



Woburn Memorial High School Student Handbook 2025 - 2026

This handbook has been translated into the major languages spoken by parents or guardians of District students. If a parent's or student's primary language is not English, and the District has not already translated a student handbook or student code of conduct into their primary language, the District will translate a handbook and/or code of conduct into that language or will make oral interpretation available for any parent or guardian with limited English skills, including parents or guardians who speak low-incidence languages.

[Manual de WMHS versión en español](#)

[Manual WMHS Versão em Português](#)

[Manyèl WMHS Vèsyon Kreyòl Ayisyen an](#)

Table of Contents

Student/Parent Handbook Sign-Off	3
Administration	4
Mission Statement	5
WMHS Room Location Plan	6
Emergency Guidelines	7
Promotion and Graduation Requirements	8
Athletic and Extracurricular Academic Eligibility	9
Academic Recognitions Standards	11
National Honor Society	12
Weighted Grade Point Average and Class Rank	12
Course Selection	14
Wellness/Physical Education Requirement	14
Summer School	14
Academic Honesty Policy	15
High School Attendance Policy	15
Study Halls	19
Code of Discipline	19
Disciplinary Consequences	20
Student Infractions and Potential Consequences	29
Interrogations and Searches	34
Dress and Appearance	35
General School Guidelines	36
Observations of Education Programs	41
Prevention of Physical Restraint and Requirements if Used	42
Student Services	42
Health and Safety Information	43
Restraining Orders and Domestic Relations Protective Orders	46
Students Rights	47
Student Records	47
Non-Discrimination Notice	49
Woburn Public Schools Discrimination and Harassment	
Grievance Procedures	50
Title IX of the Education Amendments of 1972	50
Health Education	51
Corporal Punishment	51
Chapter 269 • Hazing	51
Acceptable Use Policy	52
Students Permanently Leaving School – M.G.L. c. 76, § 18	56
McKinney–Vento Homeless Education Assistance Act	57
Educational Opportunities for Students in Foster Care	58
Educational Opportunities for Children of Military Families	59
Multilingual Learners (Multilingual Program)	60
Child Abuse	61
Parent Notification Regarding Sexual Education and	
Human Sexuality Issues	61
Services and Accommodations for Students with Disabilities	62
Miscellaneous Parent/Student Notices	63
Woburn Public Schools Bullying Prevention and Intervention Plan	65

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 caregivers have a clear understanding of the Code of Discipline. Being completely aware of the rules and regulations of the school can be an important part of enjoying a safe and productive school year.

Please sign below confirming that you and your student(s) have read this Handbook.

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 and Return to WMHS Advisory Teacher by Friday, September 19, 2025.

ADMINISTRATION

Principal

Thomas J. Qualey
781-937-8210 ext. 10100

Associate Principal

Khari Roulhac
781-937-8233 Ext. 10310

Assistant Principals

Mr. Edward F. Maguire	Mr. Steve Martin	Ms. Alyssa Allen
781-937-8210 ext. 10107	781-937-8210 ext. 10103	781-937-8210 ext. 10106

Welcome to the 2025 - 2026 school year!

Dear Students,

It is my pleasure to extend a warm welcome to both our returning students and those who are joining us for the first time. We are thrilled to have you as part of our school community, where we strive to create an environment that is inclusive, supportive, and focused on helping each of you reach your full potential.

At WMHS, we believe that education is a journey of discovery and growth. Our dedicated teachers and staff are here to guide and support you every step of the way. We encourage you to take full advantage of the diverse opportunities available to you—whether it's excelling in academics, participating in extracurricular activities, or getting involved in community service.

This student handbook is a valuable resource designed to help you navigate your time at WMHS. It contains important information about school policies, procedures, and expectations. Please take the time to read through it carefully and refer to it as needed throughout the year.

Remember, your high school experience is what you make of it. Get involved, stay curious, and don't be afraid to challenge yourself. We are here to support you, and we believe in your ability to achieve great things.

Best wishes for a successful school year!

Thomas J. Qualey
Principal, WMHS

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.

21st 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

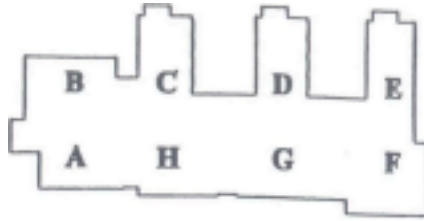
Demonstrate and appreciation, understating, and respect for all individuals

Civic Engage in meaningful community and extra-curricular activities

Participate in impacting positive school change

Exhibit local and global responsibility

WMHS ROOM LOCATION PLAN



	1 st Floor	2 nd Floor	3 rd Floor	4 th 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	<u>Music Department</u>		Classrooms	Assistant Principal <u>Classrooms</u>
G	Auditorium			
H	Principal's Office Guidance Office Special Ed. Office Nurse's Office	Library Media Center Cable Studio	Classrooms	Assistant Principal Classrooms

Right to Equal Education

Every person shall have a right to attend the public schools of the town where she/he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation. M.G.L. c. 76, § 5.

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.

Reporting:

The Principal is responsible for immediately reporting any incident involving the unauthorized ignition of any fire within the school building or on school grounds to the fire department. The Principal shall submit a written report to the head of the fire department. The report shall be filed without regard to the extent of the fire or whether there was a response by the fire department.

UNLAWFUL SETTING OFF OF A FIRE ALARM: False alarms of fire, as well as tampering or meddling with the school's fire signal system, are crimes and violations of the school's code of conduct. In addition, tampering with any of the school's fire emergency alarms, extinguishers or any other related apparatus or emergency reporting devices may result in discipline. Failure to comply with the law or school policy may result in disciplinary action, including but not limited to long-term suspension from school.

Crisis Response

Woburn Public Schools have adopted a standard response protocol and standard reunification method with support from the I Love You Guys Foundation. The Standard Response Protocol (SRP) provides consistent, clear, shared language and actions among all students, staff and first responders for all hazards. It is action based, and allows organizations, first responders, students, and parents to share a specific vocabulary for quick and coordinated action. It also acts as a tool for training which develops the muscle memory necessary to respond appropriately in moments of crisis. The SRP is based on five actions: Hold, Secure, Lockdown, Evacuate, and Shelter. Reunifying students with parents or guardians is a critical component of emergency response, but one that is often overlooked. The Standard Reunification Method (SRM) provides school and district safety teams with proven methods to plan, practice, and achieve a successful reunification amid what can be chaotic and stressful circumstances.

PROMOTION AND GRADUATION REQUIREMENTS

REQUIREMENTS FOR PROMOTION TO GRADE 10

- Accumulation of 25 credits.
- Earn a passing grade in core subjects (ELA, math, science, social studies)(20 credits). **Each requirement must be passed in order to gain promotion.*

REQUIREMENTS FOR PROMOTION TO GRADE 11

- Accumulation of 50 credits.
- Earn a passing grade in core subjects (ELA, math, science, social studies)(20 credits). *

Each requirement must be passed in order to gain promotion.

REQUIREMENTS FOR PROMOTION TO GRADE 12

- Accumulation of 75 credits.
- Earn a passing grade in core subjects (ELA, math, science, social studies)(20 credits)

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

REQUIREMENTS FOR GRADUATION

Local Graduation Requirements

- Accumulation of 100 credits.
- Earn a passing grade in core subjects (ELA, math, possibly science, possibly social studies)(up to 20 credits).

**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
- Three (3) years of Social Studies, 9 - 12 (including one year of United States History)
- Three (3) years of Science, 9 - 12 (including one year of Biology)
- Four (4) years of Mathematics, 9 – 12
- Two (2) years of one World Language
- Four (4) years of physical education
- In addition, students are required to take courses in the areas of Business Education, Visual and Performing Art, and Wellness.

Competency Determination

Beginning with the graduating class of 2026, a student will earn the Competency Determination where:

- a. The student has shown mastery of a common core of skills, competencies and knowledge in English language arts, mathematics, and science; and
- b. The student has satisfactorily completed coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the Massachusetts academic standards and curriculum frameworks in English language arts, mathematics, and science as measured by the MCAS high school assessments administered in 2023. In this regard, the student must satisfy the following:

1. For English language arts, the student must satisfactorily complete coursework in the equivalent of two years of high school English language arts courses.
 2. For mathematics, the student must: (i) satisfactorily complete coursework in the equivalent of one year of both Algebra I and Geometry; or (ii) satisfactorily complete coursework in the equivalent of one year of both Integrated Math I and Integrated Math II.
 3. For science, the student must: (i) satisfactorily complete coursework in the equivalent of one year of Biology; or (ii) satisfactorily complete coursework in the equivalent of one year of Physics; or (iii) satisfactorily complete coursework in the equivalent of one year of Chemistry; or (iv) satisfactorily complete coursework in the equivalent of one year of a Technology or Engineering course.
- c. In the limited circumstance where a district is unable to document a student's prior coursework, a student may earn the Competency Determination by: (i) attaining a qualifying score of at least "Meeting Expectations" or "Exceeding Expectations" achievement levels on the relevant high school MCAS assessment; or (ii) meeting the standard for a substituted equivalent that the district certifies satisfies the same academic standards.

Beginning with the graduating class of 2027, a student will earn the Competency Determination where:

- a. The student has met the requirements in 603 CMR 30.03 (1);
- b. The student has shown mastery of a common core of skills, competencies and knowledge in United States history; and
- c. The student has satisfactorily completed coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the Massachusetts academic standards and curriculum framework in United States history. In this regard, the student must satisfactorily complete coursework in the equivalent of a one-year United States history course.

Students who have met the competency determination standard in English language arts, mathematics or science prior to January 3, 2025, retain that benefit.

ATHLETIC AND EXTRACURRICULAR ACADEMIC ELIGIBILITY

Students participating in athletics and extracurricular activities must satisfy the eligibility requirements adopted by the MIAA. Below is information regarding the MIAA academic eligibility requirements. For other eligibility requirements, please see the MIAA Handbook available at: <http://www.miaa.net/miaa/home?sid=38>

MIAA Rule 58

Student Eligibility: Academic Requirements

- 58.1 A student cannot at any time represent a school unless that student is taking courses equivalent to four traditional year-long 'major' English courses.
- 58.1.1 Academic eligibility of all students shall be considered as official and determined on the published date when the report cards for that ranking marking period are to be issued to the parents of all students within a particular class.
 - 58.1.2 When utilizing a 4 x 4 block schedule, a student must pass at least two of the four required 'major' courses (or equivalent) in each academic marking period.

Considerations for academic eligibility:

How to determine 'major' course equivalency:

- How many minutes per day/week/semester does this course meet?
- How many credits toward graduation as approved in advance by school committee policy will be offered for this course?
- Is this equivalent to past academic requirements?

If the school has a higher academic standard than the Association's academic eligibility rule:

- The Association recognizes this standard as the minimum academic eligibility requirement.
- Students eligible by the Association's standard but not by the school standard are ineligible.
- You may not, after the fact, declare such students who meet the MIAA standard as eligible for upcoming competition.

Academic eligibility of middle grade students including non-participants entering Grade 9:

- As soon as a student participates in a MIAA sanctioned sport, that student is bound by the MIAA academic standard (and the stricter local standard, if one exists) from that point in time.
- Non-participants will have a “fresh start” regarding academic eligibility when they first enter Grade 9.
- The MIAA Board of Directors has stated that once athletes have had the privilege of participation, they are bound by the academic eligibility standard in place at the time of their participation.

58.2 A transfer student may not gain academic eligibility at the receiving school if the student was not, or would not be, eligible at the sending school. Further, a student may not compete in interscholastic contests at the receiving school if they would not be eligible at the sending school. If the transfer was necessitated by a move of parents, then eligibility would be determined by receiving schools' eligibility standards (see Rule 57.7.1).

58.3 Fall - 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. Term grades cannot be used to determine fall eligibility.

58.4 End of Q1, Winter & Spring - A student must secure during the last marking period preceding the contest a passing grade, and full credit, in the equivalent of four traditional year-long ‘major’ English courses. (e.g., second quarter marks and not semester grades determine third quarter eligibility)

58.5 Seniors - A senior student-athlete academic eligibility following the third-quarter report cards being issued, will carry through to the conclusion of the spring sport season. Fourth quarter grades can't then render a senior academically eligible. Also see Rule 61.1.1

58.6 Underclass student-athletes - End-of-Year Academic Eligibility: If 4th quarter grades are issued, they must be used to determine eligibility for completion of spring season.

58.7 Incomplete grades may not be counted toward eligibility until they are made up following school policy. An incomplete grade is treated as an F.

58.8 A student who repeats a subject for which they have already received credit, cannot count that subject a second time for eligibility.

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

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

The District provides all students, including those with disabilities, an equal opportunity to participate in non-academic and extracurricular services and activities. In order to provide students with an equal opportunity to participate, the District will provide “reasonable modification” and any necessary aids and services. Although the District will ensure that students with disabilities have an equal opportunity to participate with non-disabled students to the maximum extent appropriate given their needs, the District 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. Determinations as to whether a reasonable modification is legally required will be done through an individual inquiry.

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 As or all As 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 As and Bs 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, CP.
- 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 and 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

Selection as a member of the National Honor Society can be a pinnacle of high school achievement. 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 3.5 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

Woburn Memorial High School 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 academic 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.
- A student's grade point average (GPA) will be based on cumulative student performance in all courses having a level designation and graded using the traditional A, B, C, etc. grading system. The GPA will be developed according to a weighted formula. Only courses completed at WMHS will be utilized in the calculations for class G.P.A.
- 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.
- There are three levels of weighting given to classes in English, Social Studies, Mathematics, World 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>			
Grade	AP	Honors	College Prep
A+	5.3	4.8	4.3
A	5.0	4.5	4.0
A-	4.7	4.2	3.7
B+	4.3	3.8	3.3
B	4.0	3.5	3.0
B-	3.7	3.2	2.7
C+	3.3	2.8	2.3
C	3.0	2.5	2.0
C-	2.7	2.2	1.7
D+	2.3	1.8	1.3
D	2.0	1.5	1.0
D-	1.7	1.2	0.7
F	0.0	0.0	0.0

COURSE SELECTION

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

- Be aware of the requirements for graduation.
- Have a plan for completing these requirements and earning credit toward graduation.
- Read course descriptions and note recommended prerequisite requirements.
- 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.

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 world languages, double courses in science or mathematics or who are in chorus or band. In order to satisfy the Physical Education requirement mandated by Massachusetts law, 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 classes 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 and 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 school 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 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, cheatsheets, or other unauthorized resources 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.
- Unauthorized use of Artificial Intelligence (AI).

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
- Unauthorized use of AI or failure to properly cite an AI source.

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. Before it reaches this point, talk to your teachers if you are unsure about whether something is cheating or plagiarism.

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 may face severe penalties, including a reduced grade on the assignment, failure on the assignment, or other disciplinary consequences. 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

According to the Department of Elementary and Secondary Education, students who attend school regularly are more likely to have success in school and careers. Research supports the connection between regular attendance and a student's personal, social, and emotional wellness and academic success. When students are not present in school, they miss out on opportunities for social development and are often not able to make adequate academic progress; they may disengage from learning as they get further off-track and may even drop out of school.

Massachusetts law requires that all children between the ages of six and sixteen attend school. A student must be at school or at a school-related activity for at least half the school day to be counted as present. The District may excuse up to seven day sessions or fourteen half-day sessions in any period of six months. The school makes the final determination as to whether or not an absence is deemed excused.

In addition to these requirements, the District has developed its own attendance policy. 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 WMHS. Those students who exceed the prescribed limit will fail for the term unless their absence can be explained in terms of legitimate circumstances.

Student Responsibilities:

- It is each student's responsibility to be aware of his/her/their attendance status in class and to attend all classes promptly on a regular basis.
- The student should monitor his/her/their own attendance and speak with his/her/their teachers if he/she/they has any questions about attendance records.
- The student must obtain and make-up class work missed due to absences when appropriate. It is the student's responsibility to see his/her/their teachers to obtain missed work. If the student does not submit missed work by the agreed upon due date, the work will not receive credit.

Parent/Guardian Information and Responsibilities:

- Parents or guardians must call the school at (781) 937-8210 by 9:00 AM to report their child's absence and the reason for the absence. In the event that there is neither a parent telephone call, or note, a school staff member will contact the telephone numbers on file with the school.
- Dismissals must be preceded by a note or telephone call from the parent or guardian. Dismissals for reasons other than sickness, family emergency, or other extenuating circumstances are strongly discouraged.
- There may be 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 at time of dismissal. Students who are 18 years of age or older must have permission from the principal or designee to be dismissed. Failure to obtain permission will constitute leaving school without permission and be subject to disciplinary action.
- Parents and guardians will be notified of tardies and absences via email and phone call. This information is also available in the PowerSchool portal.

Attendance Failure:

- Any student who accumulates **7 unexcused absences** in a class that meets **daily**, or **4 unexcused absences** in a class that meets **every other day**, is subject to **failing the course for that term**.
- **Example:** A student who reaches their 7th unexcused absence in a daily course will fail for that term.
- **Attendance is calculated on a term-by-term basis.** There is **no carryover** of absences between terms. All students will begin each new term with **zero absences**.
- **Exception for Seniors – Term 4:** Due to the shortened six-week marking period in Term 4 for seniors, they are allowed a **maximum of 4 unexcused absences**, regardless of the course schedule.
- Students who fail a course due to attendance will receive a **term percentage grade of 55**.

The following are considered excused absences

- **Medical reasons (with doctor's note/documentation)**
- **Religious holiday (with prior written notification from guardian)**
- **College Visit (with documentation) and previously approved by administration.**
- **Official appointments (such as driver's tests, etc with documentation)**
- **Funerals/Bereavement**
- **Legal matters (with documentation)**
- **Other emergencies (at the discretion of school administration)**

Attendance Recovery & Appeal

Attendance Appeal: Upon parent and/or student request the failing grade due to attendance 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 related 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 relevant factors.

Attendance Recovery: Students who have seven or more absences per term will have the opportunity to make up class time after school during the term in the attendance recovery program. Students can recover an absence from a particular class by staying after school on that teacher's late day and successfully completing assigned work during that time. The attendance recovery program option closes the last day of the end of the term.

CLASS ATTENDANCE & TARDIES

Daily, on time attendance in all classes is mandatory. Teachers record attendance in PowerSchool each class period. The penalties for skipping a class are outlined in the discipline code. 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. It is students' responsibility to notify teachers of any upcoming class absences and to make arrangements to complete their work.

Students who arrive late to class will be marked **tardy** by the teacher, unless they have a documented **excused tardy**. If a student arrives **more than 20 minutes late** to class **without an excuse**, the teacher may mark them **absent** for that period. This absence will count toward the student's overall **absence threshold**. Students tardy to class without an excusal note may also be subject to consequences.

Legitimate reasons for late arrival to school should be addressed by the school administration, 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 office before the student arrives at school.

It is incumbent upon the student to obtain and deliver a note for being tardy within 24 hours, or they may be assigned detention(s). Students who arrive after 7:30 A.M. are required to sign-in at the Main 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 may be assigned a detention for the following day. All students will be issued a warning letter concerning excessive tardiness on their sixth unexcused tardy per term.

ENTRY TO BUILDING

Prior to 7:25 a.m. all students should be in the cafeteria unless a student has a note from a teacher. All students should enter through the main entrance.

- Family Vacations - strongly discouraged but may be approved if following conditions are met:
 - Written requests from parents are submitted well in advance.
 - Students are accompanied on trips by parents or guardians.
 - Unlikely that absence will impact negatively on a student's academic status.
 - All assignments and tests to be made up at the 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.

- Excused absence for students will not be granted during MCAS testing.

MAKE-UP WORK

Make-up work must be completed in a timely manner. 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 and extended absence. An "I" (incomplete) grade will be given in courses in which the student has not completed the requirements due to absences. 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. 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 the work can be properly prepared. Work can be picked up in the main office. It is the student's responsibility to identify and make up missed work. Teachers are available for extra help after school, but are not required to assume responsibility for providing individual tutoring or extensive individual help for the student when he/she/they returns. A student who is tardy and misses an exam will make arrangements with the teacher to make up the exam.

Excessive Absenteeism/Truancy: A student who willfully fails to attend school for more than eight (8) school days in a quarter, and is not excused from attendance, may be considered habitually truant. Under M. G. L. c. 119, § 21, a child may be eligible for "Child Requiring Assistance" services through the juvenile court system if the child: repeatedly runs away from the home of a parent or legal guardian; repeatedly fails to obey the lawful and reasonable commands of a parent or legal guardian, thereby interfering with the parent's/guardian's ability to adequately care for and protect the child; is sexually exploited; repeatedly fails to obey lawful and reasonable school regulations; or is "habitually truant." The school can assist parents with pursuing "CRA" services and supports. A "51A" is a report of suspected child abuse or neglect that is filed with the Department of Children and Families ("DCF"). Under M. G. L. c. 119, § 51A, a report can be filed on behalf of a child under the age of eighteen for educational neglect if a child is not attending school on a regular basis. This report of suspected Child Abuse or Neglect, commonly referred to as a 51A, is filed with the Department of Children and Family Services (DCF). By law, school personnel are mandated reporters. Other interventions may include, but are not limited to, parent/guardian notification, detentions, and possible suspension. Discussions regarding how the District's attendance policies and procedures apply to students with disabilities are the responsibility of the Student's IEP/504 Team.

Disenrollment

In the event that a student is absent without valid excuse in excess of ten (10) consecutive school days, the student will be subject to disenrollment from the District. Prior to a student's disenrollment under such circumstances, an Exit Interview Meeting will be conducted with the student and parents/guardians in accordance with the requirements of Massachusetts law. M. G. L. c. 76, §18.

ATTENDANCE INTERVENTION

Parents and guardians will be notified automatically when students are tardy or absent to school or class. Progressive interventions will be implemented to increase attendance for students who cross the term limit of Six (7) absences. This applies to both school and class attendance. Students who skip class may be subject to disciplinary action. On the seventh absence of the term students will be referred to the attendance recovery program and parents and guardians will be notified of next steps.

In compliance with MGL c. 71, s. 1B, parents will be notified when a student is absent from school and the school has not been contacted by the parents within three (3) days of the student's absence.

Following a student's 5th unexcused absence in a year, or if a student has missed 2 or more classes due to tardiness for 5 days or more, a letter will be generated from the Principal's office, or the Principal's designee, notifying the parent/guardian, in writing, of the student's absences, and requesting a meeting with the parent/guardian to discuss the student's attendance. The letter will direct the parent/guardian to contact the

Principal's office, or the Principal's designee, within 5 school days to schedule a meeting. If the parent/guardian does not contact the Principal's office or the Principal's designee, within 5 school days, the Principal's office, or the Principal's designee, will call the parent/guardian for purposes of scheduling a meeting. At the meeting, the Principal, Assistant Principal or other designee, the parent/guardian and the student must develop action steps to address the student's attendance. Other relevant school personnel and officials from public safety, health and human services, housing and nonprofit agencies, may offer input into the development of action steps.

If absences continue to increase further intervention will follow, including referral to the school's multi-tiered system of support process.

STUDY HALLS

Attendance in the assigned study hall is mandatory. Any student who finds it necessary to be absent from a study hall because of another commitment must sign-in to the alternative location (library, learning center, etc.).

CODE OF DISCIPLINE

GENERAL STATEMENT

The main purpose of disciplinary action is to correct and improve behavior so that the education process can proceed. There are circumstances in which the behavior of an individual violates the rights of the other members of the school community. The administrators of the Woburn Public Schools maintain the discretion to impose discipline in line with Massachusetts laws and regulation. Any discipline will be imposed in a non-discriminatory manner. The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to disciplinary due process.

In general, consequences for violations of this code of conduct or any Massachusetts law will become progressively more severe for repeated infractions, and may result in students being restricted from attending any and all school activities. This policy recognizes the rights of the individual to due process as guaranteed by law. Parents/guardians will be notified in accordance with student due process rights under Massachusetts law and regulation.

In compliance with 603 CMR 53.14, the Woburn Public Schools will collect and annually report data to DESE regarding suspensions, expulsions, and emergency removals, access to education services, and other information deemed necessary by DESE in the form and manner determined by DESE. The Principal will periodically review discipline data by selected student populations, including but not limited to race and ethnicity, English language learner status, disability status, gender, and socioeconomic status, and assess the extent of removal, its impact on such selected student populations, and whether to modify disciplinary practices.

Respect for Individual Rights

The Woburn Public School System recognizes and supports respect for the dignity of all individuals. Any discriminatory or harassing language or conduct by students or staff members is totally unacceptable. Individuals found to have conducted this behavior may be subject to severe disciplinary consequences and possible referral to law enforcement.

Field Trips

While participating on field trips, students are expected to obey school rules, the instructions of chaperones, guides, and any applicable rules of the place being visited. Uncooperative behavior on a field trip may result in that student being prohibited from further participation in any field trip. School rules apply while on field trips. Violations of the code of discipline while on a field trip may result in disciplinary action as described in this handbook. Attendance on field trips is at the discretion of the administration, and may be withheld for a multitude of factors, including, but not limited to, attendance, behavior, and academic status. Students will be charged a fee for field trips in order to cover such things as the cost of admission and the cost of transportation.

CODE OF CONDUCT

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. Failure to comply with the school's expectations for behavior may subject a student to possible disciplinary consequences, which may include:

1. Loss of Privileges
2. Teacher Detention
3. Office Detentions
4. Admin Detentions
5. Saturday Community Service
6. In-School Suspension
7. Out-of-School Suspension
8. 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 risks 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. Any student found to have violated the expectations for behavior, including but not limited to for being under the influence or in possession of drugs, including marijuana, tobacco, nicotine, or alcohol, or any related paraphernalia or devices, 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. The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct and such a removal is not subject to disciplinary due process.

TEACHER DETENTIONS

Detentions may be issued by individual classroom teachers to students in response to level 1 violations of classroom policies and procedures.

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

Teacher detentions can be held from 2:01 PM 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.**

ADMINISTRATIVE DETENTIONS

All office detentions will begin promptly at 2:01 PM and conclude at 2:30 PM in the library. Students may not leave the school building prior to detention.

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

Rules for Detention

- No talking will be allowed.
- No late entry will be permitted.
- Inappropriate behavior will not be tolerated.
- Students will be expected to complete the reflection form during the assigned office detention.
Failure to do so may result in another office detention being assigned.
- If you are removed from detention you will not receive any partial credit for the time you were there before being removed. Removal from detention may result in further disciplinary action.
- 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) may result in additional disciplinary action. 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, including interscholastic athletics.

SATURDAY COMMUNITY SERVICE

Depending on availability and the infraction students may be assigned Saturday Community Service where from 8:30 - 10:30 they are performing community service in or around Woburn Memorial High School. This can only be assigned by an administrator. No late entry will be permitted.

IN SCHOOL SUSPENSION (ISS)

ISS may be imposed for infractions of school rules. The students' classroom teachers will provide schoolwork. It is the responsibility of the student to report to ISS with all his/her textbooks and for returning the completed assignments to the classroom teacher in order to receive credit. Students must report to the assigned ISS room on time at 7:35. Students will remain in the ISS room for the entire school day with the ISS supervising staff members. Any student who causes a disruption in the ISS room may either receive additional ISS days or be suspended Out of School and will be required to complete ISS upon returning. Suspended students are not permitted to enter the school grounds or participate in any school-sponsored activities for the duration of their suspension.

STUDENT DISCIPLINARY DUE PROCESS

Student disciplinary offenses that may result in suspension or expulsion are subject to certain due process rights and procedures. The following sections provide you with information about these rights.

Suspensions and expulsions of students shall be imposed in compliance with constitutional, statutory, and regulatory requirements, including M. G. L. c. 76, §17; M. G. L. c. 76, §21; M. G. L. c. 71, §37H; M. G. L. c. 71, §37H 1/2; and M. G. L. c. 71, §37H 3/4. The Principal, and/or a designee, where permitted, may exercise their discretion to impose suspensions and expulsions for school rules violations within the limitations and the due process provisions sets forth.

1. DUE-PROCESS RIGHTS FOR STUDENTS CHARGED WITH POSSESSION OF A DANGEROUS WEAPON, POSSESSION OF A CONTROLLED SUBSTANCE, OR ASSAULT OF SCHOOL STAFF AND/OR FOR STUDENTS WHO HAVE BEEN CHARGED WITH OR CONVICTED OF A FELONY (M.G.L. c. 71, § 37H and M.G.L. c. 71, § 37H ½ - also referred to as "statutory offenses.")

- *Interim Short Term Disciplinary Removal:* In limited situations where a student is charged with a violation of M.G.L. c. 71, § 37H, or is subject to suspension in accordance with M.G.L. c. 71,

§ 37H1/2, and is determined by the principal to present an immediate threat to persons, property, or the orderly educational environment of the school, the student may be suspended from school by the principal on an interim short term basis of ten (10) school days or less pending a formal hearing to consider the student's long-term suspension or expulsion. Prior to the imposition of any disciplinary sanction that might result in a student's interim suspension from school for ten (10) consecutive school days or less pending a long-term suspension/expulsion hearing, the student will be given oral notice of the offense with which he/she is charged and an opportunity to respond. In the event that the Principal determines that the student will be suspended from school on an interim, short-term basis pending a formal hearing to consider the student's possible long-term suspension or expulsion, the student and the student's parent(s)/guardian(s) will be notified by telephone and in writing. Such interim, short-term removals shall not be subject to appeal.

- *Disciplinary Sanctions and Appeals:* Except where a short term interim removal has been imposed, prior to the imposition of any disciplinary sanction that might result in the student's suspension or expulsion from school for possession of a dangerous weapon, possession of a controlled substance, or assault on school staff and/or due to a felony charge, the student and the parents/guardians will be given written notice in English and in the primary language of the student's home of a principal's hearing at which the student and parent/guardian have the right to be represented by an attorney (at private expense), to examine the evidence against the student, and to present witnesses and documentary evidence in the student's defense. Following this hearing, a written decision will be issued.

Under M. G. L. c. 71, § 37H, a student only has the right to appeal if the student has been expelled although students suspended in excess of ten consecutive days in accordance with M.G.L. c. 71, § 37H will be permitted to appeal their long-term suspension to the Superintendent. The student shall have ten (10) calendar days from the effective date of the exclusion to file a written appeal with the Superintendent. The student and the parent(s)/guardian(s) will have the right to appeal any decision imposing a long-term suspension or expulsion from school to the Superintendent. The student will have the right to counsel at a hearing before the Superintendent and the subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provision of M. G. L. c. 71, § 37H. For exclusions imposed pursuant to M.G.L. c. 71, § 37H ½, the student shall have five (5) calendar days from the effective date of the exclusion to file a written appeal with the superintendent. The superintendent shall hold a hearing with the student and the student's parent or guardian within three (3) 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 the student's behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the Woburn Public Schools with regard to the student's suspension or expulsion. Pending the outcome of any such appeals, the disciplinary sanction imposed by the principal shall remain in effect. M.G.L. c. 71, § 37H, M.G.L. c. 71, § 37H ½.

NOTE: All proceedings conducted in accordance with M.G.L. c. 71, §§ 37H and 37H ½ shall be conducted by the Principal and may not be delegated to a designee. All appeals of suspensions or expulsions imposed by the Principal in accordance with M.G.L. c. 71, §§ 37H and 37H ½ shall be conducted by the Superintendent and may not be delegated to a designee.

2. DUE-PROCESS RIGHTS FOR STUDENTS CHARGED WITH OTHER VIOLATIONS (Non-Statutory Offenses - M.G.L. c. 71, § 37H ¾ and 603 CMR 53.00)

Applicable Definitions:

Expulsion: The removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) school days, indefinitely, or permanently, as permitted under M.G.L. c. 71, § 37H or 37H½ for:

- (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, 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 M.G.L. c. 71, § 37H or 37H½.

In-School Suspension: The means removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. 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) school days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension. 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.

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. A principal may, in their 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 M.G.L. c. 71, § 37H(a) or (b), or M.G.L. c. 71, § 37H ½, 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.

Parent: A student's father, mother, or legal guardian, or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.

Principal : The instructional administrative leader of the school or their designee for purposes of school disciplinary matters.

School-wide Education Service Plan: The document developed by a school or the District, in accordance with M.G.L. c. 76, §21, which includes a list of education services available to students who are expelled or suspended from school for more than ten (10) consecutive days.

Short-term Suspension The removal of a student from the school premises and regular classroom activities for ten consecutive school days or less. A principal may, in their 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.

Superintendent: The Superintendent of the Woburn Public Schools or their designees for purposes of a disciplinary appeal hearing conducted in accordance 603 CMR 53.00.

Suspension means short-term suspension and long-term suspension unless otherwise stated.

Applicable Due Process Procedures:

i. In-School Suspension

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses. Prior to imposing an in-school suspension, the Principal shall inform the student of the disciplinary offense(s) of which the student is accused and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the Principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of

the student's in-school suspension, which shall not exceed ten (10) school days cumulatively or consecutively in the school year.

On the same day as the in-school suspension decision, the Principal shall make reasonable efforts to notify the parent orally as soon as possible of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The Principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the Principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension. The Principal shall further 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 on which the suspension is to be served by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the principal and the parent.

ii. Out-of-School Suspension

• Notice and Principal's Hearing (603 CMR 53.08):

Prior to the imposition of a short-term out-of-school suspension or a long-term suspension under this section, the Principal shall provide oral and written notice of the charges and potential disciplinary sanction and of the student's and parent's/guardian's right to participate in a hearing with the Principal, to contest the charges against the student and to provide evidence, including mitigating facts, and witnesses in the student's defense. If the student may be subject to long-term suspension for school rules violations, the Notice shall further inform the parent/guardian and student of the following additional rights:

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

The hearing may take place without the student's parent(s)/guardian(s) only if the Principal has sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent for emergency notification.

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

In every case of student misconduct for which suspension may be imposed under this section, the Principal will exercise discretion in deciding the consequence for the offense and, where appropriate, shall avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include, but are not limited to, the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and/or positive interventions and supports.

- Short-term Suspension Hearing

The Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student and the parents/guardians shall have an opportunity to present information, including mitigating facts, that the Principal or the Principal's designee should consider in determining whether other remedies and consequences may be appropriate. The Principal designee shall provide the parents/guardians, 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. Students and parents do not have the right under applicable policies and regulations to be represented by an attorney at a short-term suspension hearing.

Based on the preponderance of the evidence and available information, including mitigating circumstances, the Principal shall determine whether there is a preponderance of evidence to support a determination that the student committed the disciplinary offense, and, if so, the remedy or consequence to be imposed. In accordance with the requirements of M.G.L. c. 71, § 37H3/4, as amended through Chapter 177 of the Acts of 2022, and 603 CMR 53.05, the Principal shall, when acting as the decision-maker at a disciplinary hearing to consider a student's possible short-term or long-term out-of-school suspension for violations of school rules other than offenses involving drugs, weapons, assaults on school staff, and/or felony offenses, first consider ways to re-engage the student in the learning process. The Principal or designee shall not suspend the student from school on a short-term or long-term basis under such circumstances until alternative remedies have been employed and their use and results documented unless specific reasons are documented as to why such alternative remedies would be unsuitable or counter-productive, or unless the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm (physical and/or psychological) upon another person while in school. Alternative remedies for the purposes of these requirements may include but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving.

The Principal shall provide written notice to the student and parents/guardians of the Principal's findings and determination and the reasons for it, and, if the student is suspended, the type and duration of the suspension and of the student's opportunity to make up assignments and such other schoolwork as needed to make academic progress during the period of removal. The determination shall be in writing and may be in the form of an update to the original written notice of hearing.

In the event of a short-term or long-term out-of-school suspension of a student in grades K-3, the Principal shall also send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

- Long-term Suspension Hearing

In addition to the rights afforded a student in a short-term suspension hearing, the student and parents/guardians shall also have the opportunity to review the student's record and the documents upon which the school may rely at the disciplinary hearing; the right to be represented by an attorney or a lay person of the student's choice (at the student's/parent's/guardian's expense); the right to produce witnesses on the student's behalf and to present the student's explanation of the alleged incident and any mitigating evidence (although the student may not be compelled to do so); the right to cross-examine witnesses presented by the school; and the right to request that the hearing be recorded 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 recording will be made and a copy will be provided to the student and parent upon request.

Based on the preponderance of evidence presented at the hearing, the Principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, the remedy or consequence to be imposed. The Principal shall send the written determination in English and the primary language spoken in the student's home to the student and parent/guardian by certified first-class mail and by email to an address provided by the parent for school communications, or by any other method of delivery agreed to by the principal and the parent/guardian.

If the student is suspended for more than ten (10) school days for a single infraction or for more than ten

(10) school days cumulatively for multiple non-statutory offenses in any school year, the notice will include written notification of the right to appeal to the Superintendent.

- Emergency Removal for Non-Statutory Offenses (603 CMR 53.07)

The Principal may remove a student from school temporarily when a student is charged with a violation of school rules in accordance with M.G.L. c. 71, § 37H3/4, 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 presented. The emergency removal shall not exceed two (2) school days following the day of the emergency removal. In the event of an emergency removal from school, the principal will not release the student until adequate provisions have been made for the student's safety and transportation.

In the event of an emergency removal, the principal shall make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal and the reason(s) therefor. The Principal or designee shall also provide written notice to the student and parents/guardians and provide the student an opportunity for a disciplinary hearing with the Principal, and the parent/guardian an opportunity to attend the hearing, to be conducted before the expiration of the two (2) school days following the Student's emergency removal, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian.

The Principal shall render a decision orally on the same day as the disciplinary hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08.

- Appeals (M.G.L. c. 71, § 37H3/4)

Students do not have the right to appeal an in-school or short-term out-of-school suspension imposed pursuant to M.G.L. c. 71, § 37H3/4. Students and parents/guardians do, however, have the right to appeal a long-term suspension imposed by the Principal to the Superintendent. The student and/or the parent/guardian shall have five (5) calendar days following the effective date of the suspension to submit a written request for an appeal to the Superintendent but may be granted an extension of time of up to seven (7) calendar days upon written request. If the appeal is not timely filed, the superintendent may deny the appeal.

The Superintendent or a Superintendent's designee will hold a hearing with the student and the parent(s)/guardian(s) within three (3) school days of the student's written appeal. The time may be extended by up to seven (7) calendar days if requested by the parent(s)/guardian(s). The Superintendent's appeal hearing may proceed without the parent(s)/guardian(s) only if a good faith effort was made to include parent(s)/ guardian(s). The Superintendent shall be presumed to have made a good faith effort if the superintendent 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/guardian of the date, time, and location of the hearing in both English and in the primary language of the student's home.

At the appeal hearing, the Superintendent shall determine whether the student committed the disciplinary offense of which the student is accused, and if so, the appropriate consequence therefor. The student shall have all of the rights afforded to students at the Principal's hearing for long-term suspension, including the right to be represented by an attorney at private expense. The Superintendent will issue a written decision within five (5) calendar days of the hearing. 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 may not impose a suspension greater than that imposed by the principal's decision.

In considering said the student's appeal and the sanctions for the violation(s) of school rules found to have occurred, the superintendent/designee shall not impose/uphold a suspension from school as a consequence until alternative remedies have been tried, except:

(1) where the Superintendent or designee documents specific reasons why alternative remedies are unsuitable or counterproductive; or

(2) where the Superintendent or designee determines that the student's continued presence in school

would pose a specific, documented concern about the infliction of serious bodily injury or other serious harm to another person while in school.

The Superintendent's appeal decision shall constitute the final decision of the Woburn Public Schools.

**For additional information regarding applicable laws and regulations, please see Appendix A.*

Educational Services During Removals and School-Wide Education Service Plan – M.G.L. c. 76, § 21

Students who are suspended from school for ten (10) or fewer consecutive school days have the opportunity to make academic progress during the period of suspension, to independently complete their regular assignments, and to make up assignments, tests, and quizzes missed due to the suspension, so as to continue to earn credits toward their promotion/graduation.

Students who are expelled or suspended from school in excess of ten (10) consecutive school days shall have the right to access services through the District to ensure their continued academic progress and earning of credits toward the student's promotion or graduation. The Woburn Public Schools has developed a school-wide Education Service Plan for all students who are expelled or suspended from school for more than ten (10) consecutive school days. Upon selection of an available alternative educational service by the student and the student's parents/guardians, the school shall facilitate and verify the student's enrollment in the service.

In addition to the above educational services provisions applicable to all District students, students who have been found eligible for special education services must be provided with a free appropriate public education as of the 11th cumulative day of disciplinary removal in a school year.

DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act (IDEA), and related regulations, require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act of 1973, are, generally, also entitled to increased procedural protections upon the imposition of a discipline sanction that will result in the student's removal for more than ten (10) consecutive school days or which will result in a pattern of short term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities:

1. Students with disabilities may be excluded from their programs for ten (10) school days or less to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or subjected to a pattern of removal constituting a "change of placement," building administrators, the student's parent(s)/guardian(s), and relevant members of the student's IEP or 504 Team will meet to review all relevant information in the student's file, including the IEP, any teacher visits, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP—"a manifestation determination."
2. No later than the date of the decision to take disciplinary action, the school district will notify the parent(s) of that decision and provide them with the written notice of procedural safeguards.

Team Determination that the Conduct was Not a Manifestation of the Student's Disability

If building administrators, the student's parent(s)/guardian(s), and relevant members of the student's IEP or 504 Team determine that the student's conduct was NOT a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students, except that students eligible for special education are entitled to services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals as of the eleventh (11th) day of disciplinary exclusion in the school year. Such services

are not available to students under Section 504. The student's IEP Team will identify the services necessary to allow the student to continue to participate in the general education curriculum and to progress toward IEP goals during the period of exclusion, review any existing behavior intervention plan or, may, as appropriate, conduct a functional behavioral assessment, to address the behavior so that it does not recur.

Team Determination that the Conduct Was a Manifestation of the Student's Disability

If building administrators, the student's parent(s)/guardian(s), and relevant members of the student's IEP or 504 Team determine that the misconduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further disciplinary removal or exclusion from the student's current educational program based on that incident of misconduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others). The student's IEP Team shall either: if a behavior intervention plan has already been developed, review and modify it, as necessary, to address the behavior; or arrange for a functional behavioral assessment, and implement a behavior intervention plan for the child.

Special Circumstances

If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a dangerous weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may, with or without parent/guardian consent, and regardless of the manifestation determination, place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days. A court or BSEA Hearing Officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days. A parent can also consent to a forty-five (45) school day interim setting. If the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement, if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

The interim alternative setting must enable the student to participate in the general curriculum, although in another setting, and progress toward the goals in the 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.

1. 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.
2. The parent shall have the right to appeal the Team's manifestation determination, the imposition of a disciplinary change in placement, and the student's placement in an interim alternative educational setting to the Bureau of Special Education Appeals. 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.

Note: If, prior to the disciplinary action, the school district had knowledge that the student may be a student with a disability, then the district will make all protections available to the student (e.g., manifestation determination) until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if: (a) the parent had expressed concern in writing; (b) the parent had requested an evaluation; or (c) District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student. The district may not be considered to have had prior knowledge if the parent has not consented to an evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility. If a request is made for an evaluation of a student's eligibility for special education services under the Individuals with Disabilities Education Act (IDEA) during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the student will remain in the educational placement determined by school authorities, which may include suspension

or expulsion from school. If the suspension imposed terminates prior to the completion of said expedited evaluation, the student shall be allowed to return to school immediately upon the conclusion of the disciplinary exclusion. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

STUDENT INFRACTIONS AND POTENTIAL CONSEQUENCES

A student who engages in any of the following behavior may be subject to disciplinary action. The following are guidelines and are not meant to be an all-inclusive list of infractions or consequences. Principals, or their designee, retain the discretion to issue any consequence they deem appropriate.:

Level 1 Infractions	Level 2 Infractions	Level 3 Infractions	Level 4 Infractions
• Disruptive classroom behavior • Inappropriate use of electronic devices • Excessive tardiness to class (3 or more) • Minor work refusal/non compliance • Misuse of pass • Class skip	• Class skip (2 or more times, same class or same day) • Failure to sign into school • Forged note or phone call • Illegal parking/parking violation • Loitering • Tardiness to school (8 times) • Skipping any detention • In unauthorized area without permission • Violation of cafeteria rules • Dress code violation • Failure to identify oneself • Disrespect to adults (refusing to comply, not giving name when asked, etc.)	• High level disrespect (directed swearing, repeated refusal to comply with directions, repeated failure to give names when asked, etc.) • Profane, vulgar, obscene behavior • Repeated violations of the code of conduct • Gambling • Failure to cooperate during a school emergency • Chemical violation • Leaving school grounds without permission • Allowing unauthorized entry • Inappropriate use of school technology • Disruption of school environment (fire alarms, etc.)	• Possession of dangerous weapon • Arson • Chemical violation • Knowingly in the presence of drugs • Knowingly in the presence of alcohol • Vandalism • Theft • Other criminal act • Hazing • Hate speech/civil rights violations • Assault on staff • Intimidation, threats, harassment, bullying • Sexual Harassment • Assault/Fighting

Level 1 - Consequences & Restoration	Level 2 - Consequences & Restoration	Level 3 - Consequences & Restoration	Level 4 - Consequences & Restoration
First Incident: • Lunch Detention • Parent Notification Second Incident: • Office Detention Third Incident: • Administrative Detention, move to level 2	First Incident: • Two lunch detentions • Office detention Second Incident: • Loss of Privileges • Two Office Detentions • In school conference with parent/guardian Third Incident: • Moves to LEVEL 3, Second Incident	First Incident: • Saturday community service • Behavior Plan • Loss of Privileges Second Incident: • ISS, 1 - 3 Days Third Incident: • OSS, 1 - 3 Days Fourth Incident: • Moves to LEVEL 4	First Incident: • School Resource Officer (SRO) Involvement • Short-Term Suspension (Up to 10 days) • Long-Term Suspension (10+ days) • Expulsion

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 to the student. Peer mediation and restorative practices are always options to resolve conflicts

ALCOHOL/DRUGS

The use, possession or distribution of any alcohol, drugs (including marijuana, non-prescribed medication, and prescribed medication not in compliance with this handbook), drug paraphernalia, tobacco/nicotine, or tobacco products or paraphernalia, including e-cigarettes and vaporizers (vaping devices and/or vape pens) on school grounds, within school buildings or facilities, at school-sponsored events, or on a school bus is prohibited. Intentionally smelling or inhaling the fumes of any substance having the property of releasing toxic vapors in order to cause intoxication, euphoria, excitement, exhilaration, stupefaction, or dulled senses or nervous system is prohibited. Violations may include but are not limited to discipline including possible long-term suspension or expulsion, as permitted under applicable state laws and regulations, and/or being barred from participating in a school-sponsored activity.

Where deemed appropriate by the school administration, a report may also be made to law enforcement authorities. Under the direction of a school administrator, an alcohol/drug screen may be performed by a school nurse.

Students who violate this alcohol and drug policy at any school event or activity, such as dances, plays, athletic contests, etc., will be barred from attending all school activities and athletic contests for a period of up to 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 rules. The MIAA standards for alcohol, drug, and tobacco violations for athletic participation shall apply for the entire calendar year.

The Woburn Public Schools is a member of the MIAA. All MIAA rules, regulations and expectations can be found on the MIAA website www.miaa.net and are available in the Athletic Director's Office. Any additional Woburn Public Schools rules and policies regarding chemical health supersede MIAA rules.

ASSISTANCE

In addition to any disciplinary which might be taken as a result of violations of this alcohol and drug policy, students may be required to become involved in chemical substance awareness and support programs. Written verification of the student's participation in such a program will be required prior to the student's readmission 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 for 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

- 62.1** From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product (including e-cigarettes, vape pens and all similar devices); marijuana (including synthetic); steroids; drug paraphernalia; or any controlled substance. This policy includes products such as "NA or near beer," inhalants (defined as any substance that produces a mind-altering effect when inhaled), and misuse of over-the-counter medications and substances used for the purposes

of altering one's mental state. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by their 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.

If a violation of this rule occurs while the student is serving a school suspension (either in-house or out-of-school), the chemical health violation penalty period will not begin until the school suspension period has concluded.

If on the other hand, the school suspension is directly related to the violation of the Chemical Health Rule, then the suspension and chemical health penalty will be served concurrently.

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 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.

Clarity on penalty application: To calculate the "number of events/seasons", count those events on your schedule where the team (vs. an individual) will compete (excluding the potential of MIAA Tournament qualification). Double duals, tri, or quad competitions held on one day count as one "event".

The intent of first offense penalties is to render the student ineligible for approximately 25% of that season's schedule, a football player who misses the last football game of the season would then be required to miss the first two basketball games of the next season. The baseball player who serves a penalty of fewer than five games in the spring would be required to miss the first football game of the fall season. In the former case, the football player has served 50% of his penalty, and then would be required to serve 50% of the basketball penalty (i.e. 2.5 games, which is rounded down to the whole number). In the second case, if the student serves 1, 2, 3, or 4 games of baseball ineligibility, then the carry-over of the penalty in the fall season would require missing the first football game. The minimum in any carry-over would be 1 event.

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 own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events provided the student was fully engaged in the program throughout that penalty period. The high school principal in collaboration with a Chemical Dependency Program or Treatment Program must certify that the student is attending or issue a certificate of completion. If a student does not complete the program, the penalty reverts back to 60% of the season. All decimal part of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 40% of the season.

Penalties shall be cumulative each academic year, but serving the penalty could carry over for one year. Or, if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year (e.g. A student plays only football: he violates the rule in winter and/or the spring of same academic year: he would serve the penalty [ies] during the fall season of the next academic year).

If a student is not an athletic participant for one full year after affirmation of a violation, then the penalty period would close, and the student would face no consequence.

Prior to any chemical health violation, a student's request for and enrollment in a substance abuse treatment shall not in and of itself constitute a violation of the chemical health/alcohol/drugs/tobacco Rule 62.

1 st Offense - 25%	
# of Events / Season	# of Events / Penalty
1-7	1
8-11	2
12-15	3
16-19	4
20 or over	5
2 nd Offense - 60% (and every subsequent offense)	
# of Events / Season	# of Events / Penalty
1-3	1
4	2
5-6	3
7-8	4
9	5
10-11	6
12-13	7
14	8
15-16	9
17-18	10
19	11
20 or over	12

2 nd Offense w/Dependency Program - 40% if in the program throughout the penalty period.	
# of Events / Season	# of Events / Penalty
1-4	1
5-7	2
8-9	3
10-12	4
13-14	5
15-17	6
18-19	7
20 or over	8

During practice or competition, a coach shall not use any tobacco product (penalty: same as students' – see chart above).

Membership position on PED:

Anabolic androgenic steroid use and performance enhancing drugs (PED's) are of grave concern. Coaches need to send a clear, unequivocal message that unauthorized steroid use and PED's are not acceptable. This discussion should highlight the fact that the penalties for other substance use apply. Short and long-term health effects can also motivate student- athletes to protect their future. Coaches should take a proactive role, learning about steroids, and then providing this information to their athletes.

Steroids can, with proper diet and weight training, increase muscle development; however, as is typical with most "get-rich-quick" schemes, steroid use has serious short and long term consequences.

Normal and equal musculature development can occur without steroid use. Although the natural process takes longer, muscle tone will last longer and does not carry the harmful side effects of steroids.

Most coaches would not promote steroid use intentionally. Total silence by coaches however condones use in some young people's minds. Even though steroids may not be mentioned when it is suggested to an athlete that success is limited only by a lack of weight and/or strength, without a disclaimer the statement can be a motivation to use steroids. The pervasiveness of the drugs that allow for development of increased weight under the aforementioned circumstances are a coercive power that is difficult for young athletes to resist without knowing what the side effects of the drugs may be.

The issue goes beyond protecting the integrity of sport. The use of steroids in sports is cheating. We must oppose the use of steroids for both health and ethical reasons.

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 may 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 may 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 have no expectation of privacy in regard to the contents of their lockers.

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 items which may disrupt the educational environment or 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 Electronic Devices

School issued laptops, as well as any other device issued by the Woburn Public Schools, and the Woburn Public Schools' network (including email), are the property of Woburn Public Schools, and students do not have an expectation of privacy as to their use of the school-issued devices laptop and/or network, including but not limited to, any information accessed, stored, or transmitted on, with, or during use of the school issued device or network.

Search of Students and Their Belongings

1. 1. Search of a student's person, personal possessions (including personal electronic devices), or automobile on school property, will only be performed by school administrators, where there exists reasonable suspicion that the search will produce evidence 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 search prior to its implementation. Search of a student may extend to, but is not limited to, articles of clothing such as pockets; and to the removal and search of outer garments such as hats/caps/head-gear, jackets, coats, sweaters, sweatshirts, or shoes; and to items such as pocketbooks, lunch bags, book bags, athletic bags, personal electronic devices, or backpacks. The consent of the student or a parent/guardian shall not be required prior to conducting a search of a student or the student's belongings. Students found in possession of prohibited items or materials may be subject to disciplinary action and/or criminal prosecution. If the student fails to comply with a search, the student may be detained until the student's parents, and, if necessary, the police, can arrive at the school. Students who impede or refuse to comply with a search may be subject to disciplinary consequences, including a short or long-term suspension from school. In the event of a search of a student or their belongings, parents will be notified of the search and the results thereof as soon as practicable. Except under exigent circumstances, the school administrator will conduct searches in the presence of another adult. Any object or substance found which may be evidence of a crime will be given to the police. Objects or substances which may be evidence of a school rule violation, but not a crime, will be held by Woburn Public Schools administrators, and, if appropriate, may be returned to the student's parents.
2. Use of canines on the exterior of vehicles or other items to detect odors do not constitute a search.
3. 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.

Locker Rooms

Students are not to enter a locker room that is not supervised by an adult, unless they have permission from a coach or staff member. While in the locker rooms, students are expected to follow all of the school rules and expectations, including the prohibitions against bullying and hazing.

DRESS AND APPEARANCE

The Woburn Public Schools' dress code supports equitable educational access and does not reinforce gender stereotypes. The dress code will be enforced in a non-discriminatory manner.

The Woburn Public Schools supports students' freedom of expression (including through attire) and does not seek to abridge that expression, provided that such expression does not cause any disruption or disorder within the school. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not cause any disruption or disorder. The District will not adopt or implement any policy that prohibits or impairs any hairstyle historically associated with race, including, but not limited to, protective hairstyles (braids, hair coverings, Bantu knots, locks, twists, and other formations), hair length, hair type, and hair textures. Any student wearing clothing deemed by an administrator to be a violation of the reasonable standards of health, safety, and cleanliness, or a disruption or disorder within the school environment, may be asked to change their clothing or be sent home.

1. Basic Principle: Certain body parts must be covered for *all* students

Clothes must be worn in a way such that genitals, buttocks, nipples, and chest are fully covered with opaque material. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

2. Students Must Wear:*

- Shirt.
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings
- Shoes; activity-specific shoes requirements are permitted (for example for sports)
- Shirts, pants, and dresses must have fabric in the front, back and on the sides.
- Clothing must cover all undergarments.

* Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress.

*Nothing in this policy should be read to restrict assignment or class-specific dress (e.g., physical education) or requiring specific clothing for a field trip.

3. The following items are likely to cause disruption or disorder, or violate the reasonable standards of health and safety:

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of the same. ● Hate speech, profanity, pornography.
- Anything that obscures the face or prevents identification of students in person or on security cameras (except as a religious observance or if the headwear constitutes protective hairstyle as described above) ● Images or language that creates a hostile or intimidating environment based on any protected class. ● Visible underwear. Visible waistbands or straps on undergarments worn under other clothing are not a violation.
- Bathing suits.
- Shoes with wheels in the heel.

IV. DRESS CODE ENFORCEMENT AT SCHOOLS

- This list is not meant to be all-inclusive. Fads and styles change quickly and require the judgment of the school administration and staff in the areas of health, safety, and when clothing may cause any disruption or disorder within the school or to the educational process.
- This policy intends to foster an inclusive, safe, and supportive learning environment for all. ● Failure to comply with the student dress code will be enforced consistently with comparable behavior and conduct violations as outlined in the school student handbook.

GENERAL SCHOOL GUIDELINES

AUDIO AND VIDEO EQUIPMENT

The use of personal electronics to video, photograph, or audio record in school or on school grounds without the approval of a school administrator is strictly prohibited. In addition, the surreptitious recording of another without that individual's knowledge and consent is a felony under Massachusetts law.

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 lunchroom.

CELL PHONES AND ELECTRONIC MEDIA -

All use of cell phones, laptops, Chromebooks, and other electronic devices, as well as use of the District's networks, must comply with the Woburn Public Schools Use of Technology Resources/Acceptable Use Policy.

Cell Phone Policy

Purpose: To support student learning and maintain a safe, respectful school environment by limiting distractions caused by cell phone use during the school day.

Policy Overview:

1. Permitted Use:

- Cell phones may be used: **Before and after school**
- **During lunch and passing time**, unless otherwise restricted
- **In class only with teacher permission** for educational purposes
- As an accommodation for a documented disability

2. Prohibited Use:

- **During instructional time** without explicit teacher approval
- In restrooms and locker rooms at any time
- For recording, photographing, or posting content of others without consent and without administrator approval
- For harassment, bullying, or any inappropriate behavior online or offline

4. Classroom Expectations:

- Teachers may require phones to be:
 - Placed in a phone caddy or designated area as you enter the classroom
 - Silenced and put away in bags
 - Used only for instructional apps or research with supervision

5. Enforcement:

- **1st Offense:** Verbal warning and request to put the phone away
- **2nd Offense:** Phone held by teacher until end of class
 - Students who fail to surrender their phone to a staff member will receive consequences.
- **3rd Offense:** Phone turned in to main office; parent/guardian notified
- **Repeated Offenses:** Parent meeting, possible loss of phone privileges at school, or additional disciplinary action

6. Emergency Contact:

- In case of emergency, parents/guardians should contact the main office. Students may be called out of class or contacted during appropriate non-instructional times.

Student Responsibility:

Students bring phones at their own risk. The school is **not responsible** for lost, stolen, or damaged phones.

Parent/Guardian Role: Please support the policy by:

- Limiting communication with your child during class hours
- Reinforcing the appropriate use of technology in school

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.
- All provisions of the Student Handbook and Code of Discipline, including the alcohol and drug provisions of the Code of Discipline are 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 without having filled out and had authorized a "Permission to Attend" form.

DANGEROUS ITEMS

Possession of dangerous weapons is strictly forbidden. Examples of dangerous weapons include, but are not limited to, guns, ammunition, knives, slingshots, chains, blackjacks, explosive devices, etc. Such items will be confiscated and parents and/or law enforcement will be notified. In cases of this kind, circumstances can dictate suspension or expulsion as well as police action.

Reports of Dangerous Weapons

All staff shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time. Supervisors in turn shall file such weapon report with the Superintendent, who in turn shall file such report with the chief of police, DCF, the District's Office of Student Services, and the School Committee. The Superintendent, chief of police, DCF, and Office of Student Services, shall arrange an assessment of the student involved in said weapon report. The student shall be referred to a counseling program in accordance with acceptable standards as set forth by the board of education. Upon completion of the program, a follow-up assessment shall be completed of the student by the Superintendent, chief of police, DCF, and Office of Student Services.

FOOD AND DRINK

No food or drink (besides water) is allowed in the building outside of the cafeteria, unless as an accommodation for a documented disability.

GAMBLING

Any kind of gambling and card playing is forbidden. Violation of this rule may result in disciplinary action at the discretion of the Principal or designee.

GUN STORAGE

The Woburn Public schools are committed to maintaining a safe school environment. Recently, in other parts of the nation, there have been circumstances in which students have brought a firearm to school as a result of inadequate storage of a firearm in the home. Please help keep schools safe by becoming informed about Massachusetts and federal firearms law. Firearms are strictly prohibited at school, at school-sponsored events, at school-related activities, and on school grounds.

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.

LIBRARY

The Library is open for use during school hours, unless booked. Books may be taken out for two weeks and may be renewed if necessary. Teachers may request that books be kept in the Library for specific studies. Any

student who leaves the Library without permission during the period for which a pass was received will be held accountable for a class skip and Library privileges may be revoked.

LOST AND FOUND

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

PROGRAM OF STUDIES

A Program of Studies is available online. The program 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.

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 except for the cafeteria. Students are not to be present in classroom areas and are not to congregate and loiter in corridors.

Student Parking

Use of the school parking lot is a privilege and is provided for your convenience. Student parking at WMHS will now be with a permit only. Students may park in the school lot if they agree to follow the rules of this policy and this handbook and if they purchase a parking permit (subject to availability). Students are expected to follow the directives of all WMHS staff supervising the parking lots. The rules established for the parking lot are to promote safety for all the students who use the lot, including pedestrians.

Students will need to apply for a parking permit by the end of the first week of school (Sept. 5th). The cost of the permit will be \$30 and payable by cash or check made payable to Woburn Memorial HS. Parking space is limited, and we will only permit approximately 200 students, the initial distribution of permits will go to seniors 1st then Juniors. As the year progresses students may apply for permits (If available)

All students with parking permits will park in the designated student parking sections only on a first-come, first-served basis.

Please be aware that a student's parking permit may be suspended or rescinded for various infractions, including, but not limited to the following:

1. Poor academic performance
2. Excessive tardiness to school
3. Suspension due to infraction of school rules
4. Driving to endanger on school grounds
5. Illegal parking or parking in restricted "Staff Only" areas.
6. Giving your parking permit to another person. (Permits are non-transferable)
7. Unauthorized visits to parking area and/or leaving the school grounds during the school day without permission
8. The production or use of counterfeit permits

9. Any other reason the administration finds detrimental to the parking process.

To apply for a parking permit please fill out the application (located in the main office) and return to the main office with the \$30 permit fee, a copy of your driver's license, and a copy of your car registration.

Students found to be parking on school grounds during school hours without a parking permit will be subject to progressive consequences including detention and/or suspension. Unauthorized vehicles are also subject to fines and potential towing at the owner's expense.

In the following diagram:

Red = No Parking

Orange = Staff only

Yellow = Student Parking only

Blue = Handicap Parking only

Pink = Visitor Parking only



PARKING LOTS

It is strictly forbidden for students to loiter in the parking lot at any time before, during, or after the school day. This policy applies to all students. Drivers shall not pass school buses when passengers are being picked up or discharged. Drivers must come to a full stop when approaching a vehicle that is displaying a "School Bus" sign and flashing front and rear red lights, and has stopped to let passengers off. See M. G. L. c. 90, § 14 (punishable by fines and loss of license for repeat violations). With limited exceptions, Massachusetts law prohibits the unnecessary idling of motor vehicles on school grounds. M. G. L. c. 90, § 16B. While on school property, drivers, as well as passengers, must properly fasten safety belts.

Use of Alcohol, Drugs or Tobacco Products By Students

Possession, use, or distribution of, or being under the influence of alcohol, drugs (including marijuana, non-prescribed medication, and prescribed medication not in compliance with this handbook), drug paraphernalia, tobacco/nicotine, or tobacco products or paraphernalia, including e-cigarettes and vaporizers (vaping devices and/or vape pens) on school grounds, within school buildings or facilities, at school-sponsored events, or on a school bus is prohibited. Intentionally smelling or inhaling the fumes of any substance having the property of releasing toxic vapors in order to cause intoxication, euphoria, excitement,

exhilaration, stupefaction, or dulled senses or nervous system is prohibited. Violations may include but are not limited to discipline including possible long-term suspension or expulsion, as permitted under applicable state laws and regulations, and/or being barred from participating in a school-sponsored activity.

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. Students must obey the directions of the bus driver and monitor(s), if present.

TEXTBOOKS

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.

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 until the guest has filled out and had authorized a "Permission to Attend" form.

ALL VISITORS MUST REPORT TO THE MAIN OFFICE UPON ARRIVAL. If you wish to have a conference with a teacher, please contact the teacher for an appointment at least forty-eight hours in advance of any proposed meeting date/time.

All employees, interns, volunteers, chaperones, transportation personnel, and contractors working on school property may be subject to CORI and fingerprint background checks pursuant to M. G. L. c. 71, § 38R

SGT. KEITH CALLAHAN LEARNING CENTER

The purpose of the Learning Center is to promote academic success by providing a team of faculty who tutor students with needs in a particular subject area in small group and individual tutoring sessions. The Learning Center is available on a drop-in basis during study periods and after school.

OBSERVATIONS OF EDUCATION PROGRAMS

Observations of a student's current and/or proposed special education program may be conducted by a parent/guardian or his/her designee in accordance with M.G.L. c. 71B § 3. Parents must request an observation in advance and can submit the request to their Student's Team Chair, the Director of Special Education, and building Principal. Observers may be required to sign a non-disclosure form to protect student confidentiality. Observers shall be accompanied at all times by a school staff member.

PREVENTION OF PHYSICAL RESTRAINT AND REQUIREMENTS IF USED

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 inappropriate under the circumstances. Physical restraint is defined as 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 Woburn Public Schools 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.

The Woburn Public Schools' School Committee Policy on Physical Restraint is available at: <https://z2policy.ctspublish.com/masc/browse/woburnset/woburn/JKAA>

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.

EMPLOYMENT

A number of students have part-time jobs. However, the student's first obligation is to his or her studies. There is a [website](#) that lists employment opportunities. Any student who wishes to find career employment information may contact his guidance counselor. 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. 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.

COUNSELING

The role of the Counseling 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 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 attending, enrolled, or registered to attend Woburn Public Schools must present, in accordance with 105 C.M.R. 220, a copy of their certificate of immunization documenting their immunization records before they can attend school unless a waiver of this requirement has been granted based upon documented medical need or sincere religious belief.

State mandated screenings are conducted in accordance with M.G.L. c. 71, §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.

Physical Exams and Health Screenings

Students are required to submit a copy of a physical examination that was completed within one year prior to entrance to Woburn Public Schools or within thirty (30) days after entering Woburn Public Schools, and at intervals of three/four years thereafter. Health records transferred from a previous school may be used to meet this requirement. All new students will be required to submit a copy of a physical examination.

All students participating in competitive athletics will need to submit a copy of a physical examination every year in which they intend to participate. See 105 CMR 200. Students are also required to submit a copy of a physical examination if they are over the age of fourteen (14) but under the age of sixteen (16) and are requesting employment certificates.

Within thirty (30) days of a student's first day at Woburn Public Schools, all students must submit certification that the student has passed a vision screening within the previous twelve (12) months. Vision and hearing screenings will be conducted in the year of school entry and annually and in grade ten (10).

The weight and height of each student will be measured in grade 10. Every effort will be made to protect the privacy of each student during the screening. School personnel will not disclose the height, weight or BMI calculations of an individual student to anyone other than the parent/guardian, unless written consent is provided by the parent/guardian. Parents/guardians can request in writing that their child's measurements not be taken.

Postural screening will be conducted annually by the nurse, or other approved personnel approved by the Department of Public Health, on all students in grade nine (9).

SBIRT: Screening, Brief Intervention, and Referral to Treatment

Screening, Brief Intervention and Referral to Treatment (SBIRT) will be completed annually in grades [enter grades]. SBIRT is a verbal screen of students for substance use disorders. Parents and guardian will be notified ahead of time, and either the parent/guardian or the student may opt out of the screening at any time before or during the screening through written notification. Information provided by a student during a screening is confidential, except in instances of an immediate medical emergency or disclosure of the information provided is required by state law. The screening will be implemented in accordance with state and federal laws regarding student confidentiality, including applicable student record laws and regulations.

Definition: SBIRT stands for Screening, Brief Intervention, and Referral to Treatment. An evidence-based screening tool is utilized for the Screening; the Brief Intervention is provided through motivational interviewing and the Referral to Treatment is dependent on resources available in the school and community.

Background: Substance use during adolescence is associated with various negative outcomes including problems in school, injuries, emergency room visits, arrests, violence, and other risky behaviors, such as unprotected sex. The younger a person is when he/she first uses alcohol or drugs, the greater the likelihood that he/she will become dependent and/or addicted as an adult. Additionally, heavy alcohol and marijuana use in adolescence may result in long-lasting functional and structural changes in the brain affecting memory and learning functions, decreasing motivation, and increasing the risk of serious mental illness. In response to the Opioid Crisis, an Opioid Bill was signed by Governor Baker on March 14, 2016, mandating a verbal screening for substance use (also known as Screening, Brief Intervention, Referral to Treatment – SBIRT).

Purpose: The purpose of SBIRT is to promote prevention and identify early risk for substance use in our adolescents and to take appropriate actions as soon as possible if a problem is identified. Neuroscience tells us that the developing adolescent brain is at particular risk for addiction, so intervening early, before a substance use disorder develops, is key to the life-long health of our students. The SBIRT screening process reinforces healthy choices being made by students, identifies those who need intervention and education, ideally before substance use begins, and provides a referral for those who need additional support or treatment. SBIRT screenings are performed like other health screenings in school settings (i.e., vision, hearing, BMI) with respect to identifying a health condition as soon as possible so as to enable all children to obtain the fullest benefit of their educational opportunities.

Universal Screening: The SBIRT protocol developed by the MA Department of Public Health (DPH) for use by school health personnel is a structured, evidence-based conversation that promotes prevention and identifies early risk for substance use among adolescents. It is a UNIVERSAL screening of ALL students in a selected grade level. It is not a targeted screen for selected students, nor is it intended to get anyone “in trouble”. It is neither “drug testing” nor is it a treatment program for students who may be addicted to substances.

SBIRT Team: An SBIRT team will be composed of school health personnel, such as school counselors, adjustment counselors, social workers, psychological staff, and health educators. Members of the SBIRT team will implement the screening, provide education to the students and/or provide follow-up as necessary.

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.

- **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.

Administration of Medication

- The school nurse supervises the administration of medication at Woburn.
- If medication needs to be administered during school hours, whether it is a prescription or

over-the-counter medicine, such administration of medication must be done by the school nurse or with the authorization and supervision of the school nurse in accordance with 105 CMR 210.000, including proper training. Unless the conditions for self-administration outlined in 105 CMR 210 have been met, including an agreement between the nurse, parent/guardian, and student, no student is permitted to carry and/or self-administer medication. There is no exception for epi-pens or inhalers. A student may only carry and/or self-administer an epi-pen or inhaler if the conditions for self-administration in 105 CMR 210 have been met, and there is an agreement between the school nurse, parent/guardian, and student.

- 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 medications must be delivered to the nurse by a parent, guardian, or another designated adult. Medication must be in its original pharmacy-labeled container, and be accompanied by a doctor's order and written parental approval prior to administration. No more than a thirty (30) school day supply shall be stored at the school, with the exception of multidose devices. Parents/guardians may retrieve the medication from the school at any time. All unused, discontinued, or outdated medications will be returned to the parent/guardian. In extenuating circumstances, with parental consent when possible, medications may be destroyed by the school nurse in accordance with the policies of the Massachusetts Department of Public Health, Drug Control Program.
- The school nurse will ensure that there is a proper medication order renewed at the beginning of each academic year, and as clinically necessary. Before the student enters school, the medication order shall be obtained by the school nurse, along with any other additional information from the doctor, and the medication administration plan shall be developed in accordance with 105 CMR 210.005. Any verbal order must be followed by a written or electronic order within three (3) school days. The medication order must contain: the student's name; name and signature of the licensed prescriber and business and emergency phone numbers; name, route and dosage of medication; frequency and time of medication administration; date of order; a diagnosis and any other medical condition(s) requiring medication if not a violation of confidentiality or if not contrary to the request of a caregiver or student to keep confidential;; and specific directions for administration. Additional information may include: student-specific side effects, other medications being taken by the student, and the date of return visit. For medications requiring administration for ten (10) school days or fewer, the pharmacy-labelled container may be used in lieu of the medication order. For "over-the-counter" medications the school nurse will follow the Board of Registration in Nursing's Advisory Ruling 92-05. For medications administered under a standing order, the school nurse will follow the Board of Registration in Nursing Advisory Ruling 9324. Unlicensed school personnel will only administer a medication under a standing order that is specific to an individual patient (with the exception of an emergency rescue opioid antagonist) and under the delegation model. Investigational new drugs will only be administered with a written order by a licensed prescriber, written consent of the parent/guardian, and the pharmacy-labelled container.
- The school nurse shall ensure that there is a written authorization by the caregiver which contains: (the caregiver's printed name and signature and phone number; a list of all medications the student is currently receiving, if not a violation of confidentiality or contrary to the request of the caregiver or student that such medication not be documented; approval to have the school nurse or unlicensed school personnel designated by the school nurse administer the medication; persons to be notified in case of a medication emergency if the caregiver is unavailable.
- The school nurse, in collaboration with the parent/guardian whenever possible, will establish a medication administration plan for each student receiving medication in accordance with 105 CMR 210.
- A medication administration record for each student will be maintained, including a daily log, the medication administration plan, the medication order, and parent/guardian authorization.
- Parenteral medications will not be delegated or administered by training, with the exception of epinephrine or injectable glucagon in accordance with 105 CMR 210. Properly trained unlicensed school

personnel may administer epinephrine in accordance with 105 CMR 210 in a life-threatening situation during regular school activities when a school nurse is not immediately available, including field trips. Medications to be administered “as needed” may be administered by authorized school personnel after an assessment by or consultation with the school nurse for each dose. Emergency rescue medications may be administered under the delegation model according to the student’s emergency medication plan without a separate nursing assessment. Neither prescription medication nor over-the-counter medications can be administered by delegation without student-specific medication orders from a licensed prescriber.

- In the case of field trips and other short-term special school events, every effort will be made to have a nurse trained in prescription medication administration accompany the student. When this is not possible, the school nurse has final decision-making authority for the provision of medication administered, which may include delegation to authorized school personnel.
- The school nurse may, in accordance with standard nursing practice, refuse to administer or allow to be administered any prescription medication which, based on their individual assessment and professional judgment, has the potential to be harmful, dangerous or inappropriate. Parents/guardians and the doctor will be notified immediately by the school nurse in this scenario.
- Any individual may carry and administer emergency rescue opioid antagonists on school grounds or at school events as permitted by Massachusetts law.
- Students found in possession of unauthorized medications on school grounds or at school-sponsored events may be subject to discipline.
- The prescription medication administration record and records pertinent to self administration will be filed in the student’s cumulative health record with parent/guardian consent. If the parent/guardian objects, the records will be considered confidential medical notes and will be kept confidential, except as provided in 105 CMR 210. To ensure compliance, the Department of Public Health may inspect individual student medication records or records related to the administration or storage of prescription medications without prior notice.
- The entire medication policy is available in the Nurse’s Office and on the Woburn Public Schools website (<https://www.woburnps.com/health-services/>).
- **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.

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 court orders. See additional information under Student Records regarding Non-Custodial Parents.

STUDENTS RIGHTS

REGULATIONS PERTAINING TO STUDENT RIGHTS AND RECORDS

The Woburn Public Schools complies with applicable federal and state laws and regulations pertaining to Student Records. Those laws and regulations are designed to ensure a parent’s and eligible student’s rights to access, inspect, and to request amendment of the child’s student record.

The Massachusetts Student Record regulations (603 CMR 23.00) and the Family Educational Rights and Privacy Act (FERPA) apply to educational records maintained by a school on a student in a manner such that he or she may be individually identified. The regulations divide the record into the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student’s educational progress. This information includes name, address, course titles, grades, credits, and grade level completed. The transcript is kept by the school system for at least sixty (60) years after the student leaves the system.

The temporary record contains the majority of the information maintained by the school system about the student. This may include such things as standardized test results, class rank, school sponsored extracurricular activities, and evaluations and comments by teachers, counselors, and other persons. The temporary record is destroyed no later than seven (7) years after the student leaves the school system.

STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) and the Massachusetts Student Records regulations (603 CMR 23.00) provide parents and eligible students certain rights with respect to a student's education records. A general overview of those rights is provided below. Parents and eligible students may obtain a complete copy of their rights by contacting the Principal.

Massachusetts regulations related to student records (603 CMR 23.00) ensure a student's (and their parents') rights of inspection, amendment, destruction, and confidentiality related to their records.

Under 603 CMR 23.01, the rights related to student records belong to the student's parent if the student is under the age of fourteen (14) and has not started the ninth grade. Upon reaching the age of fourteen (14) or upon starting the ninth grade (whichever occurs first), both the student and their parent retain the rights related to student records. Either the student or the parent can exercise these rights independently. Once the student reaches the age of eighteen (18), the student exclusively retains the rights related to student records and only they can exercise such rights if they expressly limit the rights of their parent, exclusive of the right to inspect. If a student wishes to limit the rights which are held by their parent, they must make the request to the Principal or Superintendent in writing. A parent always maintains the right to inspect the student record.

The student record consists of the transcript and the temporary record, including all information on 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 reflect the student's educational progress. This information includes the name, address, course titles, grades, credits, and grade levels completed. The transcript is kept by the school system for at least sixty years after the student leaves the system.

1. Inspection of Records

A parent, or a student who has entered the ninth grade or is at least fourteen years old (eligible student), has the right to inspect the student record upon request. The record must be made available to the parent or eligible student no later than ten days after the request unless the parent or eligible student consents to a delay. The parents or eligible student has the right to receive copies of any part of the student record. The district may charge a fee at the district rate for such copying. Finally, the parents or eligible student may request to have the record interpreted by a professionally qualified school employee. Parents and eligible students should submit their request to access/inspection to the Principal.

2. Confidentiality of Records

With a few exceptions, no individual or organization other than the parent, student, and authorized school personnel are allowed to have access to information in the student record without the specific, informed, written consent of the parent or eligible student.

3. Amendment of Records

The parent and the eligible student have the right to add relevant comments, data, information, or other written materials to the student record. In addition, the parent and eligible student have the right to request that certain information in the record be amended or deleted. The parent and eligible student have a right to request a conference with the Principal or her/his designee to make their objections known. Within a week after the conference, the Principal or their designee must render a decision on such a request in writing. If the parent and/or eligible student are not satisfied with the decision, the regulations contain provisions through which the decision may be appealed to higher authorities in the school. [Directory Information](#) - Federal law

requires that the District release the names, addresses, and telephone listings of students to military recruiters and institutions of higher education upon request for recruitment and scholarship purposes without prior consent. In addition, the school may release the following directory information about a student without prior consent: a student's name, address, major fields of study, dates of attendance, weight and height of members of athletic teams, class participation in officially recognized activities and sports, honors and awards, 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 the Principal in writing by the end of September of each school year.

4. Destruction of Records

The regulations require that certain parts of the student record, such as the temporary record, be destroyed within a certain period of time after the student leaves the school system. In addition, school authorities are allowed to destroy misleading, outdated, or irrelevant information in the student record from time to time while the student is enrolled within the school system. Before any such information may be destroyed, the parent and eligible student must be notified and have an opportunity to receive a copy of any of the information before its destruction.

5. Transfer of Records - In accordance with 603 CMR 23.07(4)(g), it is the practice of the Chelmsford Public Schools to forward the student record of any student who seeks or intends to enroll, or already has enrolled in another public schools district, if the disclosure is for the purposes of the student's enrollment or transfer. The parent or eligible student has the right to receive a copy of the school record that is forwarded to the new school.
6. 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 M.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.
7. 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
8. Complaints - A parent or eligible student has a right to file a complaint with the Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-8520, 1-855-249-3072 or with the Massachusetts Department of Elementary and Secondary Education, 135 Santilli Highway, Everett, MA 02149; 781-338-3000. If you have any questions regarding this notice, or would like more information and/or a copy of the Massachusetts Department of Elementary and Secondary Education Student Record Regulations, please contact the building principal.

NON-DISCRIMINATION NOTICE

The Woburn Public Schools does not tolerate discrimination against students, parents, employees or the general public on the basis of race¹, color, national origin, sex, sexual orientation, gender identity, pregnancy or pregnancy status, disability, homelessness, religion, age or immigration status. The Woburn Public Schools is also committed to maintaining a school environment free of harassment based on race, color, religion, national origin, sex, gender, sexual orientation, gender identity, pregnancy or pregnancy status, age, genetic information, ethnic background, ancestry, disability, or any category protected by state or federal law. In addition, the District provides equal access to all designated youth groups. Consistent with the requirements of the McKinney-Vento Act, the District also does not discriminate against students on the basis of homelessness.

The Superintendent shall designate at least one administrator to serve as the compliance officer for the District's non-discrimination policies in education-related activities, including but not limited to responding to inquiries related to Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act; the Age Act; M.G.L. c. 76, § 5; M.G.L. c. 151B and 151C; and 603 C.M.R. § 26.00. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary of the U.S. Department of Education, or both.

The Woburn Public Schools' policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to a public school of Woburn or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, religion, national origin, sex, gender, sexual orientation, gender identity, pregnancy or pregnancy status, age, genetic information, ethnic background, ancestry, disability, or any category protected by state or federal law.

In addition to designating at least one administrator to respond to inquiries regarding the District's non-discrimination policies, the District has adopted grievance procedures for addressing reports of discrimination, harassment and retaliation under the protected classes identified in this policy. If an individual is interested in filing a complaint that they have been discriminated against because of race, color, national origin, sex, sexual orientation, gender identity, pregnancy or pregnancy status, disability including meal modifications, homelessness, religion, age or immigration status, their complaint should be filed in accordance with the District's grievance procedures for discrimination, harassment, and retaliation.

A complete copy of the Woburn Public Schools' Civil Rights Grievance Procedures for all non-Title IX claims may be found [here](#).

A complete copy of [Jan 10 2025 WPS Civil Rights Grievance Procedure](#) the Woburn Public Schools' Title IX Grievance Procedures may be found [here](#).

Woburn Public Schools Civil Rights and Title IX Coordinators:

Ms. Maureen Ryan, Woburn Memorial High School Civil Rights Coordinator

TITLE IX

Title IX of the Education Amendments of 1972

The District does not tolerate discrimination against students, parents, employees, or the general public on the basis of sex. The District is also committed to maintaining a school environment free of harassment based on sex, including harassment based on gender, sexual orientation, gender identity, pregnancy or parenting status. The District's policy of nondiscrimination extends to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or

¹ Under Massachusetts law, "'Race', as applied to a prohibition on discrimination based on race, shall include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles." M. G. L. c. 4, § 7. Protective hairstyles, "shall include, but not be limited to, braids, locks, twists, Bantu knots, hair coverings and other formations." *Id.*

discriminated against in employment, admission to the District or in obtaining the advantages, privileges, and courses of study of such public school on account of sex.

How to Report Sexual Harassment: Individuals are encouraged to report allegations of sexual harassment to the District Title IX Coordinator or the Principal. Any report of sexual harassment, as defined under Title IX of the Education Amendments of 1972, will be responded to promptly in accordance with the District's Title IX Sexual Harassment Grievance Procedure.

Reports of discriminatory harassment not constituting sexual harassment as defined under Title IX of the Education Amendments of 1972, will be initially addressed through the District's Title IX Sexual Harassment Grievance Procedure and may, if dismissed under that procedure, be investigated in accordance with the District's Civil Rights Grievance Procedure. :

Upon receipt of a report of sexual harassment, the Title IX Coordinator will: (1) promptly and confidentially contact the complainant to discuss the availability of supportive measures; (2) inform the complainant of the availability of supportive measures with or without the filing of a Title IX Formal Complaint; (3) consider the complainant's wishes with respect to supportive measures; (4) if the school district does not provide the complainant with supportive measures, document the reasons why such response was reasonable; and (5) explain to the complainant the process for filing a Title IX Formal Complaint.

Inquiries about the application of Title IX may be directed to the District's Title IX Coordinator and/or the Assistant Secretary of the U.S. Department of Education, Office for Civil Rights.

Any employee or student found to have engaged in sexual harassment may be subject to disciplinary action. Students found to have engaged in sexual harassment may be subject to disciplinary proceedings in accordance with procedures set forth in the disciplinary due process section of this handbook and applicable state and federal laws and regulations. Staff members determined to have engaged in sexual harassment may be subject to professional discipline including but not limited to possible termination of employment.

Civil Rights Policy for the School Food Service Program

The Woburn Public Schools ("Woburn" or "District") is a sponsor of the U.S. Department of Agriculture (USDA) Food and Nutrition Services (FNS) Child Nutrition Programs. In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (800) 7953272 or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.

In addition to USDA policy and federal law, Woburn provides benefits to all eligible individuals without discrimination in accordance with state civil rights laws. To this end, Woburn is committed to maintaining school environments free of discrimination, harassment or retaliation based on race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity, age, homelessness, or disability. Harassment, discrimination, and retaliation in any form or for any reason is prohibited. This includes harassment or discrimination by administrators, personnel, students, vendors and other individuals in school or at school related events.

Woburn will make meal modifications and/or substitutions, at no cost to the student or parent/guardian, for students who are unable to eat meals served in any Child Nutrition Programs because of their disability(ies). To request a meal modification and/or substitution based on your child's disability, please contact Woburn's 504 Coordinator and submit supporting documentation, including a medical statement signed by a state licensed healthcare professional or registered dietitian. Parents/guardians are encouraged to contact Woburn's 504 Coordinator, and submit supporting documentation. The medical statement must include the following information: information about the child's disability that is sufficient to allow Woburn to understand how it restricts the child's diet; an explanation of what accommodations are necessary; and the food or foods to be omitted and recommended alternatives. A request for meal modification may be declined if such a modification would fundamentally alter the nature of the of Child Nutrition Program.

Woburn Memorial High School 504 Coordinator can be reached at:

Angela Lawler Brennan at abrennan@woburnps.com

HEALTH EDUCATION

WMHS 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 cardiopulmonary resuscitation.

CORPORAL PUNISHMENT

Corporal punishment is prohibited in public schools in Massachusetts.

CHAPTER 269 • HAZING

Hazing is illegal and never tolerated at Woburn Memorial High School. Students who organize or participate in hazing may be disciplined, including possible removal from school, and notification to the police.

M.G.L. Chapter 269: Section 17 Hazing defined

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

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

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

M.G.L. Chapter 269: Section 18 Failure to report hazing

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

M.G.L. Chapter 269: Section 19 Issuance to students and student groups, teams and organizations; report

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

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

seventeen and eighteen.

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

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

ACCEPTABLE USE POLICY

All Student technology use, including all use of District devices and networks, must comply with Woburn Public Schools Use of Technology Resources/ Acceptable Use Policy (School Committee Policy IJNDB). Portions of the policy are excerpted below. For a complete copy of the policy, [click here](#).

Online tools, including social media, should be used in WPS to promote educational excellence, facilitate resource sharing, innovation, and communication. Woburn Public Schools has a legal and ethical obligation to protect the personal data of our students and families. Users should be aware that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive. The District has a filtering system in place to restrict access to controversial materials. However, it is impossible to control all materials; and an industrious user may discover controversial information. The District believes that the valuable information and interaction available on the internet, far outweighs the possibility that users may procure material that is not consistent with the educational goals of the Woburn Public Schools.

In schools, the online activities of minors are monitored by staff, and through system wide technology protection measures. Proper conduct when using and accessing the technology resources of WPS is the responsibility of end users. These guidelines are provided to outline those responsibilities. In general, this requires efficient, ethical, and legal utilization of technology resources. If a Woburn Public School user violates any of these provisions, his or her account may be suspended, future access may be denied, and further disciplinary sanctions may be issued. This Acceptable Use Policy should be reviewed annually by WPS staff and students.

Grades 6-12 Responsible Use Guidelines

The following language is derived from School Committee Policy [IJNDB - Use of Technology Resources](#).

Technology supports learning through collaboration, creativity, critical thinking, and communication. In Woburn Public Schools, whether online or offline, we will treat everyone with compassion and caring. We will be intentional in choosing when to disconnect and when to be part of an online community. We will model what it means to be a positive citizen online as well as in person.

Respectful

- I will be kind and respectful online.
- I will stand up for others online and offline and foster a cohesive school community.
- I will take care of my device and keep it charged and secure. I will use my device and the internet appropriately.

Responsible

- I will keep my passwords safe and only share them with appropriate adults.
- I will only use apps and websites approved by the district. I will use email responsibly.
- I will report to a teacher or staff member when I see unexpected or inappropriate content or behavior.

Honest

- I will submit work that I have created myself and give proper credit to sources.
- I will only access my own accounts and represent myself online.
- I will share work with other students when approved by the teacher.

Guidelines for School-Issued Devices

- Be the exclusive user of the device.
- Handle the device with care.
- Bring the device to school, fully charged, each day that school is in session.
- Secure the device and protect it from theft.
- Limit exposure to high and low temperatures.
- Immediately report any malfunctions to the tech department.
- Only install software or applications that are approved by WPS.
- Not place stickers on, write on, or remove the device's asset tag.
- Not modify the device, change the configuration of the equipment in any way, disassemble any part of the device or attempt any repairs.
- Be personally responsible for this device and return it in a condition deemed reasonably acceptable by Woburn Public Schools.

Students/Staff are prohibited from:

1. Using school provided electronic devices or networks to harass or bully others, including over social media.
2. Sharing and/or using someone else's account and/or password.
3. Deleting or intentionally tampering with someone else's files, folders, or work.
4. Damaging or modifying devices, computer system, software, applications, files or other network resources in any way.
5. Storing confidential or sensitive school information on portable external electronic storage media. Portable external electronic storage media includes but is not limited to USB or flash drives, CDs, removable hard drives.
6. Copying software or applications from Woburn devices through any electronic means unless the particular licensing agreement in place for the software allows user distribution.
7. Violating any federal, state, or local laws/policy, including criminal and intellectual property laws.
8. Sending inappropriate and unsolicited information through "spamming."
9. Downloading non-educational content such as streaming music and/or video, while utilizing the school network or school devices or technology.
10. Intentional viewing, sending, downloading of inappropriate or offensive content.
11. Accessing or sending dangerous information that, if acted upon, could cause damage or danger to others.
12. Attempting to override, disable, alter, or circumvent security restrictions, management systems, or network settings, including but not limited to "hacking" to gain unauthorized access to files, devices, or computer systems. Any attempt will be considered intentional damage.
13. Intentionally spreading computer viruses, vandalizing data, infiltrating systems, damaging hardware or software, or in any way degrading or disrupting a device or the network.

14. Using the network for financial, commercial, or political gain.
15. Intentionally wasting limited network or bandwidth resources.
16. Uploading any harmful form of programming, bypassing filters, installing any type of service, aliasing/spoofing, peer-to-peer networking or remote control software.
17. Creating, sharing or posting audio, video, or any material of or created by another without permission.
18. Posting private information of another Student or Staff member.
19. Impersonating or attempting to impersonate another individual on any social media platform.
20. Use of offensive or inflammatory speech, profanity, or obscene language, including over social media.
21. Any expression or use that causes disruption or disorder in school, including over social media.
22. Engaging in any form of bullying, harassment, discrimination, or other malicious or harmful behavior, including but not limited to hate mail or social media content.
23. Sharing accounts, account information, usernames, or password.
24. Violating the rules of copyright or other intellectual property, or failing to acknowledge authorship. Re-posting communications of a personal nature without the author's permission or bulletin board messages without proper attribution is prohibited.
25. Saving inappropriate files to any part of the system, including but not limited to:
 - a. Music files
 - b. Movies
 - c. Video games of all types, including ROMs and emulators
 - d. Offensive images or files
 - e. Programs which can be used for malicious purposes
 - f. Any files for which you do not have a legal license
 - g. Any file which is not needed for school purposes or a class assignment
26. Use that contributes to the violation of any other violation of this policy or the handbook including but not limited to cheating, plagiarism, hazing or harassment, theft, falsification of records, possession of banned substances/items, etc.

Note – if a student needs a file for a class project that you think may be considered inappropriate, then he/she needs to have teacher and school administration permission prior to the class project.

Additional Information

Content Filtering & Monitoring

Both on premises and at home when using school-issued devices / accounts, content is filtered and monitored as required by the Children's Internet Protection Act (CIPA). Woburn Public Schools is required by CIPA to block access to inappropriate content and monitor internet use by minors. The Woburn Public Schools Technology Department is responsible for managing the district's internet filter and will work with WPS staff to ensure the filter meets the academic and operational needs of each school, while protecting minors from exposure to inappropriate content. There should be no expectation of privacy related to information stored or transmitted using WPS devices, systems or networks.

Users will inform teachers or administrators of any inadvertent access to inappropriate material, in order that there is appropriate modification of the filtering profile. The District educates Students about appropriate online behavior, including interacting with other individuals on social networking web sites as well as cyberbullying awareness and response.

Google Workspace for Education Accounts

ALL students are given Google Workspace for Education accounts which are managed by Woburn Public Schools. These are different from a “personal” Google account. Woburn controls various settings based on educational best practices which vary by grade. At the elementary level, for example, students have no access to email, YouTube filter is set to most restrictive and sharing limited to woburnps.com. If you would like to read more about Google for Education accounts and their industry-leading safeguards, please visit <https://edu.google.com/why-google/privacy-security> Accounts have unique passwords and can be changed upon request by contacting help@woburnps.com

Online Communication & Social Media Use

Woburn provides employees and students with district email accounts and online tools to allow access to services as well as improve the efficiency of communication. Appropriate behavior is expected when using online tools and sharing information, including:

- When acting as a representative or employee of the Woburn Public Schools.
- When the communication impacts or is likely to impact the classroom or working environment in the Woburn Public Schools.

Users should understand that all communication sent by an employee using district property or regarding district business may be subjected to public record requests. Data and other material/files maintained on the school district's systems may be subject to review, disclosure, or discovery. Personal email and communication tools should not be used to conduct school business. Such use may open an individual's personal account to be subject to public records inquiries. WPS will cooperate fully with local, state, and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies or government regulations.

Use of Copyrighted Materials

Violations of copyright law that occur while using the WPS network or other resources are prohibited and have the potential to create liability for the district as well as for the individual. WPS staff and students must comply with regulations on copyright plagiarism that govern the use of material accessed through the WPS network.

- Users will refrain from using materials obtained online without requesting permission from the owner if the use of the material has the potential of being considered copyright infringement.
- WPS will cooperate with copyright protection agencies investigating copyright infringement by users of the computer systems and network of the Woburn Public Schools.

Network Usage, Filtering & Monitoring

Network access is provided to schools for academic and operational services. WPS reserves the right to prioritize network bandwidth and limit certain network activities that are negatively impacting academic and operational services. Users are prohibited from using the WPS network to access content that is inappropriate or illegal, including but not limited to content that is pornographic, obscene, illegal, or promotes violence.

Woburn Public Schools works diligently to comply with Children’s Online Privacy Protection Act (COPPA) requirements. The District does not collect student personal information in order to transmit such information directly to online entities for the purpose of creating web-based accounts.

Both on premises and at home when using school-issued devices / accounts, content is filtered and monitored as required by the Children's Internet Protection Act (CIPA). Woburn Public Schools is required by CIPA to block access to inappropriate content and monitor internet use by minors. The Woburn Public Schools Technology

Department is responsible for managing the district's internet filter and will work with WPS staff to ensure the filter meets the academic and operational needs of each school, while protecting minors from exposure to inappropriate content.

By authorizing the use of technology resources, WPS does not relinquish control over materials on the systems or contained in files on the systems. There is no expectation of privacy related to information stored or transmitted over the WPS network, in WPS systems, or on WPS devices. WPS reserves the right to access, review, copy, store, or delete any files (unless other restrictions apply) stored on WPS computers and all employee and student communication using the WPS network. Electronic messages and files stored on WPS computers or transmitted using WPS systems may be treated like any other school property. District administrators and technology personnel may review files and messages to maintain system integrity and, if necessary, to ensure that users are acting responsibly. Users will inform teachers or administrators of any inadvertent access to inappropriate material, in order that there is appropriate modification of the filtering profile. The District educates Students about appropriate online behavior, including interacting with other individuals on social networking web sites as well as cyberbullying awareness and response.

Network Security

The WPS Wide Area Network (WAN) infrastructure, as well as the building-based Local Area Networks (LANs) are implemented with performance planning and appropriate security measures in mind. Modifications to an individual building network infrastructure and/or use will affect LAN performance and will reduce the efficiency of the WAN. For this reason, any additional network electronics including, but not limited to, switches, routers, wireless access points and devices which broadcast (i.e., wireless printers, streaming players / speakers) must be approved and configured by Technology Department staff to ensure the safety and efficiency of the network. Users are prohibited from altering or bypassing security measures on electronic devices, network equipment, and other software/online security measures without the written consent of the Director of Technology & Innovation.

Consequences of Breach of Policy

The use of WPS technology resources is a privilege, not a right. By using WPS systems, devices, and networks, the user agrees to follow all regulations, policies, and guidelines outlined in this policy, handbook, and federal and state law. Students and staff are encouraged to report misuse or breach of protocols to the appropriate personnel. Abuse of these privileges may result in one or more of the following consequences:

- Suspension or cancellation of use or access privileges.
- Payments for damages or repairs.
- Discipline under appropriate WPS policies, up to and including termination of employment, subject to any collective bargaining obligations.
- Liability under applicable civil or criminal laws.

McKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT

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

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters;
- 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; or

- migratory children who qualify as homeless because they are living in circumstances described above.

The term "unaccompanied youth" includes a homeless child or youth not in the physical custody of a parent or guardian. If a student is homeless, or becomes homeless during the school year, he/she is encouraged to inform school administration. The McKinney-Vento Homeless 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, or have missed any enrollment deadlines.

Homeless students have the right to immediately enroll in the school district where they are temporarily residing or remain in their school of origin, and receive transportation. Homeless students are entitled to transportation to and from their school of origin. If the school of origin is in a different district, the districts will coordinate the transportation services and costs.

According to the student's best interest, if a student becomes homeless or permanently housed during the school year, they have the right to remain in their school of origin with transportation, if needed, for the duration of homelessness or attend the public school in the area where they are actually living. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families residing in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, with transportation, pending resolution of the dispute. The parent or guardian shall be informed of the school's decision and their appeal rights in writing. The school's liaison will carry out dispute resolution as provided by the process set forth by state and federal law and the Department of Elementary and Secondary Education.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to school policies. If the student does not have immediate access to immunization records, the student shall be admitted under an exception. Students and families are encouraged to obtain current immunization records or immunizations as soon as possible, and the school liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to school policies. Emergency contact information is required at the time of enrollment consistent with school policies, including compliance with the state's address confidentiality program when necessary. Information about a homeless student's living situation will be treated as a student education record, and is not considered directory information.

The school's liaison for homeless students and their families will coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools and the school's Homeless Education Policy, in such places where children receive services such as: schools, family shelters, and health clinics. The liaison will also help homeless families and youth access educational services and related opportunities for which they are eligible, including but not limited to Head Start, Even Start, and school nutrition programs.

For additional information regarding homeless students' rights and services, please contact the Principal or the School Homeless Liaison.

For further information, please contact **Sarah E. Slautterback**, *Homeless Education State Coordinator* at Sarah.E.Slautterback@mass.gov

42 U.S.C. 11301; DESE McKinney-Vento Homeless Education Assistance – Advisories

Educational Opportunities for Students in Foster Care

The Every Student Succeeds Act (ESSA) requires that foster care students continue to attend their school of origin, unless, after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if

different than their prior school district). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attends in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF), the Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also that the district collaborate with DCF and other school districts to ensure that students will receive transportation to the school of origin if needed.

Best Interest Determination

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

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

Transportation

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care. Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. If there are additional costs associated with transportation to maintain the student in their school of origin, the district will provide the transportation if DCF agrees to reimburse the district, the district agrees to pay for the cost of such transportation, or DCF and the district share the cost. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

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

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

Every Student Succeeds Act; *DESE "Ensuring Educational Stability for Students in Foster Care –*

Educational Opportunities for Children of Military Families

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of a school because of their parents/guardians being on active duty in the U.S. Armed Services, the school supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. See M. G. L. c. 15E.

The Interstate Compact on Educational Opportunity for Military Children applies to children of military families who are school-aged children, enrolled in kindergarten through 12th grade, and their parent is an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty, a member or veteran of the uniformed services who was severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement, or a member of the uniformed services who died on active duty or a result of injuries sustained on active duty for a period of one (1) year after death.

The following applies under the Interstate Compact on Educational Opportunities for Military Children:

Sending schools must send either official or unofficial records with the moving students and receiving schools must use those records for immediate enrollment and educational placement.

Simultaneously, the receiving school must request official records and the sending school shall respond within 10 days with the records.

Immunization requirements of the school may be met within 30 days from the date of enrollment (or be in progress).

At enrollment, the receiving school shall allow student to continue at the grade level that is equal to grade level in sending state, regardless of age. If a student has completed the prerequisite grade level in the sending state, the student shall be allowed to enroll in the next highest grade level in the receiving state, regardless of age. If the student is transferring after school has started in the receiving state, the student shall enter the receiving school at the level validated by the sending state.

Receiving schools must initially honor placement of students in all courses from the sending school, if the courses are offered and space is available. Courses include but are not limited to vocational, career pathways, advanced placement, etc. Receiving school shall initially honor placement based on assessments and placements at sending school. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.

In compliance with federal law, special education students must be placed by the existing IEP, requirements of Section 504, and requirements of ADA, with reasonable accommodations in the receiving school. Receiving school is not precluded from performing subsequent evaluation to make sure student is placed appropriately.

The school may, as deemed appropriate, waive prerequisites or other preconditions for all courses and programs.

Students shall have additional excused absences at the discretion of the school for visits with parents or legal guardians relative to leave or deployment.

An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living with the custodial parent/guardian without any tuition fee imposed, or the school in which the non-custodial parent or other person standing in loco parentis lives without any tuition fee imposed.

The student will be provided with the opportunity for inclusion in extracurricular activities regardless of deadlines as long as the child is otherwise qualified.

To facilitate on-time graduation, receiving school shall waive specific courses required for graduation if similar course work completed satisfactorily in the sending district, or provide reasonable justification for any denial. If waiver is not granted, and students would otherwise qualify to graduate from sending school, receiving school shall provide alternative means of completing required coursework so that graduation may occur on time.

If a high school student enrolls in grade 11 or later, the school may, in lieu of the MCAS, submit alternative evidence or information to DESE that the student has met Massachusetts competency determination graduation standard in each required content area (ELA, math, science, technology/engineering). Students in grade 11 are still eligible to participate in the spring MCAS if they wish to qualify for the Adams Scholarship or Koplik Certification.

If a student transfers at the beginning or during grade 12 and is ineligible to graduate from the receiving school after all of the alternatives in the Compact have been considered, the sending and receiving school shall ensure receipt of a sending school diploma if the student meets the graduation requirements of the sending school.

Interstate Compact on Educational Opportunity for Military Children; DESE Guidance on the Military Interstate Children's Compact Commission (MIC3), September 16, 2016.

MULTILINGUAL LEARNERS (MULTILINGUAL PROGRAM)

Upon a student's enrollment, Woburn Public Schools will identify (1) students who may be English learners (ELs) and will assess their level of English proficiency, or (2) students who may be Former English learners (FELs). Specifically, Woburn Public Schools will administer a home language survey to all newly enrolling students, and if a language other than English is identified, Woburn Public Schools will screen the English proficiency of the student using the WIDA screening assessment within thirty (30) days of the student's enrollment. At any time, a parent/guardian of a student enrolled at Woburn Public Schools may request that the school assess the student's level of English proficiency. Woburn Public Schools will notify the parent/guardian of the school's determination and the student's placement, and such information will be placed in the student's school record.

Students identified as English Learners (ELs) will be enrolled in an English Language Education (ELE) program, such as a sheltered English immersion program or an alternative that meets the requirements of federal and state law. Woburn Public Schools will verify at the beginning of each school year that the teachers in the English learner program are properly endorsed. Students with a disability are eligible for ELE programming, and EL students are eligible for special education if they meet the criteria.

Students have the right to enter into an ELE at any time. A parent/guardian may request to enroll or transfer their student into a specific EL education program offered by Woburn Public Schools, and such requests will be reviewed by the superintendent or his/her designee, and responded to within twenty (20) school days. Parents/guardians may also request that a specific ELE program be implemented. If at least parents of twenty (20) EL students submit a request, the school will respond within ninety (90) days with either an offer to implement the requested program or an explanation denying the request. Parents/guardians have the right to visit an ELE program. If advised to by the student's teacher or guidance counselor, the school may request, in writing, a program transfer of the student, with notice to the parents/guardians.

Woburn Public Schools will not separate ELs from their English-speaking peers, except when programmatically necessary to implement an ELE program. ELs in any program will be taught to the same academic standards and curriculum frameworks as non-EL students, and will be provided the same opportunities to master such standards and frameworks. ELs will have equal access to all educational programming and extracurricular activities offered by the school, for which they qualify, including non-core academic courses. English proficiency will not determine student participation in academic programs and services such as career education programs, counseling, special education, Section 504 Accommodation Plans, Title I services, athletics, electives, or performing arts, unless a particular program or advanced course requires English proficiency for meaningful participation. ELs will be awarded credit toward graduation. ELs will participate in the statewide assessment system, and an English proficiency test will be administered each year. Only ELs identified as severely learning disabled will be exempt. ELs have the right to receive counseling and guidance offered by the school in a language they can understand.

Woburn Public Schools will assess ELs annually to gauge proficiency in reading, writing, listening, and speaking English, and progress in learning English.

Once an EL attains English proficiency and is able to do regular school work in English, he/she will no longer be classified as an EL and will be transferred to mainstream, English language classrooms. Woburn Public Schools will still monitor the FELs progress for four years and provide any needed support, if applicable. A FEL will be re-classified back to an EL if they fail to make academic progress due to a lack of English proficiency. Parents/guardians will be notified of all re-classifications.

A parent/guardian may withdraw their student from an EL education program in accordance with state and federal law. If a parent opts their out of a language program, the school will provide instructional support to ensure the student has access to the curriculum and same opportunities to master academic standards and curriculum frameworks as his/her native English-speaking peers. Opted-out students will still be assessed with the state mandated English language proficiency test.

M. G. L. c. 71A; 603 C.M.R. 14.00

Mandated Reporters

All school staff are mandated reporters. By law, information about child abuse and neglect must be communicated by school employees to the Massachusetts Department of Children & Families (DCF) according to DCF protocol, and/or to the Principal (or their designee), who in turn are responsible for notifying DCF according to DCF protocol. The duty to report is triggered when a mandated reporter, in their professional capacity, has reasonable cause to believe that a child is: (i) suffering physical or emotional injury resulting from abuse inflicted upon them which causes harm or substantial risk of harm to the child's health or welfare including, but not limited to, sexual abuse; (ii) suffering physical or emotional injury resulting from neglect including, but not limited to, malnutrition; (iii) a sexually exploited child; or (iv) a human trafficking victim, as defined by section 20M of chapter 233; provided, however, that an indication of prenatal substance exposure shall not solely meet the requirements of this section.

In schools, mandated reporters must fulfill their mandatory reporting duty by:

1. immediately making an oral report directly to DCF and then following up with a written report (which can be filed online, by fax, or mail) to the DCF local area office within 48 hours; **or**
2. immediately notifying the Principal (or their designee), in which case that individual becomes responsible for immediately making the oral report to DCF and submitting the written report (which can be filed online, by fax, or mail) to the DCF local area office within 48 hours.

A mandated reporter who works for a school *may* also choose to immediately notify both DCF and the person in charge of the school. In addition, mandated reporters may contact the police or the Office of the Child Advocate.

If a mandated reporter believes a child is in imminent danger, they should call 911 immediately.

If school officials believe that criminal laws may have been violated, whether or not the violation is included under § 51A, they should report such matters to the police.

Any person, even if not a mandated reporter, may file a report with DCF if that person has reasonable cause to believe that a child is suffering from, or has died as a result of, abuse or neglect.

Any suspected abuse or neglect of a person with a disability aged 18 and over must be reported to the Disabled Persons Protection Commission (DPPC), 300 Granite Street, Braintree, MA, 02184. Tel: (617) 727-6455.

The School Committee is responsible for informing teachers, administrators, and other professional staff of the reporting requirements for child abuse and neglect under M. G. L. c. 119, § 51A. See M. G. L. c. 71, § 37L. The District is knowledgeable about this protocol and will ensure that staff are informed of their reporting obligations under M. G. L. c. 119, § 51A.

PARENT NOTIFICATION REGARDING SEXUAL EDUCATION AND HUMAN SEXUALITY ISSUES

Parents and guardians have the option to exempt their student from any portion of the curriculum dealing primarily with human sexual education or human sexuality issues. The District will not penalize a student for such an exemption. Parents or guardians opting to exempt their student must provide written notification to the Principal. To the extent practicable, instructional materials for such curriculum will be made reasonably accessible to parents/guardian, educators, school administrators, and others for review and inspection. M. G. L. c. 71, § 32A.

Curriculum Opt-Out

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Woburn Public Schools, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content.

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.

Section 504 of the Rehabilitation Act of 1973 (“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.” Pursuant to Section 504, any qualified student with a disability is entitled to a free appropriate public education (FAPE). Section 504 FAPE is the provision of regular or special education and related aids and services designed to meet a student’s individual educational needs as adequately as the needs of nondisabled students are met.

Under the Individuals with Disabilities Education Act (“IDEA”) and M.G.L. c. 71B, some students with disabilities may be eligible for services if they 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 a special classroom. Students may be referred to the Special Education Department for an evaluation of eligibility for special education services. 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). Within forty-five (45) school days of 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.

In some cases, the evaluation team determines that a student with a disability may require only individual accommodations as opposed to specially designed instruction and /or related services. Such students may then be referred for an evaluation of their eligibility for an individual accommodation plan in accordance with Section 504 of the Rehabilitation Act. For more information regarding the services available to students with disabilities please contact the school guidance counselor or the Woburn Public Schools’ Director of Student Services. The Section 504 Compliance Officer is Maureen Ryan.

MISCELLANEOUS PARENT/STUDENT NOTICES

Notification to parents of Teacher Qualifications:

School districts that receive federal Title I funding are required 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:

1. whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
3. whether the teacher is teaching in the field of discipline of the certification of the teacher; and
4. whether the student is provided services by paraprofessionals 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 teach 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.

AGE OF MAJORITY

In Massachusetts, students are considered adults at the age of eighteen (18), with full legal capacity (unless legally incapacitated) to make their own decisions (Age of Majority). Once the student reaches the age of 18, the student alone shall exercise the rights afforded under the Massachusetts Student Records regulations subject to the following. The parent may continue to exercise the rights until expressly limited by the adult student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to their parent, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c. 71, § 34E, the parent of a student may inspect the student record regardless of the student's age.

A student assumes the right to make all decisions related to special education programs and services when the student reaches the age of 18. Parents will continue to receive written notice and information, but the student will have decision-making authority and the school is required to obtain consent from the student to continue special education services if the student is eighteen (18) years old or older. However, the student may decide to share decision-making authority with their parent (or other willing adult). If a student decides to share such authority, this must be done in the presence of the Team and in writing. If a student and parent share decision-making authority, and disagree about a matter, the student's choice shall prevail. A student may also delegate full decision-making authority to their parent (or other willing adult) if the decision is made in the presence of at least one school representative and a witness, and in writing. 603 CMR 28.07(5). Students and parents will be notified one year before the student turns 18 of the rights that will transfer to the student upon turning 18, as well as the parents right to continue to receive notices and to inspect the student's record. See 34 CFR §§ 300.320(c) and 300.520.

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 within a reasonable period of time, 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 in 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

Wellness Policy - [The Woburn Public Schools Wellness Policy can be found here](#)

School Choice - [The Woburn Public Schools School Choice Policy can be found here](#)

WOBURN PUBLIC SCHOOLS BULLYING PREVENTION AND INTERVENTION PLAN

Adopted by Woburn School Committee on September 14, 2021 and reviewed and updated on August 15, 2023

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 promptly investigate 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. The Woburn Public Schools affords all students the same protections regardless of their legal status under the law.

I. PROHIBITION OF BULLYING, CYBERBULLYING & RETALIATION

Acts of bullying, which include cyberbullying, are prohibited:

(i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and

(ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

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

III. REPORTING AND RESPONDING TO BULLYING AND RETALIATION

1. 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 staff member is required to report immediately to the principal or designee (or to the superintendent or designee when the principal or assistant principal is the alleged aggressor or to the school committee or designee when the superintendent is the alleged aggressor) 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 may 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 may: 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 principal or other designated school official identified to receive bullying reports will be incorporated in student and staff handbooks.

1. Reporting by Staff

A staff member will report immediately to the principal or designee (or to the superintendent or designee when the principal or assistant principal is the alleged aggressor, or to the school committee or designee when the superintendent is the alleged aggressor) 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.

2. 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 (person who reported alleged bullying) to obtain an understanding and statement of the facts alleged. If, based on the facts alleged, the principal determines that the conduct reported 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 bullying complaint. If the Principal determines that such facts, if true, would constitute discrimination or harassment (discrimination or unwelcome conduct on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion), the Principal shall follow the district or school's policies and procedures for applicable discrimination or harassment investigations. If the Principal determines that such facts, if true, would constitute bullying or retaliation, the principal will promptly commence a bullying investigation of the complaint.

Upon commencing a bullying investigation, the principal will make a preliminary determination as to the need for immediate interventions to protect the safety of the alleged target, complainant, witnesses or interviewees regarding the bullying allegations. Such interventions may include, but are not limited to, creating a personal safety plan for the target or others involved; pre-determining seating arrangements for the target and/or the aggressor and/or others involved 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, target's or others involved 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 or interviewees 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. The notification to the parents and guardians of the target will include the actions the school is taking to prevent further acts of bullying or retaliation. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state and federal confidentiality and student records laws and regulations, including 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, including 603 CMR 49.00 and 603 CMR 23.00.

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 state and federal law and regulations, including 603 CMR 49.00, as well as locally established agreements with the local law enforcement agency. (parents/guardians 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.

A principal may disclose a determination of bullying or retaliation to a local law enforcement agency under 603 CMR 49.06 without the consent of a student or his or her parent/guardian. The principal shall communicate with law enforcement officials in a manner that protects the privacy of targets, student witnesses, and aggressors to the extent practicable under the circumstances.

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. The principal must document the reasons for his or her decision to notify law enforcement.

d. **Notice to Other Parties.** A principal may not disclose information from a student record of a target or aggressor to a parent/guardian unless the information is about the parent's/guardian's own child.

A principal may disclose student record information about a target or aggressor to appropriate parties in addition to law enforcement in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals as provided in 603 CMR 23.07(4)(e) and 34 CFR 99.31(a)(10) and 99.36. 603 CMR 49.07(3) is limited to instances in which the principal has determined there is an immediate and significant threat to the health or safety of the student or other individuals. It is limited to the period of emergency and does not allow for blanket disclosure of student record information. The principal must document the disclosures and the reasons that the principal determined that a health or safety emergency exists.

0. **Investigation.** The principal or designee will promptly investigate 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.

0. **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 are necessary.

Depending upon the circumstances, the principal or designee may choose to consult with the student's 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. The principal shall inform the target's parents/guardians what action is being taken to prevent further acts of bullying or retaliation. All notices to parents/guardians must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The bullying determination notice to the parents or guardians of the target must 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 or guardians of the victim must be provided with the following contact information: Program Resolution System Office, 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.

The principal will collaborate with special educators, guidance counselors, counselors and/or school adjustment counselors to provide counseling or appropriate referrals for services for targets, aggressors and families.

If, at anytime during the bullying investigation and determination process, the Principal determines that potential discrimination or harassment on the basis of a protected class may have occurred, the Principal shall follow the district or school's policies and procedures for applicable discrimination or harassment investigations.

E. Responses to Bullying.

1. Teaching Appropriate Behavior Through Skills-Building

Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that 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; and
- adopting behavioral plans to include a focus on developing specific social skills.

2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan, with the school's or district's code of conduct and applicable due process rights. Disciplinary action may include, but is not limited to detention, prohibitions or limitations on student's participation in extracurricular and/or athletic activities and other school-related events, as well as suspension from school.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Act (IDEA), which should be read in cooperation with state laws and regulations 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 that may include, but is not limited to: detention, prohibitions or limitations on student's participation in extracurricular and/or athletic activities and other school-related events, as well as suspension from school.

3. Promoting Safety for the Target and Others

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

occurred or is likely to occur.

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

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Vulnerable Students. The Woburn Public Schools recognizes that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics. The following training and professional development incorporates the specific steps Woburn Public Schools will take to support these vulnerable students and provide all students with the skills, knowledge and strategies they need to prevent or respond to bullying or harassment.
- B. 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.
- C. 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; 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; and
- maintaining a safe and caring classroom for all students.

D. 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.