean-up of the work areas that they are utilizing.
10 Points (Exceeded Expectations): The student always followed instructor directions and was always engaged throughout the school day, including during setup and clean-up of the work area, and took the initiative to help peers and/or the teacher when needed (i.e. follows multi-step written and verbal instructions, helps to organize and complete setup and clean-up activities…).
9 Points (Met Expectations): The student always followed instructor directions and was always engaged throughout the school day, including during setup and clean-up of the work area (i.e. follows multi-step written and verbal instructions, helps to organize and complete setup and clean-up activities…).
8 Points (Needs Improvement): The student sometimes followed instructor directions and was sometimes engaged throughout the school day, including during setup and clean-up of the work areas

(i.e. the student needed to be reminded more than twice during the class to follow multi-step written and verbal instructions, help to organize and complete setup and clean-up activities…).
7 Points (Unsatisfactory): The student occasionally followed instructor directions and was occasionally engaged throughout the school day, including during setup and clean-up of the work areas (i.e., the student needed to be reminded more than four times during the class to follow multi-step written and verbal instructions, help to organize and complete setup and clean-up activities…).

Participation and Professionalism (40%): This grading category includes the level of care and attention to detail that students demonstrate while completing the assigned activities in the technical program. Students are expected to be on task and working to complete their assigned tasks at all times. Students are expected to identify, plan for, and transition at various points during the school day.
10 Points (Exceeded Expectations): The student always paid attention to detail as they worked to complete the assigned technical tasks, and the student was always working to the best of their ability. The student managed the transition of activities to the best of their ability and took the initiative to help peers and/or the teacher when needed (i.e. student paid attention to assignment details, student was engaged and working throughout the school day, student helped facilitate lesson transitions…).
9 Points (Met Expectations): The student always paid attention to detail as they worked to complete the assigned technical tasks, and the student was always working to the best of their ability. The student managed the transition of activities to the best of their ability (i.e., the student paid attention to assignment details, the student was engaged and working throughout the school day, the student helped facilitate lesson transitions…).
8 Points (Needs Improvement): The student sometimes paid attention to detail as they worked to complete the assigned technical tasks, and the student was sometimes working to the best of their ability. The student did not transition activities to the best of their ability (i.e. the student needed to be reminded more than twice during the class to pay attention to assignment details, stay engaged and working throughout the school day, help to facilitate lesson transitions…).
7 Points (Unsatisfactory): The student occasionally paid attention to detail as they worked to complete the assigned technical tasks, and the student was occasionally working to the best of their ability. The student did not transition activities to the best of their ability (i.e., the student needed to be reminded more than four times during the class to pay attention to assignment details, stay engaged, and work throughout the school day, help to facilitate lesson transitions…).

X. REVIEW AND APPEALS

If there are more applicants than spaces available, students not admitted through the lottery will be placed on a waiting list that will remain active until the start of the next school year. After that time, any applicant would need to reapply for admission in a subsequent school year to be considered for admission. The only instance a student may be denied admission would be if they provided false information as part of the admissions process.

At least seven days before the lottery, the District will notify all applicants of the number of

weights the applicant will have in the lottery. Notification will be provided through the application portal, using the email address provided on the application.

Appeals regarding the admissions process may be submitted through the methods indicated below. The deadline for admissions appeals is 5 days after the first lottery.

Preferred method - email notification:

Adrienne Bogusky, Director of Guidance/Admissions at abogusky@keefetech.org with the subject line "Admissions Appeal"

Other method: Hard copy mail or hand delivery:

Keefe Regional
Technical School 750
Winter Street
Framingham, MA 01746
Attn: Admissions Office - Admissions Appeal

The District designee will respond to appeals within 5 business days of receiving them using electronic communication with the email included on the application. Please note that the Superintendent and/or their designee is the final authority on any admissions appeals.

Any questions about excused vs. unexcused absences should be directed to the applicant's sending school district. Any additional concerns about the change to the lottery admissions format for all Career and Technical Schools can be directed to the CVTE department at the Massachusetts Department of Elementary and Secondary Education.

XI. RETENTION STRATEGIES

It is the goal of Keefe Regional Technical School to provide students with high quality career-technical and academic instruction. Each student will be assigned a School Counselor that will remain with them throughout their time enrolled at the school. All students will have access to college and career planning resources and work with the school faculty to ensure they are setting goals each year to support their post high school plans.

XII. MAINTENANCE OF RECORDS

Keefe Regional Technical School maintains records of all students who apply, enroll, or are waitlisted, and their admission criteria weight, to facilitate analysis of its admissions system and compliance with applicable laws and regulations. Keefe Tech provides this information to the Massachusetts Department of Elementary and Secondary Education at specific times when requested. Keefe Tech will also provide records to families who applied upon their request.

ADMISSION OF TRANSFER STUDENTS

The school district will enroll and place students who have left Commonwealth charter schools by adhering to the same policies and procedures in place for any other student enrolling in the school district including, but not limited to, examination of the course of study and level of academic attainment of the student when determining the student's appropriate grade placement or eligibility for high school graduation.

To the same extent provided for other students enrolling in the school district, students who enroll in the school district from a Commonwealth charter school shall be subject to the graduation requirements of the school district, may have certain graduation requirements waived, and may make-up certain graduation requirements.

LEGAL REFS.: Chapter 12, Section 11 of the Acts of 2010

JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES
Section J - Students
Title: Educational Opportunities for Homeless Children & Youth
Code: JFABD
Status: Active
Adopted: September 29, 2025

The McKinney-Vento Homeless Assistance Act and the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015, ensure educational rights and protections for children and youth experiencing homelessness. The Massachusetts Department of Elementary and Secondary Education has adopted Section 725(2) of this Act regarding the definition of homeless children and youth to include:

Individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings. This definition shall include: children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless because they are living in circumstances described above; and unaccompanied youth a youth not in the physical custody of a parent or guardian.

Identification

Faculty and staff will be trained at least once annually regarding the process for identifying students who may be eligible for supports and services under the McKinney-Vento Act or other above considerations. This training will be provided by the District's Homeless Education Liaison or designee. The training shall include but not be limited to ensuring faculty and staff have access to definitions regarding eligibility and an understanding of the process for referring students to proper authorities in the building in a timely and careful manner that ensures students confidentiality consistent with FERPA. Additionally, transportation staff are trained by the Transportation Manager to identify and report any concerning changes or disruptions to a student's transportation patterns as they may relate to this status.

Notice of Rights Under McKinney-Vento

Attendance and Success: Identified students and/or unaccompanied youth have the right to fully attend and participate in all school activities, classes, educational opportunities, meals, social and athletic events, clubs, teams, and other services. These students, their parents/guardians and/or caretakers will be provided information by the District Homeless Education Liaison or designee regarding their rights under McKinney-Vento as well as available services and supports.

Barriers to Continued Enrollment

SMRVTS will presume that it is in the best interest of identified students to maintain their enrollment in their school of origin, Keefe Regional Technical School, and furthermore, in their Career Technical Program, through the end of the school year in which the student obtains permanent housing, despite their temporary residency due to homelessness or unaccompanied youth status, except when doing so is contrary to the request of the student's parent/guardian, or in the case of an unaccompanied youth, the

youth. Furthermore, the district will ensure that these students have the opportunities to meet the same challenging State academic and Career Technical Education (CTE) standards as other children and youth. In order to facilitate this, the District Homeless Education Liaison or designee will coordinate the following services and supports:

***Transportation*:** SMRVTS policies ensure that enrolled students have access to transportation up to a 20 mile radius from campus. The Homeless Education Liaison or designee will coordinate with the Transportation Manager or designee to identify bus routes and stops as necessary when a student's residence has changed due to McKinney-Vento considerations. This is done discreetly and privately to ensure that the student and family's personal circumstances are kept confidential consistent with FERPA. Should a student require transportation beyond the districts' 20 mile perimeter, the Transportation Manager will work with the district of residence and/or community based contacts to arrange for transportation. Allocations will be committed in the district budget annually to support this service in anticipation of possible need. Title I funds may also be considered as well as necessary and appropriate.

***School Based Meals*:** Students identified and deemed eligible for services, supports and protections under McKinney-Vento will be designated eligible for participation in Federal, State, or local food programs. The District Homeless Education Liaison will collaborate with Food Services personnel to ensure timely if not expedited access to participation in Federal, State, or local food programs.

***Supplies/Fees**:* Students identified under McKinney-Vento will be provided with the necessary school supplies, including but not limited to supplies needed to access their Career Technical Program (e.g.: uniforms, tools, etc.) and/or athletics/extracurricular programs (e.g.: waiver of athletic fees; support with Skills USA travel or conference fees, etc.). Furthermore, students will be advised of post-secondary planning opportunities and eligibility for fee waivers for post-secondary applications (e.g., FAFSA). Allocations will be committed in the district budget annually to support this service in anticipation of possible need. Title I funds may also be considered as well as necessary and appropriate.

Access to School-Based Support Services: Collaborative efforts will be made to provide identified students with appropriate school-based supports.

Dispute Resolution

In the event that SMRVTS determines that it will deny a student's continued enrollment or right to enroll in the school selected by the parent/guardian/unaccompanied minor, SMRVTS will comply with the notice and dispute resolution process established by DESE.

Family and Community Collaboration

The District Homeless Education Liaison or designee will provide proper and necessary outreach to parents/guardians, caretakers and/or unaccompanied youth of identified students consistent with FERPA and McKinney-Vento guidelines. The District Homeless Education Liaison or designee will review the student and family's rights. Furthermore, the District Homeless Education Liaison or designee will remind parent/guardians, caretakers and/or the unaccompanied youth that SMRVTS will not require residency verifications from host families to meet residency requirements otherwise expected to ensure proper school and/or CTE program enrollment.

The District Homeless Education Liaison or designee will also offer the following:

Access to Health Insurance: Families will be offered information to access Mass Health as needed and appropriate.

Access to Shelter Resources: Families will be offered information to access Shelter resources as needed and appropriate.

Access to Community Based Supports: When appropriate, the District Homeless Education Liaison or designee may help facilitate referrals to community based social service agencies.

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To identify a student eligible for support and intervention consistent with the McKinney-Vento Act, contact:

Adrienne Bogusky, Director of Guidance/Admissions
SMRVTS District Homeless Education Liaison
abogusky@jpkeefehs.org (508) 416-2276

Should a concerns regarding SMRVTS 's implementation of this policy arise, please forward a written statement to:
The Office of the Superintendent
Keefe Regional Technical School
750 Winter Street
Framingham, MA 01702

Section J - Students
Title: Educational Opportunities For Military Children
Code: JFABE
Status: Active
Adopted: September 29, 2025

The South Middlesex Regional Vocational-Technical School District (SMRVTS hereafter) is committed to ensuring continued enrollment, attendance, and the opportunity to succeed in school for students experiencing housing or living transitions due to a family member's military status or connection as it is appropriate and necessary to remove barriers to educational success imposed on children of military families because of their parents'/guardians' frequent moves and deployment. In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents/guardians being on active duty in the U.S. Armed Services, SMRVTS supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children.

Definitions:

Children of military families means school aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements, applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

SMRVTS's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students and receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the receiving school may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, career technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.

- The SMRVTS will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active duty personnel shall have additional excused absences at the discretion of SMRVTS for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which they were enrolled while living without the custodial parent/guardian without any tuition fee imposed.
- SMRVTS will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the SMRVTS (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

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To identify or refer a student eligible for support and intervention consistent with this policy, contact the SMRVTS Military Family Point of Contact:

Adrienne Bogusky, Director of Guidance/Admissions
abogusky@jpkeefehs.org (508) 416-2276

Should a concerns regarding SMRVTS's implementation of this policy arise, please forward a written statement to:

The Office of the Superintendent
Keefe Regional Technical School
750 Winter Street
Framingham, MA 01702

1."Best interest of the child" shall be determined utilizing the guidance provided in G-2: "In determining a child or youth's best interest, an LEA must, to the extent feasible, keep a homeless child or youth in the "school of origin" unless doing so is contrary to the wishes of the child or youth's parent or guardian, or unaccompanied youth."

Legal: MGL Chapter 15E: INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

Adopted by School Committee: 9/29/2025

Title: Educational Opportunities for Children in Foster Care
Code: JFABF
Status: Active
Adopted September 29, 2025

The South Middlesex Regional Vocational-Technical School District (SMRVTS hereafter) and is committed to ensuring continued enrollment, attendance, and the opportunity to succeed in school for youth engaged in the foster care system consistent with ESSA (2015) excerpts related to Title 1 Part A foster care enrollment provisions. The purpose of this policy is to ensure the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law. Educational stability has a lasting impact on students' academic achievement and wellbeing. SMRVTS is committed to supporting school and community efforts to ensure that students in foster care have access to high-quality, stable educational experiences.

The law requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF), the MA Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also that the district collaborate with DCF to ensure that students will receive transportation to the school of origin if needed.

Best Interest Determination & Dispute Resolution

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. Under the law, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made.

Transportation

The district of origin must collaborate with DCF on how transportation will be provided and arranged to

ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

To facilitate enrollment, DCF representatives will present the district with a form that indicates that the student is in foster care, along with their state-agency identification badge, when enrolling students.

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To identify a student eligible for support and intervention consistent with this policy contact the SMRVTS Foster Care Point of Contact:

Adrienne Bogusky, Director of Guidance/Admissions

abogusky@jpkeefehs.org (508) 416-2276

For more information see also:

MA Department of Elementary and Secondary Education **http://www.doe.mass.edu/sfs/foster/**

-Educational Stability for Students in Foster Care Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

1."Best interest of the child" shall be determined utilizing the guidance provided in G-2: "In determining a child or youth's best interest, an LEA must, to the extent feasible, keep a homeless child or youth in the "school of origin" unless doing so is contrary to the wishes of the child or youth's parent or guardian, or unaccompanied youth."

File: JFABG

RESIDENT STUDENTS OF KEEFE TECHNICAL SCHOOL STAFF

The school district will enroll and place non-resident students who are children of full-time Keefe Technical School staff, regardless of position held, by adhering to Policy JECA and this Policy.

1. Children of full-time staff members may apply for admission to Keefe Technical School if the Principal, in consultation with the Superintendent, determines there is available space after completing the in-district applicant process. For the purposes of this policy, "full-time staff members" shall be those hired to work on an academic or calendar-year basis.

2. In addition to completing the application requirements for in-district applicants, the student must complete a non-resident application.

3. For funding calculation purposes, the School District shall report to the Commonwealth (or any other funding source) any student enrolled under this policy in the same manner as it would report any in-district student to the extent permitted by law.

4. For students residing in a district that does not offer a particular Chapter 74-approved Career and Technical Education (CTE) program who are admitted and enrolled under this policy, the School District will invoice the student's district of residence. Similarly, for students residing in a district that does not have its own Chapter 74-approved CTE school or is not a member of a Chapter 74-approved CTE regional district who are admitted and enrolled under this policy, the School District will invoice the student's district of residence. The School District may also invoice a student's district of residence in accordance with an agreement between the School District and the district of residence as the Superintendent may negotiate for students admitted and enrolled under this policy.

5. Based on the circumstances of admission and enrollment set forth in this policy, it is anticipated that the admission and enrollment of students under this policy will be rare and will not present a significant additional cost to the School District. Accordingly, although the School District will seek available funding in accordance with paragraph 4 above, it will generally not bill the student's district of residence for the student's enrollment at Keefe Technical School where no tuition agreement exists. The School Committee, upon the recommendation of the Superintendent, may make exceptions to this provision should it determine the enrollment of one or more students under this policy would, in its judgment, result in an identifiable and not insignificant cost to the School District.

To the same extent provided for other students enrolling in the school district, students who are children of full-time Keefe Technical School staff shall be subject to the graduation requirements of the school district, may have certain graduation requirements waived, and may make-up certain graduation requirements.

LEGAL REFS: General Laws Chapter 76, Section 12.

CROSS REF: Policy JECA

Adopted by School Committee: 4/8/2019

File: JFBB

SCHOOL CHOICE

It is the policy of this school district **not** to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law (M.G.L. 76:12B.) This decision must be reaffirmed annually prior to June 1st by a vote of the District School Committee following a public hearing. In the event the District School Committee votes to participate, the following local conditions would apply:

1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students.

2. That by June 1 of every school year, a public hearing will be held to review participation in the school choice program.

3. That resident students be given priority placement in any classes or programs within the district.

4. That the selection of non-resident students for admission when the number of requests exceeds the number of available spaces be in the form of a random drawing. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.

5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the district until graduation from high school except if there is a lack of funding of the program.

6. The District School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religious creed, national origin, sex, gender identity, age, sexual orientation, ancestry, athletic performance, physical handicap, special need, academic performance, pregnancy or pregnancy related conditions, or proficiency in the English language.

LEGAL REFS.: M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B
BESE Regulations 603 CMR 26.00

Updated 4/10/2018

File: JH

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by not allowing them to miss school needlessly. Accordingly, parents will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Student Absence Notification Program

The Principal, by whatever title he may be known, will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

The Principal, by whatever title he may be known, or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent-Director or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if

applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent-Director or designee may proceed with any interview without a parent/guardian present, provided the Superintendent-Director has documented a good faith effort to include the parent/guardian.

The Superintendent-Director or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

LEGAL REFS.: M.G.L. 76:1; 76:1B; 76:16; 76:18; 76:20

File: JHD

EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE

The District School Committee shall take such action as is reasonable and appropriate to enforce the School attendance requirements subject to the exclusions and exemptions set forth in the General Laws.

LEGAL REFS.: M.G.L.76:1

File: JI

STUDENT RIGHTS AND RESPONSIBILITIES

The District School Committee has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights, there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

1. Civil rights--including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.

2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.

3. The right to due process of law with respect to suspension, expulsion, and decisions the student believes injure his rights.

4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.

5. The right to privacy, which includes privacy with respect to the student's school records.

It is the District School Committee's belief that as part of the educational process students should be made aware of their legal rights, and of the legal authority of the District School Committee to make and delegate authority to its staff to make, rules regarding the orderly operation of the schools.

Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior.

The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through handbooks distributed annually.

LEGAL REFS.: M.G.L. 71:37H; 71:82 through 71:86

File: JIB

STUDENT INVOLVEMENT IN DECISIONMAKING

Class, school or student government organizations, such as student councils, class officers, and other organizations appropriate to the age of the students, may be formed to offer practice in self-government and to serve as channels for the expression of student ideas and opinions.

The District School Committee will take into consideration student opinions in establishing policies that directly affect student programs, activities, privileges and other areas of School life especially sensitive to students, such as senior privileges.

Students will be welcomed at District School Committee meetings and granted privileges of speaking commensurate with the privileges extended to the general public.

LEGAL REFS.: M. G.L. 71:38M

File: JIB

STUDENT INVOLVEMENT IN DECISION-MAKING

As appropriate to the age of students, class or school organizations and school government organizations, such as student councils, may be formed to offer practice in self-government and to serve as channels for the expression of students' ideas and opinions.

The Committee will take into consideration student opinions in establishing policies that directly affect student programs, activities, privileges and other areas of student sensitivity.

Students will be welcomed at Committee meetings and granted privileges of speaking in line with the privileges extended to the general public.

Student Council acting as the Student Advisory Committee

As required by state law, the Committee will meet at least once every other month while school is in session with its student advisory committee, which is composed of five students elected by the high school student body. The chair of the student advisory committee shall be an ex-officio nonvoting member of the District School Committee without the right to attend executive sessions unless such right is expressly granted by the District School Committee.

LEGAL REF.: M.G.L. 71:38M

CROSS REF.: BDF, Advisory Committees to the District School Committee

File: JIC

STUDENT DISCIPLINE

The District School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

The Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent-Director shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Suspension

In every case of student misconduct for which suspension may be imposed[1], a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension:

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the parent.

Emergency Removal

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption.

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[1] Except for offenses referenced in the note at the end of this policy.

The Principal shall immediately notify the Superintendent-Director in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension – not more than 10 days consecutively or cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing – Short Term Suspension of up to 10 days

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

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

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

Principal's Hearing – Long Term Suspension of more than 10 days but less than 90 days (consecutive or cumulative)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

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

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent.

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

Superintendent-Director's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent-Director.

The student or parent shall file a notice of appeal with the Superintendent-Director within the time period noted above (see Principal's hearing – Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent-Director may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent-Director shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent-Director shall grant the extension.

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

The Superintendent-Director shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent-Director shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent-Director shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent-Director shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent-Director determines that the student committed the disciplinary offense, the Superintendent-Director may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent-Director shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

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

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

LEGAL REF: M.G.L. 71:37H; 71:37H ½; 71:37H ¾; 76:17; 603 CMR 53.00

File: JICA

STUDENT DRESS CODE

The responsibility for the dress and appearance of the students will rest with individual students and parents.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

File: JICB

CARE OF SCHOOL PROPERTY BY STUDENTS

Payment for Damage done by Students to School Property

Any student who has been found to have intentionally or through negligence caused physical damage to any School property will be responsible to reimburse the School District for the full cost to repair said damage.

Any senior who fails to make such payment will not be allowed to participate graduation ceremonies.

LEGAL REFS.: M. G.L. 266:98

File: JICC (also EEAEC)

STUDENT CONDUCT ON SCHOOL BUSES

The District School Committee and its staff share with students and parents the responsibility for student safety during transportation to and from school. The authority for enforcing District School Committee requirements of student conduct on buses will rest with the Principal.

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

File: JICE

STUDENT PUBLICATIONS

Within the school setting, students enjoy the constitutional right of freedom of expression, including the right to express their views in student publications, provided such expression does not cause, or threaten to cause by reasonable forecast by school officials, any disruption or disorder in the school. Additionally, such constitutional right of freedom of expression does not include expression which is obscene, defamatory, or advocates violence or illegality where such advocacy is imminently likely to incite the commission of such acts to the detriment of school security, or which can reasonably be forecast to cause substantial disruption or material interference with school activities.

The District School Committee will at least annually review their support of student publications, and encourage student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views subject to the limitations as contained in this policy.

Student publications will be encouraged to comply with the rules for responsible journalism. Students shall affix their names to all articles or editorials written by or contributed to by them. The Superintendent-Director will establish guidelines that are in keeping with this policy and provide for review of student publications prior to their distribution, to address matters that are not protected forms of expression.

Each student publication shall contain the following: "Pursuant to state law, no expression made by students in the exercise of such rights shall be deemed to be an expression of school policy and no school officials shall be held responsible in any civil or criminal action for any expression made or published by the students."

Distribution of Literature

The time, place and manner of distribution of literature will be reasonably regulated by the Principal.

LEGAL REF.: M.G.L. 71:82

File: JICF

GANG ACTIVITY/SECRET SOCIETIES

The goal of the District School Committee is to keep District schools and students free from the threats or harmful influence of any gang. For purposes of this policy, gang is defined as any group, secret society, organization or association that advocates drug use, violence, ethnic intimidation, or disruptive or illegal behavior. The Principal or his/her designee shall maintain supervision of school premises to deter intimidation of students and confrontations between members of different gangs.

The Superintendent-Director shall establish open lines of communication with local law enforcement agencies so as to share information and provide mutual support in this effort within appropriate legal guidelines.

The Superintendent-Director shall provide in-service training to help staff members identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately. Staff members shall be informed about conflict management techniques and alerted to intervention measures and community resources that may help students.

Symbols

The District School Committee finds that gang symbols are inherently disruptive to the educational process, and therefore prohibits the presence of any insignia, apparel, jewelry, accessory, notebook or other school supply, or manner of grooming which by virtue of its color, arrangement, trademark, or any other attribute denotes membership in gangs. The District School Committee further prohibits any demonstration of gang membership through the use of hand gestures, graffiti, or printed materials. This policy shall be applied by the Principal or his/her designee as the need for it arises. A student may be suspended or expelled for failure to comply with the provisions of this policy.

Prevention Education

The District School Committee realizes that students may become involved in gangs without understanding the consequences of such membership. Early intervention is a key component of efforts to break the cycle of such memberships. Therefore, gang violence prevention information shall be made available in the elementary, middle, and high schools as appropriate.

SECRET SOCIETIES

Fraternities, sororities and/or secret societies shall not receive District or building recognition in any manner.

A student may be suspended or expelled for failure to comply with the provisions of this policy.

File: JICFA

PROHIBITION OF HAZING

In accordance with Massachusetts General Laws, Chapter 536 of the Acts of 1985, the District School Committee hereby deems that no student, employee or school organization under the control of the District School Committee shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the District School Committee shall engage in the activity of hazing any person while on school property.

Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the Principal including the time, date, location, names of identifiable participants and the types of behavior exhibited. Students and employees of the District are obligated by law to report incidents of hazing to the police department.

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve suspension from school for up to three days.

Any student who participates in the hazing of another student or other person may, upon the approval of the Superintendent-Director of Schools, be suspended from school for up to ten (10) school days.

Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant.

In all cases relating to hazing, students will receive procedural due process.

LEGAL REF.: M.G.L. 269:17, 18, 19

BULLYING PREVENTION

The South Middlesex Regional Vocational Technical School District is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

"Bullying" is the repeated use by one or more students or school staff members 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 him/herself, or of damage to his/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.

"Cyber-bullying" means 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.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the District;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the District if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent-Director and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

The school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school Principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent-Director to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

The school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent-Director.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

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

Target Assistance

The South Middlesex Regional Vocational Technical School District shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the South Middlesex Regional Vocational Technical School District website.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26.00
M.G.L. 71:37O; 265:43, 43A; 268:13B; 269:14A

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

CROSS REFS.: AC, Nondiscrimination
ACAB, Sexual Harassment
JBA, Student-to-Student Harassment
JIC, Student Discipline
JICFA, Prohibition of Hazing

File: JICH

ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The District School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property or at any school function.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

The school district shall utilize, in accordance with law, a verbal screening tool to screen students for substance abuse disorders approved the Department of Elementary and Secondary Education. The tool shall be administered by trained staff on an annual basis at two different grade levels. Parents/guardians shall be notified prior to the opening of school each year. Parents/guardians shall have the right to opt out of the screening by written notice prior to or during the screening. All statements made by a student during a screening are confidential and shall not be disclosed except in the event of immediate medical emergency or in accordance with law. De-identified results shall be reported to the Department of Public Health within 90 days of the completion of the screening process.

This policy shall be posted on the district's website and notice shall be provided to all students and parents of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

LEGAL REFS.: M.G.L.71:2A; 71:96; 272:40A

CROSS REFS.: IHAMB, Teaching About Drugs, Alcohol, and Tobacco
GBEC, Drug Free Workplace Policy

File: JIE

PREGNANT STUDENTS

The School District wishes to preserve educational opportunities for those students who may become pregnant and/or take on parenting responsibilities.

Pregnant students are permitted to remain in regular classes and participate in extracurricular activities with non-pregnant students throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave.

The South Middlesex Regional Vocational Technical School District does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school.

Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services, as well as instruction, are offered; that return to school after leave is encouraged; and that every opportunity to complete high school is provided.

LEGAL REFS.: M.G.L. 71:84
Title IX: 20 U.S.C. § 1681
34 CFR § 106.40(b)

File: JIH

INTERROGATIONS AND SEARCHES

Interrogations and Arrest on School Grounds

1. In the event a police officer seeks to interrogate a person on School grounds, search a locker or a person, or arrest a person in relation to any event which occurred off the School grounds during non-school hours:

    a. The police officer will be required to identify him/herself. In addition, the police officer will be requested to explain why it is necessary to conduct the investigation during School hours.

    b. Unless such notice would interfere with a police investigation, the student's parents should be notified prior to an interrogation of the student.

    c. The Superintendent-Director-Director or his/her designee must be present during any interrogation or search of a locker or desk by a police officer.

    d. The School will comply with a duly authorized warrant for arrest. In the event of the arrest of a student, the student's parents must be informed as soon as practicable that the police are taking custody of the student.

2. The police should be requested to investigate any possible crimes which have occurred in School or on School grounds. Since the School is an educational institution and not an investigative agency, the following procedures should be followed in the event of any criminal activity in the School:

    a. A request should be made to the police department to conduct an investigation.

    b. Prior to the interrogation or arrest of any student, the parents of the suspected student must be notified.

    c. The Superintendent-Director-Director or his/her designee must be present during any interrogation or search of a locker or desk by a police officer.

    d. Should a student be arrested, the parents of the student must be informed as soon as practicable that the police are taking the student into custody.

3. The Superintendent-Director-Director or his/her designee must be immediately informed of any police investigation occurring in the School.

Students and their personal belongings, including student vehicles, are subject to search by School personnel to the extent there exists a reasonable basis for suspecting that the search would reveal evidence that the student has violated the law or School rules. In the event of the search of a student or his/her belongings, the parents of the student will be notified as soon as practicable following the search.

Except as otherwise necessary due to exigent circumstances, all searches of students will be conducted by a school administrative staff member in the presence of another adult. In all cases the nature of the search must be reasonably related to the object sought and must not be excessively intrusive in light of the age and gender of the student.

In the event a student is found to be in possession of an object or substance that may give rise to a crime, such object or substance will be given to the police. Other objects or substances which are prohibited by School rules or which are otherwise disruptive to the School environment may be held by School officials for later return to the student's parents.

School lockers and desks, which are assigned to students for their use are provided as a privilege for convenience only, and remain the property of the School department and the student should, therefore, have no expectation of privacy in these areas including areas within a locker or a desk. Such areas are subject to canine searches and to random searches by School officials at any time. Such search may be undertaken either within or outside the presence of the student and shall be under the direction of the Superintendent-Director-Director of his/her designee.

LEGAL REFS.: United States and Massachusetts Constitutions

NOTE: For additional information, refer to the Student Handbook.

File: JIHA

LOCKERS

The locker and its space are the property of the school. Student lockers are subject to inspection, and the administration retains a duplicate of the combination, or a master key, which permits them to open every locker. The locker may be opened at any time, with or without your presence, under the direction of the school Principal. Do not place valuable items in your locker. They are not secure and the school takes no responsibility for anything lost from your locker. Padlocks are your responsibility. There is a $5.00 replacement fee for lost or stolen locks. Students may only use school-issued locks with the exception of physical education and athletics.

Searches of Lockers, Students and School Property – The Principal or his designee retains the right to search lockers, desks, student vehicles, or other storage if there is reason or cause to believe that the student has in his/her possession any item, the possession of which would constitute a violation of school rules or a criminal offense under the laws of the Commonwealth of Massachusetts.

File: JII

STUDENT COMPLAINTS AND GRIEVANCES

The District School Committee recognizes that there may be conditions in the school system that are in need of improvement and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well conceived and understood in advance, can do much to maintain harmonious relationships among the schools and the students and community.

The traditional "open door" policy in the public school system will be continued. Students--and their parents and/or guardians--who believe that a student has received unfair treatment may bring forward their grievance. Appeals of individual disciplinary cases will be required to follow the district's policy on student discipline. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances. In general, procedures will begin with the authority imposing the penalty (for example, Principal or teacher) and may ultimately be referred to the Superintendent-Director and on to the District School Committee if applicable.

Every attempt will be made to seek a satisfactory solution to any legitimate grievance in a friendly and informal manner.

CROSS REF: JIC Student Discipline