

2021-2022 MHS/MVTHS Student Handbook

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# **MEDFORD HIGH SCHOOL & MEDFORD VOCATIONAL TECHNICAL HIGH SCHOOL STUDENT HANDBOOK**



## **2021-2022**

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**MEDFORD SCHOOL COMMITTEE**

Chairperson: Mayor Breanna Luongo-Koehn  
 Ms. Jennifer Graham  
 Ms. Kathy Kreatz  
 Ms. Melanie Perkins McLaughlin  
 Ms. Mea Quinn Mustone  
 Mr. Paul Ruseau  
 Ms. Paulette Van der Kloot

**MEDFORD SCHOOL DISTRICT OFFICIALS**

Dr. Marice Edouard-Vincent  
 Superintendent of Schools  
 medouardvincent@medford.k12.ma.us  
 (781) 393-2442  
 Ms. Suzanne Galusi  
 Assistant Superintendent  
 sgalusi@medford.k12.ma.us  
 (781) 393-2310  
 Mr. David Murphy, Esq.  
 Assistant Superintendent  
 dmurphy@medford.k12.ma.us  
 (781) 393-2200  
 Dr. Peter Cushing  
 Assistant Superintendent  
 pcushing@medford.k12.ma.us  
 (781) 393-2200

**MEDFORD HIGH SCHOOL  
ADMINISTRATION**

Mr. Paul D'Alleva  
 Principal  
 pdalleva@medford.k12.ma.us  
 (781) 393-2301  
 Ms. Cherose Walker  
 Assistant Principal, House M  
 cwalker@medford.k12.ma.us (781)

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dblauch@medford.k12.ma.us  
(781) 393-2303

### **MEDFORD VOCATIONAL-TECHNICAL HIGH SCHOOL ADMINISTRATION**

Mr. Chad  
Fallon Director/Principal  
cfallon@medford.k12.ma.us  
(781) 393-2369  
Ms. Alice-Beth  
Fitzpatrick Associate Director  
abfitzpatrick@medford.k12.ma.us (781)  
393-2254

### **CORE VALUES AND BELIEFS**

*Collaboration      Engagement      Integrity*  
*Creative and Critical Minds*

### **MISSION STATEMENT**

At Medford High School, caring educators empower all students to reach their potential as learners.

To fulfill that mission, the school community is committed to collaboration, engagement, and personalization. These core beliefs about teaching and learning drive the curriculum, instruction and assessment practices in every Medford High School classroom, as well as the programs of the school. In a culture of excellence, parents, teachers, administrators and staff not only set high expectations for students, but also offer them appropriate levels of motivation and support. Medford High School is a community of lifelong learners who respect diversity and are actively involved in the life of the school, which offers physical safety, emotional security and well-being. As a result, graduates of Medford High School become responsible citizens and contributors to their community, their nation, and a global society.

### **21st CENTURY LEARNING EXPECTATIONS**

- Become self-directed learners.
- Communicate effectively.
- Apply problem-solving skills and critical and creative thinking.
- Use technology appropriately as a tool for learning, collaboration, presentation, research, and design.
- Act with integrity, respect and responsibility toward themselves, others, and the environment.
- Exhibit flexibility and adaptability.
- Collaborate in diverse groups to share knowledge, build consensus, and achieve goals.

## ACADEMICS

### REQUIREMENTS FOR GRADUATION AND CLASSIFICATION OF STUDENTS

Generally speaking, a diploma credit consists of the satisfactory completion of one period of prepared work scheduled once per six-day cycle throughout the year. Students are to be scheduled for 36 periods of academics per six-day cycle.

A total of 112 credits is required for graduation.

A student's homeroom assignment and year of anticipated graduation are determined by student classification (freshman, sophomore, junior, and senior). To be promoted to the next class at Medford High School, a student must have secured a minimum number of credits:

Sophomore Status:	Minimum of 26 credits
Junior Status:	Minimum of 54 credits
Senior Status:	Minimum of 80 credits

### PROMOTION POLICY FOR MIDDLE AND HIGH SCHOOL STUDENTS

**The following Promotion Policy adds other specific requirements but does not lessen the above requirements.**

The Promotion Policy amends and strengthens the existing Promotion Policy (above) by requiring students who fail mathematics and/or English with a final grade of "E" (50-59%) to make the subject up in summer school in order to be promoted. Students may be promoted if they fail one subject, as is the current policy; however, the subject they fail cannot be mathematics or English. Exempted from this policy are students in Grades 11 and 12 who have passed MCAS. Specifics of the policy for the various grade levels are as follows:

#### *Students Entering Grades 9-10*

In addition to existing promotion requirements, students must pass **both mathematics and English at each grade level** in order to be promoted to the next grade level. Students who fail mathematics or English with a final grade of "E" must make up the subject in summer school and achieve a passing grade of "C-" or better if they wish to be promoted to the next grade level. There will be an appeals process for students who do not pass the summer school program. (Students earning a final grade of "F" (0-49%) in mathematics or English are not eligible to attend summer school and will not meet the promotion requirements. Special appeals to the Principal are applicable.)

#### *Students Entering Grades 11-12*

**Students entering Grades 11 and 12 who have passed both MCAS tests** are exempt from the specific Promotion Policy guidelines (related to mathematics and English). These students, however, must meet the high school requirements for credits in mathematics and English for promotion and for graduation. For example, a Grade 11 student who has accumulated 80 credits, has passed MCAS in mathematics and ELA, but fails his/her mathematics course is promoted and will graduate on the condition that at the end of Grade 12 all the required graduation credits (including mathematics) have been secured.

**Students entering Grades 11 and 12 who have not passed MCAS** and fail a mathematics or English course with a final grade of "E" must make up the course in summer school in order to be promoted to Grade 12. These students must also meet all high school requirements for graduation and, in the case of juniors, all high school requirements for promotion. For example, a student who fails Grade 11 mathematics with a final grade of "E" and has not yet passed MCAS is required to make up the specific failed mathematics course or its

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Three Years of Science	Take and Pass
Pass to include Biology and Chemistry	
Three Years of Social Studies	Take and Pass
Pass to include World History I, US History 1, and U.S. History 2	
Two Years of World Language	Take and Pass (MHS students)
Two Years of Health	Take and Pass
Two Years of Physical Education	Take and Pass
One course in Fine Arts	Take and Pass
Four years of community service (60 hours required, 15 per year)	
Proficient scores on the MCAS ELA and Math tests (or fulfillment of the student's Educational Proficiency Plan)	
Passing score on the Science/Technology test	

**MVTHS - Additional Requirements**

10 hours OSHA Certification (General Industry or Construction)

**STUDENT GRADING****A. Letter Grades and Their Numerical Descriptions**

For courses carrying two or more credits, grades should be indicated in accordance with the descriptive evaluation of grades as noted below:

A+	98-100 percent	C-	70-72 percent
A	94-97 percent	D+	67-69 percent
A-	90-93 percent	D	63-66 percent
B+	87-89 percent	D-	60-62 percent
B	83-86 percent	E	50-59 percent Quarter or Year
B-	80-82 percent	F	0-49 percent Quarter or Year
C+	77-79 percent		
C	73-76 percent		

Only students who earn a final grade of "E" (50-59%) are eligible to attend summer school. Students who earn a final grade of "F" (0-49%) are not eligible to attend summer school. However, in cases where students are not eligible, the Principal will consider appeals based on extenuating circumstances and level of academic proficiency. (See Summer School.)

"INC" Incomplete - is not to be used for the fourth quarter and/or final marking period.

"MED" Medically Excused - to be used by Physical Education Department members only with the authorization of the school nurse.

"WDN" Withdrawn - subject dropped or student is withdrawn from school.

"WF" Withdrawn Failing.

"NCR" No Credit Received - no credit because of excessive absences—issued only by the school administration.

"P" Passing (satisfactory) and "F" Failing (unsatisfactory) - grades in one and two-credit courses and in other courses by arrangement with the Principal and Director of Guidance ("P" and "F" are included in the calculation of the Honor Roll or GPA, except for special education courses where the use of "P" and "F" is standard procedure.)

**Standards for Selection of Honor Roll Students**

The purpose of the Medford High School Honor Roll is to recognize student achievement and to encourage students to maintain or expand their commitment to their studies. Because the honor roll celebrates the academic accomplishments of students at all ability levels, the honor roll is "the great equalizer." Accordingly, the method of determining honor roll status does not allow distinctions

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**Honors:** All A's and B's in Academic Core Courses, all P's in Elective Courses.

**Merit:** All B's in Academic Core Courses, all P's in Elective Courses.

Students with Incomplete grades do not qualify for the Honor Roll.

### C. Grading Policies

Teachers will submit their course descriptions and grading policies for the year to their respective curriculum administrators for their approval and then, within the first two weeks of the school year, distribute the policies to their students.

In addition, within the first week of each quarter, teachers will prepare grading policies for that quarter and distribute them to students after receiving approval of the curriculum director. These policies will include, but not be limited to, an explanation about the extent to which the quarterly, semester or final exam grade will be reflected in the quarterly grade.

### D. Cumulative Grades

Teachers are to assign cumulative grades after the second and third marking periods and a final grade after the fourth marking period. Each of the four quarterly grades will be of essentially the same weight. (For instance, a student earning a "B+" the first quarter and a "B-" the second quarter will earn a "B" as a semester cumulative grade. In this illustration, it would not be reasonable for the teacher to apply more weight to the second quarter grade and to assign a semester cumulative grade of "B-." It would be counterintuitive for one quarter to be worth less than 25% and another quarter to be worth more than 25%.)

### Combined Grades

#### 1. Elective Courses

The academic record of a student who transfers (at the end of a quarter) from one elective course (not required for graduation) to another will reflect both teachers' grades.

#### 2. Graduation Requirements

The academic record of a student who transfers from one section of a course required for graduation to another section of the same course will reflect one Final Grade, the combination of both teachers' grades. If the transfer is made immediately after the first quarter, the receiving teacher will use the sending teacher's grade in determining the Final Grade. If the transfer is made during or after the second quarter, the curriculum administrator of the content area will determine the Final Grade in consultation with both teachers. However, where the student transfers from one course to another or from one ability level of a course to another, both grades will appear on the academic record; in all of these cases, the subject-based curriculum director will determine whether the Final Grade is passing and represents credit for graduation.

#### 3. Proportionate Grading

When a student transfers from one class to another, the grade for the quarter needs to reflect the proportionate time the student spends with the sending teacher and the receiving teacher.

### PROGRESS REPORTS

Computerized Progress Reports are issued, and accessible on our data system parent portal approximately five weeks after the beginning of the quarter to all students earning a "C-" or lower. By issuing Progress Reports, the teacher puts the student and parent on notice that the student, even with a "C-" grade at the time, could be headed toward academic decline and a failing grade. If the decline occurs later in a quarter and a computerized Progress Report has not been issued, the teacher will complete a handwritten Student Evaluation Form, copies of which must be handed to the student by the



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constructively critical comments (not grades) on Progress Reports to all students, not just those with a "C-" or lower, especially helpful to parents is notification of a decline in achievement from one quarter to the next, even where the grade is above "C-". However, comments alone do not satisfy the requirement dealing with notification of failure.

### **NOTIFICATION OF FAILURE**

Failure to provide written notification to a student regarding his/her failure (or impending failure) for the quarter at least two weeks (ten school days) prior to the close of the quarter will result in a passing grade for the student in a given quarter. Exceptions include Incompletes (where the teacher is required to give written notice of failure at least ten school days before submitting the grade to Data Processing), as well as students who are truant, suspended, expelled, refuse to dress for PE, cut class, or are caught cheating during the last ten school days of the quarter.

Failure to notify a student of his/her failure (or impending failure) for the year at least ten school days prior to the last day of the school year (graduation day for seniors) will result in a passing grade for the student for the year. Notifying a student (about a potential failure for the year) during the third quarter or on the third quarter report card and not later will suffice as notification, although repeated warnings are clearly preferable.

The above notification requirement for failure for the year applies only to students who have a third quarter cumulative average of higher than a "D." If the third quarter cumulative grade is "D" or lower and if the teacher issues to the student a fourth-quarter progress report only (but fails to issue a failure-for-the-year warning), then the teacher may still fail the student for the year. In this instance, common sense would dictate that the failing grade for the year would not come as a surprise to the student. In the event a student is truant, suspended, expelled, cuts class or is caught cheating within the final ten days of the school year, the above notification requirement does not apply.

In cases where the student is absent from school on the date a Progress Report or Student Evaluation Form is distributed, the teacher has fulfilled his/her responsibility to provide notification. Students, who have been given a calendar that includes dates for the distribution of Progress Reports, are responsible for asking guidance counselors about their Progress Reports upon their return to school.

### **MEDICAL EXCUSES FOR PHYSICAL EDUCATION**

Any medical excuse submitted to the Health Suite can be backdated not more than 30 days from the date received. Any student obtaining a medical excuse from Physical Education during the fourth quarter will have fulfilled his/her fourth quarter program in Physical Education. Any student obtaining a permanent medical excuse, who has not fulfilled the Physical Education requirements for a previous year, must complete said requirements through an alternative program approved by the Director of Athletics, Director of Health Education and Health Services, and Director of Guidance.

### **EXAM SCHEDULES**

Because the purpose of having an exam schedule for Quarterly, Semester and Final Exams is to prevent students from needing to finish studying for several exams on the same night, teachers who administer exams during the exam schedule are required to adhere strictly to the exam schedule and may not administer tests or quizzes that are not consistent with the exam schedule. Also, teachers may assign homework during the exam schedule, but, as always, they should give assignments days in advance so that students can have the opportunity to manage their responsibilities related to school, athletics, activities, work and family.

### **QUARTERLY EXAMS**

### **SEMESTER AND FINAL EXAMS**

Semester and Final Exams will be given in all subjects that meet at least four times a cycle unless the curriculum administrator has approved an alternative route for assessment. All teachers of courses meeting two and three periods per cycle may give Semester and Final Exams the week previous to the testing schedules.

Students will take their Semester and Final Exams in their regularly assigned classrooms, supervised by their respective subject teachers. Final Examinations will be scheduled during the last week of school. Finals for seniors are usually in May.

With departmental approval of extenuating circumstances, teachers may administer their Semester Exams and Final Exams before the exam schedule. However, if teachers administer exams during the exam schedule, they must adhere strictly to the schedule. Semester Exam grades will be factored into the second-quarter grade, and Final Exam grades will be factored into the fourth-quarter grade.

### **SUMMER SCHOOL and OTHER SPECIAL PROGRAMS**

Medford High School Summer School is intended for students of the Medford Public Schools. Other students may enroll only at the discretion of the Director of Summer School.

Students who earn an "E" in regular-day courses need to retake these courses in a setting that is consistent with rigorous curriculum and instruction. The Summer School mirrors the intensity of the regular school program. These programs also allow the school system to avoid having to offer as many slots during the school year to students who might otherwise experience the opportunity to take an enriched program of studies.

Only students who earn a final grade of "E" (50-59%) are eligible to attend summer school. Students who earn a final grade of "F" (0-49%) are not eligible to attend summer school and must repeat applicable courses during the regular school day during the regular school year. (The Principal will consider appeals based on extenuating circumstances.)

Students who have "No Credit Received" status (NCR) because of an excessive number of undocumented absences are not eligible to attend Summer School. Students who have not yet taken a course are not eligible to take it in Summer School.

Pursuant to the policy changes approved by the Medford School Committee at its regular meeting of May 18, 1998, the following administrative regulations will be enforced:

- Summer school curriculum for each course identified must be consistent with the curriculum of the school program provided during the regular school year. Department administrators must approve the curriculum for each summer course.
- Mid-course and final examinations must be approved by the appropriate departmental administrator and must be consistent with the course curriculum.
- Students taking these courses must pass the final examination to achieve course credit. Grades may take into consideration projects, homework, and in-class assignments. However, all grades that contribute to the final grade must be documented in the teacher's rank book and supported by a student work folder.
- To receive course credit, a student must pass each course with a grade of at least "C-."

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third week. Failure to pay the fee will result in no course credit. (The Summer School fee listed above is subject to change.)

- These courses will meet for a total of 60 instructional hours. All classes will be two hours in length, with a ten-minute break between the first session and the second session. The first session will begin at 8:00 a.m. and will complete at 10:00 a.m. The second session will begin at 10:10 a.m. and will complete at 12:10 p.m. The final two days of the course will be used for examination and any relevant make-up work.

All rules and regulations specified in this handbook apply to students enrolled in Summer School.

With prior approval of the Director of Guidance, students may take courses at other summer schools, online courses, and evening schools. However, students need to have already failed the course with an “E” and need to earn a “C-” or higher in order to receive credit toward a Medford High School diploma. Generally, students may take only two summer school or evening school courses per school year, including courses taken at MHS Summer School. However, with prior approval of the Director of Guidance, students may take more than two courses. Students may not take a course at an evening school if they are simultaneously taking the same course at Medford High School.

Also, with prior approval of the Director of Guidance, students may take online courses and courses at colleges, universities and/or community colleges. These students do not need to have previously failed the course, and any passing grade is sufficient to earn credit toward a Medford High School diploma.

### HOME/HOSPITAL INSTRUCTION

#### Definition of Home Instruction

- Written order by a physician
- Student at home or hospital (or a combination of both)
- Not fewer than fourteen school days in any school year
- Not special education services (unless the student has been determined eligible for such services and the services include services of the student’s IEP)

#### Notification

- The Assistant Principal and Guidance Counselor monitors student attendance records and communicates concerns with parents of students.
- As the number of days absent nears fourteen, the Guidance Counselor alerts parents about the possibility of obtaining Home Instruction services for the student and provides medical forms to parents.
- Parents obtain medical orders from their physician and give a copy to the Guidance Counselor, who in turn keeps a copy (signed by the medical doctor) for his/her records and who forwards, in a timely manner, a copy of the signed form to the Office of Pupil Services.
- Office of Pupil Services notifies the student’s Assistant Principal about the decision to place the student on Home Instruction and provides an estimate of the duration of Home Instruction for their child.
- The Guidance Counselor notifies the teacher about the student’s need for Home Instruction and obtains the appropriate books and instructional materials from the classroom teachers for the home instructors to use.
- The Assistant Principal and Guidance Counselor provide the teachers with an estimate of the duration of Home Instruction for the student.
- The Assistant Principal will oversee the home instructor and classroom teachers collaboration of

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- parties concerned).
- Students and parents are responsible for notifying the Guidance Counselor if assignments for any course have not been provided by the teacher or home/hospital instructor. Students and parents are responsible for notifying the Assistant Principal (in writing) if this sort of problem continues.
- The Guidance Counselor will consult with students and parents about the advisability of schedule changes, in cases where it is impractical to provide Home Instruction services with regard to certain courses.

### Extension of Home Instruction

- The medical orders (mentioned above) are for 60 days only. The Office of Pupil Services will assist the Guidance Counselor with reminders as time limits approach.
- The Assistant Principal and school nurse must obtain new medical orders from physicians and parents, if needed.

### Grading

- The classroom teacher determines the final grades of students who receive temporary Home Instruction.
- The home/hospital instructor must provide evidence of the student's work and tests in order for the assigned classroom teacher to determine the final grade. The home/hospital instructor should make grade recommendations to the classroom teacher.

### NATIONAL HONOR SOCIETY

The National Honor Society recognizes juniors and seniors who are outstanding in the areas of scholarship, leadership, character, and service. Students who meet national standards in academics (including a G.P.A of 3.3 or higher) are invited to fill out an application. All members of the MHS faculty are asked for their comments about potential members. Then a five-member Faculty Council reviews each student's academic record, activity form, and relevant faculty comments. A majority decision is required to elect a student to membership. Eligible juniors are considered in March and seniors in September.

In the absence of rules and regulations published by the local NHS chapter, all rules and regulations of the national organization apply. Also, transfer students should contact the advisor of the NHS about protocols for acceptance into the NHS.

The National Honor Society acknowledges the academic performance, character, leadership, and service of its members. Maintaining high standards in all four pillars is an essential part of NHS membership. With that in mind, students participating in the National Honor Society agree to the following expectations:

#### Character

- Any form of cheating, including online plagiarism, lack of citations, or "collaborating" on homework without the explicit approval of the teacher assigning the work will result in expulsion from the NHS.
- Any student who incurs suspension, social probation, or multiple **or** significant disciplinary referrals will be subject to faculty review and possible expulsion from the NHS.

#### Academic

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first instance and expulsion from the NHS for any subsequent grading period where they fail a major academic course.

### Leadership

1. Leadership in the NHS requires attendance and participation in NHS meetings and in planning NHS activities. We recognize that NHS members are often the most involved students in the school, but membership in NHS is purely voluntary and comes with responsibilities; hence, members must arrange their schedules to meet those responsibilities. Students who miss three NHS meetings without prior approval from the NHS advisor will receive a warning. Students who miss additional meetings without NHS advisor approval will be subject to faculty review and possible expulsion from the NHS.
2. Regardless of attendance (excused or unexcused) at NHS meetings, students are responsible for collaborating on all NHS activities throughout the year and fulfilling responsibilities relative to those activities in a timely manner. Failure to meet those responsibilities will result in cancellation of those activities and in warning letters from the NHS advisor. Continued failure to meet responsibilities will result in faculty review and possible expulsion from the NHS.

### Service

1. NHS members provide tutoring for students throughout the year. Each member is expected to provide 4 hours of tutoring per quarter for a total of 16 hours per year. Each quarter, students will report their hours spent tutoring to the NHS advisor. Any students who, without specific, compelling reasons approved by the NHS advisor, fall below their quarterly service hours or fail to report their quarterly service hours will receive a warning letter from the NHS advisor and be barred from participation in any NHS events unless given specific, written permission from the NHS advisor. Any students who continue to fall below their service hours after receiving a warning letter will be expelled from the NHS.
2. Because the NHS is a collaborative group, if 25% of the membership as a whole falls below its service requirement, the NHS advisor may suspend all other NHS activities.

### DETERMINATION OF CLASS RANK

The cumulative standing of each pupil in his/her class is determined on the basis of a 5.0 quality-point weighted system. Rank in Class is one of the criteria schools and colleges request of high school students seeking admission. The following subjects are excluded from Rank in Class calculations: Physical Education and all one-credit courses. (See STUDENT GRADING for more details.) If a tie results between any two of the first three ranked students, all subjects will be considered to adjust the rank in the class of these two students.

Although students' Grade Point Average (GPA) and Rank in Class are available from Guidance Counselors two weeks after the distribution of first and second quarter report cards, students' GPA and Rank in Class are published on student's report cards only at the end of the school year. Under many circumstances, the GPA and Rank in Class are only estimates. For example, when "Incompletes" become letter grades and when teachers correct electronic errors in grading, the changes in those

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high level of performance.

- Level 3 identifies ADVANCED PLACEMENT courses, which incorporate the syllabus and goals of the College Board's Advanced Placement Program. Students enrolling in these courses are expected to register for Advanced Placement Exams in May.

The class rank that Medford High School provides for transfer students includes only courses taken at our school. In reporting to colleges, we report only the student's partial class rank earned at MHS and forward any similar partial class ranks from other schools the student attended.

Through a system of parallel class ranks, we provide colleges with the real yet partial class rank of transfer students and with the real, complete class ranks of students who have attended MHS for all four years, without including transfer students in the calculation. See the Director of Guidance for more information.

### Valedictorian and Salutatorian

Valedictorian and Salutatorian are determined after the release of the third quarter grades in the senior year. Over his/her four years at Medford High School, the student ranked #1 is the Valedictorian, and the student ranked #2 is the Salutatorian. Students who transfer to MHS during their freshman year in time to earn Final Grades from MHS for all required courses are eligible for the distinctions of Valedictorian and Salutatorian. Otherwise, transfer students are not eligible.

### Policy on Student Electives - Re: Class Rank

Most 2 credit mini courses will be graded as Pass/Fail and will be counted into a student's GPA calculation.

All 4 credit elective courses (with a few exceptions) will be graded, and will be calculated into a student's GPA.

Wellness is a graduation requirement and will be calculated into GPA

### GPA, Summer School, and After School Programs

Where students have a failing grade during the regular school year and a grade in Summer School or the After-School Program, both grades count toward the GPA and class rank.

### Home Instruction

Students on Home Instruction for longer than one marking period will earn Level 1 weight for their courses.

### Transfer Students

Medford High School does not give full credit for courses like Theology and Religion, which many students take as major courses at private and parochial schools. However, where the Director of Guidance determines that the curriculum includes cultural literacy or history, a single credit for each such course can be given.

### GRADE WEIGHT TABLE

AP (Level 3)	Honors (Level 2)	College Prep (Level 1)
	A+ = 5.0	A+ = 4.5
	A+ = 4.0	
	A = 4.7	A = 4.2
	A = 3.7	
A- = 4.5	A- = 4.0	A- = 3.5
B+ = 4.3	B+ = 3.8	B+ = 3.3
	B = 4.0	B = 3.5
	B = 3.0	
	B- = 3.7	B- = 3.2
	B- = 2.7	
C+ = 3.4	C+ = 2.9	C+ = 2.4
	C = 3.0	C = 2.5
	C = 2.0	

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0.0

E/F/NCR = 0.0

**GPA CALCULATION**

Based on our grade weight table and the calculation of our electronic grading system, GPA is calculated by the following:  $((\text{Point Value of the Grade Earned} + \text{the Factor \{Factor is based on Level of Course\}}) * \text{by credits earned})$   
 $\text{GPA} = (\text{GPA contribution total} / \text{number of entries total})$

**PARTIAL COURSE CREDIT**

- A. Students may acquire partial course credit when:
1. Student enters a course anytime after the first quarter (prorated on a quarterly basis).
  2. Student leaves a course with a passing grade to enter an approved alternative course of study.
  3. The changes requiring partial credit are in the best interest of the student.
  4. The student obtains departmental and administrative (Principal) approval.
- B. A student may petition the Principal or his designee for a review of a lower-level decision. Such a request will be reviewed and evaluated on an individual basis.
- C. Partial course credit will be prorated on a quarterly basis as follows for year-long courses:

<u>Course Credit</u>	<u>Quarterly Credit Value</u>
5 Credit Course	one and one-quarter
4 Credit Course	one
3 Credit Course	three-quarters
2 Credit Course	one-half
1 Credit Course	one-quarter

**MCAS**

In order to be granted a high school diploma, students must fulfill all of the local requirements earn a Proficient score on the English Language Arts (ELA) and Mathematics tests (or pass the tests and meet the requirements of an Educational Proficiency Plan) and pass the Science test. All Grade 10 students are required to take the ELA and

Mathematics MCAS, as well as the Science MCAS if they haven't already passed that test as freshmen. (For more information, go to [www.doe.mass.edu/mcas](http://www.doe.mass.edu/mcas).)

**MCAS Legacy Performance Appeals**

The Superintendent may choose to file a performance appeal for any student who has not passed one or both of the MCAS tests. The Superintendent shall include in the performance appeal evidence that the student meets the eligibility requirements for a performance appeal, by submitting documentation that the student:

- has taken the Grade 10 MCAS at least three times;
- has on at least one attempt attained a score of at least 216 on the test(s) subject to the performance appeal
- has maintained at least a 95% attendance level
- has satisfactorily participated in the tutoring and other academic support services made available by or approved by the school to strengthen the student's knowledge and skills in the subject(s) at issue
- has received an appropriate teacher evaluation certifying that the student's knowledge and skills are "at or above the Needs Improvement level"
- has shown evidence of academic work in English and Math "at or above the Needs Improvement level."

Students and parents should go to [www.doe.mass.edu/lawsregs/603cmr30.html](http://www.doe.mass.edu/lawsregs/603cmr30.html) for additional information about appeals and/or for the latest revisions of the above regulations.

**COLLEGE BOARD EXAMS**

Test Information and dates for the 2021-2022 School Year:





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college entrance requirements. Registration for these exams takes place on the College Board website. Although Medford High School is a testing site, it fills up quickly, so please register early to be guaranteed a seat. Please note: for the 2021-2022 school year, College Board has added an August test date and removed their January test date.

**AP Exams:** It is recommended that students who take AP courses should also take the AP exams. Registration for these exams takes place in February in the Guidance Department. Medford High School offers only the AP Exams that are taught at the school. If a student wishes to take an exam that MHS does not offer, they must make arrangements to do so at another school.

## ***ATTENDANCE***

### **Medford Public Schools**

### **Attendance Policy**

#### **STUDENT ABSENCES AND EXCUSES**

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

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

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

A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of their character. Parents/guardians/caregivers can help their children by not allowing them to miss school needlessly.

Accordingly, parents/guardians/caregivers will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

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

#### **UNEXCUSED ABSENCES**

The consequences for unexcused absences is limited to same-day restrictions on participation in extracurricular activities.

#### **STUDENT ABSENCE NOTIFICATION PROGRAM**

Each Principal or designee will notify a student's parent/guardian/caregiver within 3 days of the student's absence in the event the parent/guardian/caregiver has not informed the school of the absence.



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other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

### **DROPOUT PREVENTION**

A student who has not graduated from high school and has been absent from school for ten (10) consecutive days of unexcused absence shall not be considered permanently removed from school unless the Principal has sent notice to the student, and that student's parent/guardian/caregiver. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian/caregiver. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian/caregiver and no extension shall exceed 14 days.

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

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

### **SCHOOL ATTENDANCE POLICY**

Regular and punctual attendance at school is essential for school success, and is required by Massachusetts Law (G.L. c. 76, §2) for all persons between ages 6 and 16. Students, families and the school share responsibility in ensuring that students attend school in accordance with state law. The mission of Medford High School is to empower "all students to reach their potential as learners;" therefore, the faculty and administration place a great value on students' regular attendance at school. Good attendance has been shown to have a direct, positive relationship to scholastic achievement and overall success in school. The following policy is consistent with the Mission Statement, which calls for teachers, parents, and administrators to "set high expectations for students" and "to offer them considerable motivation and support," as a way to help them become responsible citizens.

#### **A. Definition of Absence**

Absence is defined as attendance for fewer than four hours and forty minutes of a regular school day and fewer than three hours of an early release day.

#### **B. Restrictions on Attendance at School Events**

To attend or participate in after-school or evening activities or events, students must be in attendance on the day of the event (present at school for at least four hours and forty minutes of a regular school day and more than three hours of an early release day). Students who play a specific role or serve a specific function in formal afternoon or evening school events (plays, athletic events, concerts, shows) may not be dismissed on the day of the event. Under special circumstances, students may apply for waivers, which will be presented to the Assistant Principal and Principal for joint approval. However, these

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(even though the student is present in the building).

To help school officials understand that the student is not a Regular Truant, the parent/guardian is asked to telephone the Assistant Principal's Office between 7:30 A.M. and 3:00 P.M. on the day of the absence, indicating his or her permission for the absence of the student. The parent is also asked to write a brief note and send it to the Assistant Principal's Office on the day of the student's return to school. Parental permission for the absence might stem from the necessity to keep the student home for family reasons, for the student's health, or for other emergencies. (See section on disciplinary penalties for truancy.)

### **D. Undocumented Absences and No-Credit-Received (NCR) Policy**

Students who are absent from school more than twelve days will be placed on No-Credit-Received (NCR) status. NCR status will be reviewed quarterly. If a student accumulates 4 or more unexcused absences per quarter, they will meet with an administrative team to develop a plan in an attempt to improve attendance and avoid receiving an NCR. Students who earn NCR status will not receive credit for any courses taken during that school year and will, therefore, need to repeat their entire program. (Transfer students' days absent from their previous school, as well as days between schools, count as days that affect NCR status).

### **E. Documented Absences and No-Credit-Received (NCR) Policy**

A day's absence will not count toward NCR if the student presents official documentation during the appropriate time stating that the student was evaluated in a medical office and received necessary medical care from a licensed healthcare professional during the school day on the day of the absence. Notes documenting phone triage or otherwise stating the student was not evaluated in a medical office will not be accepted for excused absence. Medical care for non-illness or injury related incidents (such as dental, dermatology, and routine behavioral counseling) should be made before or after school hours. These absences/tardy arrivals/dismissals will only be excused if the provider documents that the appointment could only be made during school hours and if the student makes every effort to attend school for part of the day. The documentation must be presented to the Assistant Principal's secretary within **two weeks** of the absence. Students should obtain documentation at the time of medical care whenever possible. (Although parent permission for an absence is relevant to whether a student is truant, it is not relevant to NCR.)

Students must present medical documentation to the assistant principal's secretary. All documentation will then be filed in the student's health record in the Health Suite. At no time should medical information be copied or placed in a school file other than the student's health record. Students should keep copies of all documentation for their own records.

Any note deemed to be forged, stolen or altered in any fashion will be considered invalid. In addition, such an

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(potential documented absences) allowed for this purpose during the senior year are to be regarded as a back-up plan. The following criteria must be observed for a documented absence:

- a. Senior students must provide a written note from their parent or guardian at least one day prior to the requested day for visitation.
- b. Students, upon their return, must provide a letter from the admissions office, stating the student's name and date of the visit.

Students may also receive excused absences for the following reasons:

- Bereavement
- Observance of major religious holidays
- Court appearances – student must present evidence of the required appearance
- Other extraordinary situations must be approved by school administration

### **F. Appeals to the Principal**

The Principal will consider student appeals, based on extenuating circumstances. He will also consider additional instructional time the student has missed due to tardiness to school, dismissals and ground permits.

### **CLASS ATTENDANCE POLICY**

- Students are required to attend all regularly scheduled academic classes.
- Full attendance requires that the student not be dismissed (excused or not) prior to 1:45.
- Students who cut classes will be addressed and disciplined by their Assistant Principal.
- Students are required to make up work missed due to legitimate absence. Where a student is absent on the day of a quiz or test or on the day an assignment is due and the student is absent for a non-medical reason, then the student should be expected to take the quiz or test or submit the assignment on the day following the absence. Under these circumstances, the student should also be expected to call a classmate to obtain the homework assigned on the day of the absence and submit it on the day after the absence.
- Although the above guidelines should ideally apply also to students who are absent for medical reasons, teachers should be flexible where students have been too sick to study for quizzes or tests or to do homework, offering students a few extra days to get caught up. Where students have been absent for several days, teachers should give even more time, up to ten school days. The willingness of students and parents to share with teacher's information about the seriousness of the illness in a timely way will help teachers understand the need for flexibility.
- Students who are tardy to their Period 1 class or any other class during the day without a written, legitimate excuse from their Assistant Principal are to be held accountable for making up work missed before being given full credit for class attendance. Students who are tardy after 8:15 a.m. without an excuse accepted by the Assistant Principal will be recorded as cutting a class by their respective classroom teachers and undergo the appropriate

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to the Assistant Principal by the teacher.

### DISMISSAL/GROUND PERMITS

Students bringing notes for dismissals and ground permits (temporary dismissals) must present them to their Assistant Principal before school on the day of the dismissal or ground permit. The notes should include the full name of the student, homeroom, parent's signature, and telephone number where the parent can be reached. (Signed faxes are also acceptable.) Telephone requests for dismissals and ground permits will not be accepted unless the parent arranges to pick up his/her son/daughter personally at the respective Assistant Principal's Office. Excessive dismissals (more than 4x per quarter) may be denied by the respective Assistant Principal. If a student requires additional dismissals, a meeting should be held between parent, student, and administration to gain approval for excessive dismissals.

Notes for dismissals on days of proms must be submitted to the Assistant Principal prior to the day of the event. Students attending the Freshman Dance or the Sophomore Semi-Formal may not be dismissed on the day of those events. Students may not be dismissed on early release days unless they have a medical appointment and provide documentation of the appointment in advance.

Students who play a specific role or serve a specific function in formal afternoon or evening school events (plays, athletic events, dances, concerts, shows) may not be dismissed on the day of the event. Under special circumstances, students may apply for waivers, which will be presented to the Assistant Principal and Principal for joint approval. However, these students need to plan ahead and apply for waivers prior to the date of the dismissal and the event.

## ***DISCIPLINE***

Because the mission of Medford High School is to empower "all students to reach their potential as learners," the faculty and administration place great value on students' appropriate conduct, which fosters "respect for diversity," as well as a climate of "physical safety and emotional security." The following policies are consistent with the Mission Statement, which calls for teachers, parents, and administrators to "set high expectations for students" and "to offer them considerable motivation and support," as a way to help them become responsible citizens.

The rules in this handbook pertain not only to students' behavior during the school day but also to any school-sponsored event, home or away, at any hour of the day or night throughout the twelve months of the year. Unless otherwise stated, these rules apply to the entire MHS/MVTHS complex and school grounds, including property within one thousand feet of school property, to all of the property of the Medford Public Schools, to bus stops, to travel on buses, and to facilities and grounds where school events are held. The above times and locations apply to all rules and regulations, even where simplification within the ***MHS Student Handbook*** has abridged the above description.

Medford High School is a community of over 1500 pupils, teachers, and adults of various ethnic strains, abilities, interests, and degrees of physical, mental and social maturity. In order for individuals to share experiences and work together, the faculty and administration must maintain effective discipline in and around the school complex.

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## ***DISCIPLINE & CODE OF CONDUCT***

The following approaches to dealing with student disciplinary behavioral problems are geared to empower students to grow and learn from the situation, as well as maintain a healthy role in the school and classroom environment. Any code of discipline must deal with the problems directly and prescribe meaningful alternatives in order to bring about resolutions to students' problem and a change in behavior. In all disciplinary interactions, students will be provided appropriate due process and be expected to be a partner to the resolution.

### **DISCIPLINARY ACTIONS**

#### **INITIAL/LEVEL I**

The faculty shall be responsible for student discipline, with the administrators becoming involved when necessary. This Code of Discipline has been developed to afford all students a positive and safe educational environment. Appropriate disciplinary action will be determined by the Principal, who customarily delegates the routine implementation of the discipline code to the Assistant Principals. In this handbook, actions taken by the Assistant Principal may also be taken by the Principal.

An initial/Level I report (referral) is to be sent to the Assistant Principal (AP) regarding any student who is in violation of school regulations that are stated in this handbook but not specified as resulting in suspension or exclusion. The discipline reports will be run by the grade level AP.

Disciplinary action may include:

- Referral to a classroom teacher.
- Discipline room (after-school detention) 2:25 p.m. to 3:05 p.m. Monday-Thursday
- Friday extended after school detention from 2:25-4:00 p.m.
- Saturday detention from 8:00-10:00 a.m.
- Social Probation — ineligibility for participation in or attendance at school activities outside of the school day; loss of building privileges after the close of the school day (unless the student needs to see a teacher for extra help or make-up work or needs to use the Library). At the discretion of the Principal, Social Probation may extend into the summer and the next school year. Students who have accrued several months of social probation or have been placed on Social Probation indefinitely due to safety concerns may ask the Principal or Assistant Principal for a contract related to an earlier termination of the Social Probation. (This sort of contract and the possibility of an abbreviated period of Social Probation, however, does not apply to Social Probation related to the Drug and Alcohol Policy or to MIAA or school regulations about chemical health.)
- Parental notification and/or conference.
- Individualized actions, projects, and/or assignments as assigned by the AP

Regular detention will be held on Monday through Thursday daily from 2:25 p.m. to 3:05 p.m.. Students who fail to attend detention will be addressed and further disciplined by their AP. An AP's detention takes precedence over any other academic, athletic or social afternoon activity. With the Assistant Principal's approval, students may defer the detention obligation to make up academic work.

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The same rules apply to students who are assigned to either a Friday or Saturday detention as well.

### LEVEL II

Certain serious, chronic, or offenses that substantially impact and disturb the school assembly may necessitate more stringent disciplinary action assigned by the Assistant Principal or Principal.

Appropriate disciplinary action may include:

- Internal In-house Social-Behavioral Remediation
- Friday extended detention and/or Saturday Detention (Friday/Saturday Detention may be given by the Principal or Assistant Principal.)
- Parental notification and/or conference
- Social probation
- Notation on the Temporary Record of the student.

Internal In-house Social-Behavioral Remediation and Friday or Saturday Detention are intended to be a vehicle for holding students accountable for their behavior without externally suspending students and forcing them to miss accredited learning opportunities and/or classroom instruction. It is also an excellent opportunity to complete academic assignments and prepare for upcoming assignments. Penalties for failing to report to Saturday Detention (and on time) will be Social Probation.

### **The Inappropriate Setting off of a Defibrillator or Fire Extinguisher**

Students inappropriately setting off a defibrillator/fire extinguisher will be fined the cost of resetting the device and will be subject to a Friday or Saturday Detention.

### **The Inappropriate Use of the Elevator**

The elevators at the intersection of “A” and “B” Buildings and in the Athletic/Community Schools Lobby may be used by students only when they have received an elevator pass from the Health Suite. Unauthorized students activating the elevator will be disciplined by their Assistant Principal.

### **Truancy**

Students who commit regular truancy or in-school truancy will be required to serve Saturday Detention, will not be allowed to make up tests, quizzes, and class work, and will be put on social probation. Habitual truanies by students will be referred to the Attendance Officer and/or Court.

### **Class Cuts**

Although the academic penalties for class-cutting pertain to a specific quarter, disciplinary penalties pertain to the accumulation of class cuts throughout the year. Although the academic penalties for class cuts pertain to each course individually, disciplinary penalties for class cuts pertain to the total number of class cuts (across all courses, not just cuts of a single course).

FIRST VIOLATION: Referral to Assistant Principal, Detention.

SECOND VIOLATION: Referral to Assistant Principal, Saturday Detention, and parental conference.

THIRD AND EACH SUBSEQUENT VIOLATION: Referral to Assistant Principal, parental conference, and social probation for a month.

Students who have requested a course change must continue to attend all classes on their approved schedule until the change has been approved by the Principal or his designee. Missing these classes will be considered class-cutting.

### LEVEL III / Major Violations

Appropriate disciplinary action for Level III infractions listed below include the following:

- Suspension for up to ten days (assigned by the Principal or his designee with notification of suspension to the Superintendent of Schools and the School Committee); or

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present on school property during the school day or at any hour of the day or night throughout the calendar year and may not be present at any school-sponsored event (home or away). These rules apply to the entire MHS/MVTHS complex and school grounds (including property within one thousand feet of school property) and to all of the property of the Medford Public Schools. Violations will be regarded as trespassing, which will be reported to the police.

When and if a student is allowed to return to school after a Level III Suspension or Exclusion, he or she may be subject to social probation for a period of time to be determined by the Principal in consultation with the Assistant Principal.

### **A. Weapons and Contraband at the High School**

Students who sell, possess, or carry a weapon or weapons shall be suspended and be subject of an exclusionary hearing. The term "weapon" includes, but is not limited to, knives, firearms, paint/pellet/BB guns, clubs, a realistic facsimile of a weapon, any item that is used as a weapon, any razor blade, and any device that includes a blade.

The following definition of "possession" applies to the above major violations and to all other uses of the term within this handbook. "Possession" not only means holding an item, having it on one's person, or storing it in one's locker or automobile; it can also mean being willingly and knowingly in the presence of the item.

Also, students may be suspended or excluded for other serious violations such as: arson, assault, battery, possession or use of explosives (including fireworks), possessing or selling/distributing drugs or alcohol, extortion, blackmail, coercion, larceny, theft, vandalism, possession of stolen property and intimidation or bullying of a student or school personnel (whether the intimidation or bullying takes place on school property or elsewhere).

### **B. The Unlawful Setting off of a Fire Alarm**

Chapter 269 section 13 of the Massachusetts General Laws states: "Whoever, without reasonable cause, by outcry or the ringing of bells, or otherwise makes or circulates or causes to be made or circulated a false alarm of a fire shall be punished by a fine of not less than one hundred dollars, or no more than five hundred dollars, or by imprisonment in a jail or house of correction for not more than one year."

### **C. Disruptive Behavior**

Students who incite a major incident or riot (or whose behavior has the potential for causing a major incident or riot) may receive a Level II Suspension or be excluded from Medford High School and Medford Vocational Technical High School.

### **D. Vandalism**

In addition to receiving a Level II disciplinary action, students will be held responsible for making restitution for damages. Vandalism is also a criminal offense and will be reported to law enforcement officials for appropriate legal action.

### **E. Hazing**

See Violation of Chapter 536 - Hazing in this handbook.

### **F. Pattern of Behavior**

The repetition or combination of disciplinary infractions justifying Level I and/or II disciplinary consequences may justify a Level III Suspension

### **G. Inappropriate Use of Cell Phones, Cameras and Recording Devices**

Students are forbidden to photograph, record, or create an electronic image or voice recording or distribute such photos,



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**PROVIDE STUDENT AND FAMILY DUE PROCESS AND APPEAL.** Decisions of the Principal to expel can be appealed to the Superintendent of Schools, pursuant to Mass. G. L. Chapter 71, Section 37 H.

Students who are excluded from Medford High School are also excluded from Medford Vocational Technical High School, and vice versa. Students who are excluded have the right to appeal to the Superintendent within ten days of receipt of notification of exclusion.

In this handbook, the terms *expulsion* and *exclusion* are used interchangeably.

### **DUE PROCESS**

Any student facing a short term (10 or less days) suspension from Medford High School shall be given an oral or written notice of the charges against him/her and an explanation for the basis for the accusation(s). Each student will be given an opportunity to present his or her version of the facts. The hearing must precede rather than follow his or her suspension unless the health and safety of the members of the student body and/or faculty/staff are at risk.

Students (and teachers) may appeal to the Principal if they question the severity (or leniency) of a punishment or question the extent to which school rules and regulations are being followed. The Principal may overrule the decision of a teacher or other administrator. Please see due process specifics in the Chapter 222 section beginning on page 32.

### **SUSPENDED STUDENT'S EDUCATIONAL OPPORTUNITIES**

ALL students subject to ANY form of long term suspension will be provided with an opportunity to earn credit, make up assignments, tests, papers, and other school work "As needed to make academic progress" during their suspension.

### **SUSPENSION OF STUDENTS WITH 504 OR I.E.P. ACCOMMODATIONS**

All students are expected to meet the requirements for behavior as set forth in this handbook. Chapter 71B of the Massachusetts General Laws requires that additional provisions be made for students who have been found by an evaluation team to have special needs and whose program is described in an Individualized Education Plan (IEP) OR 504 Plan. The following additional requirements apply only to the discipline of students with these accommodations:

1. A suspension of longer than 10 consecutive days but constitutes a pattern is considered to represent a change in placement.
2. When a suspension constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, 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."
3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:
  - services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and



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- on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or
  - on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is “substantially likely” to injure him/herself or others.
  - In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.
5. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement.
6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or 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.

### **SUSPENSION OF STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION**

1. If, prior to a disciplinary action that the district had knowledge that the student may be a student with a disability, then the district makes all special education protections available to the student 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; or
  - 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.
2. 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.
3. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district will conduct an expedited evaluation to determine eligibility consistent with federal requirements.

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penalties for some infractions are not listed; for most cases the punishment should fit the individual circumstances. Penalties will vary from a disapproving look or comment from the teacher, to detention, parental conferences, social probation, suspension from school, or even exclusion by action of the Principal.

### **FIGHTING**

Students involved in fighting in the building or on school grounds will be subject to suspension from school. Students involved in a fight outside of school (a fight that was initiated by an event that began in school) will also be subject to suspension.

### **HEADCOVERS AND BAGS**

Hats, hoods, and non-utilitarian, non-religious, or non-cultural head-covers and bandanas are not allowed to be worn (carried or visible) during the school day from 7:45 a.m. to 2:18 p.m.

Students who violate this rule will be disciplined by their Assistant Principal.

Bags over a certain size as determined by the administration are not to be carried by any student during the school day from 7:45 a.m. to 2:18 p.m. They are to be placed in lockers before homeroom period in the morning. Students will be permitted to carry a small purse or bag during the day.

Assistant Principals will indicate the size restriction. The same penalties listed above with regard to head-covers pertain to carrying bags.

### **LIQUIDS (Soft Drinks/Juices/Water) and FOOD**

Before school and during the entire school day, the cafeterias are the only places where students may consume or carry the liquids (soft drinks/juices) or food that they bring to school or buy in the cafeteria. Students found carrying and consuming liquids or food outside of the cafeteria before and during school hours will be subject to disciplinary action and will have their beverage or food confiscated. Students may, however, retrieve the item at the end of the day. One exception is water, which students may consume in classrooms (not corridors) at the teacher's discretion. Other exceptions are unopened soda cans and unopened plastic bottles.

Students may not bring glass bottles to school under any circumstances. Students may not bring into the school building coffee or other beverages in disposable containers or travel mugs.

## **MEDFORD PUBLIC SCHOOLS DRUG AND ALCOHOL POLICY**

*with specific Medford High School Regulations (in italics)*

### **Goals**

The Medford Public Schools wish to provide the optimum learning environment for our community of learners and, therefore, the Medford Public Schools promote a substance-free atmosphere. However, the Medford Public School System recognizes that certain individuals use/abuse drugs and alcohol. The use of these substances poses a potential danger to the individual using, as well as the entire student body and staff. This policy recognizes the importance of a three-pronged approach to drug and alcohol use: prevention, enforcement, and rehabilitation.

The policy pertains to all *motor vehicles and all containers and compartments within vehicles* while under school jurisdiction; all *Medford Public School facilities, Medford Public School grounds (including within 1,000 feet of school boundaries)*, and all school-sponsored functions and events regardless of their location. State law mandates that anyone

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### Definition of Drugs

The term *drug* includes all illegal drugs. It also includes over-the-counter medication, prescription medication, inhalants, or any substance that has not received medical clearance from the school health office for use by a specific student.

### Policy

Students with legitimate medical needs must be identified and cleared in the health office. Any student needing to take medication must follow the Medford Public Schools Medication Policy. No student can transport medication to school as per policy. Any illegal use of drugs and/or the misuse of prescribed or over-the-counter medications as defined in the Medford Public Schools Medication Policy constitutes abuse.

No person shall possess, have under his/her control, sell, dispense, purchase, administer, transport, be in the presence of, possess with intent to sell, or conceal alcohol or any controlled drug or any substance represented to be a drug or alcohol. No person shall ingest, inject, inhale, or otherwise introduce into the human body nor be under the influence of any drug or alcohol. No person shall possess, have under his/her control, sell, dispense, purchase, transport, possess with intent to sell, or conceal any drug paraphernalia or objects used for the containment or dispensing of alcohol.

Student athletes/cheerleaders and a parent/guardian of each must attend a mandatory chemical awareness session prior to the start of each season as a requirement of eligibility.

On an annual basis, all students will sign an acknowledgment of having read the drug and alcohol policy after they have done so. School property, including lockers, may be periodically checked for drugs/alcohol at the discretion of the administration when there is reasonable suspicion of a violation of school rules. Students will not be allowed access to their cars/vehicles during the school day unless accompanied by a school official *or dismissed appropriately by the student's Assistant Principal or Associate Vocational Director*.

### Prevention

The comprehensive health curriculum shall address the issues of drugs, alcohol, and tobacco (including vaping) throughout a student's academic experience. A variety of age-appropriate methods will be used, including, but not limited to, the established core curriculum, DARE, specific tobacco programs, and CASPAR (Alcohol/Drug Education). Tobacco education and tobacco cessation programs will be offered during the school year. The school will provide training and review of its drug/alcohol policies each year to all staff. Chemical awareness programs will be offered to all parents annually.

Local law enforcement, with the approval of the principal or his/her designee, may periodically provide assistance in maintaining a drug/alcohol free environment. This may include both announced and unannounced visits by the canine drug detection unit, in accordance with procedures promulgated by the Middlesex District Attorney's Office.

Students are not allowed to possess any drug or medication in school. Students who need inhalers, insulin, and epi-pens must be identified by the health office as having permission to carry their medication. Any illegal use of drugs and/or the misuse of prescribed or over-the-counter medications as defined in the Medford Public Schools Medication Policy constitutes abuse. Any use of alcohol, including medications containing alcohol, is forbidden and considered abuse.

### Definition of Suspicion of Substance Use or Abuse

Suspicion of substance use or abuse is defined as: Recognition that a student's or individual's behavior or appearance is out of the ordinary, with or without evidence.

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round to need an individual Education Plan. The individual Education Plan of all students must state whether the student is able to meet the discipline code or if some modification is needed. A representative of the special education department will participate/advise in the disciplinary procedures for students with IEPs to interpret all modifications of the IEP and pertinent legal issues. Students without a modified discipline code shall be subject to the discipline outlined below.

Any staff member who suspects that a student is in violation of the school drug/alcohol policy is required to report the situation immediately to the appropriate administrator of that building (Assistant Principal, Assistant Director, Principal, Head Nurse or Director) for evaluation. The appropriate administrator is then responsible to notify the school resource officer or designee. Staff members must be assured of confidentiality in reporting.

It is recommended that one individual in each building be identified as the appropriate administrator. The appropriate administrator must report all incidents, regardless of severity or outcome, in writing to the head administrator. If the administrator determines probable ingestion of drugs or alcohol, the student must be escorted to the health office for medical evaluation. If the nurse determines the student must be medically evaluated, the student will be transported via ambulance to the nearest medical facility.

Where there are reasonable grounds to believe or where facts and circumstances give rise to reasonable suspicion that a person has violated or is violating either the law or the rules of the school as outlined in this policy and that a search will turn up evidence, a search conducted by school officials will be permissible if its scope is reasonably related to the objectives of the search. This Drug and Alcohol Policy in no way limits or restricts existing search policies.

The Medford Public Schools have a Memorandum of Agreement with the Medford Police. Any student found to be in violation of the policy must be reported to the school resource officer or police designee.

In the case of medical emergencies, the health office will notify the parent/guardian. The administrator in charge will handle all other communications between the school and parent/guardian.

### Violation

Notwithstanding the possibility of exclusion, the following disciplinary policy is recommended. The principal reserves the right to increase the penalty (*for all violations of this policy*), based on the circumstances of each case. *For all violations in the entire Drug and Alcohol Policy, the Assistant Principal (or Assistant Vocational Director), in consultation with witnesses, will complete incident reports and forward them to the Principal.*

#### *First Offense*

The school administrator notifies the school resource officer or designee. A student in violation will be suspended for a *minimum of three days* and will be issued a citation and be subject to a fine of \$100 payable to the City of Medford. The student will be immediately removed from the school by parent/guardian or transported to the nearest medical facility if necessary. Social probation (*from the date of the suspension*) will be imposed for a *minimum of one calendar month* (e.g., from March 3 to April 3).\*

A reentry meeting must be held with the student, parent/guardian, and administration to ensure that the student is drug/alcohol free. Certain drugs may require further and/or repeated drug screening. \*\* (*Medical evidence must be verified by the school nurse.*) The Director of Guidance will refer the student to an in-house counselor for

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*facts that apply.*

### ***Second Offense within One Year of First Violation***

The police resource officer (*or designee*) is notified. A student in violation will be suspended for *a minimum of six school days*, and will be issued a citation and be subject to a fine of \$100 payable to the City of Medford. The student will immediately be removed from the school by parent/guardian or transported to the nearest medical facility if necessary. Social probation (*from the date of the suspension*) will be imposed for *a minimum of two calendar months*.\*

A reentry meeting must be held with the student, parent/guardian, and administration to ensure that the student is drug/alcohol free. \*\* (*Medical evidence must be verified by the school nurse.*) The parent/guardian must agree to enroll said student in an outpatient drug/alcohol treatment program. The student must agree to adhere to the treatment plan recommended by the program. The Director of Guidance will refer the student to an in-house counselor for continued follow-up and monitoring of the treatment program. Failure to meet the treatment program requirements may result in *an extension of social probation and suspension, and/or an exclusionary hearing.*

### ***Third Offense within One Year of First Violation***

The police resource officer (*or designee*) is notified. A student in violation will be suspended indefinitely, minimum of ten days, until an exclusionary hearing takes place and will be issued a citation and be subject to a fine of \$100 payable to the City of Medford. The social probation period will be indefinite (*at the discretion of the Principal*).

### **Distributing**

If a student is found to be selling, distributing or in possession of a quantity sufficient to be charged with the intent to distribute drugs or alcohol, the Principal or designee will immediately notify the parent and the police for mandatory removal of the student. There will be Out of School Suspension and possible exclusion by the Principal. The police will take appropriate action under the law regarding the sale of drugs in proximity to school buildings. An incident report must be completed and forwarded to the head administrator.

### **Confiscated Drug/Alcohol Paraphernalia**

All confiscated drugs/alcohol or paraphernalia must be immediately turned over to the police resource officer or his/her designee. A receipt should be obtained.

### **Rehabilitation**

The Medford Public School System is committed to the academic achievement of all students. A student who is experiencing difficulty with drugs/alcohol will be supported through health services, counseling services, and administration. The school system will make every attempt to provide the parent/guardian with a referral for available community resources. The schools will annually review all policies and health curriculum to discourage students from engaging in risk-taking behaviors and encourage positive, healthy, life choices.

All students are encouraged to see their counselor, nurse, or police resource officer if they feel they are in need of assistance with alcohol or drugs. The school's support services will assist students to receive appropriate referrals.

The implementation of this policy will utilize all applicable due process, statutes, regulations, and guidelines.

**\*Social Probation** – Violation of the drug/alcohol policy is a serious infraction of the Code of Discipline in the Medford Public Schools. Students will lose the privilege of attending

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clearance of a student.

### **ALCOHOLIC BEVERAGES** **Gift, Sale, Delivery or Possession on Public School Premises**

Whoever gives, sells, delivers or has in his/her possession any alcoholic beverage, except for medical purposes, in any school building, or any premises used for public school purposes, and, under the charge of the School Committee or other public board or officer, shall be punished by imprisonment for not more than thirty days, or by a fine of not more than one hundred dollars, or both. The same procedures as in drug abuse cases will hold for alcoholic beverages.

### **NO-SMOKING / VAPING POLICY**

The Educational Reform Act of 1993 shall prohibit the use of any tobacco products (including e-cigarettes and vaping devices) within the school building, the school facilities, or on the school grounds or on school buses by any individual, including students, faculty, staff, and visitors at any time of the day or night. This includes all extra-curricular activities, i.e., athletic games, school dances, etc., on school property or at another location. In addition, smoking (or use of e-cigarettes, or vaping devices) is not allowed at any time within one thousand feet of school property.

The administration, department heads, teachers, and all supervisory personnel are responsible for enforcing this law.

### **City of Medford Tobacco Ordinance**

The City of Medford, County of Middlesex, Massachusetts, hereby makes the following ordinance in the interest of and for the preservation of public health:

"A regulation affecting smoking and the sale, vending and distribution of tobacco and tobacco products in the City of Medford:

**Sec. 1. Purpose** The City Council declares that the purpose of this ordinance is to provide for local enforcement of existing state laws regarding sales to minors and smoking on school property.

**Sec. 2. Definitions** The following words and phrases, whenever used in this article, shall be construed as defined in this section: "Establishment" means any sole proprietorship, partnership, joint venture, corporation, or any other business entity formed for profit-making purposes, including retail establishments where goods are sold. "Municipal Buildings" means any and all buildings owned or occupied by any department or agency of the City of Medford. "Smoking" means inhaling, exhaling, chewing, burning, or carrying any lighted cigar, cigarette, weed or other plant in any manner or in any form. "Tobacco" means cigarettes, chewing or spitting tobacco, snuff, or tobacco in any of its forms.

### **Sec. 3. Prohibition of Smoking in Schools and Municipal Buildings**

Smoking by any individual, including school personnel, shall be prohibited in all schools, as defined above, within the City of Medford. This prohibition shall be effective 24 hours a day, 7 days a week and shall include private offices, private areas, school grounds, school buses, and all school events such as banquets, award dinners, dances, and athletic events.

Students who are in possession of tobacco products or paraphernalia or are in an area where active cigarette smoke is evident will be issued a Saturday Detention and will be placed on social probation for one month.

### **APPLICABILITY OF STATE AND FEDERAL LAWS**

All state and Federal laws obviously apply at all times on school property. Violations of state and Federal laws will result in action by law enforcement personnel and in appropriate disciplinary action by school officials.

### **STATE REGULATIONS** **Possession of Dangerous Weapon, Controlled Substances, Assault on School Personnel**

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marijuana, cocaine, and heroin, may be subject to exclusion from the school or school district by the Principal.

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

C. Any student who is charged with a violation of either paragraph A or B shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal.

D. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the exclusion in which to notify the Superintendent of his/her appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

E. When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the Superintendent of the sending school shall notify the Superintendent of the receiving school of the reasons for the pupil's exclusion.

When a student is expelled under the provisions of this section, no school or school district within the Commonwealth shall be required to admit such student or provide educational services to said student. If said student does apply for admission to another school or school district, the Superintendent of the school district to which the application is made may request and shall receive from the Superintendent of the school expelling said student a written statement of the reasons for said exclusion.

**STATE LAW [37H 1/2](#) (Excerpts)****Felony Complaint or Conviction of Student; Suspension; Expulsion; Right to Appeal**

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

“Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of this right to appeal and the process for appealing such expulsion; provided, however, that such expulsion remain in effect prior to any appeal hearing conducted by the superintendent.

“Upon expulsion of such student, no school or school district shall be required to provide educational services to the student.”



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bell. Students are not permitted to loiter in or around school.

Over the course of the year, each student is allotted five “free” tardies to homeroom (not applicable to tardiness after 8:15am) No notes are necessary for these five tardies; in fact, the administration has ended the practice of considering notes from parents about the tardiness of their children to school.

No penalties are attached to the student’s first five tardies of the year. However, for the sixth and each subsequent tardy to school, the student will serve a detention on the day of the tardy. Students who are tardy to school fifteen days total will also serve a Saturday Detention. Subsequently, students will serve a Saturday Detention for each additional set of five tardies. This pattern will repeat indefinitely. However, when the third (and each subsequent) Saturday Detention is assigned, social probation for one month will be added to the penalty.

School administrators will assign no more than five Saturday Detentions to a given student for whatever reason.

The five “free” tardies mentioned earlier should cover family crises and students’ personal illness that keeps them up all night and unable to arrive at school on time. If a parent believes that, during a particularly difficult year, the number of family crises and student illnesses affecting tardiness exceeds five, he or she should make an appointment to discuss the matter with the Assistant Principal.

Students who are tardy after 8:15 a.m. without an excuse accepted by the Assistant Principal will be recorded as cutting a class by their respective classroom teachers and undergo the appropriate academic and disciplinary consequences. The same applies to students who are tardy and arrive at subsequent classes more than twenty minutes late or otherwise miss more than twenty minutes of a class.

Students who fail to attend detention will be assigned an additional detention. On the second failure to attend detention, the student will be required to attend a Friday or Saturday Detention at the discretion of the AP.

Students who are late to school due to bus problems are to note the Bus Number/Bus Stop and report to their Assistant Principal upon arrival to school.

Tardiness to class is a matter between teacher and student. Teachers are permitted to refer tardy students to the Assistant Principal.

### RESTRICTED AREAS

Students found in the following restricted areas without prior permission or faculty supervision, will be subject to discipline:

- Areas under construction
- The Caron Theater
- Northwest, West and South Courtyards and Lower Courtyards
- Upper fields
- Parking lot areas
- Gymnasium and locker rooms before, during, and after school (unless there is supervision by school personnel)
- Pool corridor, stairwell, and exits
- Any area or room that is not supervised by staff member
- Science teacher corridors in the science wings

### LUNCH



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not move to their lockers without a pass. Students should not expect to obtain a pass to the library from adults supervising the cafeteria; students should obtain passes from the adult who assigns them work to do in the library during lunchtime. If a student secures a pass to go to the library during lunchtime, it is expected that the student present the pass to a lunch monitor and travel down the stairwell outside of C323/C223/C123 and through the C1 underpass toward the library. Students are NOT allowed to access the other portions of the school during this time. Students are not permitted to eat lunch or visit a classroom during the lunch period. Loitering in the hallway outside of the cafeterias is not permitted.

### **ELECTRONIC DEVICE POLICY**

#### ***High School Level***

Electronic communication devices are not to be activated or used in any way in the building or on school grounds during the school day, during regular school day detention, or during Saturday detention with the following exceptions:

(a) they are used as a medium of instruction facilitated by a classroom teacher with the teacher's permission; (b) they are used during the lunch periods in designated student areas (cafeteria, gymnasium and library) with the permission of the school administration; (c) they are used in hallways during passing times.

The use of headphones (placement in or on the ears or around the neck or head) assumes that the headphones are connected to an activated electronic device. Students are not permitted to use or wear headphones during passing time.

Faculty members will report violations of this policy through the *SchoolBrains* student information system. The school administration takes this issue very seriously because the use of electronic devices is often associated with bullying, cheating, and other inappropriate or illegal activities.

The Assistant Principal will address infractions of this policy by calling the reported student to his/her office and by confiscating the phone for the remainder of the school day. The student's phone will be returned to the student after he/she has served a detention for the violation - up to a maximum of three violations. After the third offense the penalty will progress to either a Saturday detention or an In-School Suspension (if available) or another consequence if it is a chronic problem. The building principal reserves the right to consider appeals based on extenuating circumstances.

Students who need to contact a parent during the school day should ask to use the office phone or ask permission from an Assistant Principal or his/her secretary for permission to use the cell phone within the confines of the office area.

Parents who need to contact their child during the school day should contact the secretary, who will either pass along the message or call into the classroom to arrange for the student to report to the office.

### **RETURN OF SCHOOL PROPERTY**

Students shall be responsible for the return of all school property in satisfactory and usable condition. This includes all textbooks, software, video/technology equipment, library materials, user fees, and athletic equipment including uniforms. Although students will not be penalized academically, they will be subject to social probation, disciplinary action, and delays in the availability of transcripts and other school documents.

### **DRESS CODE**

It is the expectation of the Medford Public Schools and the Medford School Committee that students will come to school appropriately dressed. Students shall have the right to express themselves by the dress and presentation of their own choosing provided student's personal dress and appearance does not violate reasonable standards of health, safety and cleanliness and will not cause a disruption of the educational process, and is not offensive and/or does not endanger the health, safety and welfare of the student or others.

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Students may not come to school shirtless, pantless, shoeless, or visibly displaying their underwear. No beachwear, strapless tops, or pajamas are allowed. More specifically, shirts/tops must be long enough to reach the top of the pants and clothing that is see-through is not permitted. Hats and hoods are not permitted in school.

Students are expected to adhere to the specific dress codes published for athletic teams, the cheerleading squad, the Graduation ceremony and other school sponsored activities. Parents/guardians will be notified if the student has arrived to school in clothing that is not suitable for school, and the student will be provided with a school issued suitable item of clothing (e.g., sweatshirt or t-shirt from the school store) to wear during the course of the school day, asked to turn clothing inside out, sent home to change their clothing or to borrow clothing from a classmate/friend to wear during the course of the school day. Subsequent violations of the MHS dress code could result in parental conferences and disciplinary action.

### CTE Programs

MVTHS follows OSHA standards and regulations. As a result, uniforms are a necessary part of the safety of each student. All CTE dress code requirements are intended to keep each student safe. The Medford Vocational Technical HS is committed to educating each student so that safety is first and foremost. A proper uniform is also important in teaching your student key employability skills that will give them an advantage as they enter the workforce. Each CTE program has specific uniform requirements which must be adhered to by every student in the program. Please note the following: Students are expected to follow all school rules with respect to wearing any protective clothing, footwear, safety glasses or other protective or safety equipment that may be required for participation in programs. ALL students are expected to enter their program in full uniform. All students have been assigned an appropriate locker. It is the student's responsibility to secure their belongings in their assigned locker.

A student who is not in uniform is not considered to be prepared for class. This unpreparedness will result in a phone call to the parent/guardian requesting that they bring the uniform to school so that their student may participate. Detention and further actions may be taken for further repeated uniform violations. Any questions related to uniforms should be directed to the CTE instructor.

### STUDENT CONDUCT AND SCHOOL BUSES

The Medford Public Schools recognize that acceptable conduct is developed through the cooperative effort of the administration, teachers, parents/caregivers, staff, bus drivers, and students.

School children being transported on a school bus are under the supervision and control of the school bus driver.

Transportation by school bus is a privilege provided by the School Committee. This privilege may be withdrawn to protect the safety and welfare of the pupils and assure efficient operation of the school bus transportation system provided by the Medford School Committee.

Pupils shall not enter or leave a school bus until it has come to a full stop and the doors are opened by the bus driver.

No windows are to be opened or closed except by the school bus driver.

At no time shall a pupil put his/her hand or arm through an opened window.

No clothing may be hung through the windows. No objects may be thrown through the windows.

Each pupil shall be seated immediately upon entering the school bus.

Pupils shall not move from place to place during the bus trip. Excessively loud, boisterous noise, profane language, or indecent conduct shall not be tolerated on school buses.

Pupils shall not be allowed to tease, shuffle, trip, hold, hit, or use their hands or feet or body in any other objectionable

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The school administration shall administer an appropriate disciplinary action suitable to the violation. School authorities may deny the privilege of riding on a school bus to any pupil who refuses to conduct himself or herself in an appropriate manner, or who violates the school bus regulations. Lesser punishments may be assigned to unruly pupils. If the administration intends to deny a pupil his/her riding privileges for a period of longer than ten days, a hearing shall be held by the Assistant Principal.

Whenever the administration denies the privilege of riding on a school bus, the pupil's parents shall be notified by mail. The Assistant Principal shall explain the reason for the action.

All school rules and regulations apply to students while they are present at school bus stops and while en route to or from school on school busses, including contracted buses and MBTA buses.

### STUDENT PARKING GUIDELINES

All student vehicles parked on the MHS/MVTHS campus must have completed an online registration form before they are officially allowed to park their car at MHS/MVTHS.

(<https://forms.gle/5XAkxc8Zo2yLoYiv7>)

General Information: Operating a vehicle on the school campus is a privilege and not a right. Safety is paramount. Students who violate parking guidelines or behave in a reckless manner may be subject to any/all of the following consequences:

- a. Immediate temporary or permanent revocation of parking privileges
- b. Legal citations or criminal charge
- c. School disciplinary actions

\* Note: Parking privileges may also be revoked for other school-related issues

Parking spaces are available each day on a first come/first serve basis during school hours. Students may park only in defined parking spaces in the student/visitor parking lot. This is the 2nd lot in front of the MHS/MVTHS main entrance.

During school hours: Students may not park in the 1st lot in front of MHS/MVTHS, the West Courtyard lot, the Vocational entrance lot, Loading Dock lot, Gymnasium entrance lot, and the back of MHS/MVTHS lot.

Vehicles must not travel in excess of 5 miles per hour on campus. Driving or behaving recklessly/inappropriately in the parking areas will result in temporary or permanent loss of parking privileges and/or legal citations.

Student drivers are not to take unauthorized students off campus at any time. Failure to follow this rule will result in a loss of parking privileges for the remainder of the school year and may result in out of school suspension.

All students must abide by all Massachusetts General Statutes regarding seat belt usage and automobile operation while on the Medford High School Complex. All students are to follow the directions of all adults assigned to parking areas at all times.

MHS/MVTHS is not responsible for damages to or theft from all vehicles. Students are cautioned not to leave valuables in their vehicles. Vehicles should be parked with doors locked and windows closed.

Loitering in the parking lots (especially in the mornings) is prohibited. Students should park their vehicles and enter school immediately upon arrival on campus. Students may not return to vehicles during the academic day without permission from an administrator/school resource officer.

### POLICY ON CHEATING

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- exercise (including any type of assessment or homework) or accessing information from a disk, etc.
- Submitting another person's work or ideas as one's own. This includes homework, copying from another student's work, from a book or from any electronic source including the Internet and any other forms of plagiarism.
- Stealing quizzes or tests.
- Altering rank book/computer grades.

Consequences for cheating are the following:

- The teacher will notify the student in private that he/she detected the alleged cheating and will give the student the opportunity to respond to the allegation.
- If the teacher still believes that the student cheated, he or she will notify the parent, as well as the Assistant Principal, who will keep a record of the event.
- The student will receive a failing grade on the exercise. In addition, the student will be subject to Saturday detention, Level I or II Discipline, or further disciplinary action.
- The Assistant Principal will notify, where applicable, the National Honor Society Faculty Council.
- Further occurrences will result in more serious action.

Faculty, administration and staff may not impose greater consequences on these students.

### **STUDENTS' RIGHTS AND RESPONSIBILITIES**

Students have the right of freedom of speech, press, and assembly, provided that such does not disrupt the educational process. Any student or students disrupting the school process would be immediately subject to disciplinary action resulting in suspension or exclusion.

It is the responsibility of the Medford School Committee to establish school policies; the rules and regulations pertaining to discipline must be available, and in print, and must not be in conflict with local, state, or Federal laws. It is the responsibility of the parents to see that their children arrive on time on all scheduled school days and attend all classes. Reasonable punishment is permissible when a written rule filed with the State Department of Education has been violated.

Students may obtain their attendance, academic, and discipline records with reasonable notice.

### **603 CMR sect.46.00 RESTRAINT POLICY**

The Medford Public Schools complies with the provisions of 603 CMR sect. 46.00 dealing with restraint of students in the public schools. To that end, the policy developed pursuant to those regulations is available upon request from the Principal, the Director of Special Education and Pupil Personnel Services, and the Superintendent's Office. Further, the policy is posted outside each Assistant Principal's office and in the Main Office.

### **SEARCH AND SEIZURE LAW AND POLICY**

The legality of a search of a student should depend simply on the reasonableness, under all the circumstances, of a search. "Under the circumstances, a search of a student by a teacher or other school official will 'be justified at its inception' when there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. Such a search will be permissible in its scope when the measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction."

- New Jersey v. T.L.O. 53 U.S.L.W., 3083, 4087-4088

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- desks periodically in compliance with these rules.
- Lockers and locks are provided to all students at Medford High School. Students should notify their respective Assistant Principal if their locker or lock is not functioning properly. Valuables should not be left unattended at any time, and graphing calculators and other electronic devices should never be left unattended or left in a student's locker.
- Students are responsible for the contents of their lockers, not only with regard to school regulations but also with regard to local ordinances, and state and Federal laws. Accordingly, it is dangerous to share one's locker combination with even one fellow student.
- This policy also pertains to student vehicles while they are parked on school property.

**VIOLATION OF CHAPTER 536 -HAZING**

The following statute regarding hazing was passed by the Massachusetts Legislature. Chapter 269 of the General Laws is hereby amended by adding the following three sections:

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

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

**Section 18.** Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report 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 five hundred dollars.

**Section 19.** Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledge or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization, or individual has received a copy of said sections seventeen and eighteen."

**Disciplinary Action**

Any student found involved as an organizer or as a participant in a hazing action will be immediately suspended from school for a period of ten days and/or recommended for exclusion from Medford High School to the Principal. Any student who is a witness to a hazing incident on school property or at a school event held at any location but who fails to report such an incident to school officials shall be subject to disciplinary action, including Level 1 or Level II Consequences and/or social probation.

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with Disabilities Education Act, has required that schools continue to provide educational services to special education students who are lawfully removed from their current educational placement for disciplinary reasons. See, 20 USC § 1415(k). Here is an overview of the key provisions affecting schools and students.

A. Discipline procedures: suspensions and expulsions – The new law:

1. Amends G.L. c. 71 by adding a new section 37H<sup>3</sup>/<sub>4</sub> that addresses all suspensions and expulsions for reasons other than those covered in section 37H (dangerous weapons, controlled substances, and assaults on education staff) and section 37H <sup>1</sup>/<sub>2</sub> (felony complaint)
2. Under section 37H<sup>3</sup>/<sub>4</sub>, directs school decision makers at student disciplinary meetings or hearings to: 1) exercise discretion in deciding consequences for the student; 2) consider ways to re engage the student in the learning process; and 3) avoid using expulsion as a consequence until other remedies and consequences have been tried
3. Under section 37H<sup>3</sup>/<sub>4</sub>, requires that districts provide 1) written notice to the student and parent or guardian of the reasons for suspension or expulsion in English and the primary language spoken in the home of the student, and 2) the opportunity for the student to meet with the principal or headmaster to discuss the reasons for suspension or expulsion, before the suspension or expulsion takes effect. The principal or headmaster must make reasonable efforts to include the parent or guardian in the meeting with the student.
4. Defines the process that school officials must follow under section 37H<sup>3</sup>/<sub>4</sub> if the decision is made after the meeting to suspend or expel the student, including notice of the student's appeal rights, if applicable, and the appeal process
5. Limits the length of suspensions or expulsions under section 37H<sup>3</sup>/<sub>4</sub> to 90 school days
6. Requires the principal or headmaster to notify the superintendent in writing of the out-of-school suspension of a student enrolled in kindergarten through grade 3, the alleged misconduct, and the reasons for out-of-school suspension, before the suspension takes effect;

B. Opportunity for students to make academic progress while suspended or expelled – The new law:

1. Amends sections 37H and 37H<sup>1</sup>/<sub>2</sub> to require districts and charter schools to continue to provide educational services to any student suspended or expelled under these sections
2. Requires principals and headmasters to create a “school-wide education service plan” for all students who are suspended or expelled for more than 10 consecutive school days, whether in or out of school, so that students have an opportunity to make academic progress. Education service plans may include, but are not limited to, tutoring, alternative placement, Saturday school, and online or distance learning;
3. States that students who are suspended from school for 10 or fewer consecutive school days, whether in or out of school, must be provided an opportunity to make academic progress during the period of suspension, to make up assignments, and earn credits missed

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educational services to suspended and expelled students. First payments will be made in fiscal year 2016, partially reimbursing eligible costs incurred in the 2014-15 school year.

C. Data reporting – Chapter 222 of the Acts of 2012 amends section 37H of chapter 71 to require districts and charter schools to report to the Department “the specific reasons for all suspensions and expulsions, regardless of duration or type,” in the manner directed by the Commissioner. Each year the Department is required to publish the district level data (without identifying students) and an analysis disaggregated by student status and categories to be established.

D. Pupil absence notification program G.L. c. 76 has been amended to include section 1B, which requires each school committee to establish a pupil absence notification program in each of its schools. Under this provision, the program must ensure that the school notifies a parent or guardian if the student was absent and the parent has not notified the school of the absence within 3 days of the absence. In addition, the school committee must have a policy of notifying the parent or guardian of a student who has:

1. missed 2 or more periods unexcused over at least 5 days in a school year, or
2. missed 5 or more school days unexcused in a school year.

Under the policy, the principal, headmaster, or designee must make reasonable efforts to meet with the parent or guardian of a student who has 5 or more unexcused absences to develop an action plan for student attendance as prescribed in the statute.

The statutory language directing the “school committee of each city, town or regional school district” to establish a pupil absence notification program limits the requirement to school committees and the public schools within their jurisdiction.

E. Students who permanently leave school – The new law amends G.L. c. 76, § 1, which sets forth the process for establishing that a student has permanently left school. As amended, the statute requires that the administrator of the school last attended by the student:

1. Send notice within a prescribed timeline from the student’s tenth consecutive absence to the student and parent or guardian in both the primary language of the home, to the extent practicable, and English, which contains information prescribed in the statute. Among other things, the notice must initially offer at least 2 dates and times for an exit interview.
2. Convene an exit interview which may proceed without the parent or guardian if the superintendent or designee has made a good faith effort to include the parent or guardian.
3. Include a team of school personnel in the exit interview such as the principal, guidance counselor, teachers and other relevant school staff, and give the student information about the benefits of earning a high school diploma, the detrimental effects of leaving school, and alternative education programs and services available to the student.

### STUDENT DUE PROCESS PROCEDURES

#### *Discipline Definitions*

**Expulsion:** the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) consecutive school days under M.G.L. c. 71, §§ 37H or 37H 1/2.



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**Long-Term Suspension** under M.G.L. c. 71, § 37H 3/4: the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or, for those offenses under for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

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

### **Due Process**

**In-School Suspension** : Prior to the imposition of an In-School Suspension, the student will be informed of the disciplinary offense and provided with an opportunity to respond. If the principal determines that the student committed the disciplinary offense, the principal will provide oral notice to the student and parent of the length of the In-School Suspension and will make reasonable efforts to meet with the parent. On or before the day of the In-School Suspension, the principal will deliver written notice to the parent of the basis for and length of the in-school suspension and inviting the parent to meet to discuss the student's behavior if such a meeting has not already occurred.

**Out-of School Suspension:** In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension. Written notice of the date and time for the hearing will be provided in English and in the primary language of the Student's home and will identify the disciplinary offense with which the student has been charged, the basis for the charge, the potential length of the student's suspension, and shall inform the parent and student of the right to interpreter services if necessary to participate in the hearing. Where a student may be subject to a Long-Term Suspension, the Principal will also notify the student and parent of the student's right to legal representation (at private expense), the right to present and examine witnesses, the right to review the student record and documents that may be relied upon by the Principal, and the right to request that the hearing be audiotaped.

For disciplinary offenses involving a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student will be given oral notice of the violation with which the student is charged and an opportunity to respond thereto prior to the Principal's imposition of a short-term/interim suspension ten (10) consecutive school days or less pending formal disciplinary proceedings. Upon imposition of a short term or interim suspension or an interim suspension of ten (10) consecutive days or less pending further disciplinary proceedings, the student and parents will be provided with written notice of the suspension and the date and time of any formal disciplinary proceedings. For a suspension in excess of ten (10) consecutive days, the student will have the right to a formal hearing at which the student may have representation, along with the opportunity to



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principal's consideration in determining consequences for the student.

### Long-Term Suspension:

In addition to the rights afforded a student in a short-term suspension hearing, the student will have the following rights: (a) the right of the student and the student's parent to interpreter services at the hearing if needed to participate; (b) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; (c) the right to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; (d) the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident; (e) the right to cross-examine witnesses presented by the school district; and (f) the right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request.

### Principal's Decision Under M.G.L. c. 71, § 37H 3/4:

Based on the evidence presented at the hearing, the Principal will determine whether the student committed the disciplinary offense and the remedy or consequences to be imposed. The Principal shall exercise discretion in deciding the consequence for the offense and, in cases not involving possession of a controlled substance, a weapon, an assault on staff or felony charges, shall avoid using long-term suspension from school as a consequence until alternatives have been tried. If the Principal decides to suspend or expel the student, written notice of the Principal's decision will be sent to the student and parents in English and the primary language of the home identifying the disciplinary offense, the factual basis for the Principal's decision, the beginning and end dates of the suspension or expulsion, and the process for appeal. The Principal will also notify the student and parent of the student's opportunity to make academic progress during the period of removal from school in accordance with M.G.L. c. 76, §21.

### Appeals:

Where the student is excluded in accordance with M.G.L. c.71 §37H, the student shall have ten (10) calendar days from the effective date of the exclusion to file a written appeal of a long-term suspension with the superintendent of schools.

For exclusions imposed pursuant to M.G.L. c.71 §37H1/2, the student shall have five (5) school days from the effective date of the exclusion to file a written appeal of a long-term suspension with the superintendent. And for long-term suspensions imposed pursuant to M.G.L. c.71, §37H3/4, the Student shall have five (5) calendar days from the effective date of the suspension imposed by the Principal but shall be granted an extension of seven (7) calendar days upon request. There is no right to appeal a short-term suspension, in-school suspension or emergency removal.

### Academic Progress:

Any student who is serving a short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, in accordance with the school's education service plan. M.G.L. c.76, §21.

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alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two school days following the day of the emergency removal.

### Discipline of Students with Disabilities

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

a) A suspension of longer than 10 consecutive school days or a series of short term suspensions that exceed 10 school days and constitute a pattern of removal and are considered to constitute a disciplinary change in placement.

b) Prior to a suspension that would result in a disciplinary change in placement of a student with a disability, the building administrators, the parents and relevant members of the student's IEP/504 Team will convene to determine whether the violation for which the student is subject to a disciplinary change in placement was caused by or directly and substantially related to the student's disability or was the direct result of a failure to implement the student's IEP or Section 504 Plan.

c) If the Team determines that the behavior is NOT a manifestation of the disability, the student may be disciplined in accordance with the policies and procedures applicable to all students except that students eligible for special education services shall be entitled to a free appropriate public education as of the eleventh (11<sup>th</sup>) day of disciplinary exclusion in the school year.

d) If the team determines that the behavior IS a manifestation of the disability, then the district will conduct a functional behavior assessment or review any existing behavior intervention plan and takes steps (with the consent of the parent) to correct the IEP, the placement, or the behavior intervention plan and the student will not be suspended for the violation found to be a manifestation of his/her disability.

e) Regardless of the manifestation determination, the district may place the student in an interim alternative setting (as determined by the Team) up to 45 school days if:

- The student is in possession of a dangerous weapon on school grounds or at school-sponsored events
- The student is in possession of or using illegal drugs on school grounds or at school-sponsored events.
- The student engaged in solicitation of a controlled substance on school grounds or at school-sponsored events;

or

- The student inflicted serious bodily injury to another at school or at school-sponsored events.

The interim alternative setting must enable the student to participate in the general curriculum, progress toward the goals in the IEP, and receive the special education and related services contained in the student's IEP. The interim alternative setting must also provide services and modifications designed to address the behavior giving rise to the removal and to prevent the behavior from reoccurring.

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

If the conduct does not involve a dangerous weapon, controlled substance, or serious bodily injury. In such a case, the school may remove the student to an interim alternative setting for 45 days only: 1) with parental consent *or* 2) by

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student's placement in an interim alternative educational setting. The student will remain in the disciplinary placement imposed by school authorities pending a decision on the appeal or until the expiration of the disciplinary sanction, whichever comes first.

### RELEVANT MASSACHUSETTS LAWS

M.G.L. c. 71, § 37H – Dangerous Weapons, Assaults on Staff, and Possession of a Controlled Substance

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

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

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

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

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

(f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

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M.G.L. c. 71, §37H1/2 – Felony Complaints and Felony Convictions

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension: provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing for his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent. The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

76.

M.G.L. c.71, §37H ¾ – All Other Offenses Not Covered by M.G.L. c. 71, §§ 37H and 37H 1/2

(a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.

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

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

(d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the

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that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

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

### M.G.L. c.76, §21

Principals and headmasters shall ensure that students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, shall have an opportunity to make academic progress during the period of suspension, to make up assignments and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed. Principals shall develop a school-wide education service plan for all students who are expelled or suspended from school for more than 10 consecutive school days, whether in or out of school. Principals shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed. Education service plans may include, but are not limited to, tutoring, alternative placement, Saturday school, and online or distance learning. In developing the education service plan, principals may seek the cooperation or input of relevant health and human service, housing and nonprofit agencies education collaboratives, and other service providers. Any school or school district that expels a student or suspends a student for more than 10 consecutive school days shall provide the student and the parent or guardian of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student's parent or guardian, the school or school district shall facilitate and verify enrollment in the service. Students exempt from attending school under section 1 of chapter 76 shall not be subject to this section.

### M.G.L. c.71, §37L

Section 37L. The school committee of each city, town or regional school district shall inform teachers, administrators, and other professional staff of reporting requirements for child abuse and neglect under section 51A of chapter 119 and the reporting requirements for fires under section 2A of chapter 148.

In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time.

Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of children and families, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and representative from the department of children and families,

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assessment.

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

### **MEDFORD PUBLIC SCHOOLS BULLYING & CYBERBULLYING POLICY GUIDELINES**

It is the policy of the Medford Public Schools to provide a learning environment that is free from bullying and cyberbullying (similar policies exist and define sexual harassment and hazing). It is a violation of this policy for any student to engage in bullying or cyberbullying, or for any employee of the Medford Public Schools to condone or fail to report acts of bullying or cyberbullying that they witness or become aware of (i) on school grounds and property immediately adjacent to school grounds; (ii) at school-sponsored or school-related activities, functions or programs, whether on or off school grounds; (iii) at school bus stops; (iv) on school buses or other vehicles owned, leased or used by the school district; or (v) through the use of technology or an electronic device owned, leased or used by the school district.

It is also a violation of this policy for any student to engage in bullying or cyberbullying at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school, or materially and substantially disrupts the education process or orderly operation of the school, as determined by school administrators.

The MPS School District will not tolerate retaliation against a person who reports bullying or cyber-bullying, provides information during an investigation of bullying or cyber-bullying, or witnesses or has reliable information about bullying or cyberbullying.

“Bullying” is defined as 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.

“Cyber-bullying” is defined as bullying through the use of technology or any electronic communication, which includes but is not limited to any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by such things as electronic mail, internet communications, instant message, text message or facsimile. Cyber bullying includes (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation is a violation under the law. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting is a



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mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics. Medford has taken steps to support vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment. These supports include, but are not limited to adoption of Bullying Prevention curriculum, implementation of Social-Emotional-Learning standards, social skills training, counseling services, and development of community partnerships.

It is the responsibility of every student, parent and employee of the school district to recognize acts of bullying, cyberbullying and retaliation. Any student who believes that he or she has been the victim of bullying, cyberbullying or retaliation should report it immediately to his or her teacher or principal. Students, parents and members of the school staff (including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, coaches, advisors, advisors to an extracurricular activity, or paraprofessionals), who witness or become aware of bullying cyberbullying or retaliation should immediately report it to the principal.

Reports of bullying or cyber-bullying will be promptly investigated. If the school principal or a designee determines that bullying or retaliation has occurred, the school principal or designee will (i) notify the police if the principal or designee believes that criminal charges may be pursued against the perpetrator; (ii) take appropriate disciplinary action; (iii) notify the parents or guardians of the perpetrator; and (iv) notify the parents or guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation.

Any individual can report bullying in writing the following ways:

1. Through the reporting mechanism on the website (which has the option to be submitted anonymously):  
<https://www.medfordpublicschools.org/schools/medford-high-school/reporting-bullying/>  
-Go to "[www.mps02155.org](http://www.mps02155.org)"  
-Click on "Our Schools" and find "Medford High School"  
-Click on "MHS Information" and on the next page "Reporting Bullying"
2. In writing via email to the Principal or any Assistant Principal
3. In writing via the Bullying Reporting Form, which is available in the Medford High School Main Office, Vocational Office, and all Assistant Principals offices.

The School district will provide age-appropriate instruction on bullying prevention and provide professional development to build the skills of staff members, as required by law. The Superintendent will develop a Bullying Prevention and Intervention Plan which shall sets forth the administrative guidelines and procedures for the implementation of this policy. Such Bullying Prevention and Intervention Plan shall include, but not be limited to: procedures for reporting, responding to and investigating reports of bullying or retaliation; the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation or against someone for making a false accusation of bullying; procedures for remedying incidents of bullying and restoring a sense of safety for a victim and assessing that victim's needs for protection; strategies for protecting from bullying or retaliation a person who reports bullying or provides information during an investigation; any notification requirements consistent with state and federal law; a strategy for providing counseling or referral to appropriate services for perpetrators, victims and family members; and provisions for educating and informing parents about bullying and the School District's bullying prevention curriculum.

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form of bullying, cyberbullying or retaliation.

Any student who knowingly makes a false accusation of bullying or retaliation will be subject to disciplinary action including, but not limited to reprimand, detention, loss of privileges, and/or suspension. An educational component will be part of the actions taken. If the false accusations have civil and/or criminal elements then further actions may be taken by appropriate law enforcement agencies.

Any staff member, parent, and/or community member who knowingly engages in false accusations will be subject to appropriate consequences administered by the school system and/or law enforcement agencies. Complaints of bullying or retaliation may be made anonymously; however, no disciplinary action shall be taken against a student, staff member, parent, or community member solely on the basis of an anonymous report.

### **POLICY PROHIBITING HARASSMENT AND VIOLENCE**

#### **I. General Statement of Policy**

It is the policy of the Medford Public Schools to maintain a learning and working environment that is free from sexual orientation harassment, sexual harassment, and violence. The school district prohibits any form of sexual orientation harassment, sexual harassment, and violence.

It shall be a violation of this policy for any pupil, teacher, administrator, or other school personnel of the school district to harass a pupil, teacher, administrator, or other school personnel through conduct or communication of a sexual nature as defined by this policy. (For the purposes of this policy, school personnel includes school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.)

It shall be a violation of this policy for any pupil, teacher, administrator, or other school personnel of the school district to inflict, threat to inflict, or attempt to inflict sexual violence or harassment upon any pupil, teacher, administrator, or other school personnel.

The school district will act to investigate complaints, either formal or informal, verbal or written, of sexual orientation harassment, sexual harassment, and violence and to discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who is found to have violated this policy.

Medford High School recognizes that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived characteristics including race, color, religion, ancestry, national origins, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental, or sensor disability, or by association with a person who has or is perceived to have one or more of these characteristics. MHS will develop specific steps to support vulnerable students and will provide all students with the skills, knowledge, and strategies needed to prevent or respond to bullying or harassment

#### **II. Definition of Sexual Harassment**

##### **A. Sexual Harassment Definition**

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- submission to such conduct or communication is made either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
- submission to or rejection of that conduct or communication by an individual is used as a factor

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- requests for sexual favors and other verbal or physical conduct of a sexual nature exist when:
- submission or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges, or placement services or as a basis for the evaluation of academic achievement; or
  - such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

*Sexual Harassment may include but is not limited to:*

- unwelcome verbal harassment or abuse;
- unwelcome pressure for sexual activity;
- unwelcome, sexually motivated or inappropriate patting, pinching, or physical contact, other than necessary restraint of pupil(s) by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
- unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- unwelcome behavior/words directed to an individual because of gender;
- unwelcome behavior/words directed because of sexual orientation.

### **B. Sexual Violence Definition**

Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts include the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering those areas.

Sexual violence may include but is not limited to:

- touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same gender or the opposite gender;
- coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
- coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another, or;
- threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse on another.

### **C. "Assault" Definition**

Assault is:

- an act done with intent to cause fear in another of immediate bodily harm or death;
- the intentional infliction/attempt to inflict bodily harm upon another; or
- the threat to do bodily harm to another with present ability to carry out the threat.

### **III. Reporting Procedures**

Any person who believes he or she has been a victim of sexual harassment or violence in any form defined above, by a pupil, teacher, administrator, or other school personnel of the school district, or any other person with knowledge or belief of conduct which may constitute sexual harassment or violence toward a pupil, teacher, administrator, or other school personnel should report the alleged acts immediately to an appropriate district official designated by this policy.

Many times situations involving non-physical harassment can be quickly and quietly resolved if the harasser and the victim can be persuaded to sit down and talk things over in the presence of a third party. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a District Human Rights Office or to the Superintendent.

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school district designee immediately, without screening or investigating the report. The Principal may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the Principal to the designee. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the Principal. If the complaint involves the building Principal, the complaint should be made or filed directly with the Superintendent or the designee by the reporting party or complainant.

### **B. In the District**

The school board hereby designates David Blauch (781-393-2303; [dblauch@medford.k12.ma.us](mailto:dblauch@medford.k12.ma.us)) and Doreen Andrews (781-393-2333; [dandrews@medford.k12.ma.us](mailto:dandrews@medford.k12.ma.us)) as the designees to receive reports and complaints of sexual harassment or violence. If the complaint involves the designee, the complaint shall be filed directly with the Superintendent. The school district shall conspicuously post the name of the designee including mailing address and telephone numbers.

Submission of a good faith complaint or report of sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments. Use of formal reporting forms is mandatory.

The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the School Department's legal obligation to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

### **IV. Investigation**

By authority of the school district, the designee, upon receipt of a report or complaint alleging sexual harassment and violence, shall immediately undertake or authorize an investigation. The investigation may be conducted by school department officials or by a third party designated by the school district.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past continuing patterns of behavior, the relationships between the two parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators, or other school personnel pending completion of an investigation of alleged sexual harassment or violence.

The investigation will be completed as soon as practicable. The designee shall make a written report to the Principal and Superintendent upon completion of the investigation. If the complaint involves the Superintendent, the report may be filed directly with the School Committee. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

### **V. School District Action**

Upon receipt of the report, the Principal and/or Superintendent will take appropriate action. Such action may

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action. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal laws regarding data or records privacy.

### **VI. Reprisals**

The school district will discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who retaliates against any person who reports alleged sexual harassment or violence or any other person who testifies, assists, or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

### **VII. Right to Alternative Complaint Procedures**

These procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the state, initiating civil rights action, or seeking redress under state criminal statutes and/or federal law.

### **VIII. Harassment or Violence as Abuse**

Under certain circumstances, alleged harassment or violence may also be possible abuse under state law. If so, the duties of mandatory reporting under such statutes may be applicable. Nothing in this policy will prohibit Medford Public Schools from taking immediate action to protect victims of alleged harassment, violence, or abuse.

### **IX. Dissemination Policy and Training**

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members.
- B. This policy shall appear in the Student Handbook.
- C. The Medford Public Schools will develop a method of discussing this policy with students and employees.
- D. This policy shall be reviewed periodically for compliance with state and federal law.

### **X. False Accusations**

Because of the serious and private nature of this harassment offense, false accusations of harassment are, and will be treated as, a disciplinary offense and will result in the same level of punishment as that applied to one who engages in harassment behavior.

### **TITLE IX - CHAPTER 622**

It is the policy of the Medford School Department not to discriminate on the basis of sex, race, religion, color, national origin, or handicap in its educational programs, activities or employment policies as required by Title IX Section 504 of the Rehabilitation Act of 1973.

Specifically, it reaffirms its policy against discrimination related to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness, having equal access to the general education program and the full range of any occupational/vocational education programs offered by the district.

The Committee further indicates its acceptance of all federal and state laws and regulations dealing with the civil rights of parents, students, and employees of the School Department, as outlined in Chapter 622, Acts of 1971.

If any student feels as though his or her rights have been violated, he or she may contact the following school personnel and submit a complaint in writing. The complaint forms may be picked up in an Assistant Principal's Office.

### **OTHER REGULATIONS**

- During fire drills, students must evacuate the building quickly following directions given by the classroom teacher. Once outside, the students should



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- Marking/damaging school property is a serious offense and violates local laws.
- Profane and/or obscene language, or material that is morally offensive, will not be tolerated in the school, or on school premises.
- The inappropriate display of affection is frequently embarrassing to adults and students. Specifically, kissing and inappropriate displays of affection will be subject to disciplinary action.

## ***GENERAL INFORMATION***

### **LIBRARY RULES AND REGULATIONS**

Medford High School's Library Media Center is located on the ground floor of B Building. It is a large, spacious facility that houses 42 computers for student use with many tables of varying sizes that allow for flexible seating in classes or small groups.

The Library is managed by a full-time certified Teacher Librarian and a library assistant, which allows us membership in the MLA – Massachusetts Library System - thereby providing us with access to their online, comprehensive selection of database subscriptions. In addition, Medford purchases several subscriptions to encyclopedia, career and geographic databases to support academic research.

The library collection is accessed through an online database that may be entered from school or home through the library home page, and from any device. Library materials may be checked out at the circulation desk and borrowed for up to 3 weeks and can be renewed. Also, more than thirty periodical subscriptions are available for in-library use, as well as a focused collection of reference materials.

Students with overdue books may not check out additional materials until their library accounts are brought up to date. Late notices will be sent to the students via their homerooms to alert them of overdue materials and, if still not returned, the students will be charged the replacement cost. The following consequences will result if these terms are not met: social probation and loss of library privileges.

The Medford High School Library is open from 7:00am to 4:00pm from Monday through Thursday and 7:00am to 3:00pm on Friday. The library closes at 1:00pm on early release days.

The following logistics apply to student use of the MHS Library:

- During the school day, students need a pass to have access to the library and must sign in at that front desk.
- Students must adhere to the current school technology policy while in the library.
- Students may use the photocopier in the library before and after school. The Main Office has provided paper to the library staff for this purpose.
- Students may visit the library during lunch (with a pass from a staff member members) but may not visit inappropriate websites (determined by library staff) or play games.

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reinforcement of learning activities that emanate out of each academic class setting. In order to maintain positive learning experiences outside the classroom, students have to be cognizant of the value and the intent of homework assignments. The school's high academic standards will be enhanced through a required daily homework policy in all given academic areas.

**Time, Frequency, Credit**

- Homework assignments can vary widely. They can consist of library research, study or writing, and they can be long-term or short-term in nature.
- Students in five-credit courses are to be given an average of thirty minutes of homework a night, five nights a week, and students in other courses are to be given an average of twenty minutes of homework each day the class meets. Some subjects, by their very nature, may not require homework.
- All written homework assignments are to be collected and recorded as to their level of completion. Missing assignments due to absenteeism are to be made up as soon as possible. (See Class Attendance Policy.)
- Credit given to homework assignments will be determined by the teacher.
- Students must be given one week's notice for each hour of homework expected to be completed over school vacations.

**BELL SCHEDULES**

<u>REGULAR TIME</u>	<u>ADVISORY</u>
<u>ACTIVITY</u>	
Warning 7:40	Warning 7:40
Homeroom 7:45 - 7:49	Homeroom 7:45 - 7:50
Period 1 7:52 - 8:48	Period
1 7:53 - 8:41	
Period 2 8:51 - 9:47	Period
2 8:44 - 9:32	
Period 3 9:50 - 10:46	Advisory 9:35 - 10:19
<u>"A" Group</u>	Period 3 10:22 - 11:10
Lunch "A" 10:51 - 11:21	<u>"A" Group</u>
Period 4 11:24 - 12:20	Lunch
"A" 11:15 - 11:45	
<u>"B" Group</u>	Period 4 11:48 - 12:36
Period 4 10:51 - 11:47	<u>"B" Group</u>
Lunch "B" 11:50 - 12:20	Period
4 11:15 - 12:03	
Period 5 12:23 - 1:19	Lunch
"B" 12:06 - 12:36	
Period 6 1:22 - 2:18	Period
5 12:39 - 1:27	
Period 6 1:30 - 2:18	

**EARLY RELEASE**

<u>ADVISORY</u>	<u>EXTENDED</u>
Warning 7:40	Warning 7:40
Homeroom 7:45 - 7:50	Advisory 7:45 - 8:25
Period 1 7:53 - 8:35	Period
1 8:28 - 9:18	
Period 2 8:38 - 9:16	Period
2 9:21 - 10:11	
Period 3 9:19 - 9:57	Period
3 10:14 - 11:04	
Period 4 10:00 - 10:38	<u>"A" Group</u>
Period 5 10:41 - 11:19	Lunch
"A" 11:09 - 11:39	
Period 6 11:22 - 12:00	Period
4 11:42 - 12:52	
<u>"B" Group</u>	



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Lunch "A"	
Period 4	11:09 - 11:44
Lunch "B"	
Period 4	11:49 - 12:24
Period 3	12:27 - 1:02
Period 5	1:05 - 1:40
Period 6	1:43 - 2:18

### **OPENING BELL OF THE SCHOOL DAY**

The Warning Bell at 7:40 a.m. is the signal for everyone to be in his/her homeroom. Everyone should be in his/her seat when the Opening Bell rings at 7:45 a.m. Pupils are to remain in their homeroom, listening to the announcements during the entire period unless they have a corridor pass.

### **LOST AND FOUND**

All lost articles should be reported and brought to the Main Office immediately.

### **"NO SCHOOL" NOTIFICATION**

"No School" announcement information will be posted on our district website, communicated via a robo-call, and provided on the local radio and television station.

## ***HEALTH AND SECURITY***

### **HEALTH POLICY GUIDELINES**

The Health Office is located on the second floor next to the Cafeteria. Students who wish to see the nurse during the school day will go directly from class to the Health Office with a corridor pass from the teacher or administrator. In the event of a serious accident or illness, the pupil should report directly to the Health Office. Students in need of help in any manner pertaining to health will be given every assistance by the school nurse.

### **HEALTH SERVICES PROGRAM**

The Medford Public Schools' nurses provide a comprehensive health program that includes, but is not limited to: health education, prevention and monitoring of communicable diseases, periodic health screenings, specialized health care, health counseling, dispensing of medications, referrals, first aid, and consultation with health-care providers, as well as the educational team.

The Medford Public School System provides registered nurses for direct service in each school. Two nurses are assigned to Medford High School and Medford Vocational Technical High School. The remaining nurses service the elementary and middle schools. Your school nurse is available between 7:30 a.m. and 3:00 p.m. Please call your individual school nurse with any health-related questions or concerns throughout the school year.

### **MEDICATION POLICY**

The Medford Public Schools follows Department of Public Health Regulations regarding dispensing of medication in the schools. Our medication policy requires the following for ALL medications, including over-the-counter medications such as aspirin, Advil, etc.

Signed consent by the parent to give the medicine. The parent should complete the consent form and give it to the school nurse.

Signed medication order. The written medication order form should be first taken to the child's licensed prescriber

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nurse.  
STUDENTS MAY NOT BRING MEDICINE TO SCHOOL.  
Tylenol may be dispensed in Grades 6-12 by a registered nurse, under  
School Physician protocols, if the parent has provided written consent.

### **IMMUNIZATIONS**

Prior to entering the Medford Public Schools, all students must provide proof of immunization. All students must be medically cleared to enter school through the Health Suite at Medford High School. Periodically, certain immunizations must be updated. Failure to comply with immunization regulations may result in exclusion from school.

### **PHYSICAL EXAMINATIONS**

Physical exams are required of all students entering kindergarten. All students entering Medford Public Schools from a different school district are also required to have a recent physical exam. A private physician or the school physician may give the exam. Students in Grades 4 and 9 are required to have a Health Questionnaire completed by their parent/guardian. All forms are available from the school nurse.

### **HEALTH SCREENINGS**

Students are periodically screened in Grades K-9 for vision and hearing. Postural screening is done for all students in Grades 5-9. The nurse notifies parents/guardians if a student needs further evaluation by a physician.

### **COMMUNICABLE DISEASES**

Students may be excluded from school for certain communicable diseases, per the Department of Public Health.

Chickenpox (Varicella) - Students are contagious for one or two days prior to the rash and for five days after the rash begins. Chicken Pox can be a very serious disease for pregnant women and immunocompromised individuals. Therefore, Chickenpox should be reported to the school immediately.

Students who have been ill with the flu, ear infections, diarrhea, etc., should be fever- and symptom-free for twenty-four hours before returning to school.

There are occasions when a child comes to school with a condition that may be contagious, such as a rash of unknown origin. The parent will be called and asked to take his or her child to the physician. A note from the physician is required for re-entry to the school.

### **PHYSICAL EDUCATION**

If a student is unable to participate in the Physical Education program due to illness or injury, a note from the physician is required. It is especially important for the physician to indicate in writing when a student may safely resume full activity. (However, students who are unable to participate in Physical Education may not receive course credit.)

### **WALKING WITH CRUTCHES**

Any student who requires crutch use in school must provide written notice from his/her physician that he/she is capable of handling crutches in the school environment.

### **STUDENT LAVATORY POLICY**

The Lavatory Policy has been developed in order to create a more positive educational environment. Designated lavatories will be closed throughout the day, while others will be opened in order that sufficient facilities will be available to service the needs of the student body.

The Lavatory Policy is as follows:

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and students needing to use them will need to obtain a pass from their classroom teacher.

**AHERA regulations state:** Annually the parents, guardians and occupants will be notified as to the availability of the Asbestos Hazard Emergency Response Act Asbestos Inspections and Management Plan.  
As per 40 CFR 763.93 (g) management plans are available in the LEA office as well as each school.  
There are no Asbestos Containing Materials in any of the new schools. The only schools that have ACM are Medford High and the Curtis Tufts.

### **MEMORANDUM OF AGREEMENT: MEDFORD SCHOOL DEPARTMENT AND THE MEDFORD POLICE DEPARTMENT**

**The Medford Public Schools and the Medford Police Department do hereby agree to coordinate their efforts to prevent substance abuse and violent behavior by students of the Medford Public Schools. This agreement may be modified as required and agreed to by the parties in furtherance of substance-abuse-prevention and violence-prevention objectives.**

Furthermore, the Medford Public Schools and the Medford Police Department agree to respond effectively and cooperatively to incidents of school delinquency, truancy, and criminal behavior. Such joint efforts will focus on incidents that have taken place on school property, at school sponsored events, and/or locations in which students of the Medford Public Schools have gathered.

This agreement is entered into pursuant to the Laws of the Commonwealth and ordinances of the City of Medford that deal with substance abuse, issues of violence and such incidents which require:

- A law enforcement response in a school setting;
- A law enforcement response during any school-sponsored activity, even if the event is off school grounds;
- A law enforcement response in a community setting involving students of the Medford Public Schools.

### **School and Police Department Designated Liaisons**

In order to facilitate timely, clear and effective communication between the school and police personnel, the Medford Public Schools and the Medford Police Department agree to identify individuals who will function as designated liaisons.

A. The Medford Public Schools Designated Liaisons, by school, are:

- School Principal
- Assistant Principals
- Guidance Counselors

B. The Medford Police Department Designated Liaisons are:

- Juvenile Officer
- School-Based Community Resource Officer
- Community Service Unit (personnel)

### **III. Reporting Guidelines**

Mandatory School Reports to Police Department

1. The below *Mandatory Reportable Incidents* will be immediately

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### Incidents:

- a. any incident in which any individual is reasonably suspected of, or determined to be, possessing, selling, distributing or ingesting alcohol, inhalants, or any controlled substance as defined in M.G. L. 94C drugs or alcohol;
  - b. any incident, excluding accidents, which results in serious personal injury or significant property destruction, or where there is a threat of such activity;
  - c. possession of a dangerous weapon as defined in M.G.L. C269 S.10 or any object capable of causing concern, alarm, harm, or disrupting the general welfare of the school community;
  - d. all sexual assaults and rapes, or instances of serious accosting, annoying or serious harassment of persons;
  - e. any incident involving serious domestic abuse, dating violence or violation of M.G. L. 209-A Domestic Abuse Law;
  - f. any incident involving the serious physical or sexual abuse of a child (in addition to a report filed with Department of Social Services);
  - g. any incident involving an actual or suspected hate crime or violation of civil rights.
- B. Police Department Reports to the High School  
The appropriate Police Department Designated Liaisons will inform the appropriate School Liaison of:
1. Arrests  
Subject to the applicable statutes and regulations governing confidentiality, the Medford Police Department will notify the Medford Public Schools of the arrest or filing of a complaint application against any student of the Medford Public Schools.
  2. Issues of Safety/Non-Criminal Activity  
The appropriate Police Department Designated Liaison shall report to the appropriate School Designee any non-criminal activity involving students of the Medford Public Schools if the:
    - activity poses a serious or imminent threat to the safety or general well-being of the student, faculty, or administrative personnel;
    - making of such report would facilitate supportive intervention by on behalf of the student
    - activity involves actual or possible truancy.

### SECURITY SERVICES DEPARTMENT

The primary duty of the Security Department is to provide those security services that are essential to preserving the individual safety and security of every member of the school system.

All students should feel free to contact the Security Office or ask any adult in the building for assistance with any situation regarding their safety.

# ***STUDENT ACTIVITIES***

## **MEDFORD PUBLIC SCHOOLS FUNDRAISING POLICY**

Each individual school organization and/or club will submit a projected plan to the Superintendent of Schools before November 1 of each school year. Substantial alterations and/or additions/deletions to any plan will require the school organization and/or club to submit an amendment to the Superintendent of Schools for approval. Every effort will be made to avoid duplication and to ensure

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submitted plan.  
The School Department will discourage door-to-door soliciting by school children and not assume responsibility for their safety. Parents will be informed by principals in writing of the policy that door-to-door fundraising is to be discouraged. The School Committee will receive a copy of these letters.  
Administrators and teachers should not use academic classroom time organizing and running fund-raising projects. Whenever possible, parents should assume these responsibilities, working closely with the school personnel even if there is not a formally organized parent group.  
Charitable fund-raising drives shall be anticipated and included in the annual plan to the maximum extent possible. The number of drives per year is not to exceed two per classroom without special permission from the Superintendent of Schools. Such drives are to be limited to school-oriented, non-profit organizations which document contribution to the public good.

### *Specific guidelines are as follows:*

No quota may be set for individual pupils, class, or school.  
All participation must be voluntary.  
The amounts collected by each pupil, class, or school in the district may not be published; only the total contribution of all schools may be published.  
Money must be deposited anonymously in a canister provided by the soliciting organization; neither pupils or teachers may collect money.  
No contests are to be conducted; no prizes of any nature are to be offered.  
No student may solicit funds outside his home/family.  
The distribution of lapel pins, buttons, printed stickers and the like as a designation of contribution is forbidden. Generally, persons soliciting such drives must handle all monies and be accountable to themselves.  
School personnel will not be responsible or accountable for funds.  
No incursions in instructional time may be permitted for such drives.  
School handbooks will include the text of this policy.  
Principals will ensure that all fund-raising conducted is consistent with the above-stated principles and guidelines.  
If the need arises for material or equipment normally funded for all schools through the School Department, the Superintendent should be notified.  
Each school administrator and parent organization will issue a periodic report to parents and other personnel involved of funds raised and how they are used.  
Middle and Senior High School students may assume responsibility for organizing and running projects under the supervision of advisors and parents. All projects must be approved under the yearly plan.  
The purpose of this process is to ensure that the Superintendent and the School Committee are fully informed of all fundraising activities throughout the school system and approve the various activities, practices, procedures and purposes of the fund-raising. It is also intended to provide the maximum flexibility to school and program administrators so that valuable fund-raising activities are not discouraged and so that the proceeds from such activities are used for priority purposes.

### **ATHLETIC RULES AND ELIGIBILITY**

Interscholastic athletes must adhere to the rules and regulations listed in this section regardless of whether the athletic activity is controlled by the Massachusetts Interscholastic Athletic Association (MIAA).

Excerpts from the MIAA Bluebook are included in the following pages. Interscholastic athletes are responsible for adhering to all MIAA Rules and Regulation, the most current of which can be accessed at [MIAA.net](http://MIAA.net).

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member school in athletic competition, the student must be duly enrolled in that school. Additionally, the student must be a candidate for that school's diploma, subject to the jurisdiction of that school's principal (i.e. the principal must have the authority to suspend the student from classes), and under the supervision of that school principal (i.e. the principal must have control and knowledge of the student's daily attendance and achievement).

Ultimately the interpretation and application of Association rules rests with the MIAA executive director/staff and the Board of Directors. Principals (or athletic directors) must contact the Association executive staff to resolve any possible eligibility issues before permitting a student to represent your school. This rule complements Rule 52, 53, 54 and 55.

### **B. Physical Examinations/Medical Coverage**

All students must pass a physical examination within thirteen months of the start of each season. Students who meet this criteria at the start of the season will remain eligible for that season. Physical examinations must be performed by a duly registered Physician, Physician's Assistant or Nurse Practitioner. The Sports Medicine Committee recommended physical examination form is in the MIAA White Book.

**PENALTY:** A student in violation shall be suspended for the number of contests in which he/she participated without a proper physical.

*The MHS process for medical clearance includes the following:*

*The student returns the physical examination form (signed by the appropriate medical personnel) to the Health Suite.*

*The Health Suite processes the form, provides the appropriate sign-off, and informs the Athletic Director of the student's medical clearance.*

*The Athletic Director notifies the coach about the student's medical clearance.*

*No student may try out for a team, practice with a team, or participate in athletic events until he or she receives medical clearance, as defined above.*

### **C. Academic Requirements—Playing**

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

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

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.

Academic eligibility of all students shall be considered as official and determined on the published date when the report cards for that ranking period are to be issued to the parents of all students within a particular class. (By distributing report cards to students, MHS officials assume that students take the report cards home to parents.)

*At MHS, the following courses are the equivalent of a traditional yearlong major English course: five-credit courses and, for each special education student, any combination of academic courses equaling five credits that*

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*accompanied by a support plan that the Coach, Assistant Principal, and Guidance Counselor will develop. If the waiver is approved, the Coach, Assistant Principal, and Guidance Counselor will be involved in the implementation of the plan, and the Guidance Counselor will provide bi-weekly reports on the implementation of the plan to the Principal, Athletic Director, Coach, and Assistant Principal. Where the student does not faithfully do his or her part to implement the plan, the Principal may cancel the waiver at any time.*

**E. After-School Practices**

*All Medford High School educators, including Coaches, understand that academic work takes precedence over athletics and encourage students to see their teachers after school for extra help and to make up quizzes and tests.*

*Coaches may not require students to attend practice at a time when they should be taking care of the above academic obligations. Likewise, Coaches may not penalize students who are late for practice because of seeing a teacher after school.*

**F. Participation**

*Athletes and Cheerleaders will not be allowed to participate in interscholastic programs offered by the Medford High School Athletic Department unless he/she agrees to:*

*Attend all practices, scrimmages and games, including those during school vacation weeks. (Documented illness or prior approval by the Athletic Director and Coach are exceptions.)*

*Observe such other rules as may be made by the Principal, Athletic Director, Coach and/or Trainer. These rules are, to the extent practical, included in the sports information packet available through the Athletic Office or the Coach.*

**H. Student Eligibility: Chemical Health/Alcohol/Drugs/Tobacco**

From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. This policy includes products such as "NA or near beer".

It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor. 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.

*In Medford High School's Discipline Code, "possession" is defined as not only holding an item, having it on one's person, or storing it in one's locker or automobile; it also means being willingly and knowingly in the presence of the item.*

**Minimum PENALTIES:**

**First violation:** When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal part of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 25% of the season.



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totaling 60% of all interscholastic contests in that sport. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 60% of the season.

If after the second or subsequent violations the student of his/her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events provided the student was fully engaged in the program throughout that penalty period. The high school principal in collaboration with a Chemical Dependency Program or Treatment Program must certify that 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 part of an event will be dropped when calculating the 40% of the season.

*Please note that the district's Drug and Alcohol Policy takes precedence over MIAA regulations.*

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 the same academic year: he would serve the penalty [ies] during the fall season of the next academic year).

**Off-Season Violations of Chemical Eligibility Policy:** *If a violation occurs at a time when MIAA regulations do not apply, the student shall lose eligibility for the next two interscholastic events of the subsequent athletic season of play in which that student is a participant. This penalty shall carry over to the next academic year if the penalty period is not completed during the school year in which the violation occurred.*

**All Violations of Chemical Eligibility Policy for Athletics:** *The student in violation of the Chemical Eligibility Policy for Athletics will not be eligible to be a team captain within a year of the infraction and, if already a team captain, he/she will automatically forfeit the position for the remainder of the season for which he/she has been elected captain.*

### **I. Local Discipline Code**

*Medford High School's Code of Discipline applies during all athletic events, practices and meetings. For example, fighting in an athletic contest would justify a Level 1 suspension. Students are responsible for complying with all MIAA regulations and with Medford High School's specific requirements.*

*Any student who receives a regular school-day suspension will not be eligible to be a team captain within a year of the infraction and, if already a team captain, he/she will automatically forfeit the position for the remainder of the season for which he/she has been elected captain.*

### **J. Users' Fee**

*Medford School Committee policy requires that all participants in a Medford High School interscholastic athletic program pay a \$175.00 Users' Fee (except for Football and Hockey, for which the Users' Fee is \$200). However, no family is to exceed \$500.00 for the three sports season (fall, winter, and spring). Users' Fees represent an important source of revenue for the varied and comprehensive sports programs offered to students attending Medford High School. This fee is not refundable. The fee covers transportation costs, equipment, athletic insurance and reconditioning of equipment.*

*Students who fail to pay the Users' Fee will not be eligible to participate in Medford High School athletics in the future*

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Campaign posters are allowed in the building as long as the following procedures are followed:

Posters are permitted on bulletin boards. Under no circumstances should posters be taped to painted surfaces.

Masking tape is required for the posting of posters.

Students are permitted to pass out campaign literature, but are responsible to see that it does not turn into a litter problem.

Campaign posters are to be prepared with the utmost of discretion based on high ethical standards.

Posters that become disfigured must be removed immediately by the candidate.

Student decorators are to contact custodial personnel to obtain ladders. Students **are not** to employ human ladder techniques while decorating.

### STUDENT GOVERNMENT

The following rules and regulations apply to candidates for Class Office, Student Council, Student Advisory Committee to the School Committee, Regional Student Advisory Committee, and Site Council. These candidates need to do the following:

Submit nomination forms with 20 signatures to their Assistant Principal or designated advisor at least five days before the assembly at which election speeches will be made.

Review their speech with their Assistant Principal at least two days before the assembly at which election speeches will be made.

Any disruptive behavior or speech on the part of a candidate during the election process will result in suspension and, therefore, electoral disqualification. Any student suspended during a school year will be ineligible to run for office in the spring of that year. Students who are suspended while in office will be recalled from office, with the Assistant Principal or Advisor appointing a replacement.

In student government and all activities, if students are not fulfilling their obligations, they will receive a verbal warning from their Advisor. If the inactivity continues, the students will receive a written warning from their advisor. If the inactivity continues further, the Advisor will remove the student from office.

### PHYSICAL EDUCATION AND ATHLETICS

No person shall, on the basis of sex, be excluded from participating in, be denied benefits of, be treated differently from another person or otherwise be discriminated against in physical education, interscholastic athletics, or intramural activities offered by the Medford Public School System.

Sweatpants or shorts, along with a T-shirt and sneakers, are required.

### DANCES AND OTHER SCHOOL EVENTS

Students will not be admitted to dances, proms, semi-formals, and other school events after the first hour of the event. Once students leave the event, they will not be readmitted.

Grade 9 students may take other MHS/MVTHS Grade 9 students to the Freshman Dance or they may not take a date at all. At more formal dances, students may take any other MHS/MVTHS student but only with special permission of the Assistant Principal and Principal, a student who does not attend MHS/MVTHS. Formal attire is required at the junior and senior prom. For male students, the dress code includes, minimally, shoes, slacks, jacket and tie.

All school rules apply at school events, regardless of whether they are held at the MHS complex or at a private facility. School rules apply not only in the building where the event is held but also in the parking lot and on the grounds.

Rules regarding chemical eligibility for athletics also apply to all other school activities.

## ***STUDENT SERVICES***

### **GUIDANCE SERVICES**

The Guidance Department is responsible for serving all students, parents, and faculty on behalf of students. The department serves to help students appreciate themselves, their value, their impact on others, and their future.

This sense of self-esteem is critical to learning and growth. Counselors work with the students to aid them in making appropriate educational, vocational, and personal-social decisions. Counselors are available to counsel students, their parents, and teachers concerning school and adjustment problems. Each student has an assigned counselor with whom appointments may be arranged before school and after school. Assigned counselors and their office locations are posted on all homeroom bulletin boards. Students are encouraged to avail themselves of these resources.

### **COMMUNITY SERVICE OPPORTUNITIES**

All MHS students are required to perform at least fifteen hours per year of community service, and documentation of (60) sixty volunteer hours over the course of their four years in our school is a graduation requirement.

Students are recommended to work with their Guidance Counselor and Assistant Principal in order to identify appropriate community service opportunities.

### **STUDENT RECORDS**

It is the student's obligation to provide complete school records to Medford High School, including academic, attendance, health and discipline records. Discipline records are to include any incidents involving suspensions or violation of criminal acts. This obligation pertains not only to students transferring to Medford High School from other public schools in Massachusetts, but also to students transferring to Medford High School from private, parochial or out-of-state schools. A student's registration is considered complete only when all records from sending schools have been received by our Guidance and Health Departments.

State regulations now allow parents and students, once the latter reach the age of fourteen or are in the Grade 9, whichever comes first, to inspect, receive a copy of, add to, or request a deletion of or an amendment to any information concerning the student that is kept by the school or School Committee and is organized in such a way that the student may be individually identified. (The only exception to this automatic right of access concerns information kept in the personal files of a school employee and not shared with anyone else.) Parents and eligible students will be allowed access to the student record within two (2) consecutive weekdays after their request. Temporary student records are destroyed after five (5) years. Permanent student records are destroyed after sixty (60) years.

The Medford Public Schools will, in response to an inquiry from another school system, provide all student records to a school at which a student is registering.

### **Special Education Records**

We encourage **all students to pick up their records upon graduation/withdrawal from Medford Public Schools** to ensure that you have documents you may need in the future and to protect your privacy. *Please contact the Pupil Services/Special Education Office at 781-393-2316 to arrange a pick up time.*

### **Destruction of Student Records**

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opportunity to receive a copy of the information before its destruction. *Consider this notice of our intent.*

### **SCHOLARSHIPS AND FINANCIAL AID**

Information about post-secondary educational scholarships and financial aid may be obtained in the Guidance Department from three sources:

1. The student's assigned Counselor.
2. The Medford High School Guidance Information Bulletins, which are posted in the Senior Homerooms.
3. Additional information and specific scholarship applications in the 1st Floor Guidance Office, Building C.

### **WORKING CERTIFICATES**

Massachusetts State Law requires all individuals under eighteen years of age, who are employed, to have Working Certificates, which may be obtained in the 1st Floor Guidance Office, Building C. The following conditions apply:

The student must be between 14 and 18 years of age.

The student must have a job.

The student must obtain certain necessary forms from the 1st Floor Business Office. These are to be filled out and brought back with the student's Birth Certificate or Baptismal Record (not a photostatic copy) and a parental note giving permission for the student to work. After these forms are completed and returned, a Working Certificate will be issued.

Students under eighteen years of age may not work with power-driven equipment of any kind, and cannot drive a motor vehicle as part of their employment.

### **VISITOR PASSES**

Requests for Visitor Passes must be made at least one week in advance at the Office of the Assistant Principal. Requests must be in writing from the parent of the student hosting a visitor, as well as the parent of the visitor. Only Assistant Principals and the Principal may issue Visitor Passes.

Children under high school age are not allowed on the school premises without expressed permission of the Principal or Assistant Principal. Students shall not be permitted to bring young brothers, sisters, or relatives, or friends to school as a child-custodial action. A request for a visitor pass should be made by a person with the intention of enrolling as a Medford High School student. A Shadow Request Form must be submitted to the Assistant Principal for approval one week prior to the date.

### **STUDENT VOTER REGISTRATION**

Student Voter Affidavits will be available in the Guidance office. They will be mail-in affidavits.

### **INSURANCE**

The School Department has made available to all students in the City of Medford a group accident policy. Your homeroom teacher will give you detailed and up-to-date information about the policy.

### **SCHEDULE CHANGES**

#### **Process**

Students are engaged initially in the course-selection process in February and March and are asked to return their Course Selection Forms in mid-March. During the spring and summer, school officials provide students with a series of computerized documents that reflect the slate of courses chosen by students.

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the Educational Opportunities Handbook, on the Course Selection Form, and in a letter) that changes will be allowed after the school year begins only under certain circumstances.

Once the school year begins, the process for changing schedules is much more complicated because it involves evaluating arguments based on extenuating circumstances. Initially, students and parents need to solicit and receive permission from the Guidance Counselor, Director of Guidance, Assistant Principal, and the appropriate Curriculum Director(s). Where extenuating circumstances (as stated below) apply in a specific case and thus justify a schedule change, these individuals should identify the allowable exception(s) and submit their decision to the Principal, who will act affirmatively on all properly determined recommendations. Students and parents whose requests are denied will be entitled to a hearing with the Principal. Where practicable, the Guidance Counselor, Director of Guidance, Assistant Principal, and appropriate Curriculum Director will be in attendance at the hearing.

### **Rationale**

There are several reasons why requests for schedule changes should not be granted after the school year begins.

#### *Higher Standards*

The call for higher standards at the national, state and local levels requires greater accountability. Time and Learning requirements, high-stakes tests and community expectations have an impact on the course-selection process. Under Time and Learning regulations, every student must carry a full course load to fulfill state requirements. In addition, school officials encourage students to exhibit diligence, responsibility and forethought in selecting courses and in planning for their future.

#### *Continuity of Instruction*

Changes of courses and/or teachers interrupt continuity of instruction. In changing schedules, not only do students encounter new material and different teaching styles and policies, but they also need to make up days, weeks or months of classwork, tests and homework, in addition to fulfilling current assignments, thus becoming academically at-risk. Related to continuity of instruction is the fact that, with virtually every course change, the receiving teacher is required to assign to new students equivalent classwork, tests and homework, assess these assignments and incorporate the grades from the sending teacher. As a result, the demands that schedule changes place on teachers either usurp time and energy that they would ordinarily devote to the rest of their students or become additional burdens for the teachers.

#### *Integrity of the Scheduling Process*

Schedule changes contradict the integrity of the scheduling process. Each spring, after asking students and parents to complete Course Selection Forms, the Curriculum Directors and Principal make staffing recommendations to the Superintendent. Those recommendations are based on the projected number of course-sections needed to schedule the students who request each course. Allowing course changes creates imbalances not only in class sizes among courses of different ability-levels and among courses in different departments, but also in total student enrollments among teachers.

### **Exceptions to the Rule**

Although the rule is that no schedule changes will be allowed after the school year begins, there are exceptions to the rule. The following are illustrations of allowable extenuating circumstances that are considered, under most circumstances, to be exceptions to the rule:

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schedule.

A mistake or error has been made by school personnel, who have a responsibility to take corrective action.

The student has a documented medical or psychological condition that prevents him or her from continuing with one or more courses.

The student's family is undergoing a documented crisis that prevents him or her from continuing with one or more courses.

Changes in a special needs student's Individual Education Plan require changes in the student's schedule.

A schedule change is needed to accommodate a student with Limited English Proficiency.

Safety considerations require that a student's schedule be changed.

(In addition, within the first fourteen days of school, changes may be made if a course was added to a student's schedule but the student was not consulted about the course change, or if a student's schedule does not include enough five-credit courses to ensure continued athletic eligibility.)

### **Non-exceptions**

The student registered for a course even though a teacher or Curriculum Director had recommended the student for a course at a different ability-level.

The student requests a lateral change, i.e., a change to a different teacher of the same course.

The student requests a change of course or teacher when he or she earns a failing grade for a quarter, is in the process of earning a failing grade for a quarter, or is not earning the grade that the student anticipated.

The student perceives a personality conflict with the teacher, or the parent perceives a personality conflict with the teacher.

### **Discretionary Exception**

Under most circumstances, the schedule change would not be allowed. However, a unique set of circumstances could justify the schedule change, but only in cases where the Counselor, Director of Guidance, Curriculum Director, Assistant Principal and Principal agree that the change is necessary.

The Medford Public Schools District supports student and staff rights to have reasonable access, in school, to various information formats and believes it is incumbent upon students and staff to use this educational advantage in a mature and responsible manner.

### **Acceptable Technology Use Policy Agreement**

I accept that using computers and accessing the Internet is an educational advantage afforded me by the Medford Public School District and that inappropriate use of computers may result in my loss of their utilization and other possible disciplinary action.

I accept that the primary use of computer resources and the Internet is to support research and education.

I will follow all copyright regulations and will not copy or pirate software. I will not take hardware, software or computer supplies provided by the school district.



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I will not access information that is considered dangerous or potentially damaging, such as instructions on the preparation of illegal or dangerous mechanisms/activities.

I will not conduct business transactions, commercial activities or political lobbying on school technology.

I will not give out school information to strangers online. I will not pretend to be someone else when sending/receiving information.

I will be polite and use appropriate language. I will not swear, use vulgarities, harass others, use ethnic or racial slurs, access inappropriate websites, engage in hacking or vandalism, or transmit or view obscene or offensive material on school technology.

I understand that I am prohibited from downloading or installing any personal software with inappropriate material on school technology.

I will not degrade or disrupt school or Internet network services or equipment, as such activity is considered a crime under state and federal law; this includes but is not limited to tampering with computer hardware/software, vandalizing data, invoking computer viruses or attempting to access restricted or unauthorized network services.

I will act maturely in Social Media relationships with fellow students, teachers, and anyone a part of our educational environment. Considering these actions and their consequences on the school, academic groups, and myself will be the highest priority.

I understand that Principals, or their designees, will be responsible for disseminating and enforcing policies and enforcing procedures in the buildings under their control and will ensure that all users complete and sign an agreement to abide by the policies and procedures. All such agreements are to be maintained at the building level.

I understand and agree with the school district contract for computer use in the schools and that the Medford School District will cooperate fully with local, state or federal officials in any investigation concerning or relating to misuse of the district's system or network.

I understand that should I break this contract my access to computers will be revoked and disciplinary actions taken.

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Print  
Name

Signature

Date

This user agreement will be renewed each academic year.

For Parents/Guardians

I have read the Medford Public Schools District Contract for computer use with my child. I understand that access is for educational purposes. I accept responsibility for my child's computer use.

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regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness, having equal access to the general education program and the full range of any occupational/vocational education programs offered by the district.