KEEFE REGIONAL TECHNICAL SCHOOL

STUDENT/PARENT HANDBOOK 2026-2027

Principal
Dr. Shannon Snow

Assistant Principal/Student Affairs
Kenneth Collins

Academic Assistant Principal
Dr. Rebecca Swasey

Career Technical Director
Joseph Flynn

Director of Guidance & Admissions
Adrienne Bogusky

Director of Special Education
Michael Dolan

750 Winter Street, Framingham, MA 01702
(508) 416-2100

This book belongs to: _____

Address:_____

City/State:_____

In the case of any ambiguity between any of the terms, provisions and policies as described in the Keefe Regional Technical School Student/Parent Handbook (the "Handbook"), as adopted by the South Middlesex Regional Vocational Technical School District School Committee (the "School Committee"), and the School Committee Policy Manual, as amended from time to time (the "Policy Manual"), the policies of the School Committee in the Policy Manual as adopted by the School Committee, shall prevail over the terms, provisions, and policies contained in the Handbook in all respects.

SOUTH MIDDLESEX REGIONAL VOCATIONAL
TECHNICAL SCHOOL DISTRICT

Approved: June 9, 2025

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SOUTH MIDDLESEX REGIONAL VOCATIONAL SCHOOL DISTRICT

KEEFE REGIONAL TECHNICAL SCHOOL

2026-2027

AUGUST 2026

S	M	T	W	R	F	S
						1
	3	4	5	6	7	8
	10	11	12	13	14	15
	17	18	19	20	21	22
	24	25	26	27	28	29
A	31					

SEPTEMBER 2026

S	M	T	W	R	F	S
A		1	2	3	4	5
B1	7	8	9	10	11	12
A	14	15	16	17	18	19
B2	21	22	23	24	25	26
A	28	29	30			

OCTOBER 2026

S	M	T	W	R	F	S
A				1	2	3
B3	5	6		8	9	10
A	12	13	14	15	16	17
B4	19	20	21	22	23	24
A	26	27	28	29	30	31

NOVEMBER 2026

S	M	T	W	R	F	S
B5	2	3	4	5	6	7
A	9	10	11	12	13	14
B6	16	17	18	19	20	21
A	23	24		26	27	28
B7	30					

DECEMBER 2026

S	M	T	W	R	F	S
B7		1	2	3	4	5
A	7	8		10	11	12
B8	14	15	16	17	18	19
A	21	22		24	25	26
	28	29	30	31		

JANUARY 2027

S	M	T	W	R	F	S
					1	2
A	4	5	6	7	8	9
B	11	12	13	14	15	16
A	18	19	20	21	22	23
B	25	26		28	29	30

APPROVAL SCHOOL COMMITTEE: 5/4/26

JULY

20 School Committee

AUGUST (DAYS)

26 Orientation – New Teachers
27 Grade 9 Step-Up Day
28 First Day for Teachers
31 First Day for Students, Term 1 Begins
31 School Committee

SEPTEMBER (DAYS)

4 No School
7 No School – Labor Day
9 Picture Day
21 No School – Yom Kippur
29 Curriculum Night

OCTOBER (DAYS)

5 School Committee
6 Picture Retakes
7 Early Release - Professional Development,
15 Mid-Term, Term 1
12 No School – Indigenous Peoples Day
30 No School – Showcase Day

NOVEMBER (DAYS)

2 School Committee
6 No School - Showcase Day
11 No School – Veteran's Day
19 Middle School Career Night
25 Early Release
26 No School - Thanksgiving
27 No School

DECEMBER (DAYS)

3 Term 1 Ends, Term II begins
7 School Committee
9 Early Release – Professional Development
23 Early Release
24-31 December Break

JANUARY (DAYS)

1 No School – New Years' Day
11 School Committee
18 No School - Martin Luther King Day
26 Mid-term, Term II
27 Early Release – Parent Conferences
28 Parent Conferences, 6:00 – 8:00 p.m.

FEBRUARY (DAYS)

1 School Committee
12 Early Release – Professional Development
15-19 No School – Winter Vacation week

MARCH (DAYS)

1 School Committee
10 Early Release – Professional Development
16 Term II Ends, Term III Begins
26 No School – Good Friday

APRIL (DAYS)

5 School Committee
7 Early Release – Professional Development
19-23 School Vacation
30 Early Release – SkillsUSA Competition – Mid-term, Term III

MAY (DAYS)

3 School Committee
5 Early Release – Professional Development, Midterm, Term III
14 Early Release
26 Senior Awards, 6:00 p.m.
31 No School – Memorial Day

JUNE (DAYS)

2 Graduation, 6:00 p.m.
3 Graduation Rain Date, 6:00 p.m.
14 School Committee
17 Tentative Last Day Students/Term III Ends
19 Juneteenth – No School; Observation TBD
25 185th Day

FEBRUARY 2027

S	M	T	W	R	F	S
A	1	2	3	4	5	6
B	8	9	10	11		13
	15	16	17	18	19	20
A	22	23	24	25	26	27

MARCH 2027

S	M	T	W	R	F	S
B	1	2	3	4	5	6
A	8	9		11	12	13
B	15	16	17	18	19	20
A	22	23	24	25	26	27
B	29	30	31			

APRIL 2027

S	M	T	W	R	F	S
B				1	2	3
A	5	6		8	9	10
B	12	13	14	15	16	17
	19	20	21	22	23	24
A	26	27	28	29		

MAY 2027

S	M	T	W	R	F	S
						1
B	3	4		6	7	8
A	10	11	12	13		15
B	17	18	19	20	21	22
A	24	25	26	27	28	29
B	31					

JUNE 2027

S	M	T	W	R	F	S
B		1	2	3	4	5
A	7	8	9	10	11	12
B	14	15	16	17	18	19
	21	22	23	24	25	26
	28	29	30			

BOLDED DATES – SCHEDULED SCHOOL COMMITTEE MEETING

Approved: June 9, 2025

PRINCIPAL'S MESSAGE TO STUDENTS AND PARENTS

Dear Students and Parents,

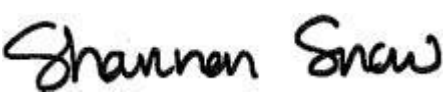
The purpose of this handbook is to provide you with important information about your school. You should refer to it whenever you are in doubt about rules, policies or services pertaining to you.

Keefe Regional Technical School offers its students excellent academic and career-technical training opportunities. You are about to become part of a learning community that has been in existence since September 1973. An appreciation for diversity and its multicultural student body offers the Keefe Tech student body a true sense of the real world.

In addition to career-technical and academic instruction, Keefe Regional Technical School offers many additional special opportunities and services. Among these are: athletics and numerous club activities that will further enhance your opportunities for personal growth. There is no limit to what you can achieve if you invest your time and effort into mastering your academic, individual, and career-technical goals.

Please take advantage of the many opportunities for a rich and rewarding high school experience. I am confident that the 2025-2026 school year will provide many challenges and successes for you as a student and as an individual.

Sincerely,



Dr. Shannon Snow
Principal

KEEFE REGIONAL VOCATIONAL TECHNICAL HIGH SCHOOL

MISSION STATEMENT

Our mission is to challenge students to demonstrate the academic, technical, and interpersonal skills necessary for lifelong learning.

PHILOSOPHY

Our central purpose is to provide up-to-date technical training and marketable skills to high school students. Curricula are designed to integrate career/technical and academic areas. This training will ultimately lead to satisfying employment in our global economy. Our students may become directly employed after graduation or after pursuing further education.

Academic core subjects are English, mathematics, sciences, and social studies. A wide range of instructional settings exists to help all students achieve their individual maximum competencies. Co-curricular and extra-curricular activities further support student development.

At Keefe Regional Technical School, a student's complete education includes the development of good work habits, citizenship and a desire for lifelong learning. Our programs foster student self-esteem, self-respect, and social awareness. Students are to participate actively in their education and to make learning their primary goal. During their training, students will undertake school projects that will benefit our member communities and their residents.

We provide our students with skills and academic training in a safe learning environment. It is the responsibility of staff and students to develop positive relationships throughout the school. Instructors will help to foster these relationships by teaching in structured, challenging, and supportive settings. The Keefe Regional Technical School Administration will help instructors and students by providing an avenue for open and constructive dialogue within a well-disciplined environment.

CORE VALUES: Integrity, High Expectations, Life-long Learning and Diversity

GOALS

1. **To continue to develop a positive image and awareness of the unique opportunities at Keefe Regional Technical School through community relationships and recruitment.**
2. **To ensure that all students are given access to the opportunity to succeed in high quality academic and career/technical program.**
3. **To provide career/technical programs that will include the skills necessary to enable students to meet the standards set by the Department of Elementary and Secondary Education. These standards include Health and Safety Knowledge, Technical Knowledge, Embedded Academic Knowledge, Employability Knowledge, Management and Entrepreneurship, and Principles of Technology.**
4. **To ensure a safe and secure educational environment.**
5. **To continue to develop a school culture focused on high achievement for all students.**
6. **To foster literacy and numeracy across the curriculum in both academic and career/technical areas.**
7. **To accommodate various learning styles through a variety of instructional modalities.**
8. **To move all students into proficient categories on all required MCAS tests.**
9. **To foster an appreciation for diversity through multicultural activities and events.**
10. **To increase student involvement in the school community and the community-at-large through activities, athletics, and community events.**
11. **To provide professional development opportunities for faculty that focus on enhancing instructional skills and students needs as indicated through student data.**
12. **To set high standards for both students and faculty through academic, career/technical, civic, and social expectations for learning.**
13. **To prepare students to be life-long learners**

Approved: June 9, 2025

ABOUT KEEFE

How does the Keefe Regional Technical School schedule fit academic and career/technical programs together?

At Keefe Regional Technical School, the schedule has been designed to maximize career and technical education opportunities while fostering excellence in education.

In the 9th grade year, students take a full academic program which includes the major subjects of language arts, mathematics, science, and social studies. Students also participate in a career exploratory program where they experience a number of career and technical areas to make an informed choice for their remaining three years.

In Grade 10, students alternate between a full week of academics and a full week of career and technical education. By alternating career/technical and academic weeks, students receive intensive training in both areas. While acquiring valuable career and technical training, students may also develop the academic credentials to apply to a variety of college options, including four-year state schools.

Students at Keefe Regional Technical School receive both career and technical training and college preparation through our schedule.

Does the student or family have to pay to attend Keefe Regional Technical School?

Not directly. Like other schools, Keefe Regional Technical School is funded by contributions from towns, grants, and federal programs. While the whole community contributes to the school through their town's funding, there are no direct or separate costs for a student who attends. Keefe Regional Technical School students attend school without activity fees or other direct costs.

DISCRIMINATION NOTICE

Keefe Regional Technical School does not discriminate on the basis of race, color, national origin, age,, gender identity, religion, limited English proficiency, sexual orientation, disability or housing status in admission to, access to, treatment in, or employment in its programs and activities.

Students or staff members should contact the designated Civil rights coordinator with inquiries regarding harassment, discrimination, and non-discrimination policies:

Adrienne Bogusky, Civil Rights Coordinator & Title IX Coordinator
or
Ken Collins, Assistant Principal/Discipline
South Middlesex Regional Vocational Technical School District
750 Winter Street, Framingham, MA 01702 508-416-2100

Inquiries concerning the application of non-discrimination policies may also be referred to the Regional Director, Office for Civil Rights, U. S. Department of Education, Post Office Square, Boston, MA 02110).

SECTION 504

The Rehabilitation Act of 1973, commonly referred to as Section 504, is a non-discrimination statute enacted by the United States Congress. The purpose of the act is to prohibit discrimination and to assure that within the public schools disabled students have access to educational opportunities and benefits equal to those provided to non-disabled students.

An eligible student under Section 504 is a student who (a) currently has, (b) has a record of having, or (c) is regarded as having a physical or mental impairment which substantially limits one or more major life activities. Major life activities include caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, and learning. The handicapping condition need only substantially limit one major life activity in order for the student to be eligible.

Parent/Guardian should contact Adrienne Bogusky Director of Guidance & Admissions at 508-416-2270 regarding the development of a Section 504 Accommodation Plan.

HOMELESS STUDENTS

The McKinney-Vento Homeless Assistance Act requires that school districts immediately provide support to homeless students. Parents/Guardians should contact Adrienne Bogusky Director of Guidance & Admissions, at 508-416-2270 for information.

BELL & LUNCH SCHEDULE

7:20-7:35 a.m.	**Academic Breakfast**
7:30 a.m.	**CTE Classes Begin**
7:35 a.m.	**Warning Bell**
7:40 - 8:40 a.m.	**Period 1**
8:43 - 9:39 a.m.	**Period 2**
9:42 - 10:38 a.m.	**Period 3**
10:41 - 12:02 p.m.	**Period 4**
12:05 - 1:01 p.m.	**Period 5**
1:04 - 2:00 p.m.	**Period 6**

10:38 – 11:03 a.m.	**9/10 Academic Lunch**
11:08 – 11:33 a.m.	**CTE Lunch**
11:37 – 12:02 p.m.	**11/12 Academic Lunch**
12:10 - 12:35 p.m.	**CTE Lunch**

A late bus will run on Monday, Tuesday, (3rd and 4th Wednesdays), and Thursday. The bus will leave from the gym end of the building at 2:50. A sports bus will run Monday, Tuesday, Wednesday, Thursday, and Friday. The bus will leave from the gym end of the building.

SECTION II: OPERATIONAL PROCEDURES

AFTER-SCHOOL ACTIVITIES

Students are welcome to stay after school for extra help or to participate in extracurricular or athletic activities. Students who remain in the building after 2:00 p.m. must be in a supervised area. They need a pass to travel from one supervised area to another. They also need a bus pass to take the after school bus.

ATTENDANCE POLICY

Massachusetts law requires compulsory attendance for all students. Chapter 76, section 1 of the Massachusetts General Laws requires all children between the ages of six and 16 to attend school. The law permits a school district to excuse up to seven day sessions or fourteen partial day sessions in any six-month period.

Excessive absences (including tardiness and dismissals that result in class absences) could result in missed teacher instruction and the opportunity for

interaction and exchange of ideas, all affecting course credit.

Students who are absent from school are expected do the following:

1. **Have a parent or legal guardian call the high school office at 508-416-2259 on the day of absence.**
2. **A student whose absence was not reported by a parent or legal guardian on the day of absence is required to present a note from the parent or legal guardian at the Main Office upon re-entry to school.**

Students will be coded in PowerSchool as having an excused absence, verified absence, unexcused absence or administrative absence.

Examples of an excused absence include:
• Bereavement/Death of family member
• Doctor/Dentist appointment
• Hospitalization
• Documented illness
• Religious Holiday
• Legal/Court matter
• Military Service
• College Visitations which have received prior approval from guidance and are supported by verification on the appropriate form
• Other extenuating circumstances approved by the Principal/Assistant Principal

Examples of a verified absence include:
• Parental notification letting the school know that their child is sick
• Family emergency
• Transportation issue

Examples of an unexcused absence include, but are not limited to:
• Truancy - Absence without call from parent/guardian and a follow-up note
• Family vacation
• Work
• Driving hours

Examples of an administrative absence include:
• Emergency Removal
• Long term hospitalization
• A student being out of school and being tutored for any reason

Students may lose credit for any classes, academic and career and technical, if they have accrued fourteen (14) absences during the school year. Excused and verified absences are built into the fourteen (14) absences allowed for the year. In situations of excessive absence or tardiness, school personnel will be in contact with the student and parent or legal guardian. Documentation or verification should be provided for all absences.

• After five (5) absences, a warning letter will be sent home.
• After ten (10) absences, a second warning letter is sent home, informing parents/guardians with information regarding opportunities to make up missed time in order to gain credit for their courses.
• After fourteen (14) absences, the school based support teams will meet and take one or more of the following actions:
• Scheduling and holding a parent conference with the guidance counselor or member of the attendance team to discuss the school's attendance policy and to develop a proactive attendance plan.
• Discussion of possible loss of credit and/or retention in the current grade.

Pursuant to M.G.L. c. 76, § 1B, the school will notify the parent/guardian of a student who missed 2 or more periods unexcused over at least 5 days in a school year, or has missed 5 or more school days unexcused in a school year. The school administrator/designee will make a reasonable effort to meet with the parent/ guardian of a student who has 5 or more unexcused absences to develop action steps for student attendance. The action steps shall be developed jointly and agreed upon by the school principal, or a designee, the student and the student's parent/guardian and with input from other relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies.

Credit Recovery
Students wishing to regain potential loss of credit for the year may do so in our credit recovery programs. Opportunities are available in one or more of the following options:

- **After School:**
  Staying after school with a teacher earns 30 minutes of make up time per session. Students must attend the after school program when assigned.
- **Saturday School:**
  Attendance at Saturday school earns 3 hours of make up time, which is equivalent to 1 full day of missed instructional time. Students must attend Saturday School when assigned.

All make up time must be completed within the timelines set by the school. Students must be productive during this time, and the time must be properly documented.

Students Exceeding 14 Days of Missed Time
Any student who exceeds 14 total days of missed instructional time is required to complete sufficient make up time in order to remain eligible for credit and promotion to the next school year.

If you have questions regarding attendance, make up time, or the appeals process, please contact the attendance office or administration. We appreciate your partnership in supporting student attendance and academic success.

Students wishing to appeal a loss of credit must submit a written petition to the Administration. If the appeal is approved, students will be given the opportunity to make up days through attendance at Saturday School and/or may be accrued through attendance at the After-School Help Program. Students will complete ongoing school assignments and/or be given appropriate substitute assignments.

Tardiness to School

Students tardy to school should report directly to the main office where their tardiness and attendance will be recorded and they will be given a pass to class. Students who are consistently tardy to school risk loss of credit due to missed classroom instructional time. Accrued tardiness will be added to the number of school days missed which must be made up in order to gain credit for that school year. Excessive tardiness to school will result in a Saturday school to make-up time. Students will be assigned a Saturday school every 10 tardies or when tardy time exceeds 2 school days.

Tardiness to Class

Students have three minutes to travel from one class to the next. This is sufficient to be punctual no matter where in the building your next class happens to be. If you are late for class, your teacher will welcome you into class and will administer a classroom consequence. If tardiness becomes excessive your teacher will refer you to the Assistant Principal.

Dismissals

If a scheduled appointment or an emergency arises during the day and a student must be dismissed, a parent or guardian must come to the school to pick up his/her child. Students being dismissed are to remain in class until a parent or guardian has arrived to pick them up. Accrued dismissal time will be added to the number of school days missed which must be made up in order to gain credit for that school year.

Vacations When School is in Session

Students are expected to attend school 180 days each academic year. Three vacation periods are built into the school calendar. Except in cases of illness and extenuating circumstances, students are expected to be present when school is in session. Parents/guardians are strongly discouraged from scheduling vacations/trips when school is in session, or extend the scheduled vacation periods. At the middle and high school levels, it is the student's responsibility for identifying and completing missed work. Teachers are not required to provide advance assignments to students.

The school and the individual teacher(s) are not required to assume responsibility for providing individual tutoring or extensive individual help for the student when he/she returns.

Truancy
A student will be considered truant when he/she is absent from school without permission of parent/guardian or school administration, or when a student is deliberately late to school. Parents/guardians will be notified if a student is suspected of being truant.

Educational Services Due to Absences for Illness/Injury
For absences of several days due to illness or injuries, students and families should contact teachers to establish a reasonable schedule for making up missed work. Students are strongly encouraged to seek out extra help before or after school, or at some other mutually agreeable time if they need assistance from a teacher as the result of an absence.

Per 603 CMR 28.03(3)(c) and 28.04(4), parents/guardians of students who are absent because of illness or injury for 14 consecutive school days, or students with chronic illnesses who have recurring home/hospital stays of less than 14 consecutive school days, when such recurrences have added up to or are expected to add up to more than 14 school days in a school year, are eligible for home or hospital educational services if they are requested and the medical need is documented by the treating physician. In these cases, the parent/guardian should contact the Department of Health and Wellness to set up educational services that will enable the student to keep up in his/her courses of study and minimize the educational loss that might occur during the period of confinement at home or hospital.

Senior Privilege
Keefe Regional Technical School has a rotating schedule based on movement in periods 1-3 and movement in periods 4-6 over both the A and B week cycles.

Grade 12 students will have the option of selecting Learning Strategies (independent regular education study block) as one of their elective courses. Grade 12 students in good standing who are enrolled in a Learning Strategies course may be permitted to arrive to school at a delayed time or leave school prior to the end of the scheduled day as a "senior privilege" when that course meets in the first or last rotation block of the day.

The Senior Privilege Program is based on progress reports, report cards, discipline, and attendance data gathered from the previous term. Students wishing to be considered for Senior Privilege must complete an application form that may be obtained in the Guidance Office.

Senior Privilege will consist of the following:

- **Eligible seniors who have a first period study may sign in at the Main Office no later than 8:35 a.m.**
- **Eligible seniors who have a last period study may be dismissed from the Main Office after their last scheduled class. Students must leave the premises immediately after signing out.**

In order to qualify for Senior Privileges, students must meet the following standards in the preceding academic term:

- **70 average or above in all Academic and Career and Tech Courses**
- **No suspensions**
- **Compliance with the attendance policy**
- **No more than five tardies.**

Eligibility is determined on a term-by-term basis, but students need to only apply once if they maintain the above standards. Students have the right to re-apply for privileges at the beginning of each term.

The following issues may result in the loss of senior privilege:

- **Three unexcused tardies to school**
- **One truancy**
- **One cut class**
- **Leaving the building without permission**
- **Any disciplinary infraction resulting in a suspension**
- **Violation of parking provisions**
- **Incidents occurring when students are outside the building and exercising Senior Privilege may be subject to the same disciplinary action as for in-school activities.**

CANCELLATION OF CLASSES / 2-HOUR DELAYED OPENING

In case of severe weather, there is the possibility school may close or start two hours later than usual. "Alert Now System" and television stations are used to inform parents/students of school cancellations and delays. Please note that the announcements on the radio and TV will specifically state "Keefe Regional Technical School". If it is announced that the towns of Ashland, Framingham, Holliston, Hopkinton, or Natick have changed their school schedule, it does not mean that Keefe Regional Technical School has made the same change.

Delayed Openings - Should the decision be made for a 2-hour delayed opening, the following will occur:

- **The first period of the day will begin at 9:33 and attendance will be taken as usual during this period.**
- **At 9:33 a.m., students will proceed to the first class of the day. The existing bell schedule will be used for the remainder of the day with no changes in the lunch or dismissal times.**

COMPUTER AND TABLET TECHNOLOGY USE

Use of computer networks and the Internet, a vast network that links together computers worldwide, has become the standard for disseminating information and communicating with others. However, with this great potential for educational use comes the potential for abuse. It is the purpose of this Agreement to make sure that these resources are used appropriately for educational purposes. All students and parents must read and sign the acceptable use policy that is at the end of this Student Handbook as a condition for using school-owned technology.

Disclaimer:

- **Keefe Regional Technical School will not be liable for the actions of anyone connecting to the Internet through this hookup. Users shall assume full liability, legal, financial or otherwise for their actions. Keefe Regional Technical School is not responsible for the reliability of the data connection and shall not be liable for any loss or corruption of data resulting from use of the Internet.**

Summary:

The use of school technology is a privilege. Unauthorized or illegal use of, or access to, computers, software, telecommunications and related technologies, any willful act that causes physical, financial or other harm or otherwise disrupts information technology may result in loss of privilege, school disciplinary action, or possible civil and criminal legal action. Keefe Regional Technical School reserves the right to change or modify its Acceptable Use Policy without notice.

AUTOMATED MESSAGING

An automated message will contact each student's home and parents' cell/work phones (if they have been provided to the school) to inform parents/students of school cancellations, delays, or emergency situations. In addition, special announcements will be shared as needed.

CRISIS CODES

Keefe Regional Technical School is in compliance with the regulations of the school district communities regarding emergency situations. Parents who wish to know more about the crisis protocol may contact the principal. For security purposes and to maintain the integrity of the protocol, access to the protocol may be restricted.

FIRE DRILL AND EVACUATION PROCEDURE

Every classroom, technical area, and laboratory, as well as other building locations, prominently display exit signs indicating the exit to be used during building evacuations.

When the fire alarm sounds, we become jointly responsible for one another's safety, and, therefore, must quietly and immediately exit the building.

These rules are necessary for the protection of all students and staff. Any infraction will be reported to the Administration.

DISCIPLINE SYSTEM

An Atmosphere of Respect

Keefe Regional Technical School believes strongly that a positive school atmosphere is not only more conducive to learning but also one which makes each day more enjoyable for students and staff.

In order for this positive atmosphere to exist, students are expected to demonstrate respect throughout the course of each school day. Keefe Regional Technical School encourages respect for teachers and staff. Keefe Regional Technical School also encourages respect for fellow students.

Respect for teachers and staff, for each other, and for school property will help to ensure that students and staff are provided with a positive atmosphere conducive to learning and to a pleasant working environment.

Discipline Rules and Consequences

Keefe Regional Technical School will employ a proactive approach toward discipline. Administrators will involve students, teachers and parents/guardians in collaborative interventions.

The provisions regarding these rules and consequences apply whenever students are involved in:

- **School activities on school property**
- **Travel on school buses**
- **School-sponsored activities, on or off school grounds, such as sporting events, field trips, and career/technical student**

organization trips/competitions

- **School-related problems, which are the result of disruptive behavior at school**
- **To and from school**

If the offense is serious enough, a discipline referral with facts about the situation will be sent to the discipline office. You will be asked to explain what happened. There may be further investigation and consequences. Chronic or more significant patterns of problematic behavior will result in progressive disciplinary actions.

Cheating and plagiarism are violations of student conduct at South Middlesex Regional School District. The consequences for violations are as follows: First offense, zero on the assignment and teacher after session. The assignment may be resubmitted for a grade no higher than a 50 average. Subsequent violations will be turned over to the administrative team for further consideration. The administration reserves the right to make the final determination regarding discipline for consecutive violations. NOTE: Parents will be notified in all instances of cheating/and or plagiarism. Violations may result in loss of Senior Privileges and membership to the National Honor Society.

Non-compliance to discipline policies and accumulated offenses – Students may be suspended due to repeated violations of the Code of Behavior but every effort will be made to involve students, teachers and parents/guardians in collaborative interventions.

Offenses are designated by level of degree of severity:

Use 1, 2, or 3 depending on level.

The following is a list of examples of some level (1, 2, or 3) behaviors. This is not an exhaustive list of offenses, and the Administration reserves the right to assign an appropriate level designation to the incident and maintains final authority on the consequences issued for the offense.

***Level 1*:**
Teachers are encouraged to be primarily responsible for as much of their own discipline as possible. It is recommended that teachers use teacher/student conferences, detentions, and parent conferences as part of their classroom management plan. Minor issues that do not significantly disrupt the learning process are expected to be addressed without administrative intervention. They include but are not limited to:

Cafeteria Violation
Cheating - Minor
Chronic Failure to be prepared for Class
Continuous failure to follow rules may result in a Saturday detention (SD), in-school suspension (ISS) or out-of-school suspension (OSS).
Electronic Devices for Entertainment
Disrespect
Disruption
Dress Code
Insubordinate Behavior in Class/Shop
Public Display of Affection
Tardiness
Unauthorized Sales
Unsafe Behavior
Loitering

***Level 2*:**

For offenses that cause a significant disruption to the learning environment, recommended consequences include parental contact, teacher detention, administrative detention, Saturday detention (SD), in-school suspension (ISS) or out-of-school suspension (OSS*).* Issues that significantly disrupt the learning environment are often referred to Administration. They include but are not limited to:

Bullying / Cyber bullying
Bus Violation
Cars/Vehicles Improper Use
Cheating
Defiance
Disrespect
Forgery
Gambling
Harassment
Inappropriate use of camera or other recording device
Instigating a School Disturbance
Insubordination
Leaving School without Permission
Misuse of Technology
Obscenity/Profanity
Plagiarism (Academic Dishonesty)
Skipping School / Truancy
Standing By As Others Violate Rules
State of undress
Theft
Tobacco Violation
Unassigned Area
Unsportsmanlike or Inappropriate Behavior at School-sponsored activities
Vandalism
Vaporizer/e-cigarette violation
Verbal Assault of another student

***Level 3*:**

Major offenses will receive the most severe disciplinary actions, such as out-of-school suspensions (OSS) and/or potential expulsion from Keefe Regional Technical School. All Level 3 offenses are expected to be referred to Administration. They include but are not limited to:Alcohol
Arson, Attempt to Bomb, or to Destroy a School Building or Property
Cheating - Major
Discrimination
Drugs and Other Substances (over-the-counter medication and legal substances being used for the purpose of altering the mind and body are prohibited)
Failure to Identify Yourself to a Staff Member
Fire Regulation Violation
Fighting/Physical Abuse
Group/Mob Action
Hazing
Indecent Exposure
Indecent Material
Physical Assault or Threat of a Staff Member
Physical Assault or Threat of another Student
Sexual Misconduct
Trespassing Violation
Verbal Assault of a Staff Member
Weapon, Failure to Report
Weapon Violation

DETENTION SYSTEM

Detention is set up to encourage you to take responsibility for your actions. You are expected to follow the reasonable regulations of the school. The system is set up in steps or levels.

Teacher Detention:

If a teacher detention is assigned, you will be given at least a 24- hour notice. Such detentions are to be served on Tuesday, Wednesday, or Thursday. Transportation will be provided by a late bus. The late bus is also available on Monday.

Administrative Detention:

Administrative detention is scheduled from 2:05 p.m. to 2:45 p.m. and may be assigned Monday, Tuesday, Wednesday or Thursday. 2:50 p.m. late bus transport will be available for students. Students will be given 24 hours to make arrangements for this detention. There are academic requirements for detention in order to receive credit. Students must bring school work with them to receive credit. Failure to report to an administrative detention may result in a Saturday detention.

Internal Suspension or In School Suspension (ISS):

Internal suspension consists of a day long student assignment in one separate classroom. Academic assignments will be issued to students and must be completed by the end of the day. Students will have lunch in the internal suspension room. Students may not leave the internal suspension room except for restroom privileges and/or emergencies.

Internally suspended students may not attend any school-sponsored activity, including athletic events, during or after school on the day of their suspension. Students must cooperate fully to receive credit for completion of internal suspension or they will be subject to further disciplinary action. The Administration reserves the right to determine when an internal suspension is warranted.

***External Suspension or Out of School Suspension (OSS)*:**
External suspension will be assigned for serious or accumulated infractions. Suspension must be served off school property. Externally suspended students cannot come onto school property or attend any school-sponsored activity during their suspension, including a co-op or intern position.

Students will be afforded all due process rights pursuant to state and federal laws. In determining the length of a suspension, the following will be considered:

- **The student's previous disciplinary record**
- **The severity of disruption of the educational process**
- **The degree of danger to self, others, and the school in general**
- **The degree to which the student is willing to change his/her behavior**

Suspension Record:
A written record of student's suspension will be placed in their discipline record and in the student record file located in the Guidance Office.

***Saturday Detention Work/Academic Program*:**
For certain offenses, students may be assigned a Saturday Detention in lieu of suspension from school. The major goal of the Saturday Detention Program is to reduce loss of valuable time from academic and career and technical instruction. An administrator will determine if the student meets the criteria for participation in the Saturday Detention Program. Student assignments during the Saturday Detention Program will be at the discretion of the Administration. Students are required to report to the school by 7:30 a.m. and will be dismissed by 10:30 a.m. Students will be required to bring academic work (homework, assignments, etc.) or academic work will be provided. Students will not receive a break except for restroom privileges. Students may be assigned maintenance/cleaning duties or other tasks deemed appropriate by the supervisor.

Saturday Detention Program Expectations:
If the student's performance, behavior or attitude is poor, the student may not be allowed to complete the day in the program and will be subject to further discipline. Failure to report to the assigned Saturday detention session will result in a mandatory parent/guardian meeting with an administrator upon the student's return to school. At the conclusion of that meeting, another Saturday detention will be assigned and an internal suspension will be served that day.

DRESS CODE

The goal of the dress code is to promote the wearing of attire that would be appropriate for business and industry.

Overly revealing attire, lack of attire or any other apparel deemed disruptive to the educational process will not be permitted.

Students are expected to dress in a manner that is consistent with program expectations and safety requirements.

Clothing that displays symbols, words or negative affiliations that are disruptive to the school environment are not permitted.

Students are expected to follow the rules specific to their classroom or shop. The dress code applies to female and male students.

DRIVING AND PARKING

Students must apply to the office for a permit to drive to and from school. Permits will be granted on the basis of the following criteria:

Driving and Parking Responsibilities

1. **Students who drive to school must complete the online parking form. All approved applicants will be provided with a parking sticker that will be displayed in the vehicle's window while on campus. If a student's privilege to drive is suspended, the sticker will be removed and returned to the administration. Preference for parking spaces will be given to upper class members.**

2. **Students must sign a statement indicating that they have been given a copy of school driving and parking regulations and that they fully understand these regulations and will abide by them.**

3. **Students are not permitted to go to vehicles or be in the parking lot during the school day without administrative permission. There is to be no loitering in or near cars on the school grounds.**

4. **Driving Rules:**
   a. **Students will leave via the student parking area exit.**
   b. **Automobiles are to be driven with extreme caution. Students must not exceed 15 m.p.h. or drive so as to endanger.**
   c. **Students are forbidden to park or drive cars in the Framingham bus lot and Cushing parking lot.**
   d. **When buses begin to leave the grounds, vehicles in the students' area will remain in the area until the last bus has departed.**
   e. **No vehicles will be permitted to pass school buses while said buses are loading or discharging students. Any violation of this regulation may result in a referral to the police.**
   f. **Students are expected to wear seatbelts in compliance with Massachusetts State Law in order to provide a safe driving environment for the driver and passengers.**
   g. **Excessive tardiness to school may result in loss of parking privileges.**

5. **Vehicles parked in non-student parking areas are subject to towing. The student is responsible for any and all charges related to the removal of the vehicle from an unauthorized area.**

6. **If you are involved in an accident, please report it immediately. All accidents involving school personnel and students must be reported in writing immediately following the accident. Accident forms are available in the school nurse's office. If accidents are not reported promptly, individuals take the risk of not being insured under the school's insurance policies.**

   Violation of any of the rules and responsibilities listed above can result in suspension or revocation of a student's parking permit.

The South Middlesex Regional Technical School District is not responsible for vehicles, their contents, vandalism, or any type of damage done to any vehicle while parked on this campus.

GRADUATION CEREMONY

Rehearsal: Graduation rehearsal is required for all students participating in the graduation ceremony.

Dress: While we appreciate and value students' backgrounds, personalities, styles and future plans, the Keefe Tech graduation is a formal commencement ceremony. Attire for graduation must be fitting of the tone of the ceremony and highlight students' membership in their school and class rather than underscore their personal preferences. As such, only Keefe Tech issued cords, sashes and other additions to their gowns will be permitted.

ELECTRONIC DEVICES

At Keefe Regional Technical School, electronic devices may not be used after the 7:30 a.m. bell or during the school day, with the exception of the cafeteria during the students' assigned lunch period. These devices must be turned off during school hours. These rules will be strictly enforced. Electronic devices may be confiscated for the day if students are using them without authorization. Devices should be put away during instructional time. Students and parents must be aware that the school is not responsible for these items and will not investigate lost or stolen electronic devices that are not required for instructional purposes. Cell phone restrictions would not apply in legitimate emergencies involving health and/or safety. These devices include, but are not limited to, cellular phones, headphones, PSPs, and iPods. Electronic Devices should be put away during instructional time, unless otherwise directed by teacher for educational purposes. Devices should not be used outside the classroom without permission, during instructional time. Devices cannot be used to interrupt the education process.

Any changes in State Legislation supersedes this policy and we will follow state mandates.

ELEVATOR

A student needing temporary use of the elevator must provide a physician's note to the school nurse, indicating the medical reason and when the student will be able to function without the assistance of the elevator. Students requiring long-term use of the elevator may contact Michael Dolan, Coordinator of Special Education at 508-416-2273. No student is allowed in the elevator without permission. Misuse of this privilege will result in disciplinary action.

FINDING HELP (“WHERE TO GO” LIST)

The following list is made up some common areas of student and parent concern. This list will direct you to someone who can answer questions you may have or help solve a problem.

ARRIVING LATE or BEING DISMISSED	MAIN OFFICE
BILINGUAL / ENGLISH LANGUAGE LEARNER PROGRAM	SCHOOL COUNSELOR
BRINGING CAR TO SCHOOL	ASSISTANT PRINCIPAL OFFICE
BUS PROBLEMS	ASSISTANT PRINCIPAL OFFICE
FEELING SICK	NURSE’S OFFICE
FREE / REDUCED LUNCH and BREAKFAST APPLICATIONS	CAFETERIA or SCHOOL COUNSELOR
INFORMATION: College / Future Plans Armed Services	SCHOOL COUNSELOR
JOINING CLUBS or ORGANIZATIONS	ASSISTANT PRINCIPAL OFFICE
LOCKER PROBLEMS	MAIN OFFICE
LOST and FOUND	MAIN OFFICE
PLAYING SPORTS	ATHLETIC DIRECTOR
PREGNANCY QUESTIONS or CONCERNS	NURSE’S OFFICE OR SCHOOL COUNSELOR
SAFETY	SCHOOL RESOURCE OFFICER OR MAIN OFFICE
SPECIAL EDUCATION or 504 QUESTIONS	SCHOOL COUNSELOR
STAYING AFTER SCHOOL	SCHOOL COUNSELOR or TEACHER

IDENTIFICATION CARDS

Upon admission to Keefe Regional Technical School, all students will be issued a picture I.D. card and identification number. Student I.D. cards will be provided on the first day of school. Transfer students can receive an ID card at lunch and this should be arranged by the assigned guidance counselor. This identification card must be worn/carried at all times during the course of the school day. The purpose of I.D. cards is for increased security within the school and at school-sponsored activities. Students must show their I.D. card upon request by a Keefe Regional Technical School faculty or staff member. Failure to do so will result in disciplinary action. Students also need their I.D. cards or pin numbers to purchase any food from the cafeteria. Lost I.D. cards may be replaced for a fee of $2.00.

LAVATORY USE

Students in career/technical programs with restrooms should use restrooms within that area. Students in academics should use the restrooms closest to their assigned classroom. Students are responsible for assisting in keeping the restrooms clean. The gender neutral restroom is for students only of any gender. This restroom is not intended for groups of students to use at one time.

LOCKERS AND PERSONAL PROPERTY

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. Students may only use school-issued locks with the exception of physical education and athletics lockers.

LOST AND FOUND

Any student who finds a lost article is requested to turn in this item at the Main Office. Items such as jackets and sneakers are kept in the Lost and Found closet in the Main Office. Valuables such as jewelry, wallets, cell phones, and keys are kept in the main office.

Approved: June 9, 2025

MEDICATIONS

Medication to be taken in school must be delivered to the school nurse by a parent or other designated adult in a pharmacy-labeled container and be accompanied by a licensed prescriber's order which states what the medication is, why it is being administered, the dosage to be given, and what time it should be given. A note of parent/guardian permission for the nurse or her designee to administer the medication must also accompany the medication. The appropriate medication forms are enclosed in the Admission Packet; they may also be obtained from the nurse's office.
Please Note: This policy applies to all medications, both prescription and "over-the-counter medications," including Tylenol and Advil.

PARENT/GUARDIAN CONFERENCES

Parent(s) or guardian(s) may confer with teachers, counselors, or administrators at any reasonable time during the course of the school day. Meetings with teachers or counselors should be made by appointment, in advance. The main school telephone number is 508-416-2100. Conferences regarding the technical program or academic progress of a student are arranged through the School Counselor at 508-416-2270. If you wish to discuss your child's attendance record, please call the Attendance Secretary, at 508-416-2259. If you wish to discuss your child's discipline record, please call Assistant Principal – Discipline, at 508-416-2260.

PASSES

Students arriving late to their assigned area should do so with a pass documenting where they have been. Students arriving late to school should report to the main office to check in to school and receive a pass to class. Time out of class should be kept to a minimum in an effort to maximize instructional time.

SAFE SCHOOL POLICY

Each career-technical department will post its own set of safety rules. It is the responsibility of each student to know thoroughly and observe completely the safety rules of his/her department. Individual departments will give a safety examination to each student, which he/she must pass in order to use the machinery in the technical program area.

SCHOOL PROPERTY

Everyone is asked to respect school property and display pride in keeping the corridors, rooms, and grounds free of paper and refuse. Those who are careless will be held liable for the cost of damages they cause and for properties they lose. The original condition of the property and the extent of the damage determine the assessment. Example: Each student is responsible for the desk that he/she uses and will be required to refinish or pay for refinishing a desk if it is defaced. Students defacing school property may be suspended.

Textbooks and other books found in the school should be turned in to the Main Office. Replacement books may be obtained from your subject teacher, if available.

SEARCHES OF STUDENTS, SCHOOL PROPERTY, AND VEHICLES ON SCHOOL PROPERTY

The Principal or his/her designee retains the right to search lockers, desks, student vehicles on school property, 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.

CHEMICAL HEALTH

Possession and use of tobacco, tobacco products, marijuana, vaporizers, electronic cigarettes, other nicotine devices and vaporizer juices are prohibited on school property, job sites, sporting events and field trips. Students in violation are subject to consequences and student athletes are subject to consequences outlined in the MIAA chemical health policy.

TEXTBOOKS AND TOOLS

Students are responsible for caring for any school property that is assigned to them. It is recommended that all textbooks be covered. Students are responsible for ensuring that materials loaned to them are returned in good condition. Materials that are lost or damaged must be paid for by the student by the close of each school year.

If a student finds lost textbooks, tools, equipment, or padlocks, please return them to a teacher or into the Lost and Found in the Main Office.

All books, tools, and other school property must be returned before Graduation. Violation in returning school materials may prevent the student from participating in Graduation exercises.

Approved: June 9, 2025

VIDEO SURVEILLANCE EQUIPMENT

Video surveillance equipment is in use at Keefe Regional Technical School and will be used where necessary to identify any and all individuals in the building. Destruction/tampering with video surveillance equipment will result in disciplinary action.

VISITORS

Students may not bring students from other schools, friends, relatives, or acquaintances to visit school during the school day. The Guidance Office may schedule a student visit if the student is an applicant to Keefe Tech and the visit has been pre-arranged. No student may bring his/her own child to the building at any time. Violators of this policy will be given "notice of trespass". In the event that the unauthorized visitor should return to the campus, he/she can be arrested by the police.

Anyone wishing to enter the building that has legitimate business at the school must register in the Main Office and obtain the visitor's identification badge. All visitors must wear the I.D. badge while in the building. When leaving the building, the visitor must sign out and return the visitor's badge to the Main Office.

WITHDRAWAL

Any student who is considering withdrawing or leaving Keefe Regional Technical School is strongly encouraged to meet with their school counselor and the Director of Guidance/Admissions to review other program options available at Keefe Regional Technical School in order to obtain their high school diploma.

The student, along with his/her parent/guardian, should set up an appointment to review program options including the following:

- **Altering the school day schedule,**
- **Transferring to another vocational-technical program available at Keefe Regional Technical School,**
- **Returning to the local public/private school,**
- **Registering for HiSet Exam (former G.E.D. exam).**

Any questions regarding this process should be directed to the Guidance Office at 508-416-2270.

WORK PERMITS

Work permits are available in the Main Office. The student must have the promise of a job and the name and address of the company work site. The work permit is issued for that job only – a new certificate must be obtained for each new job. The Main Office has the necessary forms and instructions. Students may bring their information to the Attendance Secretary in the mornings and pick up their work permit at the end of the school day.

SECTION III: STUDENT SERVICES

SCHOOL COUNSELING SERVICES

School counseling services are an integral part of the complete educational process at Keefe Regional Technical School. The primary goal and function of the department is to assist ALL students through a planned program of developmental guidance and counseling services, to understand themselves in relation to their goals, abilities, interests, and needs. This planned program of services assists the students in developing the critical-thinking and decision-making skills necessary in order to formulate future goals and plans that help each student reach maximum growth potential. An appropriate school counseling program in the educational, career/technical, and personal/social domains is one that provides each student with a sense of belonging and stability during his/her high school years.

Such a program is a shared endeavor of the student, parent, and the school counselor. The guidance faculty assumes the roles of facilitator, teacher, consultant, advocate, and counselor in order to assist each student in his/her social, psychological, educational, career/technical goals, and in the development of a relevant Career Plan. Counselors are readily available to students and families by appointment and without appointments in times of significant need.

Every student is assigned a school counselor who will work with the students, parents, teachers, and other professionals. The counselor will assist the student in addressing concerns and decisions about course selections, school progress, personal and social relationships, and educational and career-technical planning. Some small group counseling and support groups are available. The school counseling department has a collection of career material and information on schools and colleges, scholarships, and supplementary material. It has established a network of referrals with community agencies to assist students and their families who are in need of specialized assistance.

Approved: June 9, 2025

The Keefe Regional Technical School Counseling Department aligns itself with the Massachusetts Model for Comprehensive School Counseling Programs by providing programs, classroom-based interventions and group and/or individual counseling that assist students in gaining the knowledge and skills for success in the academic/technical program, workplace readiness, and personal/social domains. Various developmental guidance programs are implemented with all grade levels throughout the year based on student need and department goals.

Beliefs/Goals

1. **To develop each student's decision-making capabilities particularly as related to educational, career/technical, and social development that includes the development of a relevant Career Plan.**
2. **To help a student deal with personal problems and, if necessary, make referral to appropriate school or community resources.**
3. **To assist in the student's transition/adjustment from middle school to high school and high school to adulthood.**
4. **To continually evaluate the student's academic progress and suggest to students and parents appropriate courses of action.**
5. **To assist parents and students in developing realistic perceptions of the student's aptitudes, abilities, and interests as they relate to educational/ career planning and personal/social goals.**
6. **To serve as a consultant to administrators and teachers by providing and suggesting materials and experiences that will help them to better understand the individuality and unique needs of each student.**
7. **To foster in the student a sense of personal responsibility and a respect for ethnic and cultural diversity.**

Extra Help

If students are having difficulty in their courses or have assignments to make up due to absences, they should see their teachers to arrange for help after school.

Students who exceed the maximum of 14absences per year may lose credit for each course for which the attendance policy applies. Total credits for the school year will determine if the student meets promotion and/or graduation requirements. In order to regain credit, the student is required to complete an Attendance Appeal and may attend the After-School Program, Saturday School Program. Students need to be productive while doing credit recovery where they can work on school assignments or complete projects from the designed credit recovery curriculum.

Peer Mentor Program:

The purpose of the Peer Mentor program is to provide support for 9th grade students in their transition to high school. The peer mentors are juniors and seniors who have shown an interest in and capacity for

helping others. Peer Mentors will be responsible for participating in a series of training throughout the school year. Peer mentors will assist in Grade 9 Orientation in August and then each Peer Mentor will be assigned to approximately 5 grade 9 students that they will connect with throughout the school year. Peer Mentors will deliver curriculum 6 times during the school year following their training sessions in a classroom setting in collaboration with their peers in the program. The curriculum addresses the major issues of transition and adjustment to high school. In addition, the training focuses on expectations, time management, stress management, setting priorities and discussions on accessing resources in high school and the community.

HEALTH SERVICES

The Nurse's Office is open each day during school hours and is located on the main floor near the Guidance Office. First aid is administered in case of accident or illness. Based on state guidance, CDC and Board of Health regulations will be followed. No student is to be dismissed without parent/guardian or a designated responsible adult approval. It is necessary that an emergency form is completed and updated so a designated adult can be easily reached in case of an emergency.

Accident Insurance

This insurance is provided by the school at no cost to your parents. It is in effect during the time that school is in session. All accidents must be reported to your teacher and the school nurse. Accidents that occur within one hour after school or during sports activities must be reported to the school nurse the next day. Parent(s)/Guardians(s) must submit a claim to their own insurance company and any item that is not covered in their policy will then be covered under the aforementioned policy within the limits established. ALL BILLS CONCERNING A PARTICULAR CLAIM MUST BE SUBMITTED TO THE INSURANCE COMPANY WITHIN 90 DAYS OF THE TREATMENT and are subject to the limitations of the primary insurance and established thresholds of the supplemental insurance offered at no charge to the parent/guardian. Parent(s)/Guardian(s) should also know that there is no school medical coverage for treatment that occurs one year from the date of the accident. Claim forms are available in the nurse's office. All claims must be sent directly to the insurance company.

Accidents

Report all accidents immediately. In the case of sudden illness or accident, first aid will be administered and if necessary the parent/guardian will be notified. First aid is immediate temporary care. The nurses do not treat illness or accidents that have occurred outside the school's jurisdiction.

Physical Exams and Immunizations

All incoming and transferring students must submit a copy of a recent physical exam (within 12 months) before beginning school at Keefe Regional Technical School. According to Massachusetts Law (Chapter 76, Section 15), every child attending a public school must be completely immunized, unless otherwise exempt. Students will be excluded from school if immunizations are not up to date and will not be readmitted until all required information has been brought to the Nurse's Office signed by the medical provider.

Student Athlete Physical Exams

Any candidate for an athletic team must have a complete physical before participating on the team each year. The examining physician must state that there are no restrictions for participating in the chosen athletic activity. A physical examination form must be on file in the Nurse's Office.

Vision and Hearing Screening

State health regulations require the school to do annual vision and hearing and postural screenings. This is done in the Nurse's Office. Parents will be notified if a referral for follow-through treatment is necessary.

Pregnant and Parenting Students

Students who are pregnant or are new parents will be offered support counseling, provided with referrals for appropriate community resources, and will be encouraged to check in regularly at the Nurse's Office.

Keefe Regional Technical School does not discriminate against students based on pregnancy or a condition related to a student's pregnancy, including lactation and the need to express breast milk for a nursing child. A student who is pregnant or who has a pregnancy-related condition may request reasonable accommodations that are necessary for the student to access the curriculum.

SPECIAL EDUCATION SERVICES

The Special Education Department supports students with disabilities who require specialized instruction in order to receive a free and appropriate public education. Despite the challenges that students with disabilities may face, they are instructed in accordance with the Massachusetts Curriculum Frameworks. Student needs are identified by the team meeting process and are met through instruction within a variety of educational settings.

Services may include support within the general education classrooms, additional support beyond the general classroom settings, and/or replacement of general education settings with small, specialized classes in an effort to meet the needs of varying levels of student abilities. While

addressing individual student goals and benchmarks, all levels of classroom instruction and support services are based on alignment with the Massachusetts Curriculum Frameworks.

The Special Education Department works to advance general education curricula and the Massachusetts Common Core of Learning. Students are taught using specially designed materials and methods, cooperative learning approaches, and through the use of assistive technology devices and systems. Where appropriate, students with disabilities are included within general education settings. Paraprofessional support, in some instances, is provided in both academic and vocational settings in an effort to provide the student with a free and appropriate public education.

Each instructor within the Special Education Department is assigned a caseload of special education students to serve as that student's contact person. This instructor becomes another vital link to guidance, academic and vocational personnel.

LATE TRANSPORTATION

Late buses are provided on Mondays, Tuesdays, Wednesdays, and Thursdays at 2:50 P.M. to enable students to stay after school for extra help, make-up work, school activities or detention. Students must obtain a bus pass for that day from the teacher. A later bus is provided for athletic teams -Mondays through Fridays.

Although Keefe Regional Technical School provides late afternoon transportation for all after school activities, students and parents should be aware that the late bus may not drop students off at their regular bus stop, but rather combines bus stops into larger centralized drop-off areas that may be at greater distances from student's homes than their usual PM stops.

LIBRARY / MEDIA INFORMATION CENTER

The Keefe Regional Technical School Library is located on the top floor just above the Main Office. The library is a resource area which serves students, teachers, and counselors. It is staffed by a full-time librarian, six hours a day, five days a week.

The library is open from 7:20 a.m. until 2:00 p.m. During class time, students must have a pass from their technical or academic teacher to be admitted into the library. They must also sign in when they arrive and sign out when they leave. After school, passes are not required but students must still sign in and out. Food and drinks are not allowed in the library.

Borrowing Regulations

1. **Books may be borrowed for two weeks or longer depending on the assignment. At the end of this period, books may be renewed by bringing them to the library.**
2. **Magazines may not be signed out.**
3. **Textbooks, library books, and tools are considered to be school property.**
4. **The student is responsible for all materials signed out and will be charged for those items lost or damaged.**

Overdue Materials

The following policy has been instituted to ensure the return of materials or the monetary value of school property not returned:

1. **Students whose materials are overdue by more than one month will stay after school each day until the materials are returned. Students** not reporting to this detention will be referred to the discipline office.
2. **Seniors whose materials are overdue will not be able to participate in end of school year activities, such as field trips, purchase of prom tickets, etc.**

Library Rules

- **Bring a pass signed by your teacher to use the library during Periods 1-6.**
- **Work quietly.**
- **Show K.T. student I.D. card for internet use and checking out books.**
- **Return books by due date.**
- **Pay for lost or damaged books.**

SCHOOL CAFETERIA SERVICES

Keefe Regional Technical School District participates in the National School Lunch and School Breakfast Programs called Community Eligibility Provision (CEP).

All enrolled students in our school district, regardless of income level, are eligible to receive one school breakfast and school lunch at no charge each day. No further action is required of you. Your child(ren) will be able to participate in these meal programs without having to pay a fee or submit a meal application.

The CEP is a new alternative to the traditional meal application process associated with the United States Department of Agriculture (USDA) National School Breakfast and Lunch Programs.
For more information about CEP, please visit USDA.gov/school-meals/community eligibility-provision

The student cafeteria works under a Point of Sale (POS) system. Students need their school I.D. or pin numbers to receive food from the cafeteria. Funds for extra meals or a la carte items can be added to a student's account through the Myschoolbucks.com portal.

Breakfast Program The cafeteria offers a light breakfast from 7:05 to 7:25 am for students in academic week. All students are eligible for one free breakfast each day. Students should take every opportunity to take advantage of this program. A designated 15 minute breakfast is offered during shop week is available along with a la carte items for purchase.

School Lunch Program

The lunch period is 25 minutes long. Students may bring their own lunch or receive one for free. Students will have the choice of the regular hot lunch or other daily offerings.

Procedures for Cafeteria Use

- **Students must observe proper dining room habits.**
- **Cash is not accepted at the POS. Student must have funds on their account to purchase a la carte items.**
- **Students must keep their area clean and place waste materials in the receptacles.**
- **Each student needs his/her student I.D. or pin number to receive food.**
- **Students must keep their area clean and place waste materials in the receptacles.**
- **Students must not take food or drink from the cafeteria during breakfast or lunchtime.**
- **Food and drink should not be consumed in the halls, classrooms, or shops.**
- **Students may not order food from outside the building to be delivered to school during the school day.**
- **Failure to comply with cafeteria rules may result in loss of cafeteria privileges**

STUDENT ACTIVITIES

Keefe Regional Technical School students participate in many varied activities that enrich school life, enhance personal development and increase leadership ability. The purpose of school activities and clubs is to give students a chance to have some voice in school life, be active in a service group, enjoy an interest group activity, and increase their experiences and enjoyment at Keefe Regional Technical School. Students

may access the schedule of student activities via the following internet link: www.keefetech.og.

Extra-curricular Eligibility Rules: A student cannot, at any time, represent Keefe Regional Technical School unless he/she is a student in good standing in his/her academic and Career/Technical programs. Students must be passing twelve credits based on the last marking period in order to be eligible for athletics and participation in activities.

Students are not allowed to attend school sponsored activities if they do not attend school on the day of the activity. Students must be present more than 50% of the school day in order to participate in any athletic event or school sponsored activity.

Conduct Requirement: When students of Keefe Regional Technical School are placed on a school suspension, they will not be allowed to participate in any extra-curricular activities including athletics during the time of their suspension.

Dance Club

The Keefe Regional Technical School Dance Club students demonstrate creativity, determination, and exuberant school spirit as they cooperatively teach and learn new dance steps. Participants will have the opportunity to be part of a choreographed routine at student activities.

Drama Company

The Keefe Regional Technical School Drama Club is open to any student. If you want to act on stage, or if you are interested in the technical or backstage aspects of a drama production, consider joining the Drama Club. You will make new friends, gain self-confidence and learn about the joys of theater! No previous acting or theater experience is necessary to join. The club will plan one or two performances per year. It meets after school two afternoons per week. This club is supported by the Arts Alive program.

Engineering Club

Interested students are welcome to join the Engineering Club, which meets weekly during second and third terms. Engineers are problem-solvers who design and build. They use computers to design and test products. As a career-technical student, you have practical hands-on skills to help you solve problems. In the Engineering Club, you can use these skills as you learn to use and apply CAD in the construction of small projects made of wood, metal, and plastic.

Games Club

The Games Club is designed to provide a welcoming and relaxing atmosphere where students can socialize and share their gaming interests. Common games played are D&D, Magic the Gathering, chess and Mario Kart. Students are also encouraged to try out new board and card games. The club is open to all students regardless of their experience or playing ability.

Interact Club

Interested students are welcome to join the Interact Club. The goal of the club is to offer students an opportunity to participate in various community service projects. The members of the Interact Club meet twice a month to plan and implement community outreach projects. Students may participate as regular members or participate in individual outreach activities.

Leadership Academy

The purpose of the Leadership through Service program is to create a school culture where the collective positive energy of staff and students is channeled to empower our students, enhance school climate and strengthen the bonds between our school and the communities we serve. The school culture created would value respect, civic responsibility, character development and lifelong learning. The vision is to encourage youthful energy and leadership impacting communities through service; to give ownership of the school improvement process to the students in the following ways: Develop a coalition of student leaders that will (be PILLARs in the community) Promote good citizenship and civic engagement; Inspire participation in school-community opportunities; Lead the school in service; Leave a legacy of pride in our school; Advise on school policy; Represent the school in the community.

Multicultural Club

The Keefe Tech Multicultural Club strives to create unity through our differences, not only through words but through actions. Our goal is to serve as a safe space in which we encourage open dialogue, and share information about various cultural and ethnic practices. Our hope is to gain a better understanding of not only others but also ourselves.

National Art Honor Society

The National Art Honor Society is designed specifically for high school students in grades 9-12. Keefe Regional Technical School is part of the NAHS for the purpose of inspiring and recognizing those students who have shown an outstanding ability in art. The NAHS strives to aid members in working toward the attainment of the highest standards in art areas and to bring art education to the attention of the school and community.

National Honor Society

The Keefe Regional Technical School Chapter of the National Honor Society (NHS) was started in 1986. The NHS is a nationwide association sponsored by the National Association of Secondary School principals. It is dedicated to promoting appropriate recognition of students who demonstrate outstanding Character, Scholarship, Leadership, and Service. The NHS encourages students to grow academically and intellectually.

Membership in the NHS is an honor bestowed on 11th and 12th grade students who have been nominated for membership based on their good character, leadership, service and an academic average grade of 87.5 or better. Each spring the NHS Faculty Council meets to vote on student nominations. The Keefe Regional Technical School NHS does no fundraising; it is completely funded by the school. The Keefe Regional Technical School NHS organizes activities of interest to its members and is an active service organization

Out & About

Teens ACT is a student led club whose goal is to improve student wellness on campus and in everyday life. Students will meet to discuss current trends affecting high school students and create positive ways to make a difference. Students will have a voice and opportunity to take action to create a healthier school environment.

Project Adventure

Project Adventure provides opportunities for those of all skill levels to experience different and exciting outdoor activities. Skiing and snowboarding are the most popular activity and the club participates in approximately 3 to 4 ski trips a year. Other activities have also included, but are not limited to, white water rafting, mountain biking, mountain climbing, hiking, bike trips, roller skating and snow tubing. Both students and staff are members of this outing club which provides occasions for fun and socialization.

STEM Academy

Students engage in rigorous and often college credit bearing classes on top of their regular coursework. The courses are based on a Project Based Learning model and are mostly taught through labs and design projects. Students in the STEM Academy also engage in various competitions ranging from the Invitational Mathematics Meet at WPI to the Providence College High School Programming Competition.

Student Representatives to the School Council

Student(s) are elected by their fellow students to serve on the School Council and meet with the Principal and other Council members monthly.

Student Ambassadors

Student Ambassadors are a group of students selected to represent Keefe Regional Technical School during our recruitment season. They are required to write and present speeches to prospective eighth graders and school administrators in our five sending towns. They are selected through recommendations made by faculty and Guidance staff. It is an honor to be chosen as a student ambassador. In this role, they develop leadership qualities as well as excellent presentation skills.

Student Council and Class Officers

The Student Council is active in service to the school and the community. Six members at each grade level are elected by their fellow students to serve as class officers. They meet with others to plan, sponsor, and coordinate all student activities. The Student Council may speak for the student body. The officers are elected by the Council each school year.

Teens Act

The mission: To provide students with the best prevention tools possible to deal with the issues of underage drinking, other drug use, impaired driving and other destructive decisions.

Originally, the mission of the chapter was to help young people say "No" to drinking and driving. Today, the mission has expanded. Peer pressure, role modeling and environmental strategies can prevent other destructive decisions and set a healthier, safer course for students'' lives. We Are The Voice has become a peer-to-peer education, prevention, and activist organization dedicated to preventing destructive decisions, particularly underage drinking, other drug use, risky and impaired driving, teen violence, and teen suicide.

Students meet monthly to discuss current issues and plan prevention strategies for the school body. Club member activities include participation in blood drives, assemblies, training and the MADDYouth in action group of MetroWest. Membership is open to all students who are interested in awareness and prevention.

Yearbook Club

The Yearbook Club creates the venue through which each class celebrates its contributions to Keefe Regional Technical School and is reflective of the individual and collective memories of each graduating class.

CTE NATIONALLY RECOGNIZED STUDENT ORGANIZATIONS

American Culinary Federation (ACF)

The American Culinary Federation (ACF) is a professional organization for chefs and cooks. Founded in 1929, ACF promotes the professional image of American chefs worldwide through education of culinarians at all levels. ACF is the largest professional chefs' organization in North America. ACF offers culinary competitions, certification, national apprenticeship programs, regional and national event magazines and much more to help foster the growth of professional chefs and the foodservice industry.

Business Professionals of America (BPA)

Business Professionals of America is a national student organization composed of state associations and local chapters serving persons pursuing careers in business and office occupations. The mission of BPA is to contribute to the preparation of a world-class workforce through the advancement of leadership, citizenship, academic and technological skills. Members participate in individual and team competitions in different business fields ranging from accounting and administrative assistant to web site development and word processing. BPA programs include local, district, state, and national competitions in which students demonstrate occupational and leadership skills.

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Future Farmers of America (FFA)

The Keefe Regional Technical School FFA focuses on promoting agricultural education. The FFA empowers students to create a future for themselves. FFA works hand in hand with agricultural education; its impact reaches far beyond preparing employees for the various opportunities available in the Green industry. FFA offers leadership development, personal growth, and career preparation. FFA is a national organization of 450,000 members preparing for leadership and careers in the science, business and technology of agriculture. The FFA's mission is to make a positive difference in the lives of students by developing their potential for leadership, personal growth and career success. FFA programs include local, district, state, and national competitions in which students demonstrate occupational and leadership skills.

SkillsUSA

SkillsUSA improves the quality of America's skilled workforce through a structured program of citizenship, leadership, employability, technical and professional skills training. SkillsUSA enhances the lives and careers of students, instructors and industry representatives as they strive to be champions at work. SkillsUSA services more than 300,000 students and instructors annually. The organization has 13,000 school chapters in 54 state and territorial associations. More than 14,500 instructors and administrators are professional members of SkillsUSA. SkillsUSA prepares America's high performance workers. It provides quality educational experiences for students in leadership, teamwork, citizenship, and character development. It builds and reinforces self confidence, work attitudes, and communication skills. It emphasizes total quality at work, high ethical standards, superior work skills, lifelong education, and pride in the dignity of work. SkillsUSA also promotes understanding of the free enterprise system and involvement in community service activities. SkillsUSA programs include local, district, state, and national competitions in which students demonstrate occupational and leadership skills.

Eligibility Criteria for State and National Competition

The district would like to expand opportunities for our students to become part of national organizations and enter nationally recognized competitions. In order to uphold the integrity of these organizations we must set minimum standards for our students who wish to compete in local, state and national competitions. To participate in nationally recognized competition students must meet the same eligibility criteria as defined in Keefe Tech's policy for student athletes. Students must also hold a minimum average of 80% in their CTE program area.

All students who meet or exceed these requirements are encouraged to compete at the local and state levels in categories directly or indirectly related to their current CTE program area. To represent Keefe Tech at the national level the student must win first place at the state level in technical and integrated academic standards specific to their enrolled program frameworks. Students who place first in virtual competition at the state level are only eligible to compete in a virtual national competition. If a student chooses to compete in a competition that is outside their enrolled program area they may submit a formal request to the administrative team prior to registration for approval.

SECTION IV: CREDITS AND DIPLOMA
GRADUATION REQUIREMENTS

DISCIPLINE	CREDITS	Required to Pass
English Language Arts	5.0	5.0 (4 courses total)
Mathematics	5.0	5.0 (4 courses total)
Science and Technology	5.0	3.0 (3 courses total)
History and Social Sciences	4.0	3.0 (3 courses total)
World Language	Optional	Optional
Career and Technical	21.0	21.0
Physical Education/Health	1.75	.5 (2 years of Phys Ed)
Additional Courses/Electives	7.0	6.0
TOTAL	48.75	43.5

It should be noted that students in need of making up credit for an English or Math course may have been granted an opportunity to do so during the school year by taking an additional course. This is reviewed on an individual basis and may impact the total number of credits needed to graduate. School Counselors will support students in all grade levels to meet graduation requirements.

All students must complete four years of high school and satisfy all graduation requirements in order to receive a South Middlesex Regional Vocational Technical School District diploma. Students who have already earned their MA Competency Determination (CD) in Math, ELA, and Science will not have their graduation requirements changed.

PROMOTION REQUIREMENTS

Year	Suggested Credits	Minimum Required Credits
End of Freshman Year	12	7
End of Sophomore Year	24.25	19
End of Junior Year	36.25	31.25
End of Senior Year	48.75	43.5
Total Credits for Graduation	48.75	43.5

Keefe Regional Technical School students follow the Massachusetts High School Program of Studies (MassCore) which includes: four years of English, four years of Math, three years of a lab based Science, and three years of History. Students in all grade levels need to meet these requirements for promotion. Additionally, all students must earn a passing grade in their Career and Technical area each year.

Chapter 74 Certificate

For students to earn a Chapter 74 Certificate of Occupational Proficiency (COP) upon graduation, they must meet the following requirements. Students may graduate from high school but not receive a Chapter 74 certificate if these requirements are not met:

- **Completion of at least two years of full-time vocational technical study in a state-approved Chapter 74 program**
- **Demonstration of proficiency in the technical and employability skills identified in the program's competency profile/frameworks**
- **Maintenance of a portfolio that includes:**
    - **competency profile**
    - **industry-recognized credentials (IRCs), including a safety credential**
    - **career plan**
    - **résumé**

Eligibility for Graduation

For students who do not meet the credit requirement for graduation, the following practices have been followed:

Students in need of Summer School will not be permitted to participate in the graduation ceremony but may receive their diploma after the completion of summer school. This may be reviewed on an individual basis. Summer School is regarded as the end of a given school year.

Students who do not meet the graduation credits, even with summer school, and who need to do course work in the fall of the subsequent school year, will not be eligible for a diploma or the graduation ceremony with their original class.

By completing coursework in the next school year, students will be eligible for a diploma and graduation ceremony with the graduating class for the year in which they complete their requirements.

DETERMINATION OF GRADES

The South Middlesex School District recognizes that no one method of student assessment and grading can be all encompassing. Assessment and grade reporting at the high school is considered a positive tool to measure growth, progress, and the development of the student. The unique demands and challenges of academic classroom learning and experiential career technical preparation make necessary a varied focus.

Each course has an established syllabus that provides the description, philosophy and goals, highlights of major projects and activities, and the individual course assessment plan. The grading policy will address the following areas: class attendance, class participation, homework, tests, quizzes, projects, working with others, class notes, and, if applicable, extra credit. The course syllabus will also indicate the amount of and quality of work necessary for a student to earn an A or B.

Our expectation is that students strive to demonstrate proficient performance in both academic and career and technical preparation in both knowledge and skills as measured by the state and federal curriculum standards.

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GRADING GUIDELINES

Grading Guidelines for Academic and Career Technical Classrooms

The Grading Guidelines create consistency between Academic and CTE performance reporting and eliminate wide variations in grading. All teachers are entering grades with the same categories with similar expectations. Ultimately, the Parent Portal information, available to parents, students and student advocates, is easily understood.

The three different grading categories are: Major Assessments, Assignments, and Employability. **Academic Courses**	**Career & Technical Courses**
MAJOR ASSESSMENTS	**MAJOR ASSESSMENTS**
Three per Trimester	**Three per Trimester**
Examples of Major Assessments: **Standards-based cumulative Test (required each term; all majors)** **Projects** **Research Paper (required once per course)**	**Examples of Major Assessments:** **Portfolio (required of each student, every term)** **Projects** **Research Project / Paper** **Cumulative Assessment**
ASSIGNMENTS	**ASSIGNMENTS**
Graded twice per week	**Graded twice per week**
(allowing for many additional graded and non-graded formative assessments)	**(allowing for many additional graded and non-graded formative assessments)**
Examples of Assignments: **Homework / Class-work Labs** **Quizzes Writing** **MCAS prompts**	**Examples of Assignments:** **Homework / Class-work** **Related Theory Evaluation** **Writing** **MCAS prompts**
	GRADED DAILY
	Daily Skills Demonstrations
EMPLOYABILITY	**EMPLOYABILITY**
Weekly Composite Grade	**Daily Grade**

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Categories of Employability: **<u>Preparedness</u> –student has materials, uniform,** **tools, books, pen, pencil, notebook** **<u>Punctuality</u> – student is on time for class, shop** **<u>Professionalism</u> – Appropriate use of language,** **participation in class and group activities,** **relationships with others, respects school**	**Categories of Employability:** **<u>Preparedness</u> –student has materials, uniform,** **tools, books, pen, pencil, notebook** **<u>Punctuality</u> – student is on time for class, shop** **<u>Professionalism</u> – Appropriate use of language,** **participation in class and group activities,** **relationships with others, respects school** **<u>Safety</u> – Practices appropriate safety in CTE environment**

REPORT CARDS

Report cards indicate the student's achievement in each course, his/her habits of studies, attitude, attendance, and other factors which are indicative of his/her record. They are issued at the end of each term. Press notification is made as to the day of issue. Marking periods will change based on school calendar.

Advanced report cards may be issued in the case of unique extenuating circumstances and must be separately approved as such, in advance, by the Principal.

<u>Method of Marking and Term Grades</u>

90-100	**High Honor**
85-89	**Honor**
80-84	**Good**
75-79	**Average**
70-74	**Low Average**
60-69	**Low Passing**
Below-60	**Failing**

In order to be eligible to enroll in a summer school course at Keefe Tech, students must earn a minimum of a 50 average for their final course grade.

<u>Honor Roll</u>

To be eligible for the honor roll, students must complete each of his/her courses receiving quality points.

- **Honor Roll - Students may not receive a grade below 80% in**

order to make Honor Roll status.

- **High Honor Roll – Students may not receive a grade below 90% in order to make High Honor Roll status.**

Letter /Number Grade Conversion Guidelines

The Guidance Department will use these guidelines to convert final grades and "grades in progress" for those students who transfer to Keefe Regional Technical School from other systems or schools.

		B+	87-89	C+	77-79	D+	67-69
A	94-100	B	84-86	C	74-76	D	60-66
A-	90-93	B-	80-83	C-	70-73	F	0-59

GRADE POINT AVERAGE

A weighted Grade Point Average will be determined for all Keefe Regional Technical School students, based on a 4.0 scale. The Grade Point Average (GPA) will be based on grades in Academic subjects and Career/Technical courses. Weight shall be given to Advanced Placement courses (+1.0) and honors level courses (+.5) according to the following scale.

GRADE	COLLEGE PREP	HONORS	AP
A	4.0	4.5	5.0
A-	3.7	4.2	4.7
B+	3.3	3.8	4.3
B	3.0	3.5	4.0
B-	2.7	3.2	3.7
C+	2.3	2.8	3.3
C	2.0	2.5	3.0
C-	1.7	2.2	2.7
D+	1.3	1.8	2.3
D	1.0	1.5	2.0

A grade of F in an academic course receives no points, but the course will be included in the divisor when factoring the average.

The two highest class GPAs will determine class valedictorian and salutatorian. To qualify for this honor, a student must be enrolled as a full-time student at Keefe Regional Technical School prior to the start of his/her junior year. Class valedictorian and salutatorian will be selected based on the Term 2 GPA during senior year.

Credits earned at another high school will be evaluated by a school counselor and approved by the Director of Guidance. Grades received outside by a transfer student at the school previously attended will be adjusted to the quality point system of Keefe Regional Technical School in order to determine class rank. Transfer credits earned will be reflected on the Keefe Regional Technical School transcript. A copy of the transcript from the sending school can be included in addition to the Keefe Regional Technical School transcript when official transcripts are requested.)

Advanced Placement – Advanced Placement-AP: A course culminating in a national examination that can lead to advanced placement and/or credit in college. These courses will follow the syllabi suggested by the College Board. AP (+1.0)Level I – H (+0.5) Honors: More extensive and intensive treatment of subject matter. Independent assignments determined by department curriculum.

Level II – CP1 Standard college preparatory curriculum. Written Projects determined by department curriculum.

Level III – CP2 Standard college preparatory curriculum.

Keefe Technical High School
Competency Determination (CD) Policy for the Class of 2026 and Beyond

1. Competency Determination (CD) Requirement Under State Law

State law requires that students meet the Competency Determination (CD) standards to earn a high school diploma, as defined in G.L. c. 69, §1D(i). In December 2024, the Department of Elementary and Secondary Education updated the CD requirements.

> **[Exact statutory language retained: "The competency determination shall be based on the academic standards and curriculum frameworks for tenth graders in the areas of mathematics, science and technology, history and social science, foreign languages, and English, and shall represent a determination that a particular student has demonstrated mastery of a common core of skills, competencies and knowledge in these areas, by satisfactorily completing coursework that has been certified by the student's district as showing mastery of the**

skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks in the areas measured by the MCAS high school tests described in section I, administered in 2023, and in any additional areas determined by the board."]

2. Minimum Requirements for Competency Determination (CD)

Graduation from Keefe Technical High School requires meeting both the local diploma criteria and the state's CD expectations. These standards provide the foundation for success in higher-level coursework, postsecondary programs, and future employment.

Key Definitions

- **Satisfactorily Completing Coursework: Students are required to earn full credit for each required course. Successful completion shall be determined in accordance with district grading practices, including the established passing threshold of 60 percent or higher.**
- **Demonstrating Mastery: Students are required to complete the designated culminating assessment, capstone project, or portfolio for each course. Acceptable demonstrations of learning may include written examinations, major projects, or other district-approved measures. Successful completion shall be determined in accordance with district grading practices, including the established passing threshold of 60 percent or higher.**

3. Required Courses for the Class of 2026 and Beyond

To satisfy the CD at Keefe Technical High School, students must complete and demonstrate mastery in the following district-certified courses:

English Language Arts / ESL	**The equivalent of two years of high school English language arts courses.**	**Students must complete these courses in grades 9 through 12. *See attached for an expanded view of course offerings.**

Mathematics	**The equivalent of one year of both Algebra I and Geometry, or one year of both Integrated Math I and Integrated Math II. Students who took Algebra I in middle school must complete Algebra II and Geometry or an equivalent district-certified sequence.**	**Middle school math courses may be certified by the district as meeting the Algebra I requirement if they align with the high school standards in the 2017 Massachusetts Mathematics Curriculum Framework. *See attached for an expanded view of course offerings.**
Science	**The equivalent of one year of high school science is certified by the district. Options include Biology, Introductory Physics, Chemistry, or Technology/Engineering, which align with the MCAS science test offerings.**	**Students must take the science course in grades 9 through 12. Students entering after grade 9 without Biology from their sending school may fulfill this requirement through Physics, Chemistry, or another district-approved alternative. *See attached for an expanded view of course offerings.**
U.S. History (beginning with the Class of 2027)	**The equivalent of one year of United States history.**	**Students must take the course in grades 9 through 12. Students entering after grade 9 may satisfy the requirement with principal-approved equivalent coursework. *See attached for an expanded view of course offerings.**

4.Alternative Pathways to Meeting the CD Requirement

Keefe Technical High School offers several ways for students to demonstrate competency when the traditional course path is not available:

- **Limited MCAS Option: In rare cases where the district cannot verify coursework (e.g., missing transcripts), the CD may be**

awarded if a student achieves "Meeting Expectations" or "Exceeding Expectations" on the appropriate MCAS or successfully completes a district-certified substitute demonstrating mastery.

- **Equivalent Coursework Option: Students may complete a different course that the district certifies as meeting the same state academic standards. All substitutions must align with the Massachusetts Curriculum Frameworks.**

- **Waiver Option: In extraordinary situations, the Commissioner of Education may grant a waiver of a specific CD provision upon receipt of a written request from the district.**

5. Pathways to Competency

Students who have not yet met the CD requirements, including those who are late-enrolling or transferring, will have their academic records reviewed to determine any outstanding coursework or competency needs. The Principal (or designee) will work with students to develop a plan to meet all CD requirements.

Keefe Technical High School reserves the right to substitute any courses for the above-stated courses provided they fully align with the appropriate Massachusetts Curriculum Framework Standards and the State Law regarding Competency Determination (M.G.L. c. 69 §1D).

Students who do not achieve the required passing grades in the prescribed courses may enroll in summer school, participate in credit recovery courses, or be scheduled by their counselor to take additional coursework that meets the same Massachusetts Curriculum Framework Standards. These options provide students who have not yet met the CD requirements with further opportunities to fulfill this graduation requirement.

If a student fails their final assessment, they will participate in a portfolio review of prior assessment data to determine if they have met 60% of the frameworks included in the summative assessment or an equivalent measure.

In the event that a student transfers to Keefe Technical High School at any point during their high school career, a transcript review will be conducted to ensure that coursework completed at the previous school

aligns with Keefe Technical High School requirements for the CD and graduation. The Principal shall serve as the final arbiter of any disagreements arising from transcript reviews. Appeals of the Principal's decision may be submitted to the Superintendent, whose determination regarding CD matters is final.

6. Former Students (Pre-2025 Graduates)

Individuals who left high school before 2025 without earning a CD may request a transcript review. The Principal (or designee) will verify if the student has shown competency in ELA, Math, and Science based on the Massachusetts Curriculum Frameworks.

7. Students Who Already Hold a CD

Students who have previously earned a CD through standard or retest MCAS administration or a DESE appeal remain unaffected by the updated policy.

8. Appeals and Transcript Review

By the fall of senior year, if a student has not met the CD requirement, they may submit a written appeal to the Principal. The district will review transcripts, records, and special circumstances promptly — typically within 30 calendar days of a complete appeal. If both Keefe's local and the state CD requirements are confirmed, a diploma will be awarded at the next semester break

9. Compliance with Federal and State Law

All students are entitled to a Free and Public Education (FAPE). Students with disabilities and English learners will receive the accommodations outlined in their IEPs, 504 plans, or approved supports in accordance with state and federal regulations.

10. District Certification and Public Posting

Keefe Technical High School's CD policy, certification process, and appeal procedures will be adopted by the School Committee and publicly posted as required. The district acknowledges that DESE may review or audit CD policies and records at any time.

	GRADE 9	Course Number	GRADE 10	Course Number	GRADE 11	Course Number	GRADE 12	Course Number
ENGLISH	Literature & Composition I H	1001	American Literature H	1021	AP Language and Literature	1100	AP English Literature & Composition	1110
	Literature & Composition I CP 1	1002	American Literature CP 1	1022	World Literature H	1041	Literature and Rhetoric HON	1222
	Literature & Composition I CP 2	1003	American Literature CP 2	1023	World Literature CP 1	1042	Literature and Rhetoric CP 1	1202
				1162	World Literature CP 2	1043	Literary Analysis and Career & Technical Writing CP 1	1212
ELL	ESL 1 (9th) CP1	501CP	ESL 1 CP1 (U)	511CP	ESL 1 CP 1 (U)	511CP	ESL 1 CP 1 (U)	511CP
	ESL 2 (9th) CP1	502CP	ESL 2 CP1 (10th)	512ACP	ESL 2 CP 1 (U)	512CP	ESL 2 CP 1 (U)	512CP
	ESL 3 (9th) CP1	503CP	ESL 3 CP 1 (10th)	513ACP	ESL 3 CP 1 (U)	513CP	ESL 3 CP 1 (U)	513CP
	ESL 4 (9th) CP1	504CP	ESL 4 CP 1 (10th)	514ACP	ESL 4 CP 1 (U)	514CP	ESL 4 CP 1 (U)	514CP
MATH	Algebra II H Gr. 9	2071	Geometry H	2041				
	Algebra I H	2001	Geometry CP 1	2042				
	Algebra I CP 1	2002	Integrated Algebra & Geometry CP 2	2032				
	Algebra I CP 2	2003						
SCIENCE	Biology I Lab H	3001	Chemistry Lab H	3061	Physics Lab H	3071		
	Biology I Lab CP 1	3002	Chemistry Lab CP 1	3062	Physics Lab CP 1	3072		
STEM			Introduction to Engineering Design H	3031	Principles of Engineering H	3032		
SOCIAL STUDIES	US History I: 1745-1850 H	4001	US History II: 1920-2001 H	4021				
	US History I: 1745-1850 CP1	4002	US History II: 1920-2001 CP1	4022				

SECTION V: ACADEMIC/CAREER AND TECHNICAL PROGRAMING

COURSE OFFERINGS

Overview

At Keefe Regional Technical School, a student's individual academic program is based on ability, past achievement, school requirements, and career goals. Counselors and classroom teachers provide recommendations based on their knowledge of the student's performance and ability level. A full College Preparatory program, as well as an Honors program, is available.

Grade nine students take a core curriculum in English, Science, Mathematics, and Social Studies. These courses integrate career and technical materials aimed at job skills and career development whenever possible. In addition to the academic core, grade nine students spend three periods every other week in a career exploratory program. In this course, students explore many career and technical areas and receive career counseling. As the year develops, areas of interest are explored in more depth, and a final choice for career and technical education placement is made.

Grade ten students enter a career and technical program that meets every day, five days per week, on an every other week rotation. This program continues through grades eleven and twelve with opportunities for internships or paid work experiences.

Academic classes for grades ten, eleven, and twelve meet on an every other week basis. As with grade nine, students take a core curriculum of English, Mathematics, Science, and Social Studies. Keefe Regional Technical School offers a variety of elective courses, which help to cultivate new interests and create a richer learning experience.

COURSE SELECTION

Each counselor aims to assist the student during his/her high school years. These are the steps in developing an appropriate individual program of studies for each student:

1. **Faculty recommendations**
2. **Individual meetings with counselors to select courses**
3. **Parental/guardian review and signature approval**

Change of Course - Withdrawals

In order to minimize changes in their program, students should carefully select the courses they plan to elect for the following year. It is the student's responsibility to read the course information in the Program of Studies.

All necessary course changes should be made early in the school year prior to the deadline communicated by the School Counselor, which will be before October 1st. Any course changes made after this deadline will require Administrative Approval. Students who withdraw from a course after October 1st, may receive a "WP" to signify a passing status or a "WF" to signify a failing status on their high school transcript. Designation of WP or WF will depend on course withdrawal that takes place.

Honors Level Courses

Honors level courses move at a rapid pace and go into far more depth than college preparatory courses. As a result, students must be highly motivated and prepared to work independently. The successful completion of one honors course does not always lead to placement into another. Rather, each course should be viewed individually. As one advances through the honors program of course offerings, each succeeding grade level becomes more difficult. Standardized tests scores often are used together with a student's grades to determine eligibility for honors courses.

The following prerequisites apply to all students interested in pursuing Honors courses:

1. **Current teacher approval during the course selection process.**
2. **Departmental approval for special circumstances.**
3. **Students must be responsible, conscientious, highly motivated, and able to work independently.**
4. **Parents must sign a consent form verifying that they understand the rigorous expectations found in an honors level class.**

Students and parents may appeal a student's denial of acceptance into an honors level course through the guidance department. Upon review, the Administrative Leadership Team will notify students and parents of the final placement decision within two weeks of appeal.

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ACADEMICS

English

Students are required to take and successfully complete an English course each year, minimally six credits overall with eight or more credits possible. The curriculum combines traditional academic materials that address the Massachusetts Curriculum Frameworks with integrated career-technical activities related to the Senior Project requirement in order to provide students with the practical experience necessary to succeed in a competitive workforce.

Freshmen pathways begin with Literature and Composition 1; the sophomore year is focused on American Literature; the junior year core coursework for all students is World Literature. In senior year, students take a Survey of Literature course or British Literature. Students also have the opportunity to choose from a variety of electives. Core courses are offered at the honors-level or traditional college preparatory.

Mathematics

The mathematics curriculum is structured to best address the broad needs of students. All courses are designed for students who learn best in an applied approach. The department advances five major goals for students:

- **Learn to value Mathematics as a tool to explore relationships between Mathematics and the many disciplines it serves.**
- **Gain confidence in using mathematical power to make sense of new problem situations and the world we live in.**
- **Develop ability in solving problem situations independently and in a cooperative group setting.**
- **Given opportunities to read, write and discuss ideas, use the signs, symbols and terms of mathematics.**
- **Gather evidence, make conjectures, develop and support rationale using mathematical reasoning.**

Students are required to successfully complete the objectives of six credits of Mathematics coursework but may elect up to eight credits. Aspects of Mathematics that emphasize real-life situations are integrated regularly throughout all the mathematics courses. All courses are college preparatory and fully address the goals and objectives of the Massachusetts Curriculum Frameworks.

The Honors mathematics pathway moves from Algebra Two to Geometry to Advanced Algebra and Pre-Calculus with senior year expectation of Calculus. Additional electives are available dependent upon student career plans. The majority of students follow a college preparatory pathway beginning with Algebra One but may elect Honors-

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level courses.

The need for technological proficiency is recognized at all levels and in all courses. Students are encouraged and trained to use calculators to speed arithmetic calculations, for advanced analysis, and to explore relationships and concepts visualize solutions and promote hypothetical modeling of real-life situations. Additional methods utilizing computer software for exploration and analysis are also employed in all courses.

Science

The Science curriculum is designed to provide for students who will pursue a career immediately after high school, as well as for those students who will continue their education. Offerings in the physical, life, and Environmental Sciences emphasize hands-on learning and the practical application of Science in the classroom, career-technical program, and everyday life.

Students are required to take a science course every year. The Honors-level pathway moves through Biology, Chemistry, Physics, and Anatomy & Physiology. Regular college preparatory pathways have options of Engineering & Technology, Environmental Science, and additional laboratory experiences in Biology.

Social Studies

The main objective of the Social Studies curriculum is to help prepare students to become effective and responsible citizens. Therefore, the underlying goal of the curriculum is to develop important qualities of citizenship including disciplinary knowledge, thinking skills, commitment to democratic values, and citizen participation.

The Social Studies curriculum at the Keefe Regional Technical School is based on the standards set forth in the Massachusetts and Social Science Curriculum Framework and is designed to incorporate the major strands of Social Studies: History, Civics, Government, Geography, and Economics. Students are presented with multiple opportunities for rich experiences and in-depth study of the social sciences as they progress through the grades. Making the subject matter relevant to the lives of our students is an important and underlying goal of instructional delivery.

Primary focus is placed on the mastery of the core knowledge for each subject area and the key concepts and skills in the Social Sciences that are essential to all American citizens. However, throughout the curriculum, a strong emphasis is also placed on developing critical reading, writing, and research skills. The reading and analysis of primary documents is also an important feature of the curriculum, especially in the study of United States history.

The curriculum has been restructured to prepare our students effectively for both district and state assessments. All ninth-grade students are required to take U.S. History I and all tenth grade students are required

to take U.S. History II. A variety of Social Studies electives are offered to eleventh and twelfth grade students. All courses require standards-based assessments by term or unit and final exams.

Electives

Keefe Regional Technical School offers electives reinforcing career-technical learning and lifelong learning. Students who wish to apply to colleges that have a foreign language requirement have the opportunity to elect up to two years of Spanish.

Physical Education / Health & Wellness

Physical Education is a required course for all students (unless medically excused) in all grades and is connected to Health & Wellness education. Grade nine through twelve curricula covers topics that include motor skill development, muscular strength and conditioning, fitness, agility, coordination, flexibility, group and individual sports and activities and personal and social competency. Students will be evaluated on their preparedness, cooperation, attitude, participation, and effort.

Throughout all four years, students are required to progress through a developmental study of health and wellness topics. Through health literacy, healthy self-management skills, and health promotion, comprehensive health education teaches fundamental health concepts, promotes habits and conduct that enhance health and wellness, and guides efforts to build healthy families, relationships, schools, and communities.

The experience will be comprised of planned activities and presentations provided by counselors, contract service providers, and the instructors themselves. Counselors will provide lessons on personal/social topics, such as self-esteem, dating violence, and harassment. Our New Beginnings counselor will provide informative presentations on alcohol and substance abuse and the criminal justice system. The regular instructors will follow the Massachusetts Curriculum Frameworks in health and physical education, which will be expanded over a four-year experience, while enhancing the program with experiential learning focused on cooperative team development and individual self-discovery using our newly built Wing Speed Adventure course challenges.

Special Education Programs

Specialized courses and approaches to learning are designed to help students with disabilities whose special needs have been identified by the team meeting process meet the high expectations, MCAS requirements, and the challenges of the Massachusetts Curriculum Frameworks, while addressing the goals of their Individual Education Programs (IEPs). Special education services and programs are offered in accordance with state and federal laws that govern special education and are driven by the scope of the Individuals with Disabilities Education Act (IDEA) and the Massachusetts Curriculum Frameworks.

English Language Learner Program (ELL)

The English Language Learner Program welcomes students from all countries and language groups, who do not speak English as their first language, and who require assistance completing schoolwork in English.

The ELL Program provides a variety of services to its students and has two components: English as a Second Language (ESL) and Sheltered English Immersion (SEI).

In English as a Second Language courses, students receive intensive instruction in English. ESL courses are offered at beginning, intermediate, and advanced in ESL levels 1-5. These rigorous courses help students improve their listening, speaking, reading, and writing skills.

Sheltered English Immersion allows English Language Learners to attend mainstream academic classes with their English-speaking peers. Language support services are provided by bilingual aides to ensure success in the content area academic classes of Mathematics, Science, and Social Studies.
Additionally, English Language Learners are actively enrolled in all of Keefe Regional Technical School career-technical programs. Language support services are provided in these classes to ensure meaningful participation and success while students continue to acquire English.

For more information about ELL programs, parents/guardians may contact the Guidance Department at 508-416- 2271.

CAREER AND TECHNICAL EDUCATIONAL PROGRAMS

Philosophy

Our main purpose is to provide up-to-date technical training and marketable skills to high school students. Curricula are designed to integrate vocational and academic areas. This training will ultimately lead to satisfying employment in our global economy.

At Keefe Regional Technical School, a student's complete education includes the development of good work habits, citizenship and a desire for lifelong learning. Our programs foster student self-esteem, self-respect, and social awareness. Students are to participate actively in their education and to make learning their primary goal. During their training, students will undertake school projects that will benefit our member communities and their residents.

The fundamental concept of Career Technical Education is that all education experiences, curriculum, instruction, and counseling should be geared for economic independence and appreciation for the dignity of work. Career Technical Education is not limited to the task of skill training; it also focuses

on helping the student master several career development tasks for awareness, exploration, and decision making, from kindergarten through adult life. Keefe Regional Technical School has adopted the above concepts and supports an educational process designed as follows:

1. **To increase the relationship between society and the schools as a whole.**
2. **To provide opportunities for counseling, guidance, and career development for all students.**
3. **To relate the subject matter of the curricula of schools to meet the needs of persons and society.**
4. **To extend the concept of the education process beyond the school into the area of employment and the community.**
5. **To foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating changes and obsolescence.**
6. **To make education more relevant to employment and functioning in society.**
7. **To eliminate any dichotomy between education and vocational purposes and academic education.**

Career Exploration

The Career Exploratory Program is designed to help Grade 9 students make an informed decision as to which career technical program best coincides with their aptitudes, interests, college, and career goals. Prior to the start of the school year, students are introduced to the career technical programs offered at Keefe Regional Technical School, and select eight programs to explore during grade 9. Students are guaranteed their top three choices of interest and are required to complete a non-traditional CTE experience.

Career Technical Program

Upon completion of the exploratory cycles, each student will choose the career technical program in which they were most successful. For the remainder of the school year they will spend their exploratory periods in the shop for which they have earned placement. While they are in their career technical program, they will be evaluated to determine their potential for successful employment in their chosen field. They will also have the opportunity to change programs if they so desire and if a seat is available within that CTE area. If a program is oversubscribed, the student's academic, attendance, discipline records and performance in the exploratory program will be considered for placement into the program as indicated in the DESE approved Admissions Policy

Beginning in tenth grade, Keefe Regional Technical School students will specialize in one career technical area. The sixteen career technical programs with links to more information may be found below:

Automotive Technology

Automotive Technology students in grades nine and ten develop skills in automotive repair and maintenance through training using engine parts and donated vehicles. After completing this training, instructors

supervise students in the servicing of actual customer vehicles. Customers with vehicles that meet certain criteria for training purposes may request an appointment for service. Keefe Regional Technical School is an authorized inspection station under the new Massachusetts Enhanced Emission and Safety Program.

Certified in all eight ASE (Automotive Service Excellence) service areas, this program has received master status certification from the National Automotive Technicians Education Foundation (NATEF). We have established an educational partnership with our area dealerships for job shadowing, internships, and cooperative work for our students. This provides assurance that Keefe Regional Technical School graduates from the Automotive Technology Program will be employed as entry-level technicians and/or be prepared for training on the post-secondary level.

Carpentry

Carpentry is a program that is divided into two major parts. The first year, students receive basic instruction in the process of milling lumber into various components, including cabinets and countertops. The students spend the majority of their time learning how to construct a house from foundation to finished product. The house-building project provides the setting for the "on the job" learning activities.

Cosmetology

Keefe Regional Technical School's Cosmetology Program is a dual-licensing program for students meeting the State Board of Cosmetology's age requirements. In the 1,000 hour-course curriculum, students learn how to cut, style, perm, color and highlight hair. Cosmetology students also learn basic facial procedures and manicure procedures to prepare them to take the Massachusetts State Board of Cosmetology Exam. In addition, students participate in a 100-hour Nail Technician Course, which leads to a state manicuring license. A major emphasis is placed on sanitation and sterilization. Students need a release signed by their parent/guardian in order to avail themselves of cosmetology services, such as haircut, hair color, highlight, and permanent wave.

Criminal Justice

The Criminal Justice Program is a new and exciting program for students interested in law enforcement, criminal law and procedures, crime scene processing, disaster preparedness, ethics, private investigations, surveillance practices in the areas of legal and protective services. Through the Criminal Justice Program, students learn legal theory and its application in real world scenarios. Students gain insight into the philosophies and disciplines of a variety of criminal justice and protective service areas working with law

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enforcement, fire departments, law firms, federal agencies, courthouses and correctional facilities. Students have potential careers in: Law Enforcement, Homeland Security, Forensics, Crime Scene Analysis, DNA Analysis and Fingerprinting, Advanced Communication, Computer and Online Security, Basic First Responder, Fire and Rescue, and Physical Training/Defensive to name a few examples. Students who qualify can earn certifications in CPR, First Aid and 911 Dispatching.

Culinary Arts

The Culinary Arts Program trains students in the art of handling and preparing food for restaurants and hotels. Students learn to plan menus; determine the size of portions; and select, store and prepare food. The program provides an in-depth, hands-on education in cooking, baking, and dining room management, supported by related classroom curriculum and activities. Keefe Regional Technical School's student-run restaurant, the East Side Room, is open four days a week, providing real-world experience in a state-of the-art classroom facility. Students receive certifications from the National Restaurant Association in Serv/Safe and from the American Culinary Federation, helping further their education after graduation both in college and upon entering the workforce.

Dental Assisting

The Dental Assisting program is an exciting career path for the student who enjoys the challenges and rewards of working with people and has the desire to join the growing health and dental industries. Students are exposed to oral health care and services through practice in our state-of-the-art dental assisting lab, as well as clinical experiences in MetroWest dental offices and clinics. Students also earn a deeper understanding of patient care by studying anatomy and physiology, with an emphasis on head, neck, oral, and dental anatomy. In-depth preparation for Dental Assisting Licensure is a natural launchpad for a well-paid career in the dental field.

Design and Visual Communication

Students interested in the world of Design and Visual Communications find opportunities to explore several areas of this exciting field at Keefe Regional Technical School. Sophomores learn the foundations of design, including color theory, drawing, perspective, and layout. In their junior and senior years, students work with Photoshop, In Design, digital Photography, and video to produce a variety of multimedia projects for their portfolios. Package design, product photography, multimedia presentations, web design, and audio production are introduced through the use of the latest technology. Graduates of this program will be prepared to continue their education at the college level or obtain an entry-level position in the field.

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Early Childhood Education and Teaching

The Early Childhood Education and Teaching Program at Keefe Regional Technical School is an in-house training site designed to introduce the high school students to the development and care of children, including infants and toddlers. Students choosing Early Childhood will be exposed to the emotional, social, physical and cognitive changes that take place during a child's life. Students will learn and demonstrate the duties of a classroom teacher. The Early Childhood Education and Teaching Program provides practice in real-world skills in various off-site childcare centers. Students who successfully complete this course will meet the licensing requirements for the Massachusetts Department of Early Childhood and Care in infant-toddler and preschool areas. Students will also receive First-Aid and CPR certifications. Early Childhood Education and Teaching Program students are eligible to receive three college credits from Massachusetts Bay Community College upon graduation.

Electrical

Electrical trade is a licensed trade in the construction industry, where individual ability and motivation are recognized and rewarded. The Keefe Regional Technical School's Electrical Program covers commercial, industrial, and residential wiring of old and new buildings, as well as alarm system installation. In addition to wiring, the course of study provides students with knowledge of solar energy and wind energy technology. The Electrical Program emphasizes residential wiring by completing all of the electrical work for our annual house-building project. This project introduces the student to telephone wiring, familiarization with blueprints for location of outlets, and the wiring methods that satisfy the Massachusetts Electrical Code.

HVAC/R

The HVAC/R career area incorporates elements of Electrical, Plumbing, and Metal Fabrication. Students enrolled in the HVAC/R program will learn about systems that are used to control heating and cooling in commercial (schools, hospitals, etc.), and residential (traditional homes) buildings, and how to test and repair these systems. Students will learn electrical theory, brazing and soldering, handling and storage of refrigerants, cutting and bending of sheet metal, and the installation of heating systems.

HVAC technicians work in many types of buildings, including residential and commercial, installing, repairing, and maintaining HVAC systems. They may be trained on specific systems but are usually generalists trained to work on many systems. Heating, ventilation, and air conditioning field technicians, better known as HVAC field techs, install, maintain and repair heating and air conditioning systems in buildings. HVAC techs who also work on

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refrigeration systems are referred to as HVAC/R technicians.

Health Careers

Students in the Health Careers Program have the opportunity to acquire skills that prepare them for successful career entry, advancement, and/or continuing education in the health field. This program is designed to focus on the certification of nursing assistants. The role of the medical office assistant is included in the program of studies. Students can earn certifications in first aid, safety, CPR, and Alzheimer's Care. The first phase emphasizes the foundation skills and common skills, e.g. taking blood pressures and pulses, necessary in all health occupations. The second phase focuses on job-specific skills and knowledge. Skills are introduced and practiced in the classroom and then transferred to patients in a hospital and/or a long-term care setting during career technical training activities.

Horticulture and Landscaping Design

Keefe Regional Technical School's Landscaping Design & Construction Program provides students with training opportunities in all aspects of the Green Industry. The curriculum stresses the study of landscape management, plant and soil science, floriculture, turf management, safe operation of construction and landscaping equipment, small engine repair, greenhouse management, arboriculture care and plant propagation. Students practice their skills throughout the school campus by maintaining the grounds, including the athletic fields, planting flowers and shrubbery, and operating the landscaping equipment on campus.

Information Technology

Students entering the Information Technology Program have the opportunity to receive certifications in the general areas of Computer Servicing and Networking. In their sophomore year, students enter into the A+ IT Technician Program. Students participate in real-life repairs and upgrades as computers come into the shop to be repaired. In their junior year, students begin the authorized Cisco Networking Academy. The curriculum for sophomores, juniors and seniors, includes some basics in Flash, Fireworks, Dreamweaver, XHTML programming, Visual.Net Programming, PHP, SQL, and software configurations. As seniors, many students are offered cooperative work placement. Graduates of this program can continue their education in Computer Information Systems at the college level or gain entry-level positions as help desk technicians or entry-level repair technicians.

Metals Technology

Keefe Regional Technical School's Metal Fabrications & Joining Technologies Program trains students in the technologies of sheet metal fabrication and welding, which are directly related to the processes of the metal products industries. The curriculum allows each student to develop a well-rounded background in all phases of welding. Students in the Metals Technology Program can attain certification from the American

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Welding Society. The Certified Welder (CW) Program tests procedures used in the structural steel, petroleum pipelines, sheet metal and chemical refinery welding industries.

Plumbing

Students in the Plumbing Program receive training in rough and finish plumbing installations in residential, commercial, and industrial locations, as well as prevention maintenance. The curriculum focuses on an overview of the plumbing trade license regulations and plumbing code regulations of the industry. The 1,500 hours of training plus 300 hours of classroom instruction that students receive in this program are applied toward the apprentice hours needed to become a licensed plumber. Seniors in the Plumbing Program practice their skills by completing all aspects of residential plumbing for Keefe Regional Technical School's annual house-building project.

Programming and Web Design

As society becomes more information oriented, computers, technology, and the internet are an integral part of most jobs. Our students are trained using a state-of-the art 20-workstation lab running in a Windows 8 environment. A total of four servers will also exist in the classroom giving students access to Microsoft based environments (Free BSD Unix, Apache, and MySQL). Programming languages the students will be exposed to are C#, Java, PHP, Python, Visual Basic, HTML (XHTML and HTML5), Flash and JavaScript. Students will fully understand how to create web applications from the ground up (notepad++ and browser). They will also be exposed to Dreamweaver to understand what Web Authoring Software is – its advantages and disadvantages. Upon completion, students will be prepared for an entry-level position in Programming and Web Development or to further their education by enrolling in a post-secondary school.

COOPERATIVE EDUCATION PROGRAM

The Cooperative Education Program provides an opportunity for deserving students to participate in paid employment in their career and technical areas of study. They receive fair and competitive wages and valuable work experience during their CTE week for area employers. During this time, students are expected to maintain their CTE and academic grades and continue to have good attendance at school. The employers are expected to grade students based on criteria provided by the school. These selected employers become partners in the educational process and often find new and valuable employees.

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Eligibility for Seniors

Co-op eligibility, at the beginning of the senior year, depends on the following junior year criteria (Summer school grade may not be used for co-op eligibility):

- **An average passing grade in academic subjects.**
- **A final grade of "B-" or better in junior year shop and related.**
- **MCAS competency determination based on scores in all required areas.**
- **Obtained OSHA 10-hour safety card.**
- **Instructor recommendation.**
  ***Students who are not eligible for cooperative placement at the beginning of grade 12 may become eligible based on their report card at the end of any term during the senior year.**
  Eligibility for Term II Juniors
- **An average passing grade in academic subjects.**
- **An average grade of "B-" or better in junior year shop and related.**
  ***Based on the first two terms in grade 11**
- **MCAS competency determination based on scores in all required areas.**
- **Obtained OSHA 10-hour safety card.**
- **Instructor recommendation.**
- **Juniors participating in co-op must continue to meet the grade requirements based on year end grades to continue on co-op placement.**

Summer Cooperative Placement for Juniors

Summer cooperative placement (new contract) for juniors will commence the last day of their junior year and will end the first day of school of their senior year as regulated by the Department of Elementary and Secondary Education.

Waivers

Students may appeal to the Principal for a waiver for extenuating circumstance on an individual basis.

Termination By Keefe Regional Technical School of Cooperative Placement

Keefe Regional Technical School will remove or terminate a student from cooperative placement because of ineligibility due to poor attendance, failing grades, suspension or other disciplinary infractions. Any exception to the above will be decided by the Principal and the Cooperative Placement Coordinator.

DUAL ENROLLMENT/COLLEGE ARTICULATION

Articulation Agreements

Keefe Regional Technical School has a number of agreements with Community, Public and Private Post-Secondary institutions that will grant credit for coursework completed at Keefe Regional Technical School. These agreements are frequently updated, and a current listing may be obtained through the School Counseling Department.

Dual Enrollment

State funds allow qualified Keefe Regional Technical School students to take college-level, credit-bearing courses through a participating public higher education institution. Twenty-seven public higher education institutions offer Dual Enrollment courses and have partnered with Keefe Regional Technical School for the current academic year. Interested students should contact their guidance counselor for a list of schools and applications procedures.

COMPETENCY REPORTING

Each Career Technical Program at Keefe Regional Technical School has a list of competencies that students must attain throughout their three years in their Career Technical Program. These competencies are connected to the Massachusetts Vocational Technical Education Frameworks for each Career Technical Program. These competencies are updated and validated by our Career Technical Program Advisory Committees made up of members of business, industry, parents, teachers, alumni, and students.

The teachers in the Career Technical Programs report competency attainment for each student through the web-based Skills Plus competency reporting system at the end of each trimester. Students and parents will be able to access the student's competency report through a website that will be printed on the student's report card. The competency report for each student will also be available through the student's career technical teachers and his/her guidance counselor.

INCOMPLETE GRADES

The grade of "Incomplete" is given to those students who because of absence from school are unable to complete the required assignments within the marking period. The student receiving the "Incomplete" is given the opportunity to earn a grade providing he/she makes arrangements with his/her subject teacher and makes up the work missed within ten (10) school days after report cards are issued, with the exception of the third marking period when no "Incompletes" can

be given. Make-up in career-technical programs will consist of alternative instructional activities designed by the technical teacher which relates to the work missed. The nature of the make-up assignment for technical time missed will be at the discretion of the technical teacher. Make-up work may be based on either a "time-on-task" basis, or a competency basis, or a combination thereof. ASSIGNMENTS NOT MADE UP DURING THE PRESCRIBED TIME WILL RESULT IN A FAILING GRADE FOR THE WORK MISSED. Students who receive an INCOMPLETE due to prolonged absence will be evaluated on an individual basis through the Guidance Department. Teachers must change the INCOMPLETE to a grade if the work is made up according to the timeline below. NO INCOMPLETE can be given for the third marking period. Incompletes will not be changed to a grade of "F" based upon absences. Absences will determine loss of credit according to the attendance policy.

MAKE-UP WORK

Suspension

A student who is suspended will be given the equivalent number of days to make-up the work missed. Thus, if a student is suspended one day, he/she is given one day to make up the work. If he/she is suspended three days, he/she is given three days to make up the work, etc. In the event that a student is suspended during his/her technical program week, arrangements must be made by his/her technical program instructor. Suspended students who fail to complete make up assignments will receive a zero for the work missed.

Skipping Class

A student who intentionally skips a class will not be able to make up the work and will be given a "0" (zero) for that class.

Extra-Curricular Activities

Any student who is eligible to participate in extracurricular activities during class time may do so if the student is in good academic standing in the classes missed. However, the work which normally would have been done within the time frame of the class missed must be made up within a reasonable time frame as established by the teacher.

SUMMER SCHOOL

Students who are eligible for summer school will be notified by the School Counseling Department prior to the end of the school year. Summer school may be an option for students in need of credit recovery due to excessive absences and/or for students who received a year end failing grade in a course required for graduation.

In order to be eligible to enroll in a summer school course at Keefe Regional Technical School, students must earn a minimum of a 50 average for their final course grade.

SECTION VI: ATHLETICS

Keefe Regional Technical School is a member of the Colonial Athletic League and offers interscholastic sports programs at the Varsity, Junior Varsity, and Freshmen levels. In addition, a wide variety of intramural sports teams and supervised weight training are available throughout the school year.

BOYS' AND GIRLS' SPORTS PROGRAM

The Interscholastic Sports Program at Keefe Regional Technical School is governed by the Massachusetts Interscholastic Athletic Association (MIAA). Please refer to their website at MIAA.org for a complete listing of all rules and regulations regarding Taunting, Hazing, Chemical Health, Concussion Law, etc. Keefe Regional Technical School student/athletes strictly adhere to all the rules set forth by the MIAA. All students must pass a physical examination within 13 months of each day of athletic participation. A sports physical terminates 13 months subsequent to administering and must be renewed immediately (should an athlete be "in season") to maintain eligibility. Physical examinations must be performed by a duly registered physician, physicians' assistant, or nurse practitioner. Up-to-date information on the Massachusetts Concussion Law can be viewed on our website (Athletics and Activities – Athletic Forms and Policies).

The sports program offers to its girls and boys interscholastic competition in the following sports:

FALL	WINTER	SPRING
Boys' Soccer	Boys' Basketball	Baseball
Girls' Soccer	Girls' Basketball	Softball
Cheerleading	Cheerleading	Boys' Track & Field
Boys' Cross Country	Wrestling	Girls' Track & Field
Girls' Cross Country	Ice Hockey	Boys' Volleyball
Football		
Girls' Volleyball		
Golf		

KEEFE REGIONAL TECHNICAL SCHOOL POLICIES FOR STUDENTS/ATHLETES

In addition to the rules and regulations set forth by the MIAA, Keefe Regional Technical School has additional policies for their interscholastic teams.

1. **Students/athletes must be present in school by 10:45 am in order to be eligible to compete in athletic contests or practices on that day. Exceptions may be made by the Principal or designee.**
2. **To remain on or try out for a team, students must be passing 75% of their career-technical program and 75% of their academic subjects totaling at least nine credits. Progress reports will be used as an opportunity to evaluate student progress toward eligibility. Any extenuating circumstances will be reviewed by the Director of Guidance and Athletic Director.**

   Students who receive a failure in their career-technical program or academic failures reducing their credit total to less than nine at the time report cards are issued are considered ineligible for participation in a team sport.

   <u>NOTE:</u> A mark of incomplete is counted as a failing grade. Any extenuating circumstances will be reviewed by the Director of Guidance and Athletic Director.

3. **In accordance with our philosophy of athletics, we encourage as many students as possible to participate in our athletic programs. We encourage coaches to select as many athletes as possible in order to maintain effective practice sessions. Time, space, and facilities place limitations on the most effective roster size for some sports. Because of these limitations, it is necessary to make cuts in certain sports. Coaches strive to maximize the opportunities for student-athletes without diluting the quality of the programs. Seniors in good standing, who have been part of the program for three years, will have the opportunity to remain in the program in some capacity. The following guidelines are used when cuts become a necessity. Each athlete trying out for a team will have the opportunity to compete in a minimum of 3 tryout sessions. If cut, candidates will be informed, in person, of the cut by the varsity coach and appropriate staff with the reason for being cut and be given the opportunity to meet at a later date and time for further explanation.**
4. **As a member of an interscholastic sports team, girls and boys are expected to demonstrate proper respect for all coaches, teammates, officials, opponents, spectators, and equipment. They must exhibit the highest level of conduct, both on and off the athletic field or court, as they are at all times representatives of their teams, school, and community.**
5. **Keefe Regional Technical School's Concussion Policy can be viewed on our website. (Athletics and Activities – Athletic Forms and Policies)**
6. **Athletes are responsible for payment for all lost, stolen and/or damaged clothing or equipment that has been issued to them.**

INTERSCHOLASTIC SPORTS ELIGIBILITY, CLOTHING AND EQUIPMENT

All students must pass a physical examination within 13 months of each day of athletic participation. A sports physical terminates 13 months subsequent to administering and must be renewed immediately (should an athlete be "in season") to maintain eligibility. Physical examinations must be performed by a duly registered Physician, Physicians' Assistant, or Nurse Practitioner.
All other rules governing practice sessions and contest eligibility shall be established by each head coach and submitted to the Athletic Director.

Athletes are responsible for payment for all lost, stolen and/or damaged clothing or equipment that has been issued to them.

Approved: June 9, 2025

SECTION VII: LAWS AND POLICIES

ABSENCES OF STUDENTS: RESPONSIBILITY OF BOTH THE SCHOOL AND PARENT(S)/GUARDIAN(S)

Chapter 76 of the General Laws is hereby amended by inserting after § 1 the following section: § 1A. Upon the acceptance of this section by the local legislative body of a city or town, or a majority vote of two- thirds of the member communities of a technical school district, the school community of a city, town or technical school district shall establish a pupil absence notification program with the assistance of the department of education. The parent or guardians of each pupil shall, annually, at the commencement of each school year, be sent a notice instructing them to call a designated telephone number at a designated time to inform the school of the absence of a pupil and the reason thereof. Said notice shall also require such parent or guardian to furnish the school with a home, work or other emergency telephone number where they can be contacted during the school day. If a pupil is absent and the school has not been notified by the designated time, the school shall call the telephone numbers furnished to inquire about said absence.

BULLYING AND CYBER BULLYING

In accordance with M.G.L. c. 71 sec. 37H and 37O, Keefe Regional Technical School prohibits students from engaging in any conduct that would be considered "bullying".

"Bullying", the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victor or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at schools or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

"Cyber-bullying", 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 to, 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 (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive of the definition of bullying.

"Electronic communication" means any communication through an electronic device including a telephone, cellular phone, computer or pager.

Keefe Regional Technical School prohibits retaliation or false accusation against a target, witness or one with reliable information about an act of bullying, harassment and intimidation.

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

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

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

In accordance with state law, Keefe Regional Technical School has adopted a comprehensive Bullying Prevention and Intervention Plan that describes the ways in which Keefe Regional Technical School responds to incidents of bullying. It includes specific information about:

1. **Important definitions;**
2. **Ways in which to report incidents of bullying;**
3. **Creation of safety plans for targeted students;**

4. **Process of investigation by the administration;**
5. **Determination process;**
6. **Notification obligations to students, parents, police and where appropriate school officials from neighboring school communities;**
7. **Disciplinary consequences for bullying and/or retaliation;**
8. ***Positive approaches for teaching students about bullying and the* harmful consequences of such conduct.**

The full contents of the Bullying Prevention and Intervention Plan will be provided upon request or can be accessed through the school's website. In the pages to follow, a summary of the key provisions for students and parents are provided.

I. REPORTING BULLYING OR RETALIATION

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. All staff members are required to report immediately to the Principal and/or Assistant Principal/Discipline any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not staff members of the district, may be made anonymously. The district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, and an email address.

Use of an Incident Reporting Form is not required as a condition of making a report. The district has included a copy of the Incident Reporting Form in its beginning of the year packets and will keep such forms available at the Main Office, Guidance Office and Nurse's Office and any other location deemed appropriate by the administration. Forms will also be posted on the school's website. A student or parent may complete the form and turn it into any staff member, who is required to submit such forms to the administration. Incidents of alleged bullying will be investigated and addressed in accordance with district policy and state laws and regulations.

REPORTING BULLYING BY STUDENTS, PARENTS OR GUARDIANS, AND OTHERS

The district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Principal and/or the Assistant Principal/Discipline. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on

the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an

incident of bullying with a staff member, or with the Principal and/or Assistant Principal/Discipline.

REPORTING PROCEDURES FOR STUDENTS

If you are a target of, or witness, or become aware of an act of bullying or cyber bullying, you should report it immediately.

To Report:

- **Speak to any teacher, coach, bus driver, cafeteria worker, administrator, aide, counselor, custodian, or any other staff member**
- **Report directly to Dr. Shannon Snow, Principal**
- **Report directly to Mr. Collins, Assistant Principal/Discipline**
- **Complete an Incident Report Form and deliver it immediately to the Main Office Switchboard, the Guidance Office, or to any staff member.**
  The Incident Report Form is available from your teachers in all shops and classrooms, in the Main Office, in the Guidance office, in the nurse's office, and on the school website; www.keefetech.org Click on the Bullying Prevention link.
- **Report via: email: report@jpkeefehs.org**
- **Call the dedicated hotline at: 508-416-2264**
  Note: the hotline number is an answering machine which is monitored by staff. You may leave a message on this machine. Anonymous reports left on this machine will be investigated. Remember, no student will be disciplined solely on the basis of an anonymous report. False reports will investigated, and any student found to have submitted a false report will face severe disciplinary consequences.

REPORTING PROCEDURES FOR PARENTS OR GUARDIANS OR OTHERS

If you become aware of an act of bullying or cyber-bullying, you should immediately:

- **Report directly to Dr. Snow, Principal**
  508-416-2252, direct line
  508-416-2264, hotline
  Email: ssnow@jpkeefehs.org
  Email: report@jpkeefehs.org (for anonymous reports)

- **Report directly to Mr. Collins, Assistant Principal/Discipline:**
  508-416-2260, direct line
  508-416-2264, hotline
  Email: kcollins@jpkeefehs.org; report@jpkeefe.org
  (for anonymous reports)

  Complete an Incident Report Form and deliver it immediately to the Main Office, Guidance Office, Dr. Snow, Mr. Collins, or to any staff member. The Incident Report Form is available in the Main Office, the Guidance Office, and on the school website; www.keefetech.org. Click on the Bullying Prevention link.
- **Mail the Incident Report Form to:**

  Dr. Snow, Principal
  Keefe Regional Technical School
  750 Winter Street
  Framingham, MA 01702
  Attention: Reporting
- **Speak to any teacher, coach, bus driver, cafeteria worker, administrator, aide, counselor, custodian, paraprofessional, or any other staff member.**

Upon receiving your report, the Principal and/or Assistant Principal/Discipline will immediately begin an investigation. You can expect to be contacted during the investigation, (unless you have filed an anonymous report). The Principal and/or Assistant Principal/Discipline will determine whether or not an act of bullying has occurred and you will be informed of their findings.

II. RESPONDING TO A REPORT OF BULLYING OR RETALIATION

Safety

Before fully investigating the allegations of bullying or retaliation, the Principal and/or Assistant Principal/Discipline will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor; in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the either the target's or the aggressor's schedule and limiting access to the target. The Principal and/or Assistant Principal/Discipline will take additional steps to promote safety during the course of and after the investigation, as necessary.

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

The Principal and/or Assistant Principal/Discipline will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

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

Obligations to Notify Others

Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the Principal and/or Assistant Principal/Discipline will promptly notify the parents or guardians of the Target and the Aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Principal and/or Assistant Principal/Discipline contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

III. INVESTIGATION

The Principal and/or Assistant Principal/Discipline will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the Principal and/or Assistant Principal/Discipline will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Principal and/or Assistant Principal/Discipline will remind the alleged Aggressor, Target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the Principal and/or Assistant Principal/Discipline, other staff members as determined by the Principal and/or Assistant Principal/Discipline, and in consultation with the school counselor, as appropriate.

IV. DETERMINATIONS

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

The Principal and/or Assistant Principal/Discipline will promptly notify the parents or guardians of the Target and the Aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents will comply with applicable state and federal student records laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Principal and/or Assistant Principal/Discipline cannot report specific information regarding other students to unauthorized third parties.

V. RESPONSES TO BULLYING

School has various tools at its disposal to respond to bullying. Each incident is handled on an individual basis. These potential responses include but are not limited to:

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

2. Taking Disciplinary Action

If the Principal and/or Assistant Principal/Discipline decide that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal and/or Assistant Principal/Discipline, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior.

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

If the Principal and/or Assistant Principal/Discipline determine that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The Principal and/or Assistant Principal/Discipline will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well.

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

VI. COLLABORATION WITH FAMILIES

The Plan at South Middlesex Regional Vocational Technical School District includes strategies to engage and collaborate with students' families in order to increase the capacity of the district to prevent and respond to bullying. Resources for families and communication with them are essential aspects of effective collaboration. At South Middlesex Regional Vocational Technical School District, parents or guardians are informed annually about the bullying prevention and intervention curricula used by the school district including:

- **how parents and guardians can reinforce the curricula at home and support the school or district plan;**
- **the dynamics of bullying; and**
- **online safety and cyber bullying.**

<u>PARENT EDUCATION AND RESOURCES:</u>

The district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district. The programs will be offered in

collaboration with the Keefe Regional Technical School Council, the Keefe Regional Technical Special Education Parent Advisory Council, the Keefe Regional Technical School Boosters Club and through events such as Freshman Orientation and Parent's Night.

TITLE IX POLICY AND PROCEDURES

I. POLICY

A. Policy Introduction

It is the policy of the South Middlesex Regional Vocational School District (the "District") not to discriminate on the basis of race, color, religion, national origin, age, sex, gender identity, sexual orientation, disability or other legally protected classification. This prohibition includes Sexual Harassment. The District is committed to maintaining a school environment free of unlawful Sexual Harassment. This Policy and Procedures specifically addresses Sexual Harassment, as defined below, as a form of gender discrimination under Title IX.

The District will promptly and reasonably investigate all allegations of sexual harassment through the designated and authorized Title IX Coordinator, as set forth below.

B. Scope

This Policy applies to individuals participating in any Educational Program or Activity, as defined below, whether such programs or activities occur on or off of school grounds if the school exercises "substantial control" over the alleged harasser and the context in which the alleged Sexual Harassment occurred. Although Title IX only applies to incidents occurring within the United States, this Policy applies to allegations of Sexual Harassment brought by individuals participating in any Educational Program or Activity even if it occurs outside of the United States.

C. Definitions

For purposes of this Policy and Procedures, the following definitions will apply:

- ***A Complainant* is a person who is alleged to be the victim of conduct that could constitute Sexual Harassment.**

- **A *Respondent* is an individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment.**

  - ***Actual Knowledge* of Sexual Harassment exists when any District employee, including, without limitation, administrators, teachers, educational support staff, clerical staff and custodians is aware of Sexual Harassment or allegations of Sexual**

Harassment. The District, through its staff, is required to act upon Actual Knowledge of such an incident or allegation.

- ***Educational Program or Activity* includes any location, event, or circumstance over which the District exhibits substantial control of both the alleged harasser and the context in which the Sexual Harassment occurred. Sexual Harassment is not dependent on the method by which the Sexual Harassment is carried out. Actions carried out by written instrument, e-mail, internet use or other technologies may constitute Sexual Harassment as much as in-person actions.**

- **A *Formal Complaint* is a document filed by a Complainant, who is participating in or attempting to participate in the Educational Program or Activity of the District, or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that the District investigate the allegation of Sexual Harassment.**

- ***Supportive Measures* are individualized services reasonably available that are non-punitive, non-disciplinary, individualized, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety or deter Sexual Harassment. Supportive measures shall be offered even where no complaint has been filed. Supportive Measures may include counseling, course modifications, schedule changes and increased monitoring or supervision.**

- ***Remedies* can include the same actions described as Supportive Measures, or can punish or burden the Respondent.**

D. <u>Rule</u>

The District takes allegations of discrimination, including Sexual Harassment, seriously and will respond promptly to Formal Complaints. Where it is determined that conduct that violates the law and/or this Policy and Procedures has occurred, the District will act promptly to stop the conduct and impose corrective action as necessary, which may include school-related discipline.

If any student believes, in good faith, that the student has been subjected to Sexual Harassment, they should report the incident. Further, anyone may report Sexual Harassment regardless of whether they are the victim/Complainant. This includes, but is not limited to, parents on behalf of their child and other students or staff who observe alleged incidents of Sexual Harassment.

***Sexual Harassment* for purposes of this Policy and Procedures is defined as conduct on the basis of sex that satisfies one or more of the following:**

1. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in

unwelcome sexual conduct (i.e., *quid pro quo* Sexual Harassment);
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive such that it effectively denies a person equal access to the District's Educational Program or Activity; or

3. "Sexual assault," "dating violence," "domestic violence" or "stalking" all as defined by applicable federal law.

Examples of Sexual Harassment include but are not limited to:

- **verbal abuse of a sexual nature;**
- **use of sexually degrading words;**
- **jokes or language of a sexual nature;**
- **conversation or gossip with sexual overtones;**
- **obscene or suggestive gestures or sounds;**
- **sexually-oriented teasing;**
- **verbal comments of a sexual nature about an individual's appearance or sexual terms used to describe an individual;**
- **inquiries into one's sexual experiences;**
- **discussion of one's sexual activities;**
- **comments, jokes or threats directed at a person because of his/her sexual preference;**
- **unwelcome and repeated invitations (for lunch, dinner, drinks, dates, sexual relations);**
- **demand for sexual favors accompanied by an implied or overt threat concerning a student's participation in an Educational Program or Activity, including promises of preferential treatment;**
- **physical contact such as touching, hugging, kissing, stroking, fondling, patting, pinching or repeated brushing up against one's body;**
- **deliberate bumping, cornering, grabbing;**

- **assaults, molestations or coerced sexual acts;**

- **posting or distributing sexually suggestive objects, pictures, cartoons or other materials;**

- **sexually-oriented letters or notes;**

- **sending offensive or discriminatory messages or materials through the use of electronic communications (e.g., electronic mail, including the Internet, voice mail and facsimile) which contain overt sexual language, sexual implications or innuendo, or comments that offensively address someone's sexual orientation;**

- **staring at parts of a person's body;**

- **sexually suggestive gestures, leering; and**

- **condoning Sexual Harassment.**

Sexual Harassment can occur in a variety of circumstances. Here are some things to remember.

- **A person of any gender identity may be the victim/Complainant or alleged harasser/Respondent of Sexual Harassment; and**

- **The victim/Complainant does not have to be of a different gender identity than the harasser/Respondent.**

II. PROCEDURES

A. Filing a Complaint

A Formal Complaint of Sexual Harassment may be filed with the Title IX Coordinator by the Complainant or any other individual by contacting the Title IX Coordinator by mail, in-person, email or phone. An employee with actual knowledge of conduct that may violate this policy must report to a Title IX Coordinator.

Adrienne Bogusky, Director of Guidance and Admissions P: 508.416.2276 E: abogusky@jpkeefehs.org

Kenneth Collins, Assistant Principal P: 508.416.2260 E: kcollins@jpkeefehs.org

The Title IX Coordinator may delegate any and all of their responsibilities to another individual on a case-by-case basis. In the event of any such delegation, the actions of the designee shall be deemed to be the actions of the Title IX

Coordinator for the purposes of this Policy and Procedures.

COMPLAINT MANAGERS FOR THE DISTRICT

Adrienne Bogusky, Director of Guidance and Admissions P: 508.416.2276 E: abogusky@jpkeefehs.org

Kenneth Collins, Assistant Principal P: 508.416.2260 E: kcollins@jpkeefehs.org

SUPPORTIVE MEASURES

After the Title IX Coordinator receives an allegation of Sexual Harassment, even if no Formal Complaint is made, the Title IX Coordinator will:

- **Offer the Complainant and Respondent Supportive Measures;**
- **Consider the Complainant and Respondent's wishes with respect to Supportive Measures;**
- **Inform the Complainant and Respondent of the availability of Supportive Measures with or without the filing of a Formal Complaint;**
- **Explain the process for filing a Formal Complaint and how the Formal Complaint will be addressed to the Complainant;**
- **Consider whether to file a Formal Complaint based on the information presented, if the Complainant elects not to do so;**
- **Determine whether an immediate threat to the physical health or safety of a student or other individual exists that requires removal of a student from the Educational Program or Activity;**
- **If removal is deemed necessary, provide Respondent with notice and an opportunity to challenge the decision immediately after the removal; and**
- **Document what Supportive Measures are provided and, if none are provided, document why and what Supportive Measures were offered.**

C. FORMAL COMPLAINT PROCESS

In response to a Formal Complaint of Sexual Harassment, the District will use the following process for investigating, dismissing and/or determining responsibility with regard to the substance of a Formal Complaint.

1. Written Notice

Upon receipt of a Formal Complaint, the Title IX Coordinator will provide written notice to all known parties. The Respondent will be given notice in sufficient time to prepare a response before an initial interview.

Written notice must include:

(a) Notice of the Formal Complaint Process, including any informal resolution process;

(b) Notice of the allegations, including sufficient detail (i.e., names of known parties, the conduct alleged to be Sexual Harassment, and the date and location of the conduct, if known) to allow the Respondent to prepare a response;

(c) A statement that the Respondent is presumed to be not responsible and that responsibility will be determined at the conclusion of the Process;

(d) Notice of the parties' right to have an advisor (who may be, but is not required to be, an attorney) and to inspect and review evidence; and

(e) Notice of any provision in the student code of conduct or other policy or rule that prohibits knowingly making false statements or providing false information in the Process.

Written notice will be supplemented if new allegations open for investigation.

2. Investigation

Promptly after receiving or signing the Formal Complaint, the Title IX Coordinator will conduct the necessary investigation, using a preponderance of the evidence standard, including making good faith efforts to gather all relevant information. In the course of the Title IX Coordinator's investigation, the Title IX Coordinator will, along or with the assistance of another staff member:

(a) Contact those individuals that have been referred to as having pertinent information related to the complaint, which, at a minimum, will include contacting the Complainant and the Respondent;

(b) Consider relevant documentary evidence;

(c) Notify Complainants and Respondents that they will have the opportunity to identify other witnesses and present other relevant information;

(d) Provide the parties with the same opportunities to have an advisor present, who may, but is not required to be, an attorney;

(e) Provide to a party who is invited or expected to attend, written notice of the date, time, participants, purpose, and location of any investigative interview, hearing or other meeting with enough time to allow the party to prepare to participate;

(f) Provide both parties and their advisors, if any, an equal opportunity to review all evidence that is directly related to the allegations in the Formal Complaint, including evidence upon which the District does not intend to rely, and any exculpatory or inculpatory evidence from any source prior to the completion of the final investigation report and in time to give the parties at least ten (10) days to prepare a written response; and

(g) Prepare a written investigation report that fairly summarizes the relevant evidence and provide the report to the parties and their advisors, if any, for their review and written response, at least 10 days before a hearing or other determination of responsibility.

The duration of an investigation will depend upon the nature and complexity of the allegations, the number of witnesses, the information to be gathered and the cooperation of all involved. As a guideline, the Complainant should expect to be interviewed within ten (10) school days. The interview of other witnesses and the Respondent will depend upon the number of witnesses and their availability and the availability of any advisor. The investigator should aim to complete interviews and fact-gathering within ten (10) school days, when feasible. Allowing time for both parties to provide a written response, a final investigation report will typically be completed within 45 calendar days after the filing or signing of the Formal Complaint. Delays may result from lack of witness availability, illness, involvement of law enforcement, the need for translation services or other good cause. The Title IX Coordinator will inform the Complainant and Respondent of any substantial delay and the reason for the delay.

Each party will have an equal opportunity to inspect, review, and respond to any evidence obtained. Prior to finalizing an investigative report, the investigator will send each party all evidence subject to inspection and review, and provide the parties at least ten (10) school days to provide a response to the investigator.

After the investigator drafts an investigatory report with all evidence obtained from the investigation, the report will be provided to the decision maker to send to all parties. The parties will then have ten (10) days to respond, including written relevant questions that each party wants asked of a party or witness.

3. Determination of Responsibility

Title IX does not require in-person hearings in elementary and secondary school District. It is the general policy of the District not to offer in-person hearings. The decision-maker, who will typically be a building administrator such as the Assistant Superintendent/Principal or Assistant Principal and cannot be the investigator or Title IX coordinator, shall retain the right to conduct an in-person hearing if they believe it is necessary to their decision. Regardless of the form of the hearing, the decision-maker will allow the Complainant and the Respondent to submit relevant, written questions they want asked of the other party or other witnesses, provide each party with the answers to such question and provide for limited follow-up questions. Questions about a Complainant's prior sexual behavior or sexual predisposition are only allowed to establish that another person committed the alleged conduct or that the conduct was consensual.

After the hearing process is complete, the decision-maker will issue a final written determination of responsibility within twenty (20) school days of receipt of the report from the investigator, using the preponderance of the evidence standard, that:

- ***(a) Identifies the allegations covered by this Policy and Procedures;***
- ***(b) Describes the District's procedural steps taken from the receipt of the Formal Complaint to the determination;***
- ***(c) Includes findings of fact supporting the determination;***
- ***(d) Includes conclusions regarding application of the code of conduct to the facts;***
- ***(e) Includes a statement of, and a rationale for, the result as to each allegation, including a determination of responsibility, any disciplinary sanctions, and***

whether remedies to restore or preserve equal access to the District's Educational Program or Activity will be provided to the Complainant; and

(f) Includes procedures and permissible bases for appeals.

The decision-maker shall provide the written determination to the Complainant and Respondent.

4. Appeals

Either party may appeal a determination of responsibility to the Superintendent, or their designee, or the District's dismissal of a Formal Complaint, in whole or in part, within ten (10) school days for the following reasons: (1) a procedural irregularity that affected the outcome; (2) new evidence that was not reasonably available at the time of the determination and could affect the outcome; or (3) a conflict of interest on the part of the Title IX coordinator, investigator, or decision-maker that affected the outcome.

When an appeal is filed, the District shall ensure the individual deciding the appeal is not a Title IX Coordinator, the investigator, or the decision-maker who reached the determination regarding responsibility.

Upon receipt of an appeal, the District will provide written notice to both parties and provide both parties an equal opportunity to submit a written statement in support of, or challenging, the basis(es) for the appeal. The parties shall have ten (10) school days from the date of receipt of the notice of the appeal to submit written statements. The Superintendent, or their designee, will issue a written decision to both parties, simultaneously, regarding their decision on the appeal usually within ten (10) school days of receipt of the non-appealing party's written statement, or the date the statement would have been due.

5. Potential Actions

Violation of this Policy and Procedures by the Respondent may result in corrective action including, but not limited to, loss of privileges to participate in extra-curricular activities or athletics, require participation in Sexual Harassment awareness training or restorative justice efforts, a letter home to parents, social probation, detention, in-school suspension, outside suspension, expulsion and/or referral to the local police department for consideration of criminal charges. This provision shall not preclude the District from referring allegations to the local police department prior to the determination of a violation.

Please note that while this policy sets forth goals of promoting an environment that is free of Sexual Harassment, the Policy and Procedures is not designed or intended to limit the District's authority to discipline for conduct which it deems unacceptable, regardless of whether that conduct satisfies the definition of Sexual Harassment.

6. Dismissal

A Formal Complaint will be dismissed, without investigation, if the allegation(s), even if proven, would not constitute Sexual Harassment as defined above, or if the allegations did not occur in the District's Educational Program or Activity, or did not

occur against a person in the United States. This does not preclude taking action under other policies or rules.

The Formal Complaint may be dismissed if the Complainant notifies the Title IX Coordinator at any time that they wish to withdraw the Formal Complaint or an allegation, if the Respondent's enrollment or employment ends, or if specific circumstances prevent the District from gathering evidence sufficient to reach a determination

If the Title IX Coordinator dismisses a Formal Complaint, written notice will be promptly provided to both parties simultaneously, including the reasons for dismissal.

7. Consolidation

The Title IX Coordinator may consolidate Formal Complaints against more than one Respondent, by more than one Complainant against one or more Respondents, or by one party against another party, where the allegations arise out of the same facts or circumstances.

D. Informal Resolution.

When a Formal Complaint has been made, the District may offer to facilitate an informal process to resolve the Formal Complaint that does not require a full investigation, but will first provide all parties with written notice as described above and obtain written, voluntary consent from all parties. Informal resolution is not available when the Respondent is an employee.

E. Confidentiality.

The District will keep confidential the identity of the Complainant, the Respondent and other witnesses except as detailed above, permitted by Title IX or to carry out the purpose of the Title IX and its regulations.

F. Retaliation.

Retaliation by the District or any other person against any person for the purpose of interfering with Title IX rights or because the person has participated or refused to participate in any manner in a proceeding under Title IX regulations is prohibited. Complaints of retaliation may be addressed under this Policy and Procedures.

G. Recordkeeping.

The District will keep records related to reports of alleged Sexual Harassment for a minimum of seven (7) years, including investigation records, disciplinary sanctions, remedies, appeals, and records of any action taken, including Supportive Measures, regardless of a Formal Complaint ever being filed. If no Supportive Measures were provided, each report should explain why that choice was not deliberately indifferent.

The District will also maintain, for the required 7-year period, any materials used to train Title IX coordinators, investigators, decision-makers, and any employee designated to facilitate an informal process. Such training materials will also be posted on the District' website.

H. External Complaints.

Any student or parent/guardian who chooses not to use the District' Process or who is not satisfied with the resolution of District' Process may file a complaint with the appropriate state or federal agency.

Any person may also file a complaint with an appropriate state or federal agency at the same time they file a Formal Complaint, after the completion of the process, or at any time they choose. If a complaint is filed with the Office for Civil Rights, it must be filed in writing no later than 180 days after the occurrence of the alleged Sexual Harassment.

Complaints may be filed with:
Office for Civil Rights, US Department of Education
8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921
Telephone: 617-289-0111
Fax: 617-289-0150
TTY: 877-521-2172
Email: OCR.Boston@ed.gov
OR
Massachusetts Commission Against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
Telephone: 617-994-6000
TTY: 617-994-6196
Email: mcad@mass.gov
128 Union Street, Suite 206
New Bedford, MA 02740
Telephone: 774-510-5801
TTY: 617 994-6196
Email: mcad@mass.gov
436 Dwight Street, Rm 220
Springfield, MA 01103
Telephone: 413-739-2145
TTY: 617-994-6196
Email: mcad@mass.gov
484 Main Street, Room 320
Worcester, MA 01608
Telephone: 508-453-9630
TTY: 617 994-6196
Email: mcad@mass.gov

I. Notice Requirements.

A copy of this Policy and Procedures will be provided to students, parents or legal guardians, and unions or professional organizations holding agreements with the District.

HARASSMENT

NON-DISCRIMINATION NOTICE and CIVIL RIGHTS AND SAFETY INFORMATION FOR SCHOOL PERSONNEL, PARENTS/GUARDIANS AND STUDENTS

Statement:

It is the role of Keefe Regional Technical School to provide a safe and secure learning environment for all its students without distinction based on race, religion, ethnicity, disability, gender, or sexual orientation. Discrimination, sexual and bias motivated harassment and violations of civil rights disrupt the educational process and will not be tolerated.

It shall be a violation for any pupil, teacher, administrator or other school personnel to engage in sexual or bias-related harassment (referred to as "wrongful harassment") or violate the civil rights of any pupil, teacher, administrator or other school personnel. Any conduct rising to level of a particularly serious infraction will result in referral to law enforcement agencies.

The School will act to investigate all complaints, formal or informal, verbal or written, of sexual or bias related harassment or violations of civil rights and to take appropriate action against any pupil, teacher, administrator or other school personnel who is found in violation.

Scope of Application

This notice applies to bias crimes, civil rights violations, bias incidents and bias related harassments occurring on school premises or property, or in the course of school sponsored activities, including those outside of school if there is a detrimental effect on the school or educational environment.

Commitment to Prevention

This institution is committed to prevention, re-mediation and accurate reporting of bias incidents and civil rights violations, to the end that all students can enjoy the advantages of a safe and tolerant learning environment where individual differences are respected. The school undertakes to engage in activities and programming such as training of all school personnel, intended to foster respect for diversity, civil rights and non-violence in school settings.

Low Tolerance for Known Civil Rights Violations: Required Reporting and Intervention to Stop Harassment

1. **School employees must intervene in ongoing civil rights violations and episodes of wrongful harassment whenever witnessed or reported, to the extent intervention can be done safely. School employees must report a civil rights violation or episode of wrongful harassment to the building civil rights administrator. Once reported, the building civil rights administrator will prepare written documentation of the event. The building civil rights administrator must intervene in ongoing matters of civil rights violations and episodes of wrongful harassment, summoning assistance as necessary. All school bus drivers must receive training to be in compliance with state regulations and school district requirements, and mandated reporting of**

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incidents that occur on their bus.

2. **The primary objective of school intervention in a civil rights matter is to put a swift end to, and prevent any recurrence of, any wrongful conduct, so as to ensure the safety of all students and a school environment free of wrongful harassment and civil rights violations. Intervention should be undertaken immediately, as needed, on a short term basis, and more comprehensively once a civil rights violation has been found to occur. The school will take all necessary steps within its authority to implement the objective of stopping continuing civil rights violations and wrongful harassment and restoring and preserving an environment free of such conduct.**

3. **Effective, and if need be, escalating, measures should be used to definitively stop harassment and violence. School officials should immediately consider and use regular administrative actions to defuse a civil rights or wrongful harassment situation wherever possible. Relevant school disciplinary hearings should begin and proceed on an expedited basis where there is a threat of ongoing interference with civil rights. Disciplinary action appropriate to the offender's conduct should be taken when a violation is found. Potential criminal conduct should be reported to law enforcement and legal remedies pursued as necessary to protect civil rights.**

Designation of Civil Rights Administrators

The district will have two Civil Rights Coordinators, one male and one female, and the selection and supervision is at the discretion of the Superintendent. The Principal (herein referred to as the designee) of Keefe Regional Technical School will have the responsibility to respond to matters of civil rights that arise in the school setting. The Principal shall accept the responsibility to receive reports and complaints of civil rights violations from students, faculty or staff. The Principal will take responsibility for upholding school civil rights and safety policies. The Principal will also serve as a liaison with law enforcement agencies and assist the Superintendent of Schools in making referrals of possible criminal matter to law enforcement.

Identification of Prohibited Conduct

a. Definitions

i.)BIAS INCIDENT means any act, including conduct or speech, directed at or which occurs to a person or property because of actual or perceived race, religion, ethnicity, disability, gender or sexual orientation. A bias incident may or may not be a criminal act.

ii.)BIAS INDICATORS are objective facts and circumstances that suggest that an action was motivated in whole or in part by a particular type of bias.

iii.)BIAS MOTIVES recognized by Massachusetts' law as causing hate crimes include prejudice based on race, religion, ethnicity, disability, gender and sexual orientation.

iv.)CIVIL RIGHTS VIOLATIONS involve interfering by threats,

intimidation or coercion, with someone's enjoyment of constitutional or statutory rights. Rights protected against interference include nondiscrimination in access to advantages and privileges of a public school education. The term "civil rights violation" also covers bias-related and sexual harassment and bias crimes.

v.) DISCRIMINATION consists of actions taken against others, which treat them unequally because of race, religion, national origin, disability, sexual orientation or gender.

vi.) HARASSMENT consists of unwelcome verbal, written or physical conduct targeting specific person(s), which is sufficiently severe, persistent or pervasive to create an intimidating, hostile, humiliating or offensive school environment, or substantially interfere with the progress of a student's education.

(1) BIAS-RELATED HARASSMENT will present bias indicators, most commonly epithets: name calling derogatory to a particular racial, religious or sexual orientation group.

(2) SEXUAL HARASSMENT covers instances of physical or verbal conduct of a sexual nature, not limited to, but including, sexual advances, which foster a hostile educational environment for the victim.

vii.)HATE CRIMES include any criminal acts, as defined in M.G.L. c 22C, § 32, to which recognized types of bias motives are an evident contributing factor. Criminal bias motivated conduct entails, at a minimum, threats. Criminal conduct includes acts putting someone in fear of immediate physical harm (assaults) and actual physical violence (assault and battery), and grows most serious if a victim suffers any bodily injury.

viii.)HOSTILE ENVIRONMENT exists when a student has been or is subjected to threats, intimidation or coercion by another (or others) or is reasonably in fear for his or her safety. Whether a school environment has become hostile must be evaluated based on the totality of the circumstances. Repeated instances of bias related and sexual harassment create a hostile environment for the victim. A single act of harassment can also create a hostile or intimidating environment if sufficiently severe. A hostile environment does not necessarily entail that a student exhibits quantifiable harm, such as a drop in grades.

ix.)STALKING, as prohibited by M.G.L. c265, sec 43, consist of intentional conduct involving: (1) two or more acts directed at a specific person, (2) which would cause a reasonable person substantial distress, (3) where the perpetrator has more threats causing the targeted person fear of death or injury.

b. Common Bias Indicators:

i.) Bias related comments or epithets

ii.) Bias related markings, drawings or graffiti iii.) Use of bias related symbols

iv.) No clear economic motive for an assault and battery v.) Crime involving disproportionate cruelty or brutality

vi.) Offender history of crimes with similar motives and victims of the same group

c. Examples of Civil Rights Violations and Bias Incidents:

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

ii.) Unwelcome verbal, written or physical conduct, directed at the characteristics of a person's religion, such as derogatory comments regarding surnames, religious tradition or religious clothing, or religious slurs or graffiti (religious harassment)

iii.) Conduct directed at the characteristics of a person's national origin, such as negative comments regarding surnames, manner of speaking, customs, language or ethnic slurs (national origin harassment)

iv.) Conduct directed at the characteristics of a person's sexual orientation - actual, perceived, or asserted -such as negative name calling and imitating mannerisms (sexual orientation harassment)

v.) Conduct directed at the characteristics of a person's disabling condition, such as imitating manner of speech or movement, or interference with necessary equipment (disability harassment)

vi.) Physical conduct putting someone in fear of imminent harm, coupled with name calling of a bigoted nature (crime of assault)

vii.) Repeated, purposeful following of someone, coupled with evident bias against the victim's actual or perceived group status (civil rights violation or crime of stalking)

viii) Painting swastikas on walls or other public or private property (crime of vandalism)

ix.) Hitting someone because of his or her actual or perceived group status (crime of battery)

<u>Procedures for Responding to and Investigating Incidents</u>

1. **Whenever a staff person witnesses, or some third party reports, a possible civil rights violation, the school's designated civil rights administrator must be notified. The school's civil rights designee, in conjunction with school safety personnel and the Principal, should immediately begin an investigation. In an emergency, 911 must be called.**

2. **A student coming forward to report a civil rights or wrongful harassment violation s/he has experienced should be directed to the school's designated civil rights administrator after any emergency needs are attended. Consideration should be given to whether any immediate or interim steps are necessary to ensure the safety of and avert retaliation against the complainant.**

3. **The investigation must determine whether a civil rights or wrongful harassment violation has, in fact, occurred. An immediate aim of the investigation should be preserving and gathering of evidence from the scene of an incident. Bias-related graffiti should be photographed and then removed. The investigator should seek to**

interview all victims and witnesses at the scene, or as soon thereafter as possible, and then interview others who may have relevant knowledge as well. The investigation may also consist of any other methods and documents deemed relevant and useful.

4. **All the circumstances as found should be carefully evaluated for the presence of bias indicators that would characterize the matter as a civil rights violation. The investigator should make a finding as to whether a civil rights or wrongful harassment infraction in violation of this policy has occurred.**

Consequences for Civil Rights Violations and Failures to Act as Required

1. **Non-disciplinary corrective actions:**
   Potential civil rights or wrongful harassment violations can be addressed with steps that are not punitive in character, without the necessity of disciplinary proceedings. These steps generally lie within the ordinary discretion of Principals and school officials. Examples of non-disciplinary actions that may be appropriate in some instances include counseling, assignment to participate in a diversity awareness training program, separating offender and victim, parent/guardian conferences, and special work assignments such as a composition on a civil rights-related subject.

2. **Disciplinary Proceedings**
   Violations of the civil rights or wrongful harassment of a student or school employee which are found to have occurred may warrant the imposition of sanctions up to and including suspension and expulsion (for students) and suspension or termination (for employees). Disciplinary actions will be taken toward the goals of eliminating the offending conduct, preventing recurrence and reestablishing a school environment conducive for the victim to learn. The school may consider completion of a youth diversion program as a sanction for student violators, standing alone or in conjunction with other disciplinary actions, for violations of civil rights or wrongful harassment.

Failure to Act by Administrators and Teachers
Administrators and teachers have a duty to act to stop witnessed sexual or bias harassment and hate crimes, as safely as can be done, and to report occurrences to the civil rights administrators and sometimes the police. A clear failure to act as this policy would direct might result in dismissal action. The school Administration will develop further sanctions and actions to address repeated instances of a failure to act in accordance with this policy.

Commitment to Non-Retaliation
To secure the unimpeded reporting of bias activity called for in this notice, Keefe Regional Technical School will deal seriously with any

and all threats or acts of retaliation for the good faith filing of a complaint. Actual or threatened retaliation for the reporting of a civil rights matter constitutes a separate and additional disciplinary infraction warranting corrective actions. Staff will monitor the situations of victims/complainants carefully to ensure that no threats or acts of reprisal are made. Appropriate and immediate non-disciplinary administrative actions to mitigate possible or actual retaliation may also be taken, to the extent administrators have discretion to act.

Referral to Law Enforcement

Whenever a school employee has reason to believe that a potential hate crime has been or is about to be committed, s/he should notify the school civil rights designee and, especially in an emergency, the local police. The civil rights designee has chief responsibility for notifying the police of potential hate crimes in non-emergency situations; the referral is mandatory whenever a probable hate crime is at issue.

Documentation Requirements

a. Record keeping

The designated civil rights administrator will be responsible for keeping records of all civil rights violations and hate crimes reported for the
school. These records shall be confidential and grouped according to school year and grade. In addition to recording the particulars of the incident itself, the system should record the actions taken in response and the results of the investigation and intervention. The civil rights administrator shall keep this information gathered at a central place. The retention of records will be consistent with the M.G.L. on student records.

b. Monitoring and Tracking to Identify Patterns

Records should be maintained so as to permit administrators to detect patterns in civil rights violations, repeat offenders and problem locations. Responsive action should be tailored based on the pattern information that records reveal.

c. Dissemination of Information and Training

1. **This notice shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members.**
2. **This notice shall appear in the Faculty and Student Handbook.**
3. **The School District will provide instruction in the provisions of this notice to teachers, other employees, and students.**
4. **This notice shall be reviewed at least annually for compliance with state and federal law.**

HARASSMENT OFFENSES

1st Offense:
Complaint should be handled by Assistant Principals who, after receiving all information regarding the complaint, should act on it immediately, while giving all parties involved due process.

S/he may do any of the following:

1. **Bring students and staff who are involved in the incident together to come to a mutual understanding and establish expectations for expected decorum; get verbal promises; file reports.**
2. **Offer student(s) peer mediation as a resolve.**
3. **Deem that the complaint involves a deliberate, unprovoked, unwelcome act of harassment and impose disciplinary sanctions. In all cases, the Principal and parents/guardians of both the individual filing the complaint as well as those accused will be notified. Disciplinary sanctions may include suspension, school service, required counseling component, parent/guardian conference, recommendation for exclusion, and/or expulsion.**

2nd Offense (following due process):
Out of school suspension and required counseling component, as well as parent/guardian conference.
Notify superintendent of schools.

.3rd and /or subsequent offenses (following due process):
Indefinite out of school suspension.
Principal recommendation to superintendent for exclusion.

NOTE: Verbal threats to harm others will be dealt with as issues of assault and/or battery.

HAZING AND HAZING PENALTIES

Any student who violates the following, will be subject to suspension or expulsion, dependent upon the seriousness of the act.

The Massachusetts General Court adopted the following law (Chapter 269, § 17, 18,19) on November 26, 1985 which was amended on January 5, 1988:

Section 17
Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student

organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

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

Section 18

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

Section 19

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

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

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time

student in such institution a copy of this section and sections seventeen and eighteen.

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

Any incident of hazing of any nature will be documented and sent to the parent, via certified mail, disclosing the full nature of the complaint. The consequences of hazing will range from verbal reprimand to suspension or expulsion from school.

NON-DISCRIMINATION NOTICE, CIVIL RIGHTS, AND SAFETY INFORMATION FOR SCHOOL PERSONNEL, PARENTS, AND STUDENTS

The South Middlesex Regional Vocational Technical School District has been working on a variety of strategies to ensure the safety of all of our school community.

One of those strategies is to build an increasing awareness and understanding in all of us of those civil rights granted to us by law, such as those summarized below:

- **Title I of the Americans with Disabilities Act of 1990: Prohibits discrimination, exclusion from participation and denial of benefits on the basis of disability in the areas of employment (Adrienne Bogusky).**
- **Title II of the Americans with Disabilities Act of 1990: Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming (Adrienne Bogusky, 504 Coordinator).**
- **Title IX of the Education Amendments of 1972: Prohibits discrimination, exclusion from participation, and denial of benefits in educational programs on the basis of sex (Adrienne**

Bogusky 504 Coordinator).

- **Title VI of the Civil Rights Act of 1964: Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color, or national origin (Adrienne Bogusky 504 Coordinator).**
- **Section 504 of the Rehabilitation Act of 1973: Prohibits discrimination, exclusion from participation, and denial of benefits based on disability (Adrienne Bogusky 504 Coordinator).**

As an educational institution, the South Middlesex Regional Vocational Technical School District is committed to creating and maintaining schools preventing discrimination of all types. At the same time, ensure the health and safety of all who work and learn within our schools.

NOTICE OF NONDISCRIMINATION

The South Middlesex Regional Vocational School District is committed to compliance with the Americans with Disabilities Act (ADA). The district intends to ensure that the individuals with disabilities, whether they are employed, apply for a position, or visit facilities within the schools are treated fairly and given an equal opportunity to access facilities, programs, activities and employment.

It is unlawful for the South Middlesex Regional Vocational Technical School District to discriminate on the basis of disability against a qualified individual with a disability in regard to

a) Recruitment, advertising job application and employment procedures

b) Hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, termination, right of return from layoff and rehiring

c) Rates of pay or any other form of compensation and changes in compensation

d) Job assignments, job classifications, organization structures, position descriptions, lines of progression and seniority lists

e) Leaves of absence, sick leave or any other leaves

f) Fringe benefits available by virtue of employment, whether or not administered by the covered entity

g) Selection and financial support for training including apprenticeships, professional meetings, conferences and other related activities and election for leaves of absence to pursue training

h) Activities sponsored by a covered entity including social and recreational programs; and

i) Any other term, condition or privilege of employment

The South Middlesex Regional Vocational Technical School District will not isolate individuals with disabilities, discriminate on the basis of disabilities through contracts, avoid using qualification standards,

criteria, methods of administration or tests that discriminate against individuals with disabilities, or avoid making unreasonable accommodation to an otherwise qualified individual with a disability.

The ADA requires that the district focus on the ability, not the disability, of the individual. The South Middlesex Regional Vocational Technical School District will consider reasonable accommodations providing the individual can perform essential functions of the position. It is not required, however, to give preferential treatment to individuals with disabilities or lower the expected standards of performance.

The South Middlesex Regional Vocational Technical School District is committed to meeting the intent and spirit of ADA. All employees are urged to help meet this goal. If anyone believes that Keefe Regional Technical School has discriminated against him/her or someone else on the basis of disability, or if anyone has questions or concerns about the school system's responsibilities in this regard, please contact the Section 504/ADA Coordinator.

EQUAL ACCESS

All courses of study, co-curricular activities, services and facilities offered at Keefe Regional Technical School are available to all students without regard to race, color, national origin, gender identity, religion, limited English proficiency, sexual orientation, disability, or housing status (Title IX, Chapter 622).

SECTION 504 OF THE REHABILITATION ACT OF 1973

This act prohibits discrimination against persons with a disability in any program receiving federal financial assistance. In order to fulfill obligations under Section 504, the South Middlesex Regional Vocational Technical School District has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against
any person with a disability should knowingly be permitted in any programs or practices of the school system.

Keefe Regional Technical School has the responsibility under Section 504 to identify, evaluate, and if the student is determined to be eligible under Section 504, to afford access to appropriate education services. Questions should be directed to the designated Section 504 Coordinator.

DISCIPLINE OF STUDENTS WITH

DISABILITIES

Keefe Regional Technical School recognizes its responsibility in the education of students with disabilities, and adheres to the regulations of Chapter 71b: § 3, of the Massachusetts General Laws.

The Individual Educational Plan (IEP) or 504 Plan of every student with a disability must indicate why the student is or is not expected to meet the regular discipline code and, if not, what alteration of the code is required. If an altered discipline code is required, such alterations shall be described in the IEP or 504 Plan, as appropriate, and implemented.

A student with a disability, who is suspended for more than ten consecutive days or cumulative days (where there is a pattern of conduct) in a school year is entitled to certain due process rights as a result of that student's "change in placement" resulting from the suspensions. Suspension is a removal of a student from the program prescribed in his/her IEP or from accessing the educational program under Section 594. The term may include in-school suspension as well as any exclusion from transportation services which prohibits the student's participating in his/her education program.

It is the responsibility of the school system to ensure that due process requirements be applied in disciplinary actions as they are with non-disabled students, and to provide a free appropriate public education (FAPE) to all students with disabilities.

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

1. **No later than 10 (business) days after taking disciplinary action that results in a Special Education student being suspended from school for more than 10 school days in a school year, the school must convene a Team meeting:**
   a. **The Team will provide parental notification of disciplinary action and procedural safeguards;**

      The Team will conduct a Manifestation Determination to establish: (1) was the conduct in question caused by, or did it have a direct and substantial relationship to, the student's disability? And/or (2) was the conduct in question the direct result of the school's failure to implement the IEP? If the answer to one or both of these questions is yes, then the conduct is a manifestation of the student's disability. The Team shall develop a plan for conducting a functional behavioral assessment (FBA) and a behavioral intervention plan (BIP) for the student will be implemented. If a BIP already exists, the Team shall review it to determine if any modifications are necessary to address the conduct that was in question.

1) **If the behavior is a manifestation of the disability, then the student is entitled to return to his/her then current educational placement, unless the student's conduct qualifies for an IAES (see below) or the parents agree to a different placement; or**

2) **If the behavior is not a manifestation of the disability, then the code of conduct (as outlined in the Handbook and/or altered by the IEP or 504 Plan) will be applied;**

3) **Students on an IEP will continue to receive service during the period of suspension beginning on the 11th day.**

b. **The Team will make changes to the IEP or 504 Plan or any placement in an interim alternative educational setting will be implemented immediately upon acceptance by the parent/ guardian.**

2. **The student may be assigned, as a result of a TEAM meeting, to an Interim Alternative Educational Setting (IAES) for up to 45 days if the student is found to:**

   a. **be in possession of a weapon on school grounds or at school functions;**
   b. **be in possession of or use illegal drugs on school grounds or at school functions;**
   c. **sell or solicit controlled substances in school or at school functions; or**
   d. **inflicts serious bodily injury on another person;**
   e. **a student may also be placed in an IAES by agreement of the parents and school personnel.**

3. **The school may seek an order from the Department of Education – Bureau of Special Education Appeals (BSEA) placing a student in an IAES for up to 45 days if:**
   a. **the school has demonstrated by substantial evidence that maintaining the current placement is substantially likely to result in injury to the student or others;**
   b. **the current placement is inappropriate; and**
   c. **the school has made reasonable efforts to minimize the risk of harm in the current placement.**

4. **The BSEA has developed policies and procedures to expedite disputes arising from conflicts regarding discipline as outlined in the Parents' Rights Brochure.**

<u>Procedural Requirements for Students Not Yet Determined to be Eligible for Special Education Services</u>

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

   a. **The parent had expressed a specific concern in writing; or**
   b. **The parent had requested a special education evaluation; or**
   c. **District staff had expressed directly to the Special Education Director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.**

   The district may not be considered to have prior knowledge if the parent has not consented to an evaluation of the student or has refused special education services, or if the evaluation of the student has resulted in a determination of ineligibility.

2. **If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.**

3. **If the student is found eligible, then she/she receives all procedural protections subsequent to the finding of eligibility.**

DUE PROCESS PROCEDURES FOR ALL STUDENTS

Temporary (Short Term) Suspension- 10 days or less

1. **An oral and written notice of the charges against you.**
2. **An explanation for the basis of the accusation.**
3. **An opportunity to present your side of the story.**

Expulsion (Permanent removal from Keefe Regional Technical School)

1. **Written notice of the charges.**
1. **The right to be represented by a lawyer or another person acting on your behalf.**
1. **Adequate time to prepare for the hearing.**
1. **The right to question witnesses against you.**
1. **A reasonably prompt written decision, including specific grounds for that decision.**
2. **Any student who has been charged with a felony may be excluded from school if the principal determines that the**

student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. Upon return to Keefe Regional Technical School, reconsideration of the career-technical program placement may be necessary. The statute (M.G.L. Chapter 71: § 37H½) also allows for the expulsion of a student who has been convicted, adjudicated or admitted guilt to a felony and is deemed to constitute a detrimental effect on the welfare of the school.

3. **The due process procedures regarding the discipline of students with disabilities are in addition to the procedures set forth below regarding the suspension/expulsion of students under G.L. c. 71, §§ 37H, 37H ½ and 37H ¾.**

SUBSTANCE USE POLICY

Keefe Regional Technical School is committed to providing an alcohol-free, tobacco-free, and drug-free learning environment. In order to protect the health and safety of our school community, Keefe Regional Technical School prohibits student use or consumption of alcohol, tobacco products, or drugs on school property or at any school function. 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 substances.

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.

In accordance with M.G.L. c. 71, section 96, this policy shall be posted on the Keefe Regional Technical School 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.

Massachusetts Recreational Marijuana Law

- **The law <u>does not authorize</u> possession or consumption of marijuana or marijuana accessories on public or private school grounds**
- **Smoking marijuana in a public place is illegal.**
- **Operating under the influence of marijuana is illegal.**

TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS

Keefe Regional Technical School understands that substance use prevention requires education. In accordance with state and federal law, Keefe Regional Technical School shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs. Such programs shall address the legal, social, and health consequences of alcohol, tobacco, and drug use, with emphasis on nonuse by school-age children.

In accordance with M.G.L. c. 71, section 96, this policy shall be posted on the Keefe Regional Technical School website and notice shall be provided to all students and parents 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.

SUSPENSION/EXPULSION BY THE PRINCIPAL

(Reference- M.G.L. Chapter 71: § 37H – School Committee Policy re: Student Discipline; §37H½. Felony complaint or conviction of student; suspension; expulsion; right to appeal; § 37H3/4 - Suspension or expulsion on grounds other than those set forth in sections 37H and 37H1/2)

1. Suspension/Expulsion for Dangerous Weapons and Controlled Substances - § 37H

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

b) Any student who assaults a principal, assistant principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

c) Any student who is charged with a violation of either paragraph (a) or (b), will be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined to have violated either paragraph (a) or (b).

d) Any student who has been expelled from the District pursuant to these provisions, shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The

student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

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

2. Suspension/Exclusion for Felony Complaint or Conviction of Student pursuant to §37H1/2

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

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

c) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal may expel said student if such principal determines that the student's continued presence in school would have a substantial detrimental effect on the general

welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

(d) The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion. . Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

EXPULSION PURSUANT TO <u>M.G.L. C. 71, §37H AND 37H ½</u>

Students are subject to expulsion (i.e., permanent exclusion) by the Principal for the conduct listed below. (See also, M.G.L. ch. 71, §§37H at page [ ])

- **Possession of a dangerous weapon***
- **Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)**
- **Assault on teachers, administrative staff or other educational personnel**

***This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons", administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting.**

Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)

Students are also subject to long term suspension/expulsion by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H1/2.

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

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

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

1. The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the student
(1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.

2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.

3. A letter will be mailed to the parent/guardian of the suspended student stating:

- **a) The reason for the suspension**
- **b) A statement of the effective date and duration of**

the suspension

c) A statement regarding whether or not the Principal will schedule a formal hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H

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

Continuation of Educational Services under M.G. L. ch. 71, §37H and §37H½:

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, which is described below, and will be so informed at the time of the suspension/expulsion. If the student withdraws from the school and/or moves to another school district during the period of suspension or expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

4. Suspension/Expulsion on Grounds Other Than Set Forth in §§37H and 37H1/2 - § 37H ¾

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

b) For any suspension or expulsion under this section, the principal, or a designee, shall provide, to the student and to the parent or guardian of the student, oral and written notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal, or a designee, can document

reasonable efforts to include the parent or guardian in that meeting.

c) If a decision is made to suspend or expel the student after the meeting, the principal, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

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

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

SUSPENSIONS

Suspensions may be short term or long term. Short term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. Long

term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year.

Suspensions may also occur in-school or out-of-school. In-school suspension is the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Long-term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in his/her discretion, allow a student to serve a long-term suspension in school.

During the course of any suspension, a student may is ineligible to participate in any school-related activities, including athletic activities. The student and his/her parents are expected to meet with a school administrator prior to the student's return to class. During the course of an out-of-school suspension, a student not be on school premises.

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

I. IN-SCHOOL SUSPENSION

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

The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.

1. **On the same day as the in-school suspension decision, the**

administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in- school suspension.

2. **The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the administrator and the parent.**

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension found at page 106.

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

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

2. the disciplinary offense;

- **a) the basis for the charge;**
- **b) the potential consequences, including the potential length of the student's suspension;**
- **c) the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend**

the hearing;

d) the date, time, and location of the hearing;

e) the right of the student and the student's parent to interpreter services at the hearing if needed to participate.

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

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

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

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

6. III. LONG TERM SUSPENSION

Except in the case of an Emergency Removal provided on page 109, prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:

1. Notice: The notice will include all of the components for a short-term

suspension in Section C above, plus the following:

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

2. Format of Hearing: The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

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

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

1. **Set out the key facts and conclusions reached;**

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

3. **Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);**

4. **Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:**

   a) **the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that**

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

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

APPEAL TO THE SUPERINTENDENT

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

The following apply:

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

hearing, a copy of which will be provided to the student or parent upon request. The superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.

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

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

EXCEPTION FOR EMERGENCY REMOVAL

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption.

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

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

- **Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;**
- **Provide written notice to the student and parent as provided in Section C or D above, as applicable;**
- **Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent;**

- **Render a decision orally on the same day as the hearing, and in writing no later than the following school day.**

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

Continuation of Educational Services:

Students serving an in-school suspension, short-term suspension, or long-term suspension have the opportunity to earn credits, as applicable, 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. Students who are suspended under §37H¾ for more than ten (10) consecutive days, whether in school or out of school, are entitled to receive educational services during the period of suspension under the Education Service Plan, which is described below. If the student withdraws from the District and/or moves to another public school during the period of suspension, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

Services during Removals and School-Wide Education Service Plan:

Students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, have the opportunity to make academic progress during the period of suspension; make up assignments; and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed.

The Principal has developed a school-wide Education Service Plan for all students who are expelled or suspended from school for more than 10 consecutive school days, whether in or out of school. Principals shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed.

The Education Service Plan is subject to change, and may include, but is not limited to, tutoring, alternative placement, Saturday school, and online or distance learning.

4. <u>Provisions Common to all Suspensions/Expulsions</u>

a) **The District shall continue to provide educational services to the student during the period of suspension or expulsion in accordance with G.L. c. 76, § 21. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan.**

b) **The Department of Elementary and Secondary Education (DESE) requires the District to provide the specific reasons for all suspensions and expulsions, regardless of duration or type. On an annual basis, the DESE will make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.**

(c) **For each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner of the DESE shall investigate and, as appropriate, recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.**

PHYSICAL RESTRAINT OF STUDENTS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of Keefe Regional Technical School. Further, students of the South Middlesex Regional Vocational Technical School District are protected by law from the unreasonable use of physical restraint.

When an emergency situation arises and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher, or employee or agent of the school district may use such reasonable force needed to protect students, other persons, or themselves from injury.

As used in 603 CMR 46.02, the following terms shall have the following meanings:

1. **Extended Restraint: A physical restraint the duration of which is longer than twenty (20) minutes. Extended restraints increase the risk of injury and, therefore, require additional written documentation as described in 603 CMR 46.06.**
2. **Physical Escort: Touching or holding a student without the use of force for the purpose of directing the student.**
3. **Physical Restraint: The use of bodily force to limit a student's freedom of movement.**

The use of mechanical, seclusion or chemical restraint is prohibited unless explicitly authorized by a physician and approved in writing by

the parent/guardian.

Physical restraint may only be used when non-physical interventions would not be effective and the student's behavior poses a threat of imminent, serious, physical harm to themselves and/or others.

The Superintendent-Director will develop procedures identifying

- **Appropriate responses to student behavior;**
- **Methods of preventing student violence;**
- **Descriptions and explanations of the school's method of physical restraint;**
- **Descriptions of the school's training and reporting requirements;**
- **Procedures for receiving and investigating complaints.**

The Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint. In addition, each staff member will be trained regarding the school's physical restraint policy.

The Principal will arrange training to occur in the first month of each school year or for staff hired after the beginning of the school year, within a month of their employment.

<u>Appropriate Responses to Student Behavior</u>
Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint." LEGAL REF. 603 CMR 46.00

<u>Physical Restraint Procedures</u>
All administrators, faculty, and other program staff will receive annual training regarding this policy. Training will include the use of interventions to de-escalate problem behavior in order to avoid the use of restraints; the types of restraints and related safety issues for each; employing physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans for individual students; and the staff member(s) who have received in-depth training with whom they may consult as needed.

Additional in-depth training for designated staff members will include:

1. **Appropriate procedures for preventing the need for physical restraint; de-escalation of problem behaviors; relationship building,**

and the use of alternatives to restraint.

2. **Description and identification of dangerous behaviors by a student which may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations to determine whether restraint is warranted.**
3. **Simulated experiences in administering and receiving physical restraint, instruction regarding the effects upon the person restrained, including the monitoring of physical signs of distress, and obtaining medical assistance.**
4. **Instruction regarding documentation and reporting requirements and the investigation of injuries and complaints.**

5. **Demonstrations by participants showing that they are proficient in administering physical restraint. Faculty and staff will review any behavior plans pertaining to special techniques to be used with identified students.**

<u>When Physical Restraint Is Used</u>

1. **Physical restraint may be used when non-physical interventions have been attempted without success or when it is apparent that they would not be effective. It may only be used when a student's behavior poses a threat of imminent, serious physical harm to self and/or others or when otherwise outlined in a Behavioral Intervention Plan.**
2. **Physical restraint is limited to the use of such reasonable force as may be necessary to protect a student or other persons from assault or imminent, serious physical harm.**
3. **Unless specifically indicated in an agreed-upon Behavioral Intervention Plan, physical restraint may not be used as a response to property destruction, disruption of school order, a refusal to comply with a school rule or staff directive, or verbal threats which do not constitute a threat of imminent, serious physical harm. Physical restraint may never be used as a means of punishment.**
4. **A school staff member who uses a physical restraint on a student must use the safest method available which is most appropriate to the situation at hand, and the method for which that staff member has been trained. Staff shall review and consider any known medical or psychological limitations and/or behavior intervention plans regarding the use of physical restraint upon an individual student.**
5. **No physical restraint may be used which prevents a student from speaking or breathing, and must be used in such a way as to prevent or minimize physical harm. If, at any time during the restraint, the student demonstrates significant physical distress, the restraint shall be removed immediately.**
6. **A physical restraint must be discontinued as soon as possible when it has been determined that a student no longer poses a risk of harm to self or others.**
7. **Following the use of a physical restraint, the principal or a designated program staff member will meet with the student to address the behavior which prompted the restraint, and will also review the incident with the staff members who were involved and determine**

whether follow-up is needed for students who may have witnessed the incident.

8. **Physical restraint regulations do not prohibit any individual from reporting a crime committed by a student to local law enforcement or other state agencies. Law enforcement officers, school security staff, or judicial authorities are not prohibited by this regulation from the exercise of their responsibilities, which may include the physical detainment of a student or other person alleged to have committed a crime or who poses a security risk. In addition, an individual who is mandated reporter under M.G.L. c. 119 § 51A is not prohibited by this policy from complying with their responsibility to report neglect or abuse to the appropriate state agency.**

<u>Reporting Requirement</u>

1. **A staff member who administers a restraint shall verbally inform the principal or his/her designee as soon as practical that day and by written report no later than the next school day.**
2. **The principal or his/her designee shall verbally inform the student's parent/guardian of the use of physical restraint as soon as practical and by written report no later than three (3) school days following such use.**
3. **The report must include:**
   a. **The names and job titles of staff who administered the restraint and the person(s) who observed it.**
   b. **The date and time the restraint was used, the time it began and ended, and the name of the administrator who was verbally informed.**
   c. **A description of the activity of the restrained student and other students and staff in the vicinity immediately preceding the use of the restraints; the behavior which prompted it; the efforts made to de-escalate; alternatives which were attempted first, and the justification for resorting to physical restraint.**
   d. **A description of the restraint used and the reasons why; the student's behavior and reactions during the restraint; how it ended; and documentation of injury, if any, to the student or staff and any medical care provided.**
   e. **For extended restraints, a description of the alternatives which were attempted first; the outcome of those efforts; and; the justification for administering an extended restraint.**
   f. **Information regarding any further action(s) taken by school staff, including any disciplinary actions taken toward the student.**
   g. **Information regarding opportunities for the student's parent/guardian to discuss the restraint and related matters with the Principal or his/her designee, as well as their right to file a grievance.**

The Principal or his/her designee shall maintain an ongoing record of all reported instances of the use of physical restraint, which shall be made available to the Department of Elementary and Secondary Education.

A copy of the ongoing record of all reported instances shall be forwarded to the Superintendent-Director of Schools by January 31st and June 30th of each school year.

When a restraint has resulted in a serious injury to the student or program staff member involved, or when an extended restraint has been administered, a written report must be submitted to the Department of Elementary and Secondary Education within five (5) school days or the date of the restraint. School building Administration must, at this time, also provide the Department of Elementary and Secondary Education with a copy of the ongoing record of restraints for the thirty (30) day period preceding the date of the reported restraint. The Department will notify the school district of any required actions, if warranted, within thirty (30) calendar days of the receipt of the report.

Copies of all correspondence to the Department of Elementary and Secondary Education shall be forwarded to the Superintendent-Director of Schools. Nothing contained herein shall relieve staff reporting requirements when a personal injury occurs within the scope of employment.

Individual Waiver of Reporting Requirements

A school district may seek a parent/guardian's consent to waive the reporting requirements for restraints which do not result in injury or extended restraint. Such a waiver should only be sought for students who present behaviors which may require the frequent use of restraints. The parent/guardian must provide informed, written consent to the waiver which shall specify the reporting requirements which are being waived. The informed, written consent will be kept in the student's file, along with specific information regarding when and how the parent/guardian will be informed by the Administration of restraints on their child.

Students with Disabilities

Restraints which are administered to students pursuant to their Individualized Education Programs, Section 504 Accommodation Plans, or other plans developed in accordance with state and federal law, and which have been agreed upon by both the school and the parent/guardian, shall be deemed to meet the requirements of 603 CMR 46.00. The limitations on chemical, mechanical, and seclusion restraints as specified above continue to apply to students with disabilities, as do the above reporting.

FEDERAL RIGHTS RELATIVE TO STUDENT'S EDUCATION RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords custodial parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records:

1. **The right to inspect and review the student's education records within 10 days of the day the School receives a request for access.**

   Parents who do not have physical custody of the student must request access to the record in writing to the principal. The principal will be responsible for following all applicable laws and procedures to determine whether or not a non-custodial parent is eligible to receive the information and will inform that parent of his/her determination.

2. **The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate. Requests must be put in writing to the principal, and clearly identify the part of the record they want changed, and specify why it is inaccurate. The principal will inform the parent or student of the decision and any appeal rights.**

3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and state laws authorize disclosure without consent.**

   Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by Keefe Regional Technical School with the requirements of FERPA. The name and address of the office that administers FERPA is**

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

PROTECTION OF PUPIL RIGHTS AMENDMENT

Under the new Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. 1232h, 34CFR Part 98, which applies to surveys, analyses and evaluations that have been funded by the United States Department of Education, parents and guardians must be notified of their child's participation in these activities, and school

officials must also obtain written parental consent prior to student participation.

§ 439 of the General Education Provisions Act (20 U.S.C. 1232g) is amended to read as follows:

(a) All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the children;

(b) No student shall be required, as part of any applicable program to submit a survey, analysis, or evaluation that reveals information concerning:

(c) Educational agencies and institutions shall give parents and students effective notice of their rights under this section (Notification of Protection of Pupil Rights appears in Student, Parent, Staff & School Department handbooks).

DISSECTION POLICY

All public schools that offer dissection as a learning activity should, upon written request by a student's parent or guardian, permit a student who chooses not to participate in dissection to demonstrate competency through an alternate method. Complete information can be found in the Massachusetts General Law, Chapter 272: § 80 G.

EYE PROTECTION DEVICES

Safety glasses must be worn in all technical programs and laboratories as required by MGL Chapter 71, Paragraph 55C, which reads:

"Each teacher and pupil of any school, public or private, shall while attending school classes in industrial art or technical programs or laboratories in which caustic or explosive chemicals, hot liquids or solids, hot molten metals, or explosives are used or in which welding of any type, stamping or cutting of solid materials, or any similar process is taught, exposure to which may be a source of danger to the eyes, wear industrial quality eye protective device."

Accordingly, Keefe Regional Technical School will provide each student with one (1) pair of eye protection device, upon enrollment in the school.

Should the student damage, break or lose his/her eye protection device, it will be the student's responsibility to acquire a new pair.

SEX EDUCATION POLICY

The South Middlesex Regional Vocational Technical School District, by written notice, shall afford parents or guardians the flexibility to exempt their children from any portion of the curriculum involving human sexual education or human sexuality. No child so exempt shall be penalized by reasons of such exemption.

To the extent practicable, program instruction materials for said curriculum shall be made reasonably accessible to parents, guardians, educators, and school administrators for inspection and review (M.G.L. Chapter 71: § 32A)

Stanley Z. Koplik Certificate of Mastery Award	John and Abigail Adams Scholarship
Students qualify for the Koplik Certificate by: 1) scoring at the Advanced level or next-generation equivalent* on the grade 10 MCAS test in English Language Arts (ELA), Mathematics, or Science and Technology/Engineering and Proficient or next-generation equivalent* or higher in the other two subject tests and 2) demonstrating additional academic achievements on AP and/or additional pathways as described on pages 3–7 of the application (available November 2023). The Koplik certificate provides a tuition credit to a MA state college or university. *scores can be found in section 4 of Student Assessment Update September 22, 2022	**Students qualify for the Adams Scholarship by 1) scoring at the *Advanced level* or next-generation equivalent on the grade 10 MCAS test in English Language Arts (ELA), Mathematics, or Science and Technology/Engineering and *Proficient* or next-generation equivalent or higher in the other two subject tests and 2) having a combined score that places them in the top 25% of students in their district. The Adams scholarship provides a tuition credit to a MA state college or university.**
Students may take the grade 10 MCAS tests in grades 11 and 12 in an attempt to meet the eligibility requirements for the Koplik certificate.	**Students are not allowed to take grade 10 MCAS tests a second time. The Adams scholarship is based on first time grade 10 test takers.**

Students must submit an application for the Koplik award to their School Counselor or Koplik Coordinator by the 1st of May of their senior year.	**There is no application for the Adams scholarship award. Students who qualify for the scholarship receive an award letter in the fall of their senior year.**
In order to use the award, students must present a copy of their certificate to the financial aid office at the Massachusetts public college or university they plan to attend and file the Free Application for Federal Student Aid each year.	**In order to receive the scholarship, students must notify the financial aid office of the Massachusetts public college or university to which they have been accepted and complete the online Free Application for Federal Student Aid (FAFSA).**
The tuition credit must be used in the fall of the year the student graduates from high school.	**The tuition credit must be used within 6 years of a student's high school graduation.**
The tuition credit is in effect for eight consecutive semesters provided that the student maintains a cumulative GPA of 3.3 or higher. If the GPA falls below 3.3 the student loses the tuition credit.	**The tuition credit is in effect for eight semesters provided that the student maintains a cumulative GPA of 3.0 or higher. If the GPA falls below 3.0 the student loses the tuition credit.**
The tuition credit applies to all Massachusetts public colleges and universities with the exception of the Massachusetts College of Art and Design.	**The tuition credit applies to all Massachusetts public colleges and universities with the exception of the Massachusetts College of Art and Design.**

A student who receives both the Koplik Scholarship and a Pell Grant is eligible for funds through the Academic Competitiveness (AC) Grant.	**A student who receives both the Adams Scholarship and a Pell Grant is not automatically eligible for funds through the Academic Competitiveness (AC) Grant.**

PUBLIC RELATIONS RELEASES

From time to time, Keefe Regional Technical School, as a public secondary school of choice, involves our students in a variety of activities designed to promote our school to the public. These activities may include but are not limited to newspaper articles, photos, school catalogs or brochures, videotape, and websites. You may be involved in these activities. Parents or guardians reserve the right to not have their child participate if they wish by sending a letter to the Principal.

PUBLICATION OF NAMES

Keefe Regional Technical School plans to publish names of students who receive recognition for academic achievement or for their participation in any school-sponsored activity. If students do not wish to have such information released to the news media or printed in school programs, they must inform the Principal in writing by the end of September of the current year.

Under student records regulations (603 CMR 23.07), Keefe Regional Technical School will not release any student information to third parties, except at the request of a parent/legal guardian or student (who is at least 14 years old). The following exceptions are noted:

a. Reasonable effort to notify the parents/legal guardian or student, if 18 or older in response to a subpoena [§ 23.07 (4) (b)].

b. Department of Social Services in cases of suspected child abuse or neglect [§23.07 (4) (c)].

c. Federal, State and local education officials whose duties require access [§ 23.07 (4) (d)].

d. Appropriate parties in connection with a health or safety emergency, including weapons report under M.G.L. Chapter 71: § 37L [S 23.07 (4) (e)].

e. Military Service/recruiters. Parents/guardians of secondary school students wishing to withhold information must see Guidance for the appropriate form (Public Law, 107-110 (H.R.I.) § 9528).

U. S. MILITARY RECRUITING

Keefe Regional Technical School has an excellent working relationship with military recruiters. In accordance with the *No Child Left Behind Act* and the *National Defense Authorization Act*, a listing of the names and addresses of Juniors and Seniors will be made available to military recruiters upon request. Parents who wish to have their child's name removed from the list must make a written request to the Guidance Department before the end of September and their request will be respected.

NOTIFICATION OF TEACHER QUALIFICATIONS – COMPLIANCE

The Federal No Child Left Behind Act of 2001 requires school districts that receive federal Title I funding to notify parents/guardians of their right to know the professional qualifications of the classroom teachers who instruct their child.

As a recipient of these funds, Keefe Regional Technical School will provide you with this information in a timely manner if you request it. Specifically you have the right to request the following information about each of your child's classroom teachers:

- **Whether the teacher meets the state qualifications and licensing criteria for grades and subjects he/she teaches;**
- **Whether the teacher is teaching under emergency or provisional status because of special circumstances;**
- **The teacher's college major, whether the teacher has any advanced degrees, and the fields of discipline of the certification degree;**
- **Whether paraprofessionals provide services to your child and, if so, their qualifications.**

Keefe Regional Technical School is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support in the classroom.

If you would like to receive any of the information listed above for your child's teacher, please send a written request to Superintendent-Director, Jonathan Evans.

If you have any questions, you may contact the Director of Curriculum & Instruction at (508) 416-2380.

ASBESTOS HAZARD EMERGENCY RESPONSE ACT (AHERA)

Federal and Massachusetts laws require that every school be inspected for asbestos. In accordance with EPA regulations and the Massachusetts "Right to Know" Law, this school has been inspected for asbestos-containing material and the building occupants must be notified as to the presence of asbestos. The existence of a friable type of asbestos material within our school can constitute an imminent health hazard if fibers are released.

Asbestos-containing material is present in Keefe Regional Technical School, 750 Winter Street, Framingham, Massachusetts. A record of the inspection report, diagrams of the location(s) of any asbestos-containing materials, and other pertinent information contained in the school's Asbestos Management Plan is available for review in the Main Office and Business Office.

For further information, please contact the designated AHERA Coordinator:

Facility Manager
508-416-2335
Keefe Regional Technical School
750 Winter Street
Framingham, Massachusetts 01702

SCHOOL NETWORK/INTERNET ACCEPTABLE USE POLICY

Keefe Regional Technical School policy provides that all technology used to access the network will be used in a responsible, legal, and ethical manner. Failure to do so will result in the termination of network and e-mail privileges for the user and/or other disciplinary action. Individual users of the network-students and adults-are responsible for their use of the network at school, home or at any location. Use of the network must support education and must be consistent with academic actions of the Keefe Regional Technical School. Its use will be supervised by Keefe Regional Technical School staff. Use of other organizations' networks or computing resources must comply with the rules appropriate for that network. Use of the network for any illegal or commercial activities is prohibited.

A RESPONSIBLE NETWORK USER WILL:

- **Use language that is considered appropriate.**
- **Be polite.**
- **Send information that other users will not find hurtful or offensive.**
- **Conform with copyright laws and always give credit to the author of the material used.**
- **Never reveal personal information about yourself or any user, such as address, telephone number, credit card numbers, social security number, etc.**
- **Never copy or download software without authorization of the network administrator.**
- **Never attach hardware devices to the school network without the authorization of the network administrator.**
- **Never use computers for personal communications: gaming, personal email, chat, personal blog.**
- **Not tamper with the system, nor alter, delete, or destroy anyone else's files, data, or image.**
- **Never access another individual's materials, information, or files without permission.**
- **Never use the account or identity of another user.**
- **Not share their username and password with others. You are responsible for all activities done through your account.**
- **Never use an unauthorized proxy server or proxy application for the purposes of bypassing the school's firewall.**
- **A responsible network user must be aware that the use of the network and email is a PRIVILEGE, not a RIGHT.**
- **The Keefe Regional Technical School network is to be used only for educational purposes.**
- **E-mail is not guaranteed to be private.**
- **It is important to log off the computer at the end of every**

session so another user cannot use your password.

- **Identifying photos of students with their first and last names may not be used on a website.**
- **Violation of this policy will result in the possible loss of Internet privileges and/or disciplinary action pursuant to the Discipline Rules and Consequences and/or prosecution under state and federal law.**
- **Persons issued an account are responsible for its use at all times.**

The Acceptable Use Policy (AUP) was developed to ensure the safety of all users. All Network/Internet users should read it carefully and understand it. As parents/guardians, please review it in detail with your children before they begin using the Internet in school.

It is important that you and your children understand that any violation of the AUP may result in the loss of Internet and e-mail privileges or other disciplinary action. We ask that you work with your children in reinforcing the behaviors associated with the AUP.

It is the policy of Keefe Regional Technical School that students and staff will use all technology to access electronic ("computer") networks, including the Internet and email, in a responsible, legal, and ethical manner. Failure to do so may result in the loss of network privileges for the user, disciplinary action under the Code of Discipline, and/or prosecution under federal or state law.

I have read and understand the Acceptable Use Policy for Keefe Regional Technical School. I understand that use of the Network/Internet in school, at home, and at any other location is a privilege, not a right. It is designed strictly for educational purposes. I also understand that. Keefe Regional Technical School is taking measures to restrict access to any material deemed inappropriate; but because no filtering system is perfect, my child might gain access to an inappropriate site. I agree that I will not hold Keefe Regional Technical School responsible for any access by my child of any inappropriate materials acquired on the Internet.

By signing below, I give my child permission to work on the Network / Internet for educational purposes. I understand that if I do not sign this agreement, my child will not be permitted to use the Internet and e-mail in school.

Parent/Guardian Signature:

_____Date_____

STUDENTS MUST SIGN THE STATEMENT BELOW REGARDING INTERNET USE: I understand and agree to adhere to the behaviors outlined in the Keefe Regional Technical School Acceptable Use Policy. I understand that any violation of this policy may result in the loss of Network / Internet privileges and/or disciplinary action and/or prosecution under federal or state law. If I accidentally get to an inappropriate website, I will report it to a teacher, librarian and/or staff member. I understand that if I do not sign this agreement, I will not be permitted to use the Internet and e-mail in school.

Student Signature:

_____Date_____

Student Name Printed:_____

Keefe Regional Technical School: Artificial Intelligence (AI) Policy

I. Philosophy: The AI-Professionalism Standard

As a career-technical school, Keefe Tech recognizes that Artificial Intelligence (AI) is an industry-standard tool across all trades and academic disciplines. Our policy focuses on Professional Integrity: the ability to use advanced technology while maintaining the skills, ethics, and accountability required for success in the modern workforce.

II. Authorized vs. Unauthorized Use

AI tools (including Large Language Models, image generators, and code assistants) may be used only when an instructor has explicitly authorized a specific task.

- **Authorized Use Only: Use AI tools only when an instructor gives explicit permission. If not stated, AI use is prohibited.**
- **Default Rule: If an instructor has not specifically stated that AI is permitted for an assignment, its use is prohibited.**
- **Manual Mastery First: You must prove you can perform a skill manually (e.g., drafting, coding, or writing) before using AI as a technical "co-pilot."**

III. Academic Integrity & Verification

- **Academic Integrity: Submitting AI-generated content (text, computer code, architectural designs, or media) as your own original creation is plagiarism and a violation of the Academic Integrity Policy that will result in disciplinary action.**
- **Mandatory Disclosure: Always include a statement identifying which AI tool was used (e.g., ChatGPT, Claude, GitHub Copilot) and exactly how it helped you complete the assignment.**
- **The Verification Rule: You are 100% responsible for the accuracy of your work. You must be able to explain the logic, sources, and process behind any AI-assisted submission during an oral review. If a student cannot explain the work, it will be considered a violation of academic honesty.**

IV. Safety, Ethics, and Massachusetts Law

- **Criminal Harassment (MGL c. 265, § 43A): In accordance with 2026 state guidance, the creation or distribution of AI-generated "deepfakes" or imagery intended to bully, demean, or impersonate others is a criminal offense. Such actions will result in Tier 3 disciplinary consequences and mandatory referral to law enforcement.**
- **Data Privacy (MGL c. 93H): Students are prohibited from uploading personal identification (PII), student IDs, or the private intellectual property of others into public AI models.**
- **Safety & Accountability: AI "hallucinations" (errors) are not an excuse. Students are 100% responsible for factual and technical accuracy. In technical shops, using incorrect AI data that causes a safety risk is a Major Safety Violation.**
- **Bias Awareness: Critically evaluate AI output; do not submit or use content that reflects cultural, racial, or gender bias.**

V. Consequences of Misuse

Violations will be handled in accordance with the Acceptable Use Policy (AUP) sections of the student handbook.

Reference & Authority

This policy was developed in May 2026 using the following regulatory frameworks:

Mass. DESE Guidance (2025-2026): Implementation Support for AI in K-12 Schools, with a focus on AI literacy and educator-led guardrails.

- **Executive Office of Education Advisory (April 15, 2026): Governor Healey's Guidance to Schools on Investigating AI-Generated Harm, specifically regarding deepfakes and student safety.**
- **Massachusetts General Laws:**
    - **MGL c. 265, § 43A: Addressing criminal harassment and computer-generated content.**
    - **MGL c. 71, § 37H: Statutes governing student conduct and principal authority.**
    - **MGL c. 93H: Data privacy and protection of personal information.**

KEEFE REGIONAL TECHNICAL SCHOOL STUDENT PHOTO RELEASE

As an integral part of the Keefe Regional Technical School curriculum, teachers and staff members will, from time to time, use technology within the learning environment. Videotapes, movies, still photographs, and web pages are options available to teachers with the context of the curriculum. Most often, this is done to enhance a lesson, or to share with parents and other classes. Occasionally students may be photographed for a local newspaper articles or for Keefe Regional Technical School's newsletter. Videotapes of special events and ceremonies may also be with the local cable station. Additionally, with the school website and school brochures, student images may be displayed or printed.

Our desire is that all students will be able to participate in these activities, and are seeking your permission for such use. If you have any questions about this form, please contact the Principal's office.

Please check the appropriate box below.

☐ Yes, I hereby give the unqualified right to Keefe Regional Technical School to take pictures and film of my child to put to legitimate use without limitation or reservation.

☐ No, I do not give Keefe Regional Technical School permission to take pictures and film of my child.

Parent or Guardian Signature:_____

Date_____

Student's Signature:_____

Date_____

Please Print Name _____

Dear Parents/Guardians:

Please take time to review the new Student Handbook. It contains the necessary policies and procedures that enable the teachers and staff to create a safe and learning environment for your child.

Parents/guardians will have access to their child's records unless denial of such has been filed in writing with the Principal's Office by students who have reached the Age of Majority.

An attendance policy has been created that will assist students in achieving the highest possible levels of skills and knowledge in both academic and technical subjects. Carefully review the information beginning on p. 15. The attendance policy contains the following requirements:

A student may lose credit for a course if he/she exceeds 12 unexcused absences per year.

The only excused absences will be: illness documented by medical personnel, hospitalization, doctors' appointments, legal matters, military service, and death in the immediate family. Proper written documentation will be required to be eligible for an excused absence.

Please sign in the space below to confirm that you have received and reviewed the contents of the Student Handbook with your child. He/She will return this signed form to the A1 Academic or Career and Technical teacher.

Parent/Guardian Signature: _____

Student: _____

Print name:

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Sign name:

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