

# TABLE OF CONTENTS

Student /Parent Handbook Sign-off.....	2
Principal’s Message .....	3
Mission Statement .....	4
WMHS Floor Plan.....	5
Emergency Guidelines/Promotion and Graduation Requirements .....	6 - 7
Athletic and Extracurricular Eligibility .....	7 - 8
Academic Recognition Standards .....	8 - 9
Grade Point Average/Class Rank .....	9 - 10
Grade Weighting Scale .....	10
Course Selection/Physical Education Requirement/Summer School .....	10 - 11
Academic Honesty Policy /Attendance Policy .....	11 - 15
Code of Discipline .....	16
Suspension/Disciplinary Consequences/Detentions/Disciplinary Due Process .....	17 - 18
Suspension/Expulsion .....	19 - 27
Student Infraction and Consequences .....	27 - 28
MIAA Rule for Banned Substances .....	28 - 29
Interrogations and Searches .....	30 - 31
General School Guidelines .....	31 - 39
Students Rights/Student Records .....	39 - 41
Nondiscrimination Notice .....	41
Students Permanently Leaving School.....	41
Health Education/Corporal Punishment/Voter Registration/Hazing .....	41 - 42
National Defense Act/Internet Agreement .....	42 - 44
McKinney-Vento Homeless Education Assistance Act .....	44
Child Abuse/Sex Ed/Services for Students with Disabilities .....	45
Miscellaneous Notices/Protection of Pupil Rights Amendment .....	45 - 47
Bullying.....	47 - 51
Training/Professional Development .....	51 - 53
Academic/Non-Academic Activities.....	53
Access to Resources and Services .....	53 - 54
Collaboration with Families/Relationship to Other Laws .....	54 - 55
Discrimination and Harassment Procedures .....	55 - 56
Civil Rights .....	55 - 58

# WOBURN MEMORIAL HIGH SCHOOL

## STUDENT/PARENT HANDBOOK SIGN-OFF

It is imperative that all students and parents are aware of and familiar with the contents of this handbook.

It is especially important that all students and parents have a clear understanding of the Code of Discipline. Being completely cognizant of the rules and regulations of the school can be an important single step towards enjoying a comfortable and productive school year.

In order to confirm that both students and parents have had the opportunity to read the handbook, please sign below.

Student Name \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisory Room # \_\_\_\_\_ Advisory Teacher (s) \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Email address: \_\_\_\_\_

\_\_\_\_\_ By checking this line I approve for my son/daughter's picture/image to be included in school-based and community-based publications.

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Please Sign, Tear and Return to WMHS Advisory Teacher by  
Friday, September 14, 2018.**

# WOBURN MEMORIAL HIGH SCHOOL

## Principal

Jessica B. Callanan  
781-937-8210 ext. 10100  
[www.woburnpublicschools.com](http://www.woburnpublicschools.com)

## Assistant Principals

Mr. Edward F. Maguire    Mr. Steven R. Martin    Ms. Meghan K. Patrissi  
781-937-8210 ext. 10301    781-937-8210 ext. 10303    781-937-8210 ext. 10311

### Welcome to the 2018 - 2019 school year!

I am both honored and privileged to be the principal of Woburn Memorial High School. My goal as principal is to provide a rich environment for our students which is intellectually challenging in and out of the classroom. I will continuously support quality teaching and learning, to effectively meet the needs of all of our students. Woburn Memorial High School is a special place. It is also an incredibly exciting time to be at WMHS. We are setting the course for a future that will continue to expand the opportunities for our students.

- Our students continue to diligence in the classroom, on the athletic fields, and in the areas of drama and music. Student participation in academic activities, as well as non-academic extracurricular activities, is unparalleled.
- WMHS has recently been named by the International Center for Leadership in Education a National Model School. WMHS earned this award primarily by demonstrating significant and rapid academic growth for all students.
- One of the reasons that WMHS is an exceptional institution is due to the strength of the teaching staff. WMHS teachers are highly qualified, dynamic and committed to every child in the student body.
- Lastly, the high school building continues to change the way we teach and learn. Whether it is classroom setup to match instruction, the impact of state-of-the-art technology, or the finest performance venues and athletic facilities, our students experience unprecedented opportunities in this building. **Tanner Pride** and the support for the Woburn community.

Best wishes for a successful school year!

*Jessica B. Callanan*, Principal

**Student** \_\_\_\_\_

**Advisory Rm #** \_\_\_\_\_

**Advisory Teachers (s)** \_\_\_\_\_

## MISSION STATEMENT

Woburn Memorial High School will insist on high expectations for all students; staff will engage students in a rigorous curriculum that encourages communication, critical thinking, collaboration, creativity and technological proficiency. We will prepare a diverse student body to be career or college ready members of the global community. We are committed to providing a safe and secure learning environment.

## 21<sup>st</sup> CENTURY LEARNING EXPECTATIONS

Students at Woburn Memorial High School will:

Academic	Read, write, speak and collaborate effectively Demonstrate technological proficiency Use research to locate, organize, evaluate and present information Pursue and participate in modes of artistic and creative expression Develop critical and analytical thinking skills
Social	Maintain physical, social and emotional wellness Be accountable for behavior and actions Model conflict resolution strategies Demonstrate and appreciation, understating, and respect for all individuals
Civic	Engage in meaningful community and extra-curricular activities Participate in impacting positive school change Exhibit local and global responsibility

### WMHS On-Line

Please visit the following web page for up-to-date information and school calendar for Woburn Memorial High School and the Woburn Public Schools:

[www.woburnpublicschools.com](http://www.woburnpublicschools.com)

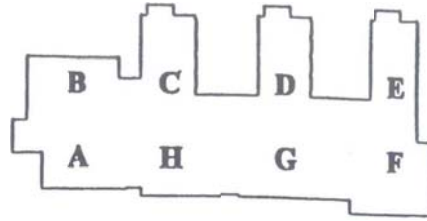
[Twitter](#)

[@wmhsTanners](#)

[@wmhs\\_principal](#)

# WMHS

## Room Location Plan



	1 <sup>st</sup> Floor	2 <sup>nd</sup> Floor	3 <sup>rd</sup> Floor	4 <sup>th</sup> Floor
A	Gymnastics Room Wrestling Room			
B	Locker Room P.E. Office A.D. Office	Gymnasium		
C	Cafeteria	Faculty Cafeteria	Classrooms	Classrooms
D	Art Area School Bank	Learning Center Night School Office Classrooms	Classrooms	Classrooms
E	Alternative Education Family & Consumer Science	Department Chairpersons Faculty Workroom Classrooms	Language Lab Classrooms	Classrooms
F	Music Department		Classrooms	Assistant Principal Classrooms
G	Auditorium			
H	Principal's Office Guidance Office Special Ed. Office Nurse's Office	Library Media Center Cable Studio	Classrooms	Assistant Principal Classrooms

## EMERGENCY GUIDELINES

**PURPOSE:** The purpose of a fire drill is to establish a routine for the efficient and safe evacuation of pupils, teachers, and other school personnel from a school building in the event of a fire or other emergency. All alarms must be perceived as a legitimate emergency. Adherence to all regulations and instructions is imperative.

**BLOCKED EXIT:** If a fire exit is blocked, student should proceed to an alternate exit.

**UNLAWFUL SETTING OFF OF A FIRE ALARM:** Any student who sets off a false alarm is subject to the following disciplinary action(s):

- A ten (10) day suspension.
- Referral to the appropriate law enforcement agency.
- Second offenders are subject to suspension or expulsion.

**A.L.I.C.E. TRAINING:** (Alert, Lockdown, Inform, Counter, Evacuate.) Training instructor led classes provide preparation and a plan for individuals and organizations on how to more proactively handle the threat of an aggressive intruder or active shooter event. Whether it is an attack by an individual person or by an international group of professionals intent on conveying a political message through violence, A.L.I.C.E. training option based tactics have become the accepted response, versus the traditional “lock down only” approach.

## PROMOTION AND GRADUATION REQUIREMENTS

### **REQUIREMENTS FOR PROMOTION TO GRADE 10**

- Accumulation of 25 credits.
- Pass four major subjects (20 credits).

*\*Each requirement must be passed in order to gain promotion.*

### **REQUIREMENTS FOR PROMOTION TO GRADE 11**

- Accumulation of 50 credits.
- Pass four major subjects (20 credits).

*\*Each requirement must be passed in order to gain promotion.*

### **REQUIREMENTS FOR PROMOTION TO GRADE 12**

- Accumulation of 75 credits.
- Pass four major subjects (20 credits).

*\*Each requirement must be passed in order to gain promotion.*

### **REQUIREMENTS FOR GRADUATION**

- Accumulation of 100 credits.
- Pass four major subjects (20 credits).
- Pass each MCAS test.

*\*Each requirement must be passed in order to gain promotion.*

In addition, successful completion of the following is required for graduation:

- Four (4) years of English, 9 - 12
- Four (4) years of Social Studies, 9 - 12 (including one year of United States History)
- Four (4) years of Science, 9 - 12 (including one year of Biology)
- Four (4) years of Mathematics, 9 - 12
- Two (2) years of one World Language

In addition, students are required to take the courses in the areas of Business Education, World Languages, Home Economics, Technology, Education, Art, Music, Health, and Physical Education.

Note: Students under individualized education plans or enrolled in Alternative Education may have any of the above requirements waived if the student's team feels he/she has achieved the goals of the individualized education plan.

**IMPORTANT:**

- Students who do not meet the Woburn Memorial High School requirements for graduation will not participate in the graduation ceremony.
- Students who do not take a mid-year or final exam will receive a zero and this will be averaged as part of the final grade. In AP classes, the AP exam is considered part of the final exam process.

**ATHLETIC AND EXTRACURRICULAR ACADEMIC ELIGIBILITY MIAA Rule 58**

58. Student Eligibility: Academic Requirements

58.1 A student must secure during the last marking period preceding the contest (e.g. second quarter marks and not semester grades determine third quarter eligibility) a passing grade, and full credit, in the equivalent of four traditional yearlong major English courses. A transfer student may not gain academic eligibility if he/she was not, or would not be, eligible at the sending school, unless transfer was necessitated by a move of parents and then eligibility would be determined by receiving schools eligibility standards. (see Rule 57.7.1) 1MIAA Handbook July 1, 2015 – June 30, 2017

58.2 A student cannot at any time represent a school unless that student is taking courses which would provide Carnegie Units equivalent to four traditional year-long major English courses.

58.3 To be eligible for the fall marking period, students are required to have passed and received full credits for the previous academic year the equivalent of four traditional year-long major English courses.

58.4 Academic eligibility of all students shall be considered as official and determined on the published date when the report cards for that ranking period are to be issued to the parents of all students within a particular class. Note: The MIAA academic eligibility standards are designed to ensure that a student is fully enrolled in school and actively engaged in his/her academic life on a consistent basis throughout the school year. When utilizing a 4x4 block schedule, a student must pass at least two of the four required 'major' courses (or equivalent) in each academic marking period.

58.5 Incomplete grades may not be counted toward eligibility until they are made up following school policy.

58.6 A student who repeats work upon which he/she has once received credit cannot count that subject a second time for eligibility.

58.7 A student cannot count for eligibility any subject taken during the summer, unless that subject was pursued and failed during the immediately preceding academic year.

58.8 All cooperative team athletes must meet the eligibility standards of their own school as well as the host school.

For other eligibility requirements, please see the MIAA Handbook available at:  
<http://www.miaa.net/miaa/home?sid=38>

WMHS provides nonacademic and extracurricular services and activities in such a manner as is necessary to afford students with disabilities an equal opportunity for participation. WMHS is, however, generally permitted to establish and utilize skill-based eligibility criteria for participation in extracurricular programs and activities (e.g., school-sponsored athletics) so long as the criteria are rationally related to the purposes and goals of the specific program or activity. WMHS administrators, in their discretion, may deny or limit a student's access to co-curricular activities as a disciplinary sanction.

## **ACADEMIC RECOGNITIONS STANDARDS**

### **I. Honor Roll Eligibility**

- A. High Honors Eligibility
  - Students who have received all A's or all A's and one B based on all courses taken.
  - Students must have at least five full time courses.
- B. Honors Eligibility
  - Students who have received all A's and B's based on all courses taken.
  - Students must have at least five full time courses.

### **II. Graduating Summa Cum Laude, Magna Cum Laude, Cum Laude**

- A. Summa Cum Laude: *Students who graduate in the top 10% of their class*
  - Class rank is based on the students' letter grades. Courses are weighted by their level: Advanced Placement, Honors, Academic A, Academic B and E.C.
  - Class Rank Calculations - the sum of a student's cumulative weighted grades, divided by the number of credits attempted.
- B. Magna Cum Laude: *Students who graduate in the second 10% of their class*
  - All class rank requirements and calculations are the same as those for graduating Summa Cum Laude.
- C. Cum Laude
  - Eligibility for this category will be for students who attain the High Honor Roll, the Honor Roll, or a combination of the two in each of the four years of cumulative grades, or a cumulative grade point average of "5.25" or better based on the Class Rank Calculation.
  - This category is for students who have strong letter grade marks in lower-weighted courses; thus, they do not fall into the top 20% of their class.

### **III. Valedictorian/Salutatorian**

For the purpose of identifying valedictorian and salutatorian, grade point average at the conclusion of the third quarter senior year will be the determining point. For the purpose of identifying valedictorian and salutatorian, grade point averages will be rounded off to the nearest hundredth.

### **IV. Add/Drop Policy**

Students who withdraw from a course after 10 class days will be graded as follows: **WP** - Withdraw Pass, or **WF** - Withdraw Fail. The WP or WF will appear on the permanent record and may be a determinant in class rank.

## **NATIONAL HONOR SOCIETY**

For many students, selection as a member of the National Honor Society is the pinnacle of their achievements in school. This honor, recognized throughout the nation, is both the public recognition of accomplishment and the private commitment to continued excellence on the part of the new member. Because of the importance placed on this aspect of secondary school life, the Woburn Memorial High School Chapter of the National Honor Society has created a selection process that conforms to the national guidelines, is applied fairly and consistently to all candidates, and provides a meaningful recognition of deserving students.



Membership in the National Honor Society will be for seniors only. Students will be selected after completion of their junior year. Academic success alone does not guarantee selection. In addition, *Character, Leadership, and Service* will be evaluated through the Student Information Form and any other verifiable information about each candidate.

Students should refer any questions as to appropriate service to the National Honor Society advisor.

#### **Scholarship Standards**

All members must have, and maintain, a minimum grade-point average of 3.0 on our 4.0 weighted GPA scale.

#### **Leadership Standards**

Members of the National Honor Society must demonstrate a leadership experience. This can be accomplished through an elected position in a club or sport. In addition, leadership roles are also possible without titles. Some students lead within a class, frequently providing direction for discussions, group activities, or class projects. Others lead within an organization, though not as an officer, by providing the leadership for significant projects of the organization. Some students lead within a sport by keeping teammates focused and inspiring good sportsmanship. A supervisor's statement will confirm any claim to such "untitled" leadership.

#### **Service Standards**

Community service is a vital part of membership in the National Honor Society. It is expected that ALL members will be involved in a school or community related service. These can be service projects done with a group either in or out of school or done as individual projects. Generally speaking, service activities are those done for or on the behalf of others outside one's immediate family for which no compensation has been given. There is no exception to this requirement.

#### **Character Standards**

Membership in the National Honor Society is a reflection of a member's personal character and integrity. The National Honor Society prizes character as the cornerstone of academic and personal achievement. A member's behavior must be honorable and above reproach at all times, both in and out of school. This standard reflects on you as an individual and as a member of the Woburn Memorial High School community.

### **WEIGHTED GRADE POINT AVERAGE AND CLASS RANK**

Commencing in September 2013, Woburn Memorial High School is adopting Grade Point Average (GPA) and Rank in Class (RIC) structures which better align with current college admission practice and the Massachusetts College System. The need for this shift is based upon current practice in both private and public colleges and university admissions offices as well as to provide clearer and more useful information for WMHS students and their parents and guardians. The Grade Point Average structure to be adopted is a 4.0 weighted scale and is based upon the grades earned in the five academic areas: English, Mathematics, Science, Social Studies/History and Foreign Language. All WMHS students are required to take courses in the elective areas of the Fine Arts, Business and Physical Wellness to broaden their experiences and pursue specific interests.

The Woburn Memorial High School secondary school record provides a Weighted Grade Point Average (GPA) and a Rank in Class to report academic performance at WMHS to post-secondary institutions. Weighted GPA is a statistic widely used for making decisions relative to college admission. To establish GPA, numerical values are assigned to semester grades earned according to the chart on the next page. Using these values, a student rank average is computed. This rank will be reported in deciles, to communicate a range of student performance that reflects a student's academic record with respect to his/her peers. Exact class ranks will only be given to students ranked number one (1) through number ten (10) of each graduating class. All other students will be given a decile ranking. Rank in Class (Decile) will be reported to the students for the first time at the conclusion of Grade 10. Both GPA and Rank in Class (Decile) are reported to colleges.

## GRADE WEIGHTING SCALE

- Only courses taken during the school day at WMHS are included in the calculation of GPA or Rank in Class. Credit towards graduation may be awarded for courses taken at other high schools, summer school, night school, colleges, etc., but those courses are NOT included in the calculation of GPA or Rank in Class.
- Students must attend WMHS for at least two years to be included in the Rank in Class.
- GPA and Rank in Class are cumulative and use semester grades for their calculation.
- Courses taken on a Pass/Fail basis will be awarded credits but are not included in the calculation of cumulative Grade Point Average or Rank in Class.
- Elective courses (Business, Art, Music, Wellness/Physical Education, Technology, Journalism and Introduction to Theatre) are not leveled. These courses will therefore be assigned no weight and will not be included in the calculation of the Grade Point Average and Rank in Class.
- There are four levels of weighting given to classes in English, Social Studies, Mathematics, Foreign Language and Science Courses. These courses are weighted according to their level of rigor. For example, an Advanced Placement course carries a higher value than a College Preparatory course. Course levels and corresponding weighting are as follows:

<i>Woburn Memorial High School</i>				
<b>Grade</b>	<b>AP</b>	<b>Honors</b>	<b>College Prep</b>	<b>EC</b>
A+	5.3	4.8	4.3	3.8
A	5.0	4.5	4.0	3.5
A-	4.7	4.2	3.7	3.2
B+	4.3	3.8	3.3	2.8
B	4.0	3.5	3.0	2.5
B-	3.7	3.2	2.7	2.2
C+	3.3	2.8	2.3	1.8
C	3.0	2.5	2.0	1.5
C-	2.7	2.2	1.7	1.2
D+	2.3	1.8	1.3	0.8
D	2.0	1.5	1.0	0.5
D-	1.7	1.2	0.7	0.2
F	0.0	0.0	0.0	0.0

## COURSE SELECTION

To successfully choose a program for each succeeding year, students must:

- Know the requirements for graduation.
- Have a plan for completing these requirements and earning credit toward graduation.
- Read course descriptions and note recommended requisite skills.
- Choose courses that connect to academic or occupational goals and interests.
- Consult with guidance counselors and subject teachers who know a student's learning style.
- Seek the advice and approval of parents in making course decisions.

As students progress through high school, they become both educated and well-rounded through a variety of learning experiences as they prepare for the future. College admissions officers stress the importance of a student with a balanced program and an interest in extra-curricular activities as well as a solid academic record. Employers also prefer an employee with transferable skills and broader interests who can see an integrated whole.

In addition to the required academic courses, elective courses of study in a variety of curricular areas, such as Business, Performing Arts, Visual Arts, Wellness/Physical Education and Technology, are offered at WMHS and help students to better understand the greater world around them as they prepare for the challenges of postsecondary study and the 21st century workplace. All WMHS students are required to take courses to broaden their experiences and pursue specific interests.

#### **WELLNESS/PHYSICAL EDUCATION REQUIREMENT**

Students at Woburn Memorial High School are encouraged to take a full and challenging course load. While not typical, each year a number of students select seven full-time courses. This includes students who have chosen two or more foreign languages, double courses in science or mathematics or who are in chorus or band. In order to satisfy the Massachusetts Department of Elementary and Secondary Education mandated Physical Education requirement, WMHS will provide a beyond the school day Wellness/Physical Education opportunity. This program will meet one session per week for the school year. Whether the program meets before or after school will be determined based upon the best use of student availability with respect to other commitments. Students and families interested in this option should contact the guidance counselor to discuss participation.

#### **SUMMER SCHOOL**

The Woburn Summer School program provides a wide range of courses for all students. All summer study for the purpose of reviewing courses previously pursued must receive the approval of the principal through the Guidance Department prior to registration for the course. Any course taken outside the Woburn Summer School program must be approved in advance by the principal. A course being taken in summer school that was not previously taken will be approved only when the time requirement and scope of the course are equivalent to the study of the course during the school year.

Summer study grades are recorded on permanent record cards. The original grade for a course will not be changed.

Students with questions concerning the summer school program should contact the principal at Woburn Memorial High School. Students with questions about how the summer school program will affect their grades and class standing should contact the Guidance Office.

#### **ACADEMIC HONESTY POLICY**

##### **ACADEMIC INTEGRITY: CHEATING & PLAGIARISM**

In order to develop the skills to become effective communicators, learners and ethical citizens of the 21st century, students must maintain high standards of personal and academic integrity. Cheating and plagiarism undermine the educational process and deny students the opportunity to maximize their learning potential.

**Cheating is defined as obtaining an unfair advantage in completing academic work. Examples of cheating include, but are not limited to:**

- Copying another student's homework, paper, project or idea.
- Using books, calculators, translators, notebooks, cheat sheet, or other unauthorized resource during a test or to complete an assignment.

- Using unauthorized electronic resources (cell phones, text messages, iPods, etc.) to access information during an assessment.
- Copying or allowing another student to copy answers during a test, quiz or exam.
- Any form of unauthorized communication during an assessment or about an assessment.
- Purchasing an assignment from another person or online resource.
- Discussing a test/quiz with students who have not yet taken that test/quiz.

**Plagiarism occurs when a student copies information and/or ideas from another source, fails to give credit to that source, and passes the information off as his/her own. Examples of plagiarism include but are not limited to:**

- Failure to properly cite text, pictures, or ideas obtained directly from books, articles, internet resources, instant messages, or emails
- Failure to cite quoted material or paraphrased material
- Use of false data or citations
- Buying research papers or paying someone to write research papers and submitting them as original work
- Allowing someone else to submit your work as their own
- Submitting someone else's work as your own

The faculty expects students to maintain a high standard of academic integrity. Most students who cheat on schoolwork intend to cheat; however, sometimes students simply may not know that what they have done is wrong. Since teachers often have no way of judging whether a student is dishonest or simply uninformed, the school makes no distinction between intentional and unintentional violations. Both are ethical misconducts and both are grounds for the same disciplinary action.

#### **CHEATING & PLAGIARISM PENALTIES**

When violations of the Academic Honesty policy occur, the teacher has the option of dealing with the incident or referring the case to administration for disciplinary action. Students found to be cheating can face severe penalties, including a reduced grade on the assignment, failure on the assignment, or failure for the term in the course. Example: Copying homework will result in no credit being given to either student. Copying on a test will result in failure for the assignment. More serious or repeated violations may result in course failure. Since the burden rests with students to pursue their studies in an ethical manner, they are well advised to learn the rules. If you are unclear about a specific situation, **ask your teachers**. They will explain what is acceptable in their classes.

#### **HIGH SCHOOL ATTENDANCE POLICY**

As educators, the staff of Woburn Memorial High School is committed to the belief that tests and examinations alone are not final and necessarily accurate indicators of student achievement. In order for a student to realize significant and lasting educational benefit from a course, it is imperative, as a matter of sound educational theory and practice, that students be exposed to daily in-class activities such as lectures, group discussions, and spontaneous teacher student dialogue. In addition, special instructions in skill development and study habits are vital in-class offerings which no student can afford to miss because of absence. Consequently, to gain maximum benefit from the educational experience offered at Woburn Memorial High School and to achieve grades which reflect one's level of competence, the student must be in class on a daily basis. Therefore, an attendance policy which places an upper limit on the number of days a student may be absent from each class during a single marking period has been developed by the high school staff. Those students who exceed the prescribed limit will fail for the term unless their absence can be explained in terms of legitimate circumstances.

In effect, the policy is geared to the rules and regulations of the Woburn School Department which states, in accordance with state law, that students may be absent only for sickness, death in the family, family emergency and in accordance to the definition of excused absence set forth below. For the purpose of creating a firm base of understanding between the student, parents, and school the following point is emphasized. The parent does not have the legal right to allow a student to be absent without a good cause.

All are advised that the success of the attendance policy is totally contingent upon all parties: students, parents, teachers and administrators being totally committed to its effective implementation. Open and frequent communication between all parties will be an essential component in achieving such success -the kind of communication which finds its inspiration in a shared commitment to those rules and policies which are truly in the best educational interests of the student. The major thrust of this attendance policy is to stress for all students the importance of being in school on a daily basis. Only then can their goals be fully attained.

Any student whose UNEXCUSED ABSENCES from a class exceed the number of times a class meets per week will fail that subject for the marking period during which such absence occurs. Example: A student who is in a class which meets five times a week will fail for the marking period when the sixth unexcused absence is reached. In terms of unexcused absences, each marking period is to be addressed separately. There is to be no carry over of absences to the next marking period. Thus, in terms of and within the parameters of this attendance policy, all students will start at zero absence at the beginning of each marking period. One exception of five unexcused absences per term is as follows: All seniors during term four will be limited to three unexcused absences. This marking period is only six weeks in duration for seniors as opposed to ten weeks for all others.

#### **ATTENDANCE POLICY NOTES**

In the event that there is neither a parent telephone call nor a note, a school official will contact the home. All notes must be submitted prior to the end of the quarter either in person or by fax.

#### **APPEAL PROCESS**

Upon parent and/or student request the failing grade can be appealed to the Attendance Appeals Committee which is composed of Woburn Memorial High School staff. The parent and/or student will meet in conference with the committee in order to discuss and sort out all factors relative to the absence in question, Factors include:

- The specific reasons for the absences.
- The student's pattern of absenteeism during previous grades.
- The student's present pattern of absenteeism, i.e., single days, same day of the week, same day as friend(s), test or quiz day, etc.
- Impact of absence on student's academic performance.
- Parental rationale for not involving a doctor.
- Any other factors which might be perceived as mitigating or extenuating.

As with all other matters involving the Code of Discipline due process must and will be honored. Thus, any decision relative to attendance may be appealed to the principal and superintendent. Be assured that fair, equitable, and consistent implementation of the attendance policy is guaranteed and will be maintained at all times.

#### **CLASS ATTENDANCE**

Attendance at all classes (study rooms included) is mandatory. The penalty for cutting a class is two office detentions and a failure in all academic work covered during the cut class. Any cut thereafter may result in suspension. In special circumstances a student might find it necessary to be absent from an academic class. If such is the case, it is absolutely imperative that you receive permission from your subject teacher before being absent from the class. Absence from the class without the teacher's advance permission will be perceived as a class cut and addressed as such. Important: Students who leave school, i.e., cut one or more classes, are advised that such cuts will be addressed as truancy. In such cases, the penalty for truancy will be imposed.

#### **DISMISSAL**

Dismissals must be preceded by a note or telephone call from the parent or guardian. Notes for dismissals must be presented at the assistant principal's office by 7:30 a.m. Dismissals for reasons other than sickness, family emergency, or extenuating circumstance are prohibited. There are times throughout the school year that the administration will require dismissal notes a day in advance. On these days, if a note is not received, a parent or guardian will be required to dismiss a student in person.

Students must sign-out in the office of the assistant principal at time of dismissal. STUDENTS WHO ARE 18 YEARS OR OLDER MUST HAVE PERMISSION OF THE PRINCIPAL OR ASSISTANT PRINCIPAL TO BE DISMISSED. FAILURE TO DO SO WILL BE ADDRESSED AS LEAVING SCHOOL WITHOUT PERMISSION, I.E., TRUANCY.

### **ENTRY TO BUILDING**

Before school - Before 7:15 a.m. Unless a student is in the building for extra help with a teacher, all students should be in the cafeteria. All students should enter through the main entrance.

### **EXCUSED ABSENCE**

- Sickness - upon receipt of a note from a doctor.
- Death in family.
- Family Emergency - the nature of which must be communicated in writing and approved by the assistant principal.
- Legal Matters - which require the personal appearance of the student.
- School Related Events - such as field trips, student exchanges, college interview, etc.
- Religious Holidays - absence mandated by church doctrine.
- Suspension – in-school and out-of-school.
- Family Vacations - strongly discouraged but may be approved if following conditions are met:
  - Written request from parent is submitted well in advance.
  - Parental conference with assistant principal.
  - Student is accompanied on trip by parent or guardian.
  - Unlikely that absence will impact negatively on student's academic status.
  - All assignments and tests to be made up at direction and convenience of teachers.
- College Visits -All college visits must be accompanied by a parent or guardian in order to qualify as an excused absence. A form provided by the assistant principals must be signed by all teachers and submitted 24 hours prior to the absence. A maximum of three college visits is allowed unless permission is received from the administration.
- Extenuating Circumstances - at discretion of assistant principal.
- Excused absence for students will not be granted during MCAS testing.

### **MAKE-UP WORK**

Make-up work must be completed in a timely manner. Teachers have been instructed to inform their students of the frame time within which the make-up obligations are to be completed. In most cases, work should be made up within five days of the student's return to school. The teacher, at his/her discretion, may give additional time for extended absence. An "I" (incomplete) grade will be given in courses in which the student has not completed the quarter requirements due to absence. Unless authorized to extend additional time by the assistant principal, Individual Education Program or Section 504 Plan, incompletes are to be updated within two weeks of the final day of the quarter. Work not completed will be considered to have earned a failing grade. Make up work during suspensions will be provided in a manner consistent with M.G.L. c. 76, § 21 and 603 C.M.R. 53.00. Students needing make-up work during an extended illness should contact their guidance counselor. Teachers must be given at least 24 hours' notice so that that the work can be properly prepared. Work can be picked up in the assistant principals' offices.

### **TARDINESS**

Arrival to school and classes should be ON TIME in class at 7:30 AM. Legitimate medical reasons for late arrival to school should be addressed by a doctor, the school administration, the nurse, the parent, and affected teachers in a way that will not penalize the student, and will not be part of the "tardy count." This includes those situations for which a parent has arranged at least 24 hours in advance for a student to arrive late to school. If a student is going to be tardy, the parent or guardian should call the assistant principal's office associated with student's grade level before the student arrives at school.

It is the student's responsibility to identify and make up missed work. Teachers are not required to assume responsibility for providing individual tutoring or extensive individual help for the student when s/he returns. A TARDY STUDENT OUT OF CLASS THE DAY OF AN EXAM SHALL MAKE UP THE EXAM ON THE SAME DAY.

It is incumbent upon the student to obtain and deliver a note for being tardy within 24 hours, or be assigned detention(s). Students who arrive after 7:30 A.M. are required to sign-in at the Main Office. Students tardy after the conclusion of period 1 sign in at their Assistant Principal's office. If a student fails to check in, and does not sign in tardy at the office, the student will be considered tardy unexcused for that day and will be assigned a detention for the following day. Students will be allowed twelve unexcused tardies per semester. All students will be issued a warning letter concerning excessive tardiness on their sixth unexcused tardy per term.

#### **TRUANCY**

To be absent from school on a given day or any part of a given day without reasonable cause; or to be absent from school for any part of a given day, i.e., to leave the building without being dismissed for reasonable cause or leaving the building without receiving permission from an administrator.

#### **TRUANCY PENALTIES**

**First offense:** Up to two (2) days suspension in the discretion of the school principal.

**Second offense:** Up to three (3) days suspension in the discretion of the school principal or designee.

**Third Offense:** Up to five (5) days suspension in the discretion of the school principal or designee.

#### **UNEXCUSED ABSENCE**

- Single Day Absence - A parental note for single day and/or short-term absence will not be honored routinely. The student will be charged with an unexcused absence by the appropriate assistant principal who has primary responsibility for student attendance.
- Tardy for Class - more than five (5) minutes late without a valid excuse or pass.
- Dismissals - those which do not fall into the category of excused absence.
- Cut Classes - to be absent from class without reasonable cause.
- Truancy - to be absent from school without reasonable cause.

#### **NOTIFICATION OF UNEXCUSED ABSENCES**

Parents will be notified when a student has been absent from school and the school has not been contacted by the parents within three (3) days of the student's absence. When a student has missed 2 or more periods for 5 school days, or has missed 5 or more school days in the school year due to unexcused absences, the parents will be notified and provided with the opportunity to meet with the Principal, or Principal's designee, to develop an action plan to address the student's school attendance.

#### **STUDY ROOMS**

Attendance in the assigned study room is mandatory. Any student who finds it necessary to be absent from a study class because of another commitment must conform to the following procedures:

- Obtain an out-of-place slip from the teacher or advisor with whom you plan to spend the period.
- Report to your usual study room at the beginning of the period and show the out-of-place slip to your study room teacher.

It may be used only for purposes of reference and research relative to special teacher assigned projects. (see Media Center section.) Passes to the media center may only be given by the media specialist. Teachers are not to send students to the media center without the permission of the media specialist.

## CODE OF DISCIPLINE GENERAL STATEMENT

The purpose of this section is to state for the benefit of all students, the rules and regulations of Woburn Memorial High School.

The famous American philosopher, Clinton Rossiter, has said that the very essence of democracy is respect for the rules. A large school such as ours cannot operate without rules which are respected and observed by all of our students any more than our nation can survive without laws which are respected and observed by all of its citizens. It is the responsibility of all students to become totally aware of these rules. Their sole purpose is to bring about the orderly management and organization of the school so that an optimum learning situation will be created. **The school recognizes that the most effective and desirable kind of control is the self-discipline exercised by pupils collectively and individually. Pupils are encouraged to assume responsibility for their personal conduct.** All blatant examples of discourtesy or disobedience will be dealt with appropriately. Serious infractions of rules and regulations may call for suspension and possible exclusion of the pupil. Repeated minor infractions of rules and regulations may also call for suspension and long-term exclusion from school, including the possibility of expulsion.

In addition, any student who violates state laws, city ordinances, or any rules and regulations of the school district is subject to the code of discipline, if applicable, and will be referred to the appropriate law enforcement agency.

Minor offenses may also come under the in-school suspension policy.

In addition, students may be excluded permanently from school for serious offenses such as possession of a dangerous weapon, possession or use of chemical substances, possession and/or detonation of an explosive device, assaults on staff or being charged or adjudicated delinquent of a felony offense pursuant to M.G.L. c. 71, §§ 37H and 37H 1/2.

Examples of infractions for which students may be suspended or excluded from school are as follows:

- Fighting with another student or any person in school building or on school grounds.
- Blatant disrespect towards other students, faculty members, or other employees.
- Use, possession, or sale of a chemical substance in school, including possession of drug paraphernalia, on school grounds or at a school sponsored activity.
- Presence at school or at school functions while under the influence of a chemical substance.
- Charged with or convicted of a felony.
- Vandalizing school property.
- Theft of any kind.
- Harassment/Sexual Harassment.
- Assault and Battery.
- Loitering in parking lot and on school grounds.

These are some of the reasons why students may be suspended or excluded. It should be stated, however, that there can be other reasons depending on circumstance and administrative discretion.

## DISCIPLINE CODE

It is important for students to realize that no handbook can thoroughly cover all possible violations or infractions, however complete it attempts to be. Suggested imposition of suspensions contained herein are merely guidelines and do not impose any limits on the school administration's discretion to impose more or less severe disciplinary sanctions based on individualized circumstances. There will be occasions when discretion and judgment must be exercised by teachers and administrators in maintaining an orderly environment. The fundamental code of conduct involves respecting and being sensitive to the rights of others. If you have any questions about any information contained in this handbook, what your responsibilities are, or what your rights are, you may and should schedule an appointment with the principal or an assistant principal for clarification.



### **SUSPENSION POLICY**

A student may be suspended or be subject to long-term exclusion for many offenses, including but not limited to; arson, assault, battery, explosives, extortion, blackmail, coercion, fighting, harassment, forgery, gambling, larceny, theft, vandalism, inappropriate use of cell phones or electronic equipment, intimidation of school personnel or fellow students, interference with school authorities, weapons sale and possession, possession and/or sale of drugs, a failure to identify themselves upon request by authorized personnel, violation of city ordinances and state laws within the jurisdiction of the school, class cutting, leaving school grounds without permission, or any other misconduct deemed detrimental to the efficient and orderly management of the school, whether or not expressly listed in this paragraph.

All students are expected to meet reasonable expectations for their behavior while enrolled at the Woburn Public Schools. Each individual is responsible for their conduct in school, on school property, at all school-related activities or events (on or off of school property), or on school-provided transportation. Any failure to comply with the school's expectations for behavior will subject a student to possible disciplinary consequences, which can include:

1. Loss of Privileges
2. Teacher Detention
3. Office Detentions
4. Saturday Detentions
5. In-School Suspension
6. Out-of-School Suspension
7. Expulsion

### **DISCIPLINARY CONSEQUENCES**

#### **LOSS OF PRIVILEGES**

Parking on school grounds, utilizing school-provided transportation, and participation in, or attendance at, co-curricular activities or interscholastic athletic events are privileges (not qualified rights) granted to each student. Therefore, a student whose conduct violates the expectations for behavior that are outlined in this handbook risk losing the aforementioned privileges, as well as any privileges granted that are not listed (i.e. senior week events, potential loss of graduation activities). It should also be noted that any costs associated with the acquisition of privileges that may have been granted, and that are subsequently revoked, are not refundable.

Students who are found to be under the influence at any school event may lose the privilege to attend other school events including, but not limited to, dances, prom, all-nighter, and graduation activities.

#### **TEACHER DETENTIONS**

Detentions may be issued by individual classroom teachers to students in response to student violations of classroom policies and procedures. Office detentions may also be issued by administrators in response to discipline notifications from a classroom teacher.

Any student issued a detention either by a teacher or an administrator will be given at least 24 hour prior notification.

Teacher detentions can be held from 2:00PM to 2:30 PM. If a student owes both a teacher detention and an office detention, the teacher detention takes priority. In order to avoid any consequences for skipping an office detention the student should get a note from the teacher indicating the date and time served for the teacher detention. **Students must arrange their schedules to attend detentions. Detentions take precedence over work and athletic commitments.**

### **OFFICE DETENTIONS**

All office detentions will begin promptly at 2:00 PM and conclude at 2:30 PM. Students may not leave the school building prior to detention.

Failure to serve an office detention will result in an additional detention being assigned. Further failure to attend will result in in-school suspension and the detention time must still be served.

#### **Rules for Office Detention**

- Your assistant principal will assign you to a detention room or to the in-school suspension room.
- No talking will be allowed without the approval of the administrator.
- Inappropriate behavior will not be tolerated.
- No sleeping.
- If you are ejected from detention you will not receive any partial credit for the time you were there before being ejected. Ejection from detention may result in out-of-school suspension.
- All electronic devices must be turned-off and put away.
- Students will be responsible for bringing sufficient materials to remain occupied with educational endeavors for the duration of the assigned time. Students will be assigned specific tasks or assignments if they do not have adequate work.

Any failure to report to, or any disruption of the assigned office detention(s) will result in additional or Saturday Detentions. It should also be noted that office detention takes precedence over all other in-school and out-of-school commitments, including work, and participation in co-curricular clubs and activities, or interscholastic athletics.

### **SATURDAY DETENTION**

In the spirit of progressive discipline, Saturday Detention is an option that may be utilized by the administration to discipline students who have violated specific rules. Not designed to be used in all situations that warrant behavioral intervention, Saturday Detention is most frequently used to address infractions of a less serious nature that have begun to become repetitive.

Students assigned to Saturday Detention will also be expected to reflect on their behavior by developing a plan of action that helps ensure that they will make good decisions about their behavior in the future. Students may also be required to complete general maintenance activities in and around the school complex.

Before assigning a student to Saturday Detention, the administrator will discuss the circumstances of the alleged behavior with the student, and any necessary witnesses who may be able to provide additional information. If a violation occurred and a decision to assign the student to Saturday Detention is made, then the parent(s)/guardian(s) of the student will be contacted by phone as soon as reasonably possible, and a written letter reiterating the reason(s) for the Saturday Detention will be mailed home shortly thereafter.

Before suspending a student from school, depending on the alleged conduct, the administrator will apply the appropriate level of disciplinary due process consistent with Massachusetts and federal law as described below.

### **DISCIPLINARY DUE PROCESS**

A student has the right to be heard prior to any imposition of suspension. Prior to the imposition of discipline, a student will be given an opportunity to receive notice of, and respond to, the allegations or charges against them (except in cases of extreme emergency).

## SUSPENSION/EXPULSION

### Suspension/Expulsion Infractions Other Than Dangerous Weapons, Narcotics, Assaults on Staff or Felony Complaints - M.G.L. c. 71, sec. 37H 3/4

#### DEFINITIONS

Expulsion: the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) consecutive school days.

In-School Suspension: the removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. \* *Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.*

Long-Term Suspension: 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. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Written Notice: Written correspondence sent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent.

Principal: The primary administrator of the school or the Principal's designee for disciplinary purposes.

#### DUE PROCESS UNDER M.G.L. c. 71, Section 37H ¾

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

#### Emergency Removals: M.G.L. c. 71, § 37H ¾:

A principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. In such a case, the principal shall immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the principal shall: (1) make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, (2) the reason for the need for emergency removal; (3) the disciplinary offense; (4) the basis for the charge; (5) the potential consequences, including the potential length of the student's suspension; (6) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; (7) the date, time, and location of the hearing; and (8) the right of the student and the student's parent to interpreter services at the hearing if needed to participate.

Before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent, the Principal must provide the student an opportunity for a hearing with the principal that complies with either the short-term due process or long-term due process set forth below, as applicable, and the parent an opportunity to attend the hearing.

Additionally, the Principal is required to render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of notice of the decision for short-term suspension or long-term suspension at set forth below, whichever is applicable.

A principal 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.

**IN-SCHOOL SUSPENSION; M.G.L.c. 71, § 37H ¾:**

In-School Suspension; M.G.L. c. 71, § 37H ¾: means removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension under these regulations. If a student is placed in in-school suspension for more than ten (10) days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes under 603 CMR 53.00.

Due Process for In-School Suspension; M.G.L. c. 71, § 37H ¾: Prior to the imposition of an In-School Suspension, the student will be informed of the disciplinary offense and provided with an opportunity to respond. If the principal determines that the student committed the disciplinary offense, the principal will provide oral notice to the student and parent of the length of the In-School Suspension and will make reasonable efforts to meet with the parent.

Principal's Decision – In-School Suspension; M.G.L. c. 71, § 37H ¾: On or before the day of suspension, the principal shall 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 in 603 CMR 53.10(4), if such meeting has not already occurred. The principal shall 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 principal and the parent. Students have the right to appeal an In-School Suspension that will result in their In-School Suspension for more than ten (10) school days in a school year.

**SHORT TERM SUSPENSION; M.G.L. c. 71§ 37H ¾:**

Short-term Suspension; M.G.L. c. 71§ 37H ¾: means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A principal may, in his or her discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Due Process for Short-Term Suspension; M.G.L. c. 71§ 37H ¾ : In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension.

Notice – Short-Term Suspension; M.G.L. c. 71§ 37H ¾ : Except as provided in cases of In-School Suspension or Emergency Removal, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.

The principal shall provide oral and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice shall set forth in plain language: the disciplinary offense; the basis for the charge; the potential consequences, including the potential length of the student's suspension; the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; the date, time, and location of the hearing; the right of the student and the student's parent to interpreter services at the hearing if needed to participate; if the student may be placed on long-term suspension following the hearing with the principal; the rights set forth in 603 CMR 53.08 (3)(b); and the right to appeal the principal's decision to the superintendent.

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

Principal's Hearing - Short-Term Suspension; M.G.L. c. 71§ 37H ¾:

At the Principal's hearing, the student and parents (if participating) may dispute the charge(s) against the student and present information, including mitigating facts, for the principal's consideration in determining consequences for the student.

Principal's Decision – Short-Term Suspension; M.G.L. c. 71§ 37H ¾:

The principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as provided in M.G.L. c. 76, 21. The determination shall be in writing and may be in the form of an update to the original written notice. If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

**LONG TERM SUSPENSION; M.G.L. c. 71§ 37H ¾:**

Long-term suspension; M.G.L. c. 71§ 37H ¾: 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 or her discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in subsections (a) or (b) of G.L. c. 71, § 37H, or in section 37H ½ of G.L. c. 71, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

Due Process for Long-Term Suspension; M.G.L. c. 71§ 37H ¾: In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint

or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension.

Notice - Long-Term Suspension; M.G.L. c. 71§ 37H ¾: Written notice of the date and time for the hearing will be provided in English and in the primary language of the Student's home and will identify the disciplinary offense with which the student has been charged, the basis for the charge, the potential length of the student's suspension, and inform the parent and student of the right to interpreter services if necessary to participate in the hearing.

Where a student may be subject to a Long-Term Suspension, the Principal will also notify the student and parent of the following rights: (1) in advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not; (2) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; (3) 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; (4) the right to cross-examine witnesses presented by the school district; and (5) the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

Principal's Hearing - Long-Term Suspension; M.G.L. c. 71§ 37H ¾: The student will have the rights identified in the written notice and the principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

Principal's Decision – Long-Term Suspension; M.G.L. c. 71, 37H ¾:

Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a Long-Term Suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent. If the principal decides to suspend the student, the written determination shall: (1) identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; (2) set out the key facts and conclusions reached by the principal; (3) identify the length and effective date of the suspension, as well as a date of return to school; (4) include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in M.G.L. c. 76, § 21; (5) inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension.

Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language: (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 principal's determination on appeal.

Superintendent Appeals – Long-Term Suspension; M.G.L. c. 71§ 37H ¾:

A student who is placed on Long-Term Suspension following a hearing with the principal shall have the right to appeal the principal's decision to the superintendent. The student or parent shall file a

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. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

Superintendent Appeal Hearing; M.G.L. c. 71§ 37H ¾: The superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the superintendent shall grant the extension. The superintendent shall make a good faith effort to include the parent in the hearing. The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

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

Superintendent's Decision; M.G.L. c. 71§ 37H ¾: The superintendent shall issue a written decision within five (5) calendar days of the hearing which: (1) identifies the disciplinary offense and the date on which the hearing took place, and the participants at the hearing; (2) sets out the key facts and conclusions reached by the Superintendent; (3) identifies the length and effective date of the suspension, as well as a date of return to school; (4) includes notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in M.G.L. c. 76, § 21; and (5) notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate.

If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision.

The decision of the superintendent shall be the final decision of the school district, with regard to the suspension.

Opportunity to Make Academic Progress:

Less Than 10 Consecutive Days - Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall 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.

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

**M.G.L. c. 71, §§ 37H and 37H 1/2 Offenses (DANGEROUS WEAPONS, DRUGS, ASSAULTS ON STAFF AND CRIMINAL FELONY MATTERS)**

Short-Term Suspension; M.G.L. c.71, §§ 37H ½: For disciplinary offenses involving a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the

educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student will be given oral notice of the violation with which the student is charged and an opportunity to respond thereto, prior to the Principal's imposition of a short-term suspension or an interim suspension of less than ten (10) consecutive days pending formal proceedings. Upon imposition of a short term or interim suspension of ten (10) consecutive days or less pending further disciplinary proceedings, the student and parents will be provided with written notice of the suspension and the date and time of the formal disciplinary hearing.

Long-Term Exclusion/Expulsion: M.G.L. c.71, §§ 37H ½. Unlike M.G.L. c. 71, § 37H ¾., for offenses that fall within M.G.L. c. 71, §§ 37H and 37H ½, , a principal may long-term suspend a student for more than ninety (90) days or permanently expel a student for means the removal of a student from the school premises, regular classroom activities, and school activities for (1) possession of a dangerous weapon; (2) possession of a controlled substance; (3) assault on a member of the educational staff; or (4) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in G.L. c. 71, §§37H or 37H½. The Principal's Hearing and appeals process identified below apply to suspensions under M.G.L. c. §§ 37H and 37H ½ in cases of suspension for more than ten (10) consecutive days.

Dangerous Weapons, Drugs and Assaults on Staff - M.G.L. c. 71, §37H

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the Principal.
2. Any student who assaults a Principal, Assistant Principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored events, including athletic games, may be subject to expulsion from the school or school district by the Principal.

Principal's Hearing, Long-Term Exclusion – 37H - Any student who is charged with a violation of either paragraphs 1 or 2 shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal.

After said hearing, the Principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraphs 1 or 2 above.

Appeal to the Superintendent – Long-Term Exclusion – 37H - Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten 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.

Opportunity to Make Academic Progress - 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 in a manner consistent with M.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 in an education service plan under M.G.L. c. 76, § 21.

Suspensions or expulsions are decisions that must consider a student's due process rights. Building Principals or designees are required to report to the police department the presence of any weapon on school premises.



## Felony Complaints - M.G.L. c. 71, § 37H ½

### Issuance of a Felony Criminal Complaint

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Notice of Principal's Hearing – Long-Term Exclusion – 37H ½: 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.

Appeal to the Superintendent- Long-Term Exclusion - 37H ½: The student shall have the right to appeal the suspension to 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 be represented by counsel at the student's own expense. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the City of Woburn with regard to the suspension.

### Adjudication of Delinquency, Admission of Guilt or Conviction

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

Notice of Principal's Hearing – Long-Term Exclusion - 37H ½: 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.

Superintendent's Appeal – Long-Term Exclusion - 37H ½: 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. The hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to be represented by counsel at student's own expense. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the City of Woburn with regard to the expulsion.

### Opportunity to Make Academic Progress

Woburn Public Schools shall continue to provide educational services to the student during the period of suspension or expulsion in a manner consistent with M.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 in an education service plan under M.G.L. c. 76, § 21.

### **Discipline of Students with Disabilities**

The following procedures apply to suspension of students with disabilities when suspensions exceed 10 consecutive school days or when a pattern has developed for suspensions exceeding 10 cumulative days. These procedures include the responsibilities of the team and the responsibilities of the district.

- a. A suspension of longer than 10 consecutive school days or a series of short term suspensions that exceed 10 school days and constitute a pattern of removal and are considered to constitute a potential disciplinary change in placement.
- b. Prior to a suspension that would result in a disciplinary change in placement of a student with a disability, the building administrators, the parents and relevant members of the student's IEP/504 Team will convene to determine whether the violation for which the student is subject to a disciplinary change in placement was caused by or directly and substantially related to the student's disability or was the direct result of a failure to implement the student's IEP or Section 504 Plan.
- c. If the Team determines that the behavior is NOT a manifestation of the disability, the student may be disciplined in accordance with the policies and procedures applicable to all students except that students eligible for special education services shall be entitled to a free appropriate public education as of the eleventh (11<sup>th</sup>) day of disciplinary exclusion in the school year.
- d. If the team determines that the behavior IS a manifestation of the disability, then the district will conduct a functional behavior assessment or review any existing behavior intervention plan and takes steps (with the consent of the parent) to correct the IEP, the placement, or the behavior intervention plan and the student will not be suspended for the violation found to be a manifestation of his/her disability.
- e. Regardless of the manifestation determination, the district may place the student in an interim alternative setting (as determined by the Team) up to 45 school days if:
  - 1) The student is in possession of a dangerous weapon on school grounds or at school-sponsored events;
  - 2) The student is in possession of or using of illegal drugs on school grounds or at school-sponsored events;
  - 3) The student engaged in solicitation of a controlled substance on school grounds or at school-sponsored events; or
  - 4) The student inflicted serious bodily injury to another at school or at school-sponsored events.

The interim alternative setting must enable the student to participate in the general curriculum, progress toward the goals in the IEP, and receive the special education and related services contained in the student's IEP.

The interim alternative setting must also provide services and modifications designed to address the behavior giving rise to the removal and to prevent the behavior from reoccurring.

At the conclusion of the forty-five (45) school day period, *the student shall be returned to his/her previous placement* unless the parent (or student if 18+) consents to an extension of the interim alternative setting or an Order is obtained from the Bureau of Special Education Appeal authorizing the student's continued removal.

If the conduct does not involve a dangerous weapon, controlled substance, or serious bodily injury, the school may remove the student to an interim alternative setting for 45 days only: 1) with parental consent *or* 2) by obtaining authorization from a court or BSEA Hearing Officer. In order to obtain an order from the a court or BSEA Hearing Officer, the school must prove that maintaining the student's placement is substantially likely to result in injury to the student or others.

- f. The parent shall have the right to appeal the manifestation Team's determination, the imposition of a disciplinary change in placement, and the student's placement in an interim alternative educational setting. The student will remain in the disciplinary placement imposed by school authorities pending a decision on the appeal or until the expiration of the disciplinary sanction, whichever comes first.

#### **STUDENT INFRACTIONS AND CONSEQUENCES**

The following constitutes a list of behaviors and actions that are unacceptable at Woburn Memorial High School. The guidelines for disciplinary consequences listed below are advisory and the Principal and/or designated administrator may impose more severe disciplinary sanctions in his or her discretion. A student who engages in any behavior which disrupts the safe and orderly environment of the school is subject to disciplinary action. The following are merely examples of conduct which are prohibited and are not meant to be an all-inclusive list: (Multiple infractions may result in in-school suspension, then suspension)

##### **ABUSING THE CORRIDOR PASS PRIVILEGE**

- 1 detention

##### **BEING IN AN UNAUTHORIZED AREA OF THE BUILDING, OR IN AN AREA WHERE THE STUDENT DOES NOT HAVE PERMISSION TO BE AT THAT TIME**

- 1 detention

##### **CLASS CUT**

- 2 detentions (Multiple infractions may result in in-school suspension, then suspension)

##### **CLASS EJECTIONS**

- 2 detentions (Multiple ejections may result in in-school suspension, then suspension)

##### **CLASS DISRUPTION**

- 1 detention

##### **FAILURE TO REPORT FOR TEACHER DETENTION**

- 1 detention (Multiple offenses may result in in-school suspension, then suspension)

##### **HALLWAY DISRUPTION**

- 1 detention

##### **LYING TO OR DECEIVING A STAFF MEMBER**

- Detention and/or in or out-of-school suspension at the discretion of the Principal

##### **USE OF PROFANITY/INAPPROPRIATE LANGUAGE BETWEEN STUDENTS**

- 1 detention

##### **VIOLATING THE USER AGREEMENT FOR ACCEPTABLE USE POLICY REGARDING TECHNOLOGY**

- Loss of technology privilege and/or detention, and/or suspension

##### **LEAVING THE SCHOOL BUILDING WITHOUT PERMISSION**

- 1st Offense - Up to two days out-of-school suspension at the discretion of the Principal
- 2nd Offense - Up to two days out-of-school suspension at the discretion of the Principal
- 3rd Offense - Family meeting with administration for disciplinary determination,

including the possibility of multiple days of in-school or out-of-school suspension at the discretion of the Principal.

**NOT SERVING AN OFFICE DETENTION**

- In-school suspension at the discretion of the Principal - Student will still owe detention time.

**STEALING (may include reasonable suspicion) OF MONEY, BOOKS, LUNCHES, CLOTHING, ETC., FROM ANYWHERE/ANYONE ON SCHOOL PROPERTY**

- In-school suspension OR out-of-school suspension at the discretion of the Principal

**WRITING, EXHIBITION, OR DISTRIBUTION OF VULGAR OR OBSCENE NOTES OR PICTURES**

- In-school suspension at the discretion of the Principal

It is recognized that not all offenses may be listed. In a case when a violation of a school rule occurs, for which no disciplinary action is specified, or the administrator feels extenuating circumstances apply, the administrator may take reasonable disciplinary measures to address the issue. In such cases full due process as specified herein will be accorded the student.

**ALCOHOL/DRUGS**

The use, possession or sale of any chemical substance (alcohol, marijuana, amphetamines, inhalants, cocaine, etc.) is strictly forbidden within the authority and jurisdiction of the school, i.e., in transit to and from the school, in attendance at school, and in attendance at any school sponsored activity. Students found in possession of, using, or selling prohibited chemical substances at school or at school sponsored/related events are subject to suspension and/or expulsion from school. Where deemed appropriate by the school administration, a report shall also be made to law enforcement authorities. Under the direction of a school administrator, an alcohol/drug screen will be performed by a school nurse.

Students who violate the school's alcohol and drug policy at school events such as dances, plays, athletic contests, etc., will be barred from attending all school activities and athletic contests for a period of 180 school days subject to appeal after 90 school days. This does not apply to active participation in athletics and activities. However, those who do participate are subject to the rules of their respective athletic teams, school activities, and clubs; as well as the MIAA. The MIAA standard for alcohol, drug, and tobacco violations for athletic participation shall apply for the entire calendar year.

**ASSISTANCE**

In addition to any disciplinary and/or legal action which might be taken as a result of violations of the alcohol and drug policy, students will be required to become involved in chemical substance awareness and support program. Written verification of the student's participation in such a program will be required prior to the student's re-admission to school and shall be provided by the parent/guardian upon request of the principal.

**SENIORS**

Any senior participating in a chemical substance program as a consequence of violating the alcohol and drug policy must complete the program as a requirement for graduation regardless of when the offense occurs.

**MIAA RULE FOR ALCOHOL, TOBACCO PRODUCTS, SMOKING AND ILLEGAL DRUGS**

MIAA Rule 62

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

**From the earliest fall practice date, to the conclusion of the academic year or final athletic**

**event (whichever is latest)**, a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product (including 3-cigarettes, VAP pens and all similar devices); marijuana (including synthetic); steroids; or any controlled substance. This policy includes products such as "NA or near beer." It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor. This MIAA statewide minimum standard is not intended to render "guilt by association, e.g. many student athletes might be present at a party where only a few violate this standard. This rule represents only a minimum standard upon which schools may develop more stringent requirements. If a student in violation of this rule is unable to participate in interscholastic sports due to injury or academics, the penalty will not take effect until that student is able to participate again. Minimum PENALTIES: (also see Rule 32.8 – Ineligible Students)

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

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

#### **STUDENT LEADER/TEAM CAPTAIN RULE**

Student Leaders/Team Captains are expected to be leaders and should be ready to assume certain duties outlined by their advisor or coach. They are expected to be more aware of school rules and team rules as well as student/athlete responsibilities.

When a student leader has been elected for a leadership position and then subsequently is found in violation of the MIAA Chemical Health Rule, that student will lose all rights to continue to be an officer of that organization and forfeits the rights to be selected for any other leadership position.

When an athlete has been designated as a team captain and then subsequently is found in violation of the MIAA Chemical Health Rule, that athlete will lose all rights to continue to be a captain of that sport and forfeits the rights to be selected as a captain in any other sport.

## **INTERROGATIONS AND SEARCHES**

### **LOCKER SEARCH**

The right to inspect a student's school locker is inherent in the authority granted to school committees and administrators. In the interest of safeguarding children, their property and school property, this authority may be exercised as needed. Students should have no expectations of privacy in regard to the contents of their lockers.

### **INTERROGATIONS BY POLICE**

The schools have legal custody of students during the school day and during hours of approved extracurricular activities. It is the responsibility of the school administration to make an effort to protect each student's rights with respect to interrogations by law enforcement officials.

Therefore, when law enforcement officials, excluding the school resource officer, find it necessary to question students during the school day or periods of extracurricular activities, the school principal or his/her designee will be present when possible. An effort will be made to contact the student's parent or guardian so that the responsible individual may be notified of the situation. If custody and/or arrest is involved, the principal will request all procedural safeguards, as prescribed by law, be observed by the law enforcement officials.

### **Search of Student Lockers and Desks**

1. Lockers and desks are the property of the Woburn Public Schools. The Woburn Public Schools maintain control of all locks affixed to lockers. No other locks are permitted and such locks will be removed by school officials.
2. Students shall not have any expectation of privacy in school lockers and desks and should be aware that school lockers and desks may be searched at any time by school officials.
3. It is prohibited to store any illegal items/substances or items/substances in violation of any school rule or Federal, State or Local law in a locker or desk.
4. Items/substances prohibited from being in lockers include but are not limited to: guns/knives/weapons (real or fake), drugs or alcohol, fireworks/explosives, fire/smoke/odor producing products, and any other evidence of a school rule or legal violation.
5. Students should be aware that, at the discretion of a school administrator, a student's locker or desk may be searched at any time and prohibited items/substances will be seized.

### **Search of Students and Their Belongings**

1. Search of a student will only be performed, and seizure of a student's belongings will only take place, if there exists reasonable suspicion that the student has violated or is violating either the law or the rules of the school. The search will be conducted in a manner reasonably related to its objectives and will not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. Whenever a personal search is deemed necessary, the student shall be advised of the reason for the impending search prior to its implementation. Search of a student may extend to articles of clothing such as pockets; and to the removal and search of outer garments such as hats/caps/headgear, jackets, coats, sweaters, sweatshirts, or shoes; and to items such as pocketbooks, lunch bags, book bags, athletic bags, or backpacks.
2. Search of a student's belongings or of a student's automobile parked on school property will only be performed, and seizure of a student's belongings will only take place if there exists reasonable suspicion that the student has violated or is violating either the law or the rules of the school. The search will be conducted in a manner reasonably related to its objectives and will not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. When reasonably possible, search of a student's belongings not in the immediate possession of the student or of a student's automobile parked on school property will be in the presence of the student {s} whose conduct is under scrutiny and in the presence of a second school official. Use of canines on the exterior of vehicles or other items to detect odors do not constitute a search.

3. Should a student refuse to voluntarily comply with a request for a search the student must be detained until parents, and, if necessary, police, can arrive at school to assist, as appropriate, in the investigation.
4. Search of a student or his/her belongings in accordance with the above policy may take place at school or at any school sponsored event on or off school property or during the transportation to such event.

#### **GENERAL SCHOOL GUIDELINES**

##### **ASSAULT/BATTERY**

Threatening to or inflicting bodily harm upon another individual. Actions which, upon inquiry and investigation, are determined to be unwarranted acts of aggression are intolerable breaches of the code of discipline. A student who is determined to have committed an assault/battery in violation of this policy shall be subject to disciplinary up to suspension and/or expulsion from school in the discretion of the Principal. Where deemed appropriate by the school administration, a report shall also be made to law enforcement authorities.

##### **AUDIO AND VIDEO EQUIPMENT**

The videotaping, filming, or photography of any student or staff member without the explicit knowledge and permission of the student or staff member is expressly prohibited.

##### **CAFETERIA**

Luncheon facilities are privately operated at Woburn Memorial High School. The lunch period provides opportunity for the noonday meal and affords a wholesome pause in the day's routine.

In order to expedite serving a large number at once, students must take their turn in line and must conduct themselves in an orderly manner. In addition, students must remain in the general cafeteria area for the entire recess block.

Students who bring all or part of their lunch from home are welcome to make use of all facilities of the cafeteria. Students are responsible for the disposal of refuse and the general appearance of their lunch tables. Refuse containers are conveniently located in the lunch room.

##### **CELL PHONES AND ELECTRONIC MEDIA**

In recognition of time spent on instruction in class, no cell phones, texting, iPods, or other media may be used in class. Students may use iPods or similar devices in studies. All media may be used in the cafeteria or hallways, provided students are on time for class.

##### **CONDUCT OF STUDENTS IN SCHOOL**

If a student were to engage in unlawful and/or improper conduct in school, or out of school conduct that infringes on the rights of other students in school (e.g., bullying, discrimination or harassment), thus raising serious questions about the effect that his/her presence in school might have on the rest of the student body or the staff, the principal/assistant principal may consider such activities sufficient cause for enacting long-term suspension or exclusion proceedings in accordance with the procedures delineated in other parts of this handbook.

##### **CONDUCT OF STUDENTS OUTSIDE OF SCHOOL**

If a student were to engage in unlawful and/or improper conduct outside of school, thus raising serious question about the effect that his/her presence in school might have on the rest of the student body or the staff, the principal/assistant principal may consider such out of school activity sufficient cause for disciplinary action up to and including suspension and or expulsion in accordance with the procedures delineated within other parts of this handbook and state and federal law.

##### **CONDUCT OF STUDENTS AT SCHOOL SPONSORED EVENTS**

Students are expected to display proper behavior at all school sponsored events. All school rules regarding student behavior apply at school events on or off campus.

## **DANCES**

The rules for a dance sponsored by a particular class are as follows:

- Those attending the dance must have a signed *Dance Contract* on file before they can buy a ticket to the dance.
- The alcohol and drug provision of the Code of Discipline is in full force.
- Inappropriate behavior and offensive types of dancing will not be tolerated.
- Only those members of the sponsoring class and their dates or escorts may attend.
- No guests will be permitted to attend school dances (excluding semi-formal and formal dances, and only then when the guest has filled out and had authorized a "Permission to Attend" form).

## **DANGEROUS ITEMS**

Possession of *any* kind of item which has the potential for causing bodily harm is strictly forbidden. For example, guns, ammunition, knives, slingshots, chains, blackjacks, explosive devices, etc. will not be tolerated. Such items will be confiscated and parents will be notified. In cases of this kind, circumstances can dictate suspension or exclusion as well as police and legal action. Possession of items/weapons deemed to be dangerous by the principal may result in the student's suspension or expulsion from school consistent with M.G.L. c. 71, § 37H.

## **DESTRUCTION OF SCHOOL PROPERTY**

The penalty for willful defacement *and/or* destruction of school property is suspension and full financial retribution on the part of the responsible student. In addition, the student is subject to possible legal action. Depending upon the seriousness of the violation the Principal may impose disciplinary sanctions up to and including suspension or long-term exclusion from school.

## **DISCOURTESY/DISOBEDIENCE/INSUBORDINATION**

All WMHS students are expected to demonstrate respect and cooperation in school and at school sponsored events. Blatant examples of discourtesy or disobedience will be dealt with severely. Serious infractions or repeated minor infractions of rules and regulations will result in disciplinary consequences and may call for suspension and possible recommendation for long-term exclusion from school.

**Insubordination to any staff member is grounds for suspension from school.** A student will be considered insubordinate if s/he:

- Refuses to follow a reasonable order from a member of the staff.
- Refuses to give his/her name to a staff member or gives a false name.
- Repeats an offense after staff member has specifically warned against it.
- Is rude or vulgar in word or gesture toward a staff member (in school or off school grounds).

## **DRESS AND APPEARANCE**

The attire and appearance of each student must reflect the school's primary purpose, i.e., to provide the best possible education for all students. It is the school's position that this goal can be best attained in a climate and setting which reflects in every possible way the seriousness of each student's school experience.

In general *any* kind of attire which diminishes the seriousness of the school experience will not be tolerated. Furthermore, it is the school's position that appearance and attire reflect one's attitude toward the task at hand. Consequently, a student's appearance must be in harmony with the business-like climate of the school. An acceptance of this premise can enable students to better develop their abilities and skills, and be accepted as one key to successful entry into the real world.

### Appropriate for School Guidelines

1. Attire and appearance should be clean and business-like. That which disrupts, causes disorder, or that which constitutes a health or safety hazard will result in parents being notified and the student will be required to cover the clothing or change. The make-up of lost school time will be required.



### Not Appropriate for School Guidelines

2. Woburn Memorial High School student should take pride in their personal appearance so that it reflects the qualities of appropriate dress and good grooming. Hats, tank tops, spaghetti straps, muscle shirts, strapless tops, beach wear of any sort, non-prescription sunglasses, exposure of undergarments and slippers are some of the things which constitute inappropriate attire. When in school or representing the school, (e.g., athletics, band, drama, competitions, and field trips), the following are guidelines for student dress:

- Student dress should insure the health of the individual student
- Student dress should insure the safety of the individual student and the school property therein
- Student dress should not create disruption which would directly interfere with the educational process
- The creation of a safe environment in our school requires the identification of students by teachers, administrators, and other personnel in our building. The wearing of headgear in the form of hats, bandanas, hoods, or other material that covers the head and/or face interferes with the identification of students. Therefore, barring religious and/or medical circumstances, students are not allowed to wear headgear while in the school building.

In an effort to maintain a respectful school environment that is focused on teaching and learning, it is requested that students follow these specific guidelines regarding their attire while attending school. Students are asked to refrain from wearing:

- Shirts/tops that do not sufficiently cover the torso
- Excessively short pants or dresses
- Articles of clothing that depict cigarettes, alcohol, drugs, drug paraphernalia or language/gestures that are lewd, obscene or derogatory toward others

### **FIGHTING**

Fighting is defined as a situation where students become engaged in a physical confrontation, the purpose of which is to inflict bodily harm. In such cases, total fault cannot usually be determined. Fighting may result in suspension or expulsion from school. All parties suspended for fighting must go through peer mediation upon their return to school.

### **FOOD AND DRINK**

No food or drink (besides water) is allowed in the building outside of the cafeteria.

### **GAMBLING**

Any kind of gambling and card playing is forbidden.

### Gambling Penalties

**First offense:** Warning

**Second offense:** Suspension

### **HOME/SCHOOL COMMUNICATION**

Communication between home and school is a key ingredient to school success. Edline is one of the primary forms of communication between home and school. Teachers may also be contacted via telephone voice message or email. Please understand that due to the nature of a teacher's role and responsibilities, teachers will not necessarily have the opportunity to answer emails and phone calls immediately during the school day. Consider the following when contacting a teacher or staff member:

- Woburn Public School email is public record.
- Responses from teachers to parents can usually be expected within 2 school days. Although teachers will make every attempt to check their email and phone messages

- daily, due to the nature of the profession, this may not be possible. Teachers are only able to check messages when they are not instructing students.
- Urgent and time sensitive issues can be facilitated by contacting the student's guidance counselor or the appropriate assistant principal's office.

### **LOCKERS**

Lockers are the property of the school district. Students shall not have any expectation of privacy in school lockers and desks and should be aware that school lockers and desks may be searched at any time by school officials. Each student is assigned a locker. It must be kept clean and neat at all times. Locker security is the responsibility of the student. Any malfunction must be reported to the appropriate assistant principal. The loss of valuables and/or textbooks is not the school's responsibility if locker defects are not reported. Again, the student is responsible for keeping his/her assigned locker SECURE at all times.

### **OPEN CAMPUS (Seniors Only)**

Any student who violates school rules, or is not in good academic standing, may be taken off Open Campus and reassigned to a study room.

Those open campus students who choose to stay in the school building during period 1 or 7 are advised that all the areas of the school building are off limits with the exception of the Cafeteria and the Media Center. Students are not to be present in classroom areas and are not to congregate and loiter in corridors.

### **OUT-OF-PLACE-PERMITS**

Students who are in the corridor or using the lavatory during class must have in their possession an out-of-place permit which is dated, timed, and signed by a teacher.

This is the only manner by which legitimate class absence can be determined. As in all large schools, it is impossible to identify all students by sight. This serves as a form of student identification.

### **PARKING**

Student parking is on a first come first serve basis. Sections of the parking lot are reserved for students and will be marked each year. Students who park in those areas reserved for staff or other restricted areas will be disciplined by school administration and/or ticketed by the police department.

### **PARKING LOTS**

It is strictly forbidden for students to loiter in the parking lot at any time before, during, or after the school day. Students who violate this rule will be suspended out-of-school for a period of time. This policy applies to all students.

### **PHYSICAL CONTACT**

Physical contact which involves "kidding," teasing or general "horseplay" is forbidden. Too often such incidents lead to fighting. The penalty for these lesser forms of physical contact includes but is not limited to detentions or in-school suspension in the discretion of the Principal. (See Assault and Battery provision)

### **PUBLIC DISPLAYS OF AFFECTION**

Public displays of affection are inappropriate within a school setting and will be dealt with as such. Such displays have no place in a public school, and infringe upon the sensibilities of others.

### **SMOKING**

#### **Smoking, Smokeless Tobacco and Nicotine Violations\***

The Massachusetts General Laws prohibit the use of any tobacco products or nicotine products, including nicotine delivery devices, e-cigarettes and vaporizers, within school buildings and facilities, or on school grounds or buses by any individual. Therefore, in the spirit of the law, students are not allowed to possess tobacco products and nicotine products, and any student found to

be in possession of a tobacco or nicotine product (including e-cigarettes, vaporizers, or other nicotine-delivery devices) will have such product confiscated and will be subject to discipline in the discretion of the school principal. State law combined with medical research dictates that Woburn Memorial High School be maintained as a smoke free institution. Thus, smoking or the use of nicotine in school and on school grounds is to be perceived as a major breach of the code of discipline. In addition, mere presence in an area where smoking or the use of nicotine has taken or is taking place can, under certain circumstances, be perceived as a violation of the no-smoking policy. Consequently, students are urged not to be present or to remain present in an area where this rule is being violated.

**\*Includes all forms of inhalants, unless prescribed by a doctor.**

#### Penalties

**First offense:** Up three days out-of-school suspension in the discretion of the Principal.

**Second offense:** Up to five days out-of-school suspension in the discretion of the Principal, enrollment in a no-smoking program as condition of readmission.

**Third offense:** Up to ten days out-of-school suspension in the discretion of the Principal as well as legal action.

#### **SCHOOL BUSES**

The Code of Discipline is in full force for students while being transported to and from school on school buses or waiting at bus stops. In effect, bus students are under the jurisdiction of the school during travel time.

#### **TEXTBOOKS**

As a matter of school policy, teachers will require students to enter their name and advisory on the inside cover of each assigned textbook. At the end of the year, students are required to turn in the same book assigned at the opening of school.

#### **THEFT**

The theft of school or personal property is a most serious offense. Students must secure their valuables at all times. The school is not responsible for lost or stolen items. Students are strongly discouraged from bringing significant amounts of money or expensive valuables to school however students have the option of bringing money or valuables to the main office and locking them in the school safe for the day.

#### Theft Penalties

Suspension and/or long-term exclusion full restitution, and possible police and legal action.

#### **THROWING OBJECTS**

The throwing of objects of any kind in school or on school grounds is strictly forbidden.

#### THROWING OBJECTS PENALTIES

Suspension length to be determined by administrator.

#### **VISITORS**

Students are not allowed to bring guests to school. In cases when the possible guest is going to potentially enroll at WMHS, permission must be obtained from the appropriate assistant principal or the principal 72 hours prior to the visit. The guest must check into the main office of the school on the day of the visitation and be introduced to one of the administrators. (No children under high school age are permitted in the school as the student's guest.) No guests will be permitted to attend school dances (excluding semi-formal and formal dances, and only then when the guest has filled out and had authorized a "Permission to Attend" form).

#### **PHYSICAL RESTRAINT**

The Woburn Public Schools recognizes that on occasion physical restraint is required to protect the safety of school community members from serious, imminent physical harm. Physical restraint may be used only as an emergency procedure of last resort and shall be prohibited in public education

programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed in appropriate under the circumstances. Physical restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort. Physical restraint shall not be used: (a) as a means of discipline or punishment; (b) when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting; (c) as a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or (d) as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort. Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

Nothing in this policy, or the applicable regulations, prohibits: (a) the right of any individual to report to appropriate authorities a crime committed by a student or other individual; (b) law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or (c) the exercise of an individual's responsibilities as a mandated reporter pursuant to MGL c. 119, § 51A. The Woburn Public Schools complies with the requirements of Massachusetts regulations governing the use and reporting of physical restraint in school, 603 CMR 46.00

#### **GENERAL PROVISIONS**

When deemed appropriate, either because of the magnitude of the offense or the complication of offenses, the principal may recommend a suspension or long-term seclusion of a student from Woburn Memorial High School.

The foregoing statement can have special relevance to those provisions of the Code of Discipline which address the following areas of conduct even though these offenses are not specifically mentioned in the afore mentioned state regulations:

- Habitual offenses of a serious nature.
- Fighting (repeat offender).
- Possession of or detonation of explosive device.
- Destruction of school property.
- Threatening.

The school reserves the right to prohibit any behavior which it deems as not being in the best interests of the school community, its students and staff. Administrative reaction to any such behavior will be scaled and balanced in terms of the action in question.

#### **STUDENT SERVICES**

##### **ADMINISTRATION OF COLLEGE BOARD EXAMINATIONS**

Woburn Memorial High School is a center for the administration of all College Board Examinations and the National Merit Scholarship Examination. Our test center number is 22 920 and our school code number is 222457. A brief description of the College Board Testing Program is as follows:

- **Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT).** This two hour test is designed to aid secondary schools in counseling high school juniors as they plan for college and to serve juniors who wish to be considered for scholarships administered by the National Merit Scholarship Corporation.

- **Scholastic Aptitude Test I.** This test measures how well a student has developed the verbal and mathematics skills necessary for success in college work.
- **Scholastic Aptitude Test II.** These are one hour tests that measure a student's level of accomplishment in particular subject fields.
- **Advanced Placement Tests.** Students who wish to seek advanced college placement in particular subjects should plan to take these examinations in May of their senior year.

See your counselor for more details.

- **The American College Test (ACT)** is required for admission to some colleges particularly in the South and West. The college catalog will indicate if and when a student should take this test. See your counselor for more details. The ACT is not administered at Woburn Memorial High School.

#### **DRIVER EDUCATION**

This eight-week course offers instruction in the classroom and behind the wheel in a dual controlled automobile. It emphasizes safety and demands familiarity with requirements for the legal operation of motor vehicles. Certificates issued by the Registry of Motor Vehicles are granted to those who successfully complete the course. Driver Education is offered on a tuition basis. The class meets after school. No academic credit is given.

#### **EMPLOYMENT**

A number of students have part-time jobs. However, the student's first obligation is to his or her studies. In the Guidance Office there is a bulletin board that lists employment opportunities. Any student who wishes to find career employment information may contact his guidance counselor. All job opportunities which are related to careers in business come under the direction of the Chairperson of Business Education.

#### **GUIDANCE**

The role of the Guidance Department is to create counseling situations in which each student has the opportunity for self-evaluation in terms of achievement and goals. The Guidance Office provides an abundance of reference materials to help in this process and, in addition, there are a variety of aptitude tests available to help in the evaluation of academic progress.

The guidance staff makes every effort to provide students with information and material which will assist them in planning for future careers and vocations beyond high school. Assistance is given in the area of post-secondary school and college placement, and in job placement for those who are not continuing their formal education.

Career, educational, personal, and social counseling is provided individually as well as in small and large group settings. Parental contact and consultation take place individually and in group meetings. The guidance staff also provides a vast array of up-to-date information relative to career opportunities, including the military, and college selection.

#### **HEALTH AND SAFETY INFORMATION**

The high school has the services of two school nurses to oversee the general health of the students. The nurse's office is located to the left of the main entrance in the H1 section of the building.

Updated health and immunization records are kept on file in the nurse's office. All students must be in compliance with the state immunization laws. State mandated screenings are conducted in accordance to MGL Chapter 71, Section 57 and 105 CMR 200.00. Postural screening will be conducted in grade nine. Vision, hearing and body mass index screenings will be conducted in grade ten. Parents may request, in writing, that their child not participate in the screening program.

It is the responsibility of the parent/guardian to discuss with their physician the effects that communicable disease will have upon their individual situations regarding their family. Any concerns relative to a student's health are reported to the parent/guardian. Students are not permitted to carry medication in school except with authorization from the school nurse in accordance with 105 C.M.R. 210.000. All other medications needed during school hours must be administered under the supervision of the school nurse.

- **First Aid/Dismissal** - Treatment will be administered for minor injuries during the school day. When a student becomes ill or is seriously injured the parent/guardian is notified immediately. If a parent/guardian cannot be reached in an emergency, the child will be transported by emergency personnel to the appropriate medical facility. The nurse will dismiss any child who is considered to be contagious and/or is not fully immunized against disease.
- **Medications** - Whenever possible, medication administration should be scheduled at times other than during the school day. If it is necessary that your child receive medicine during the school day, the school nurse is responsible for the administration of all medications. All medication must be delivered to the nurse by a parent, guardian or another designated adult. Medication must be in a pharmacy-labeled container and be accompanied by a doctor's order and written parental approval prior to administration. Students are not allowed to carry medicine on their person, with the exception of inhalers and EpiPens. Students found in possession of unauthorized medications on school grounds or at school sponsored events may be subject to discipline. The entire medication policy is available in the Nurse's Office and on the Woburn Public Schools website ([www.woburnps.com/home](http://www.woburnps.com/home)).
- **IMPORTANT** – If it is necessary that your child receive medicine during the day, the school nurse will dispense that medication. **Students found in possession of unauthorized medications on school grounds or at school sponsored events may be subject to discipline.**
- **Special Medical Considerations** - Parents of a student with any medical condition which might require special attention or planning should contact the school nurse as soon as possible. This includes, **but is not limited to**, conditions such as asthma, severe allergies, seizure disorder or diabetes.

#### **LOST AND FOUND**

Lost and found articles are placed in the offices of the assistant principals or main office.

#### **MEDIA CENTER / LIBRARY**

The Media Center is open for use during free periods and after school. Books may be taken out for two weeks and may be renewed if necessary. Teachers may request that books be kept in the Media Center for specific studies in their classes.

During regular hours, the Media Center may be used only with written permission of the Media Specialist. Such use is strongly encouraged. Any student who leaves the Media Center without permission during the period for which a pass was received will be held accountable for a class cut.

- **Procedure for Media Center Use** - Media Center permits must be picked up before the school day begins, i.e., before 7:30 from the Media Specialist. Students are urged to plan ahead and pick up their passes the day before the day they plan to use the Media Center.

#### **PROGRAM OF STUDIES BOOKLET**

A Program of Studies booklet is distributed to all students each school year prior to course selection. The booklet contains a description of the courses offered by all departments. It is designed to assist students in planning their educational program at Woburn Memorial High School.

#### **RESTRAINING ORDERS AND DOMESTIC RELATIONS PROTECTIVE ORDERS**

It is the responsibility of parents/guardians to inform the school administration i.e. principal/assistant principal of any current in-force restraining orders. The administration will inform appropriate school personnel.

### **SGT. KEITH CALLAHAN LEARNING CENTER**

The purpose of the Learning Center is to promote academic success by combining a team of faculty and highly qualified undergraduate volunteers who tutor students with needs in a particular subject area. Tutors, both staff and students, work with students in small group and individual tutoring sessions. The volunteers and resources of the Learning Center are available on a drop-in basis during study periods and after school.

### **SCHOOL INSURANCE**

An accident insurance program is available at a small cost to students. The plan of insurance offers coverage to pupils injured at school, or on the campus, while participating in school athletics (excluding interscholastic football), while going directly to or directly from school, or while traveling in properly supervised vehicles to or from school-sponsored events. All athletes are encouraged to take the school insurance unless advised otherwise.

### **IDLING OF MOTOR VEHICLES**

For the safety of staff and students, said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from prolonged idling of such vehicles on school grounds and violators may be subject to a fine.

### **WORKING PAPERS**

Every individual from fourteen to seventeen years of age in the Commonwealth of Massachusetts must have a working certificate if holding a job. Working certificates are issued through the WMHS Principal's secretary and the Office of the Superintendent. Proof of age must be presented. A new work certificate must be obtained with each job change. If you are a student, your certificate is good only for part-time work. The student must sign the work paper in the presence of a school official in the guidance department.

### **STUDENTS RIGHTS**

#### **REGULATIONS PERTAINING TO STUDENT RIGHTS AND RECORDS**

The student record consists of the transcript and the temporary record, including all information recording and computer tapes, microfilm, microfiche, or any other materials regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth as defined under state law. The regulations divide the record into two sections, the transcript and the temporary record. The transcript includes only the minimum information necessary to effect the student's educational progress. This information includes the name, address, course titles, grades, credits, and grade level completed. The transcript is kept by the school system for at least sixty years after the student leaves the system.

#### **STUDENT RECORDS**

The following is a summary of parent and student rights regarding student records under state law and the Family Educational Rights Privacy Act:

- Inspection of Record - A parent, or a student who has entered the ninth grade or is at least fourteen (14) years old, has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student within ten (10) days of the request, unless the parent or student consents to a delay. In the event the parent/student requests copies of a student record, the district may charge the parents/student for said copies at the district rate.
- Confidentiality of Record - With a few exceptions, no individuals or organizations but the parent, student, and school personnel working directly with the student are allowed to have access to information in the student record without specific, informed, written consent of the parent or the student.

- Amendment of Record - The parent and student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and student have the right to request that information of the record be amended or deleted. The parent and student have a right to a conference with the school principal to make their objections known. Within a week after the conference, the principal must render a decision in writing. If the parent and student are not satisfied with the decision, the regulations contain provisions through which the decision may be appealed to higher authorities in the school system.
- Directory Information - In addition, the District may release the following directory information about a student without prior consent: a student's name, address, telephone listing, date and place of birth, major fields of study, dates of attendance, weight and height of members of athletic teams, class participation in officially recognized activities and sports, degrees, honors and awards, post-high school plans and directory information such as homeroom assignments. However, in all instances, parents may request that such directory information not be released without prior consent by notifying their school building office in writing by the end of September of each school year.
- Destruction of Records - The regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information may be destroyed, the parent and student must be notified, and have an opportunity to receive a copy of any of the information before its destruction.
- Transfer of Records - It is the practice of the Woburn Public Schools to forward the student record of any student who seeks or intends to transfer to another public school district upon request of the receiving school.
- Non-Custodial Parents - Unless there is a court order to the contrary, a non-custodial parent (parent without physical custody of the student) of any public school student has the right, subject to certain procedures, to receive information regarding the student's achievements, involvement, behavior, etc. A non-custodial parent who wishes to have this information shall submit a written request annually to the child's school principal. Upon receipt of such a request, the principal shall send written notification to the custodial parent by certified and first class mail that the records and information will be provided to the non-custodial parent in twenty-one (21) calendar days unless the custodial parent provides documentation of the non-custodial parent's ineligibility to access such information. In all cases where school records are provided to a non-custodial parent, the electronic and postal address and other contact information for the custodial parent shall be removed from the records provided. Any such records provided to the non-custodial parent shall be marked to indicate that they may not be used to enroll the student in another school. Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school will notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent. M.G.L. c.71, §34H; 603 CMR 23.07.
- Third Party Access - Authorized school personnel, to include: (a) school administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity; (b) administrative office staff and clerical personnel, employed by the school committee or under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record; and (c) the evaluation team which evaluates a student, shall have access to the student record of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the parent or eligible student shall not be necessary.



- Complaints - A parent or eligible student has a right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-5901, or with the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148, 781-338-3300. If you have any questions regarding this notice, or would like more information and/or a copy of the Massachusetts Department of Education Student Record Regulations, please contact the building principal.

#### **NON-DISCRIMINATION NOTICE**

The Woburn Public Schools ("District") does not discriminate against students, parents, employees or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age. Additionally, the Woburn Public Schools does not discriminate against individuals on the basis of homelessness in a manner consistent with the McKinney-Vento Act.

The individuals identified below have been designated to handle inquiries regarding the District's non-discrimination policies in education-related activities, including but not limited to inquiries related to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Act.

Should you wish to file a complaint alleging discrimination of student or an employee based on disability, age, race, color, gender, national origin, religion gender, sexual orientation, or gender identity you may contact:

**Mr. James Duran, Woburn Memorial High School Civil Rights Coordinator**

M.G.L. c. 76, § 18

#### **STUDENTS PERMANENTLY LEAVING SCHOOL**

No student who has not graduated from high school shall be considered to have permanently left public school unless an administrator of the school which the student last attended has sent notice within a period of 5 days from the student's tenth consecutive absence to the student and the parent or guardian of that student in both the primary language of the parent or guardian, to the extent practicable, and English. The notice shall initially offer at least 2 dates and times for an exit interview between the superintendent, or a designee, and the student and the parent or guardian of the student to occur prior to the student permanently leaving school and shall include contact information for scheduling the exit interview. The notice shall indicate that the parties shall agree upon a date and time for the exit interview, and that interview shall occur within 10 days after the sending of the notice. The time for the exit interview may be extended at the request of the parent or guardian and no extension shall be for longer than 14 days. The superintendent, or a designee, may proceed with any such interview without a parent or guardian if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. The exit interview shall be for the purpose of discussing the reasons for the student permanently leaving school and to consider alternative education or other placements.

The superintendent or a designee shall convene a team of school personnel, such as the principal, guidance counselor, teachers, attendance officer and other relevant school staff, to participate in the exit interview with the student and the parent or guardian of the student. During the exit interview, the student shall be given information about the detrimental effects of early withdrawal from school, the benefits of earning a high school diploma and the alternative education programs and services available to the student.

#### **CHAPTER 753 • HEALTH EDUCATION**

Your school is required to offer health education, which includes consumer health, ecology, community health, body structure and function, safety, nutrition, fitness and body dynamics, dental health and emotional development.

Health education will also require training in the administration of first aid, including cardio pulmonary resuscitation. However, a school committee may by majority vote decide that such instruction shall not be offered.

#### **CHAPTER 107 • CORPORAL PUNISHMENT**

Corporal punishment is prohibited in public schools in Massachusetts. No employee may engage in this practice. This means that anybody that works in your school may not slap, hit, spank or physically punish students in any way. (Chapter 71, Section 37G of the General Law, 1972)

#### **CHAPTER 492 • VOTER REGISTRATION**

Twenty-five unregistered students of voting age may petition the principal of a high school or vocational school to request the registrars of election commissioners of the city or town involved to hold a voter registration session in the high school or vocational school. After receiving the petition, the principal must take action within the school year.  
(Chapter 51; Section 42C, 1973)

#### **CHAPTER 269 • HAZING**

In accordance with state and federal laws and regulations, the practice of "hazing" in all its forms is prohibited at the school. As defined in Chapter 269 §17 of the Massachusetts General Laws, the term "hazing" means: 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, rest or extended isolation. M.G.L. c.269 §17.

Hazing is strictly prohibited in Woburn Public Schools, at school sponsored events, and during school related activities. Students who engage in hazing will be subject to disciplinary action. Individuals who observe acts of hazing are required by law to report such conduct to law enforcement authorities. M.G.L. c.269 §18.

#### **NATIONAL DEFENSE AUTHORIZATION ACT, FY 2002**

Public law 107-107(115 Stat 1012) December 28, 2001

#### **SEC.544. MILITARY RECRUITER ACCESS TO SECONDARY SCHOOL STUDENTS**

ACCESS TO SECONDARY SCHOOLS - Paragraph (1) of section 503(c) of title 10, United States Code, is amended to read as follows:

“(c) ACCESS TO SECONDARY SCHOOLS - (1) (A) each local educational agency receiving assistance under the Elementary and Secondary Education Act of 1965-

“(i) Shall provide to military recruiters the same access to secondary school students as is provided generally to postsecondary educational institutions or to prospective employers of those students:  
and

“(ii) shall, upon a request made by military recruiters for military recruiting purposes, provide access to secondary school student names, addresses, and telephone listings, notwithstanding section 444 (a)(5)(8) of the General Education Provisions Act (20 U.S.C. 1232g(a)(5)(8)).

“(B) a local educational agency may not release a student's name, address, and telephone listing under subparagraph (A) (ii) without the prior written consent of a parent of the student if the student, or a parent of the student, has submitted a request to the local educational agency that the student's information not be released for a purpose covered by the subparagraph without prior written parental consent. Each local education agency shall notify parents of the rights provided under the preceding sentence.”

- (a) **EFFECTIVE DATE.**-The amendment made by subsections (a) shall take effect on July 1, 2002, immediately after the amendment of section 503(c) of title 10, United States Code, made, effective that date, by section 563(a) of the Floyd D. Spence National

Defense Authorization Act for Fiscal Year 2001 (as enacted into law by Public Law 106-398; 114 Stat. 1654A-131).

- (b) **NOTIFICATION.**-The Secretary of Education shall provide to local educational agencies notice of the provisions of subsection (c) of section 503 of title 10, United States Code, as in effect upon the amendments made by subsection (a). Such notice shall be provided not later than 120 days after the date of the enactment of this act and shall be provided in consultation with the Secretary of Defense.

#### **INTERNET AGREEMENT· TERMS AND CONDITIONS OF USE**

**Acceptable Use** -The purpose of the backbone networks making up the internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work.

The use of your account must be in support of education and research and consistent with the educational objectives of the Woburn Public Schools. Use of other organization's network or computing resources must comply with the rules appropriate for that network. This includes but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret.

**Network Etiquette** -You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

- Be polite. Do not get abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.
- Do not reveal your personal address or phone number to students or colleagues.
- Note that electronic mail (email) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- Do not use the network in such a way that you would disrupt the use of the network by other users.
- All communications and information accessible via the network should be assumed to be private property.

The Woburn Public Schools makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Woburn Public Schools will not be responsible for any damages that you suffer. This includes loss of data resulting from delays, non-deliveries, miss-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. The Woburn Public Schools specifically denies any responsibility for the accuracy or quality of information obtained through its services.

**Privileges** - The use of the internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. (Each student or teacher who receives an account will be part of a discussion with a Woburn Public Schools staff member pertaining to the proper use of the network.)

**Security** - Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the Internet, you must notify a system administrator or your Woburn Public Schools Internet Coordinator. Do not demonstrate the problem to other users. Do not use another individual's account without written permission from that individual. Attempts to log on to the Internet as system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the internet.

**Vandalism** - Vandalism will result in the cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or any of the above listed agencies or other networks that are connected to any of the Internet backbones. This includes, but is

not limited to, the uploading or creation of computer viruses.

#### **MCKINNEY –VENTO HOMELESS EDUCATION ASSISTANCE ACT**

McKinney - Vento Act defines “homeless children and youths” as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes: Children and youths who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled-up)
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations
- living in emergency or transitional shelters; or
- abandoned in hospitals
- children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings
- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- migratory children who qualify as homeless because they are living in circumstances described above

The McKinney-Vento Homeless Education Assistance Act requires that schools immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency, as long as the student has been properly immunized. Information on lead screenings as well as immunization records may be transferred over the phone. Parents or Guardians intending to register students who are homeless should be aware of the following guidelines:

1. Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing;
2. Children who move from a homeless situation into a permanent residence during the course of a school year have the right to stay in the school they were attending while they were temporarily homeless. If the child or youth continues his or her education in the school of origin but begins living in an area served by another school district, the school district of origin and the school district in which the homeless child or youth is living must agree upon a method to apportion the responsibility and costs for providing the child or youth with transportation to and from the school or origin. If the school districts cannot agree upon a method, the responsibility and costs for transportation are to be shared equally.
3. Students who chose to enroll in school where they are temporarily residing must be enrolled immediately, even if they do not bring the records usually required for enrollment with them;

If a homeless student arrives without records, the school district's designated Homeless Education Liaison will assist the family and contact the previously attended school system to obtain the required records;

A child who is homeless and attending any school served by the local educational agency is eligible for Title I services;

A child who is homeless and attending any school served by the local educational agency is eligible for the Free and Reduced Lunch Program.

For further information, please contact Ellie Marino, Coordinator for the Homeless, at (978) 374-5773 or on the following website:

<http://www.doe.mass.edu/hsss/program/homeless.html>.

**CHILD ABUSE**

All staff are aware of the signs of child abuse and neglect, and the Principal, on a yearly basis, informs all professional staff of their obligations to report cases of child abuse and neglect as specified in M.G.L. Chapter 119, §51A-51F and M.G.L. Chapter 71, §37L.

**PARENT NOTIFICATION REGARDING SEXUAL EDUCATION AND HUMAN SEXUALITY ISSUES**

Massachusetts General Law Chapter 71, Section 32 A notes that parents be provided an “opt-out” provision for courses (typically sex education or sciences) school assemblies, or other instructional activities and programs that focus on human sexual education, the biological mechanics of human reproduction and sexual development, or human sexuality issues. Parents wishing to review curricula and/or exempt their child/children from instruction of the aforementioned topics must contact the building Principal in writing.

**SERVICES AND ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Some students with disabilities require specialized instruction and/or supportive services to help them make effective progress in school. These services can include, but are not limited to, speech therapy, physical therapy, occupational therapy, specialized instruction, or placement in special classroom. Parents or teachers may refer students they are concerned about to the Pupil Services Office. Within five (5) school days of such a referral, a consent form authorizing an evaluation of the student will be forwarded to the parent(s). Upon receipt of the parent(s) consent, an evaluation will be conducted and a Team meeting will be held to determine if the student is eligible for special education services. If the student is found eligible for special education services, the Team will develop an Individualized Education Program (IEP) identifying the necessary services.

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. Section 504 provides: “No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . .” Title II of the Americans with Disabilities Act of 1990 (Title II) is a federal law that applies to public entities, including the conforming amendment to Section 504 that affects the meaning of a disability under Section 504.

The Section 504 regulations require a school district to provide a “free appropriate public education” (FAPE) to each qualified student with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the disability. Under Section 504, a FAPE consists of the provision of regular or special education and related aids and services designed to meet the student’s individual educational needs as adequately as the needs of nondisabled students are met.

Individuals who have complaints regarding the District’s compliance with Section 504 can bring suit in federal district court against the District or persons in their individual capacity. Parents and employees can also file complaints with the U.S. Department of Education, Office for Civil Rights regional office at 5 Post Office Square, 8<sup>th</sup> Floor, Boston, MA 02118. In regard to concerns related to the identification, evaluation, and placement of students with disabilities, parents or guardians can make a hearing request with the Massachusetts Bureau of Special Education Appeals at One Congress Street, 11<sup>th</sup> Floor, Boston, Massachusetts 02114. Employees can also file a complaint with the Equal Employment Opportunity Commission located at John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203.

**MISCELLANEOUS PARENT/STUDENT NOTICES**

Notification to parents of Teacher Qualifications: The Federal No Child Left Behind Act of 2001 requires school districts that receive federal Title I funding to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child. As a recipient of these funds, the Woburn Public Schools 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 the grades and subjects he or 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 field of discipline of the certification or degree.
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

The Woburn Public Schools is committed to providing quality instruction for all students and does so by employing the most qualified individuals to each and support each student in the classroom. If you would like to receive any of the information listed above for your child's teacher, please contact the School Principal at 781-937-8210.

**NOTIFICATION OF RIGHTS UNDER PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)**

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (DOE): political affiliations or beliefs of the student or student's parent; mental or psychological problems of the student or student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of others with whom respondents have close family relationships; legally recognized privileged relationships, such as with lawyers, doctors, or ministers; religious practices, affiliations, or beliefs of the student or parents; or income, other than as required by law to determine program eligibility.
2. *Receive notice* and an opportunity to opt a student out of the following: any other protected information survey, regardless of funding; any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law; and activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. *Inspect*, upon request and before administration or use: protected information surveys of students; instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and instructional material used as part of the educational curriculum. These rights transfer from the parents to a student who is 18 years old or an emancipated minor under state law.

The Woburn Public Schools will/has develop(ed) and adopt(ed) policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

Specific activities and surveys covered under this requirement include: the collection, disclosure, or use of personal information for marketing, sales or other distribution; the administration of any protected information survey not funded in whole or in part by DOE; and any non-emergency, invasive physical examination or screening as described above. Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5901

## **WOBURN PUBLIC SCHOOLS BULLYING PREVENTION AND INTERVENTION PLAN**

### ***Adopted by Woburn School Committee on December 20, 2010***

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

### **I. PROHIBITION OF BULLYING AND CYBERBULLYING**

Acts of bullying, which include cyberbullying, are prohibited:

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

### **II. DEFINITIONS**

**Aggressor** is a student or school staff member who engages in bullying, cyberbullying, or retaliation.

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

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

(v) materially and substantially disrupts the education process or the orderly operation of a school.

**Cyberbullying** is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

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

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

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

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

### **III. REPORTING AND RESPONDING TO BULLYING AND RETALIATION**

#### **A. Reporting bullying or retaliation**

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, 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 school or district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians.

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

#### **1. Reporting by Staff**

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

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

The school or district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no



disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

## **B. Responding to a report of bullying or retaliation**

### **1. Preliminary Determinations**

Upon receiving a report of bullying or retaliation, the principal or designee will confer with the complainant to obtain an understanding and statement of the facts alleged. If, based on the facts alleged, the principal determines that the conduct complained of would not constitute bullying or retaliation, as defined by M.G.L. c.71, §37O and/or Woburn Public Schools' policies, the principal shall document that determination on the Incident Reporting Form and shall take no further action with regard to the complaint. If the principal determines that such facts, if true, would constitute bullying or retaliation, the principal will promptly commence an investigation of the complaint.

Upon commencing an investigation, the principal will make a preliminary determination as to the need for immediate interventions to protect the safety of the alleged target. Such interventions may include, but are not limited to, creating a personal safety plan for the target; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's or target's schedule and access to each other. The principal or designee may take additional steps deemed necessary by the school administration to protect the safety of the target and any witnesses while the investigation is ongoing.

### **2. Obligations to Notify Others**

**a. Notice to parents or guardians.** Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

**b. Notice to another school or district.** If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

**c. Notice to Law Enforcement.** At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. (Parents may also make an independent decision to notify the local law enforcement agency.) Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor. In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

**3. Investigation.** The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved. During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and

others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation. Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation.

**4. Determinations.** The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not inappropriately restricted in participating in school or in benefiting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary. Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

Upon investigation and determination that bullying has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation if substantiated. The principal shall inform the target's parents what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. The notice to the parents or guardians of the victim shall include information about the Massachusetts Department of Elementary and Secondary Education's ("DESE") problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. The parents of the victim should be provided the following contact information: Program Quality Assurance Services, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700; TTY: N.E.T. Relay: 1-800-439-2370. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that is directly related to the target.

## **5. Responses to Bullying**

### **a. Teaching Appropriate Behavior through Skills-Building**

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

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand 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;

- that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics;
- adopting behavioral plans to include a focus on developing specific social skills; and including offerings, supports and , where appropriate, individual behavior plans addressing the recognition that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

**b. Taking Disciplinary Action**

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct. Disciplinary action may include, but is not limited to suspension or expulsion from school.

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

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

**c. Promoting Safety for the Target and Others**

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur. In determining the steps necessary to restore a sense of safety to the alleged target and /or to protect the alleged target from possible further incidents, the principal or designee shall consider that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

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

**IV. TRAINING AND PROFESSIONAL DEVELOPMENT**

**A. Annual staff training on the Plan.** Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to

be offered at all grades throughout the school or district. Several staff members from the Woburn Public Schools have been trained by the Massachusetts Aggression Reduction Center (MARC) to serve as presenters in these training activities. The contents of annual staff training shall meet the requirements set forth in M.G.L. c.71, §37O. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

**B. Ongoing professional development.** The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school wide and district-wide professional development will be informed by research and will include information on:

- (i) developmentally (or age-) appropriate strategies to prevent bullying;
- (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- (v) information on the incidence and nature of cyberbullying; the recognition that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics; and
- (vi) internet safety issues as they relate to cyberbullying.

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

Additional areas identified by the school or district for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making;
- recognizing that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics; and
- maintaining a safe and caring classroom for all students.

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

## **V. ACADEMIC AND NON-ACADEMIC ACTIVITIES**

**A. Specific bullying prevention approaches.** Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications;
- engaging students in a safe, supportive school environment that is respectful of diversity and difference;
- ensuring students are knowledgeable of a safe reporting system of suspected incidents of bullying and cyberbullying; and
- understanding of consequences when bullying has been identified. Bullying prevention, cyberbullying and internet safety curricula for the Woburn Public Schools will be provided to all students in grades K-12. Specific programming has been determined by the available materials and resources, along with what school and community data indicate is needed. The Safe and Drug Free Schools Advisory committee will continue to review research-based programs and will make recommendations to update the curriculum as appropriate.

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

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

## **VI. ACCESS TO RESOURCES AND SERVICES**

A key component of the Woburn Public School's Anti-Bullying Plan is to promote a positive school climate that ensures that the emotional needs of all students; targets, aggressors, families, and others are addressed. The Woburn Public School's plan includes strategies for providing supports and services necessary to meet these needs.

**A. Identifying resources.** Building-level administrators, in conjunction with psychologists, guidance counselors and school adjustment counselors will work to identify the school's capacity to provide services to provide counseling, case management and other services to targets, aggressors, bystanders and families. The Woburn Public Schools will conduct an annual review of staffing and

programs that help to support our positive school environments, focus on early intervention and intensive services, and develop recommendations and action steps to fill resources and service gaps. This may include adopting new, research based curricula, reorganizing staff, establishing safety planning teams, and identifying other agencies that can provide services to meet our needs.

**B. Counseling and other services.** School psychologists, guidance counselors, school adjustment counselors, nurses, and other educators provide a variety of skill-based services to students within the educational setting that include on-going emotional support, risk assessment, crisis intervention and help with community-based counseling referrals when appropriate. School counselors and psychologists meet with parents and teachers as needed to help address students' academic, emotional and behavioral concerns in a collaborative manner. Interventions that are currently used include, Second Step Program, social skills groups, behavioral plans, peer mediation, friendship groups and one-on-one or small group counseling. School staff works together to provide linguistically appropriate resources to identified families. The Woburn Public Schools maintains information on community-based mental health service agencies within the local area, providing services to Medicaid eligible students. When needed, school psychologists, counselors and appropriate special needs educators work collaboratively to develop behavior plans and social skills groups to address the needs of identified students. Additionally, they work to educate and support parents and apprise them of outside resources to enhance parenting skills and provide for the needs of children. The district's Special Education Parent Advisory Council provides parent workshops.

**C. Students with disabilities.** As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

**D. Referral to outside services.** The Woburn Public Schools will review current referral protocol for referring students and families to outsidess services to ensure that it is relevant to the Woburn Public Schools' Bullying Prevention and Intervention Plan. Currently, guidance counselors, school adjustment counselors and psychologists provide parents and students with referral information and assistance with accessing needed mental health services.

## **VII. COLLABORATION WITH FAMILIES**

**A. Parent education and resources.** Woburn Public Schools 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 being used. The programs will be offered in collaboration with the PTO, School Councils, Special Education Parent Advisory Council, or similar organizations.

**B. Notification requirements.** Each year the Woburn Public Schools will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The district will send parents or guardians written notice each year about the student-related sections of the Plan and the districts' internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The district will post the Plan and related information on its website.

## **VIII. RELATIONSHIP TO OTHER LAWS**

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, disability, age, gender identity, or sexual orientation. Nothing in the Plan shall prevent the district or a district school from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies. In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or

37H., other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior

## **WOBURN PUBLIC SCHOOLS DISCRIMINATION AND HARASSMENT GRIEVANCE PROCEDURES**

The Woburn Public Schools (District) does not discriminate against students, parents, employees or the general public on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, disability, religion. This procedure has been adopted by the Woburn Public Schools to provide a method of prompt and equitable resolution of student and employee complaints of discrimination and harassment. This procedure is designed in compliance with state and federal laws which prohibited discrimination based on the above protected classes, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Act, and M.G.L. c. 76 § 5).

### **I. DEFINITIONS**

For the purposes of this procedure:

- A. A “**Complaint**” is defined as an allegation that a student or employee has been discriminated against or harassed on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, disability, or religion.
- B. “**Discrimination**” means discrimination or harassment on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion that is excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of the school.
- C. “**Harassment**” means unwelcome conduct on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion that is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which rises to the level of a hostile environment.
- D. “**Sexual Harassment**” means unwelcome, sexually offensive or gender-based conduct which is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Additionally, under M.G.L. c. 151C, § 1, the term “sexual harassment” may also include, but is not limited to, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:— (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual’s education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

When determining whether an environment is hostile, the school district examines the context, nature, frequency, and location of sexual or gender-based incidents, as well as the identity, number and relationships of the persons involved. The school district must consider whether the alleged harassment was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the alleged victim, and under similar circumstances.

### **II. HARASSMENT AND RETALIATION PROHIBITED**

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. Retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of school officials or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the Woburn Public Schools.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but

not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or school committee, subject to applicable procedural requirements.

### **III. HOW TO MAKE A COMPLAINT**

Any student or employee who believes that he/she has been discriminated against or harassed should report their concern promptly to the school principal or the relevant Civil Rights Coordinator listed below. If the school principal receives the report, he or she will notify the Civil Rights Coordinator of the complaint. Students or employees who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal or appropriate Civil Rights Coordinator.

#### **Civil Rights Coordinator for Disability Related Complaints**

Wendy Sprague  
Assistant Superintendent for Curriculum & Assessment  
Section 504 Coordinator  
55 Locust Street  
Woburn, Massachusetts 01801  
(781) 937-8233 ext. 11201

#### **Civil Rights Coordinator for Complaints Based on Age, Gender, Sexual Harassment, Sexual Orientation, Gender Identity, Religion, Race, Color or National Origin**

Jim Duran  
Title IX/Title VI Coordinator  
Woburn Memorial High School  
88 Montvale Avenue  
Woburn, Massachusetts 01801  
(781) 937-8219

- A. School staff is expected to report incidents of discrimination or harassment of students and fellow employees. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students or employees which have allegedly occurred on school grounds, at school related events, or actions which occurred outside of school but possibly create a hostile environment for a student or employee while he/she is at school.
- B. Students and employees will not be retaliated against for making a complaint. Any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal.
- C. Students and employees are encouraged to utilize the district's complaint procedure. However, students and employees are hereby notified that they also have the right to report complaints to:

The United States Department of Education  
Office for Civil Rights  
5 Post Office Square, 8th Floor  
Boston, Massachusetts 02110-1491  
Telephone: (617) 289-0111  
Fax: 617-289-0150  
TDD: 877-521-2172

or



#### IV. COMPLAINT HANDLING AND INVESTIGATION

- A. The school principal shall promptly inform the relevant Civil Rights Coordinator and the person(s) who is the subject of the complaint that a complaint has been received.
- B. After notifying the appropriate Civil Rights Coordinator, the school principal or designee may pursue an informal resolution of the complaint with the agreement of the parties involved. Informal resolution is optional, and the complainant may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.
- C. Under the formal resolution procedure, the complaint will be investigated by the school principal or other individual designated by the school principal or Civil Rights Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the superintendent should be submitted to the School Committee Chair, who will consult with legal counsel concerning handling the investigation of the complaint.
  1. The complainant shall have the opportunity to present witnesses and other relevant evidence to the investigator.
  2. The person who is the subject of the complaint will be provided with an opportunity to be heard as part of the investigation, including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
  3. The privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
  4. The investigator will keep a written record of the investigation process.
  5. The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
  6. The investigation and the notification of the outcome to the complainant and the subject of the complaint shall be completed within fifteen (15) calendar days of the date of the receipt of the complaint.
  7. The investigator may extend the investigation period beyond fifteen (15) calendar days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the investigator extends the investigation, he or she will notify the complainant of the extension.
  8. If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the district will make reasonable efforts to complete the investigation within the above referenced time frame, but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the complainant of the extension and make reasonable efforts to interview the witnesses during the summer vacation period.
  9. Nothing in the procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the fifteen (15) calendar days described above.

If the investigator determines that discrimination or harassment has occurred, he/she shall take steps to eliminate the discriminatory or harassing environment, including but not limited to:

1. Determining what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any;
2. Determine what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment, and to correct its discriminatory effects if appropriate; and
3. Inform the complainant and the person(s) who was the subject of the complaint of the results of the investigation (in accordance with applicable state and federal privacy laws) within fourteen (14) calendar days of receipt of the complaint, unless the investigation is extended under the provision described above.

E. If the complainant or the student's parents/legal guardians are dissatisfied with the results of the investigation, an appeal may be made to the appropriate Civil Rights Coordinator within fourteen (14) calendar days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The Civil Rights Coordinator shall review the investigative report and may conduct further investigation if deemed appropriate. The Civil Rights Coordinator decision shall be final, subject to further appeal to the superintendent.

F. If the employee or the student's parents or legal guardians are dissatisfied with the decision of the Civil Rights Coordinator, an appeal may be submitted within seven (7) calendar days after receiving notice of the Civil Rights Coordinator's decision. The superintendent will consider the appeal. The superintendent's decision shall be final.