

West Boylston Middle/High School 2021-2022

Parent/Student Handbook



125 Crescent Street
West Boylston, Massachusetts 01583 (508) 835-4475 www.wbschools.com

Principal's Letter

Parents and Students:

It is an honor to begin the 2021 - 2022 school year as your middle/high school principal. Together, our hard work and commitment to excellence will provide you with wonderful opportunities to grow and learn while making memories that will last a lifetime. The talented and dedicated staff at our school has created a tradition of excellence in teaching and learning that will guide, nourish and challenge you as students. Our goal is to provide you, our students, with the best middle and high school experience that is available anywhere! We strive to develop self-motivated, lifelong learners and critical thinkers who will gain the skills and knowledge to succeed in the 21st century.

This Student Handbook (which is also available on our school website) has been developed to serve as a guide for understanding important school procedures and regulations. Please take the time to look through the handbook and become familiar with it. The policies and procedures here will give you an important overview of your rights and responsibilities as a student at West Boylston Middle/High School and will answer many questions that you may have about our school. I thank you in advance for your cooperation and respect as together we will make our school a great place for you to grow and learn.

In closing, the staff and administration are ready to serve you, our students, by ensuring that this school year will be challenging, rewarding, and successful. Please know that you can contact us anytime for assistance through email, on the phone, or in person. We look forward to celebrating your achievements with you, with your parents, and our West Boylston community.

Sincerely,

Chris Fournier Principal

West Boylston Middle/High School

Principal's Office

Christopher Fournier, Principal
David Lizotte, Assistant Principal
Kimberly Alario, School Secretary

Guidance Office

Maria Giobellina, Middle School Guidance Counselor
Kristen Nasuti, Grade 9 -11 Guidance Counselor
Rebecca LaRoche, Grade 10-12 Guidance Counselor
Holly Brockmire, School Psychologist
Marie Johnson, Guidance Secretary

Central Office

Richard Meagher, Superintendent of Schools
Sherri Traina, Director of Special Education

School Committee

James Pedone, Chair
Jason Ponticelli, Vice Chair
Jennifer Breen, Member
Nancy Hubbard, Member
Christine Quirk, Member

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CORE VALUES AND COMMUNICATIONS

ACCREDITATION

West Boylston Middle/High School is accredited by the New England Association of Schools and Colleges (NEASC), a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post graduate instruction.

Accreditation of an institution by NEASC indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by NEASC is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the overall quality of opportunities available to students who attend the institution. NEASC accreditation takes place every ten years, with two and five year reports filed in the interim. This process requires input from school staff, parents, students and community members. A team of our NEASC peers visited for four days in October 2010 to observe and assess WBMHS.

SCHOOL COMMITTEE MEETINGS are noted in the monthly calendars, however, these dates are subject to change.

All School Committee policies referred to such as Policy JFCI, are contained in the school committee policy manual and are available online at www.wbschools.com.

ADMINISTRATION

Richard Meagher, Superintendent of Schools - (508) 835 2917 ext. 1207

Mr. Christopher Fournier, Principal - (508) 835 4475 ext. 1120

Dr. David Lizotte, Assistant Principal - (508) 835 4475 ext. 1121

COMMUNITY RELATIONS

In order to facilitate better community relations, the guidance department publishes articles in the Lion's Roar and town papers as necessary, and maintains a guidance bulletin board with prepared daily announcements pertinent to students. The guidance department publishes a monthly newsletter, which is on the West Boylston Public Schools homepage.(www.wbschools.com)

CONTACT GUIDELINES

The following list is provided to assist you:

- ◇ Academic problems in a specific class
Talk first to the teacher of that class. If he or she cannot resolve the problem, speak to the student's guidance counselor, and finally to one of the administrators if necessary.
- ◇ General academic, social, or behavior problems
Call the student's guidance counselor. The counselor will arrange a conference during school hours or after school or advise you of further action. Due to varying teacher schedules, it is difficult to meet with all teachers at the same time during the school day. Teachers are generally available for conferences after school.
- ◇ Disciplinary problems
If the problem occurred in a specific class, contact the teacher. If the problem occurred outside of the class or you have a continuing problem, please contact the school administration for further assistance.
- ◇ Testing procedures or interpretations - Please call the student's guidance counselor.
- ◇ Athletic Program
Contact the coach of the specific sport or the Director of Athletics.
- ◇ Special Education
Please contact your child's teacher/liaison.

The school administration is ready to assist you with all problems if others have not been able to resolve them.

CONTACTS & RESOURCES

School Phone - (508) 835-4475

School Principal Contact - ChrisFournier@wbschools.com

School hours

SCHOOL OFFICES	7:15 a.m. -3:00 p.m.
SCHOOL DAY	7:30 a.m.- 2:05 p.m.
GUIDANCE OFFICE	7:30 a.m. – 2:15 p.m.
LIBRARY	7:30 a.m. - 3:00 p.m. Tuesday, Wednesday & Thursday
EXTRA HELP	2:05 p.m. - 3:00 p.m. Tuesday, Wednesday & Thursday
DETENTION	2:10 p.m. - 3:00 p.m. Tuesday, Wednesday & Thursday

Contacting School Personnel

West Boylston Middle/High School welcomes telephone calls from parents at any time. All calls are handled through a single number, (508)835-4475. The automated menu gives you instructions for calling in absences, contacting the nurse, receiving information regarding school cancellations and delays, sports information, etc. and dialing staff members. Extension numbers for staff members are on the next page, and you may dial that number directly. The person you wish to speak to may not be available when you phone and will have to return your call. In this case, give your name, the student's name, your phone number, and the times when you will be available to receive the call. The office receives phone calls from 7:30 a.m. to 3:15 p.m. daily. You may ask the secretary for your party's voice mail and your call will be transferred. If you need to contact more than one teacher you can ask for one teacher's voice mail, complete your message; stay on the line and follow the instructions to access the next teacher's voice mail. (Example: dial 1312 for Mr.DiSalle; leave your message; hit the # sign; follow the instructions to proceed. Dial "*T" to access voice mail again and dial 1304 to call Mrs. Foley.) NOTE: Voicemail is accessible outside of school hours through the automated system as well as during the day.

Main Office

If you have any questions that cannot be answered by your homeroom teacher, feel free to go to the office and ask for advice. The office of the principal is located in the main office. You are welcome to come in and speak with the administration on matters that are important to you.

DICTIONARY OF SCHOOL TERMS

ACT (American College Test) – The ACT assessment measures skills necessary to do college course work. The ACT areas are tested because they include the major areas of instruction in most high schools and college programs.

ADMINISTRATOR - the Principal, Associate Principal or Superintendent

ADVANCED PLACEMENT (AP) - The Advanced Placement Program is a cooperative educational endeavor between secondary schools and colleges and universities. High School students complete a college-level curriculum throughout the course. Students show their mastery of the material by taking an AP exam at the end of the course. Colleges and universities may grant credit, placement or both to students who have done well on the exam.

ASSEMBLY -A meeting in the auditorium

AVID READER -Avid Reader is the middle school reading program. Each grade is encouraged to read from a list of West Boylston Avid Reader books. Students must read enough books to reach a predetermined goal. Grade 6 reads between 20 & 30 points, grade 7 reads between 30 & 40 points, and grade 8 between 40 & 50 points. When students come back to school after the summer break they take tests by answering questions on the computer. The computer program keeps track of their scores. A book NOT on the reading list may be read. Ten questions and answers must be written for that book and the Language Arts teacher will assign points. Once a month, students may redeem their points for prizes. Students are encouraged to continue reading throughout the year and add to their total points.

BEHAVIORAL PROGRAM –The alternative education program is based on a system of rewards for appropriate behavior.

CAFETERIA - The lunchroom, located between the office and the Art/Music hall.

COLLEGE PREP (CP)- The college preparatory program offers students the opportunity to master specific skills at a level below honors. Material is covered in full, but at a pace that ensures a quality learning environment.

CONSEQUENCE – A consequence is the result of previous action.

(Example: If you are caught skipping school, you may receive several detentions and be required to have your parents come in for a conference as a consequence for your actions.)

CUT - Absence from school or class without permission or legitimate reason.

DUAL ENROLLMENT – A State of Massachusetts funded program where juniors and seniors take college courses. Local colleges offer college credit to students who are either full or part-time students. Students must have a 3.00 cumulative grade point average in order to participate in this program. The student is responsible for the cost of the college courses.

DETENTION – An assigned time after school in a supervised, silent setting as a result of breaking school rules.

EXPLORE - Ten-week segments of classes in Art, Reading, Computer, Health and Technology Lab designed to introduce the sixth, seventh and eighth grade students to courses available as electives in the future.

EXTRA-CURRICULAR ACTIVITIES – Additional activities at the school, over and above academics. (Example: dances, sports, clubs)

FRESHMAN -a ninth grade student

HOMEROOM – a classroom assigned to each student used for taking attendance, passing out materials, etc.

HOMEcoming – Homecoming week is a week of spirit activities, dress-up days, and class competitions for high school students. It is held prior to a home football game in late September or early October. Each day has a theme of the dress-up and activities. The weekends with the all-school pep rally honoring the fall sports, and the home football game on Friday. On Saturday, the semi-formal dinner dance is held. The homecoming court is presented and the Homecoming King and Queen are crowned.

HOMEWORK BUDDY (Middle School) - During the first week of school, each middle school student chooses two classmates for homework buddies. Students are encouraged to choose students that live in their neighborhood. Homework buddies and their phone numbers are recorded in students' agenda books. When a student is absent from class, it is the responsibility of his or her homework buddy to collect assignments and materials. Also, arrangements are then made to have these materials delivered or picked up. If a student is absent for an extended period of time, teachers will make arrangements for make-up work according to school policy.

HONORS (H) - The honors level is designed to provide capable students with challenging work beyond the usual college preparatory level. The honors courses are taught on the premise that highly motivated and academically capable students will benefit from an in-depth, rigorous approach to various secondary level subjects.

IN-HOUSE SUSPENSION – In-house suspension is suspension from class, but not school; i.e., a program that students are assigned to as a result of infractions against school rules. Students attend school in an area separate from their peers. Students are given class work and assistance from a tutor.

INDIVIDUALIZED EDUCATION PROGRAM (I.E.P.) – An IEP is a program developed during a Special Education Services team meeting defining the services that the students will receive as a result of a special education evaluation. The plan includes accommodations and modifications to the regular education program tailored to the needs of the student.

JUNIOR -An eleventh grade student.

MIDDLE SCHOOL WING – The section of the school where most of the sixth, seventh and eighth grade classes meet.

NATIONAL ART HONOR SOCIETY - Sophomores, juniors, and seniors with at least a “B” average in art are eligible for induction to the NAHS. Other requirements include service, character, and attendance for one semester in an art class.

NATIONAL HONOR SOCIETY – Students with a 4.0 grade point average in their sophomore, junior or senior year may be eligible for induction into the NHS. Candidates are chosen based on scholarship, leadership, service and character. Students are notified of their eligibility and the final section is done by the Faculty Selection Committee.

PASS - A pass is a slip of paper signed by a teacher or administrator allowing a student permission to pass from one location to another.

PEER COUNSELOR – a peer support group made up of eleventh and twelfth graders. They help students get used to the school, speak to explore classes, and are willing to help other students who need it. Peer counselors are selected from a pool of applicants. They must receive a teacher recommendation to be considered. Peer counselors receive twelve hours of initial training as well as training throughout the school year.

PEER MEDIATION – Peer mediation is a method of negotiating disputes and finding resolutions that combine the needs of the parties in conflict instead of compromising those needs. Peer mediation is voluntary. Students may request a mediation when they are involved in a dispute, or they may be referred by teachers, administrators, or parents.

SAT I (Scholastic Aptitude Test I) – The SAT I Reasoning Test is a test of general reasoning abilities on verbal and mathematical abilities, which develop over a long period of time. Hard work in demanding courses usually results in academic growth that is reflected on SAT I scores.

SAT II & AP - The SAT II & Advanced Placement examinations are designed to measure students' knowledge and skills in particular courses or fields of study.

SCHOOL-TO-CAREER – An internship program for juniors and seniors to prepare them for a future career. Internships are based on student interests and run for a full semester.

SEMESTER - A semester is one-half of the academic year. September to January is first semester, and February to June is second semester. Semester exams are usually given during the third or fourth week of January and again in June.

SENIOR - A twelfth grade student.

SNACK BAR - The Snack Bar is part of the cafeteria services. You may buy sandwiches, nachos, cookies, etc.

SOPHOMORE - A tenth grade student.

STUDENT INTERVENTION PLAN (S.I.P.) – Developed by the S.I.T. and describes the nature of concerns and methods to address concerns.

STUDENT INTERVENTION TEAM (S.I.T.) – Pre-referral team to discuss concerns regarding individual students. S.I.T. determines if testing is needed, and if so, in what areas.

TERM - A term is one quarter of the academic year. There are two terms in each semester. Report cards are issued at the end of each term and progress reports are issued every mid-term.

TRI-M MUSIC HONOR SOCIETY – Students are eligible for induction into the Tri-M Music Honor Society who are enrolled in a music program for at least one semester, be of excellent character, exhibit a good attitude towards teachers and peers, be cooperative and helpful in class, and maintain at least an A- in music and at least a B average in academic subjects

504 ACCOMMODATION PLAN - A student who is on a 504 is not eligible for Special Education but may be eligible for accommodations for disability(ies) under Section 504 of Rehabilitation Act . A student may be eligible for other services in other programs as well.

DISTRICT’S EQUAL OPPORTUNITIES STATEMENT AND DECLARATION OF COMPLIANCE

The West Boylston Public School System does not discriminate on the basis of race, color, religion, national origin, age, gender, gender identity, sexual orientation, or disability in admission to, access to, employment in, or treatment in its programs and activities.

The West Boylston Public School System is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Harassment by administrators, certified and support personnel, students and other individuals at school or at school-sponsored events, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited.

All West Boylston Public School operations and procedures comply with applicable local, state, and federal laws and regulations regarding special education, disabilities, harassment, discrimination and equal educational opportunities.

MISSION, VISION AND CORE VALUES

Mission

Committed to providing an environment of academic excellence to develop the mind, character, and civic responsibility of each student.

Vision

In the West Boylston Public Schools, we believe that a superb education in a small school atmosphere can make a difference in the life of a student. We believe that caring teachers, lofty academic expectations, a quality curriculum, and excellent instruction are the tools we need to effectively maximize each student’s academic potential. We believe that the development of critical thinking skills, problem solving capacity, and effective oral and written communication skills will prepare each of our students to successfully pursue their life goals.

Core Values

Honesty, integrity, respect, and responsibility are the pillars of our school community.

We encourage a joyful spirit of caring, kindness, and helpfulness with an appreciation of difference to support a lively and gratifying learning environment.

All members of our school community will challenge and engage themselves academically, civically, socially, and personally.

Our students build confidence and independence through active participation.

Our Organization...

- commits to seek new ways and tools to enable success for all members
- sets goals and is determined to reach them by exploring various avenues
- is transparent and encourages input from all members

Academic Objectives

The achievement of our mission statement is realized when the student:

1. demonstrates the acquisition of knowledge, skills, and techniques specific to a subject area;
2. analyzes and solves problems, both individually and in a cooperative setting;
3. reads effectively for a variety of purposes;
4. achieves proficiency in writing across the curriculum;
5. speaks effectively in a variety of circumstances;
6. is able to listen actively, critically, and responsibly.

Civic and Social Expectations

Civic and social expectations are met when the students demonstrate:

1. responsibility for actions;
2. leadership and teamwork skills;
3. respect for school environment and all members of the school community;
4. active participation in school, local, and global community activities; responsible citizenship

Disclaimer

The laws, school committee policies and school rules in the handbook are intended to ensure the safe, orderly and educationally sound operation of West Boylston Middle/High School. In addition to these written provisions, there may be times when, to further ensure the safe, orderly and educationally sound operation of the school, the school administration may enforce a standard of conduct upon students that furthers this end. Furthermore, the school administration has the right to enforce any law, ordinance or school committee policy not written in this Handbook. If a law is passed, it supersedes current rules.

PHILOSOPHY AND GOALS OF THE WEST BOYLSTON PUBLIC SCHOOL DISTRICT

A primary purpose of public education is the pursuit of knowledge and the preparation of young people for responsible citizenship in a society that respects individual differences and shared freedoms. To be successful, public education must be a collective enterprise among citizens, parents, teachers, and students.

The West Boylston Public Schools seek to provide an environment which will challenge and motivate each individual student to progress in directions compatible with his/her own abilities, needs, and desires and to achieve his/her maximum potential.

To achieve these purposes, each student in the West Boylston Public Schools should:

- ✓ demonstrate a basic competence in communication skills – reading, writing, listening, and speaking;
- ✓ demonstrate an appreciation and knowledge of his/her own traditions and history, as well as that of other peoples and cultures;
- ✓ demonstrate an understanding of the physical, biological, and mathematical worlds based upon not only the acquisition of information, but also upon exploration and discovery;
- ✓ acquire an understanding and appreciation of the arts;
- ✓ develop creativity and self-expression;
- ✓ develop an appreciation and sense of responsibility for maintaining his/her own physical and mental health; develop a positive and realistic sense of self-esteem;
- ✓ develop self-discipline and accept responsibility for the consequences of his/her own behavior; ✓ respect the rights and feelings of others;

- ✓ graduate with a level of achievement that enables him/her to gain access to further education, or to become occupationally skilled, and to view education as a lifetime exploration.

PREPARING FOR DAY ONE (Grades 6-8)

The first day will be a full school day and you will be expected to be prepared. Bring to school:

- ✓ **Lunch Money (\$3.00)** –regular lunches and a snack bar are available (milk is .40)
- ✓ **School Supplies** – In your packets that you receive over the summer, there will be a list of supplies that are required by each teacher. You should have these with you on the first day of school.
- ✓ **Shelf** – to divide locker (optional)
- ✓ **Bus Routes & Schedules** – information mailed home.

DAY ONE

- ✓ **Arrive at school BEFORE 7:25 a.m.**
- ✓ **Homerooms** - Homerooms are assigned by grade, and your name and homeroom number will be posted in the lobby. Find your name and go directly to your homeroom in the middle school wing. Many of the middle school teachers will be waiting to greet you and help you find your way.
- ✓ **Schedule** -- Your homeroom teacher will give you a copy of your schedule and various forms for your parent/guardian.
- ✓ **Lockers** – A locker will be assigned to you in the hall near your homeroom.

Classes will start after the homeroom period. Following your schedule and finding your way may be difficult at first. Your teachers do understand. Do your best, ask for help, and don't get discouraged. Sometime during your first week you will meet as a class to go over school rules and you will have an opportunity to meet the administration and guidance staff. Before you leave school, check your next day's schedule. You want to make sure you are properly prepared. Remember to check your schedule each day. Class sequences are sometimes different and figuring out when your part-time classes meet can be kind of tricky. Again, if you have any questions.....ASK!

PROCEDURES FOR PROVIDING LANGUAGE ASSISTANCE FOR PARENTS/GUARDIANS

The West Boylston Public Schools will ensure that all written and oral communications with all families are in English. For those families whose primary language of the home is not English, all forms of communication may be provided in both English and their primary language.

The following procedures will be followed to comply with both State and Federal regulations under special education and civil rights parental involvement safeguards:

1. The Director of Pupil Personnel Services, Sherri Traina, will be responsible for obtaining an interpreter for both oral and written communication when this is deemed necessary by the team and/or requested by the family, an advocate or any community agency.
2. The district will make diligent efforts to obtain appropriate language interpreters and will contract with local and state agencies and commissions in a timely fashion to meet all regulatory timelines and procedural safeguards.
3. All interpreters will be fluent in the primary language of the home.
4. All interpreters will be familiar with special education procedures, programs and services if the student is on an I.E.P. or has been referred for an evaluation.
5. The district will provide all means of appropriate oral communication including foreign language interpreter, Braille, sign language, TTY and written documents, whichever is deemed appropriate by the family and/or their representatives in the community.
6. The district will document all provisions of proper communication including personnel information, type of communication, timelines, purpose, meeting dates and follow-up services.
7. The district will further document all notices provided orally or in other non-written modes and will keep on file evidence that it has provided this notice in an appropriate alternative manner consistent with the needs of the student and/or family. Furthermore, the district will clearly state the content of all communications to the family and what precise steps have been taken to validate the family's understanding of the content and their associated rights.
8. Notices provided to the families requiring written language other than English will include, but will not be limited to, the Massachusetts Special Education Parent's Rights Brochure.
9. All general announcements, notices of extracurricular activities, and all other school related functions and opportunities will be distributed to families in their primary language in the same timeframe as families whose primary language is English. This should include any and all school recruitment and promotional materials.

PTA SPONSORED ACTIVITIES

The PTA sponsors a number of activities for Middle School students. Watch the “Lions Roar” for announcements or refer to the PTA Bulletin Board located outside the main office. We are willing to support other after school clubs. Any student who is interested in developing a different club or an additional club should submit (in writing) a brief synopsis of what the club would do. The administration will work with students to create interest and participation and find a staff member to supervise the club.

RESIDENCY

In order to attend the West Boylston Public Schools a student must actually reside in the Town of West Boylston unless one of the exceptions (see School Admission/Residency Policy JECB) applies. The residence of a minor child is ordinarily presumed to be the legal residence of the child’s parent or legal guardian having physical custody of the child. A student’s actual residence is considered to be the place where he or she lives permanently. In determining residency, the West Boylston Public Schools retain the right to require the production of a variety of records and documentation and to investigate where a student actually resides. Determination that a student does not actually reside in the Town of West Boylston renders the student ineligible to enroll in the West Boylston Public Schools or, if the student is already enrolled in the West Boylston Public Schools, shall result in the termination of such enrollment. A parent, legal guardian, or student who has reached the age of majority (18), who is aggrieved by a determination of residency, may appeal the determination to the Superintendent of Schools, whose decision shall be final.

SCHOOL WEBSITE

Website can be found at www.wbschools.com

MIDDLE/HIGH SCHOOL FACULTY- For a full list of faculty extensions, please visit the school website www.wbschools.com.

VISITORS

People who wish to visit the school must first push the buzzer which is located at the front entrance of the school building. After gaining access into the building, you must report directly to the main office and sign-in. At that time you will receive a visitor pass. Students must request approval from the Principal before bringing a guest to school. Former students who wish to visit teachers may do so after regular class hours have ended. Visitors may park in designated parking spaces in front of the building.

ACADEMIC/SCHOLASTIC INFORMATION

COURSE REQUIREMENTS (Grades 6-8)

1. **SIXTH GRADE** - In grade six, students are required to take Language Arts, Math, Integrated Science I, Social Studies, Skills Center, Explore (Art, Library, Health, Tech. Ed.), Physical Education, and an Elective course (Chorus, Band or General Music.)
2. **SEVENTH GRADE** - In grade seven, students are required to take: Language Arts, Math, Integrated Science II, Social Studies, Skills Center, French or Spanish, Explore (Art, Tech. Ed., Drama and Library skills), Physical Education and an Elective course (Chorus, Band or General Music.)
3. **EIGHTH GRADE** - In grade eight, students are required to take: Language Arts, Math, Integrated Science III, Social Studies, French or Spanish, Skills Center, Explore (Art, Drama, Tech. Ed., and Health), Physical Education and an Elective course (Band, Chorus, or General Music.)

FINAL EXAMS - Midterm and final exams may be given and will be one class period in length.

DISTRICT CURRICULUM ACCOMMODATION PLAN

The Massachusetts Department of Education requires each school district to adopt a Curriculum Accommodation Plan (DCAP) (M.G.L. Chapter 71, Section 38Q1/2) for the purpose of assisting principals in ensuring that all efforts have been made to meet students’ needs in general education. The plan is a systematic plan that has been adopted by the West Boylston Public Schools, and although it does not require individual written plans, the intent is to increase the general education capacity to meet the individual needs of diverse student learners. School principals and school councils are involved in developing and implementing the DCAP at the school building level. Please contact the individual school principal for more information.

FINAL EXAMINATIONS (Grades 9-12)

First semester examinations are usually given during the third and fourth week of January. Second semester examinations are given at the end of May for seniors and the last days of school in June for the rest of the student body. The semester examinations will be given 20% or the weight of the final grade for each semester. A separate grade will be listed on the report card for the examination. Teachers will give semester exam grades of A, B, C, D, F (failure), I (not taken), or W (withdrawn). Pluses (+) and minuses (-) will be shown for semester exams.

All students must take the semester examinations. An unexcused absence from a semester exam will result in a grade of zero for the exam. Exemptions from semester exams will be limited to seniors who have a semester average of at least an A- for the semester. Semester exams for students in grades 9-12 will be one double block in length. An additional written component may be administered five school days prior to the exam schedule.

GRADING SYSTEM (Grades 6-12)

The grading system used at West Boylston Middle/High School will be as follows:

A	Excellent	I	Incomplete
B	Above Average	P	Pass
C	Average	F	Fail
D	Passing	W/P	Withdrew/Pass
E	Failing	W/F	Withdrew/Fail
F	Fail (no credit)		

The letters indicate the following numerical values:

A+	98-100	C	73-76
A	93-97	C-	70-72
A-	90-92	D+	67-69
B+	87-89	D	63-66
B	83-86	D-	60-62
B-	80-82	E	50-59
C+	77-79	F	0-49

59 and below is a failing mark

GRADUATION REQUIREMENTS (Grades 9-12)

The Commonwealth of Massachusetts and the West Boylston School Committee have set the following requirements for graduation. Each student must earn a minimum of 150 credits for a West Boylston diploma. A major subject is worth a minimum of 5.0 credits per semester. All students must carry a minimum of three major subjects or a minimum of twenty credits per semester. The total number of credits must include the following:

ENGLISH 20 credits	FOREIGN LANGUAGE 10 credits
SOCIAL STUDIES 15 credits	WELLNESS 10 credits
MATHEMATICS 15 credits	COMPUTER 5 credits
SCIENCE 15 credits	PERFORMING ARTS 5 credits

In addition to meeting local graduation requirements, a student must satisfy all State requirements relative to MCAS testing in order to receive a West Boylston Diploma. **All high school students must also participate in physical education and/or health each year in grades 9-12 per state and federal guidelines.**

HOMEWORK (Grades 6-8)

Homework is an important part of each of your academic classes. Homework is planned to help you practice the skills learned in class and develop independent study skills. It is your responsibility to listen carefully when homework is assigned, to write the assignment in your agenda book, (including pages and question numbers), and then complete the work to the best of your ability. It is also your responsibility to turn-in completed homework to your teachers. *****ALL HOMEWORK IS POSTED ONLINE., SO PLEASE CHECK THIS DAILY.*****Most teachers will review and discuss the assignments with the class. That is the time, if you have any questions, to put your hand up and say, "I don't understand" or "Why?" or "How did you get that answer?" Chances are, if you have a question, others will, too. You will usually have between one and two hours of homework each night. If possible, have a place set aside, a desk or a table, in a quiet place. Keep a supply of materials nearby. Pencils, pens, paper, and a dictionary should be included in your supplies. See this as your base away from school.

Take a break after an hour or so. Treat yourself to a healthy snack or a cold drink, stretch and then settle in to finish for the night. Check occasionally to be sure that you are doing what you were assigned. You will be responsible for handing in completed work done neatly and on time. It's not hard if you set up a routine. Homework is included as a portion of your grade in nearly all classes. Teachers look at the consistency and manner in which it is done when making recommendations for future class level placements.

When you are absent, you are responsible for getting any assignments you missed. Check with your homework buddies for the assignments. These "absence" homework assignments should be turned in to your teacher(s) promptly. Homework buddies will be

listed by students in the front of their agenda books. Occasionally, you'll have long term reports or projects to work on that will require some organization of time so it will be completed on time without cramming at the end. Finally, as you have probably understood, homework is an important component of our Middle School classes. How you approach it and the quality of the work is up to you. Challenge yourself to do well.

HOMEWORK (Grades 9-12)

All students are expected to come to each class well prepared to participate actively. Work outside the class (homework) is critical to this preparation. The type of homework and the time allowed will vary and will be clearly explained by each teacher. In the senior high, conscientious students spend an average of three to four hours on homework each night. Students who are not prepared for class may be required to come after school for extra help or to complete their assignments.

HONOR ROLL

The following criteria shall be used in determining the quarterly Honor Roll membership:

1. The Honor Roll makes provision for:
 - High Honors (all A's and/or P's)
 - Honors (all A's, B's and/or P's)
2. In determining Honor status, all courses for which a student is scheduled, regardless of the number of weekly meetings or other considerations, should be considered.
3. Separate Honor Rolls shall be maintained for Middle School (grades 6, 7 & 8) and the High School (grades 9-12).
4. Honor Rolls shall be calculated on the basis of available grades at the time of each quarterly grade closing date. Students with incomplete grades cannot be considered.

PROGRESS REPORTS

Progress reports are e-mailed to a parent/guardian after the midpoint of each quarterly marking period. The dates on which progress reports will be e-mailed is noted on the calendar pages of this Handbook Please contact the middle/high school office if you require a hard copy.

REPEATING COURSES

Consultation with the student's teacher and guidance counselor is recommended for a student to repeat a failed course. Upon successful completion of the course, the second grade will appear on the student's transcript as a Pass/Fail in addition to the grade initially received. Under no circumstances does a second grade replace an original grade, even though a student repeats a course. [Credits are given only once. Such grades will not be included in class rank calculation (Policy IGCA).]

REQUIREMENTS TO PROGRESS TO THE NEXT GRADE (Middle School)

All students must successfully complete a full academic program in order to be promoted to the next grade. Any student who fails Language Arts, Math, Science, Social Studies, or Foreign Language for the year will make up the course in a formal summer program. If the failed course is not offered in summer school, then the student will be required to complete a summer project. (There will be a fee for the summer project.) It is also necessary to accumulate a specific number of units in order to be promoted.

GRADE 6	Students must accumulate thirty (30) units in order to enter grade 7.
GRADE 7	Students must accumulate sixty (60) units in order to enter grade 8.
GRADE 8	Students must accumulate ninety (90) units in order to enter grade 9.

5.0 Units	for each course meeting DAILY
2.5 Units	for each course meeting HALF-TIME
2.0 Units	for each course meeting TWO TIMES/WEEKLY
2.0 Units	for Physical Education

REPORT CARDS & SEMESTER GRADE CALCULATIONS

All students receive computer-generated report cards quarterly and are available online through the student portal. The date on which report cards will be given to students is noted on the calendar pages of this Handbook. Semester grades for High School courses are calculated as follows:

FIRST QUARTER GRADE ~ 40% ~ SECOND QUARTER GRADE ~ 40% ~ SEMESTER EXAM GRADE ~ 20% ~ SENIOR REQUIREMENTS

1. **Diplomas** -One type of diploma will be issued to all students graduating from West Boylston Middle/High School. Students with special needs who are unable to meet the graduation requirements listed above:
 - a. may receive a certificate of attendance if requested by parents and approved by the administration;
 - b. may receive credit for school work done in alternative programs or courses taken outside the regular West Boylston curriculum if arrangements for the program(s) or course(s) are previously approved by the administration and progress reports and grades are provided quarterly each year to West Boylston Middle/High School.
2. **Commencement & Diploma Conferment**

Students who have not met all requirements for a diploma as defined above, or have not been granted a certificate of attendance will be excluded from participation in Commencement exercises. Students not meeting graduation requirements as stated above may receive a diploma after the graduation date provided that all requirements have been satisfactorily completed.
3. **Certificate of attainment (for students not passing)**
 - a. What is the purpose of the Certificate of Attainment?

The Certificate of Attainment is a state-endorsed credential intended to promote access to job training, and employment opportunities for students who have completed their high school program of studies.
 - b. Who is eligible to receive a State-endorsed Certificate of Attainment?

To be eligible for a state-endorsed Certificate of Attainment, a student (in the class of 2008 must:

 - (1) complete a program of studies prescribed by the School Committee or the student's IEP Team that satisfies all local requirements including local attendance requirements, satisfactory grades, and course completion;.
 - (2) Satisfactorily participate in the tutoring and academic support services made available by the school; and
 - (3) Take the grade 10 MCAS examination at least three times in each subject in which he/she did not achieve a passing score.

** Students in the Class of 2008 and beyond will need to meet additional criteria.
For more information, please refer to the following: <http://www.doe.mass.edu/doe/news/112602coa.html>.

SCHOOL CHOICE

The West Boylston School District has endorsed the concept of School Choice. Students are chosen by a lottery. The number of School Choice students is determined by the School Committee with each grade level allotted a certain number.

STUDENT INTERVENTION TEAMS

Students experiencing difficulty with academic work in their regular classroom may be referred for discussion to the school's Student Intervention Team. The team consists of the student's teachers and guidance counselor or team (grade) leader/chair. The team reviews the student's progress and recommends any of a variety of teacher methodologies or accommodations designed to meet the student's learning style and provide success. More extensive accommodations or strategies may require the writing of a Student Intervention Plan (SIP) even a plan under Section 504 or the Rehabilitation Act. These services would not be special needs services per se, and would not require an IEP.

SUBJECT FAILURE

1. In averaging marks for semester grades for the High School, the student's school numerical mark, per quarter, will be used.
2. If a student receives a failing letter grade of "F" and any passing letter grade in which the numerical average of the two letter grades shall result in a mark below sixty, the teacher will be given the discretion of determining whether the student passes or fails the course for the semester.

SUMMER SCHOOL/NIGHT SCHOOL

Students who need to take make-up courses may choose to pursue such through evening school, or summer school programs that may be available. To receive West Boylston credit, the following must be observed:

1. West Boylston courses are semester courses, each is worth 5.0 credits. Consequently, make-up courses (whether scheduled as additional courses during the year, evening courses, or summer courses) will be awarded 5.0 credits.
2. To receive credit for a makeup course, the student must have:
 - a. failed the course during the school year;
 - b. not received previous credit for the course; and received prior approval from the guidance department or principal.
 - c. Summer/Night school grades are recorded in Permanent Record as Pass/Fail; grades will not be included in class rank calculation.

Students who wish to do outside coursework for credit which is not “make-up” in nature, may pursue such in compliance with Policy IGBH (Alternative Programs).

VOCATIONAL SCHOOLS

Vocational training for high school students and post graduates is available to West Boylston residents through a preferred partnership for vocational education with the Leominster Center for Technical Education and Innovation. The preferred partnership was established in October 2016 by the West Boylston School Committee. Grade 8 and high school students desiring a vocational technical education will apply no later than April 1st of the school year prior to their anticipated enrollment. All applicants must submit application materials through the guidance department. All applicants applying for admission into a grade 9 program will enroll in a vocational exploratory program designed to help the student select a trade. Students applying for admission to grades 10-post graduate must specify the shop to which they are applying. Specific information about programs, applications, and special circumstances should be discussed with the guidance counselor.

WITHDRAWAL FROM SCHOOL

If a student wishes to withdraw from school, he/she should pick up the necessary forms in the Guidance Office. A complete check-out is required so that all school records will be complete when the student leaves. All equipment and books that have been issued must be returned to the school. Students are financially responsible for all equipment and books issued to them. The Principal will make the final decision. A parent should meet with the student’s counselor to discuss alternative options for receiving a GED or equivalent.

ATTENDANCE

ACTIONS AND PARENT NOTIFICATION FOR ATTENDANCE ISSUES

All absences are considered unexcused unless approved by the Administration. Some examples of absences that may be deemed excused are: college visits, court dates, and documented medical issues - may include, but is not limited to: community service activities, academic projects, or other approved meaningful learning activities.

<u># of Absences/Tardies</u>	<u>Action Taken</u>
3 Tardies	Students are allowed 3 tardies per quarter with no consequence. On the 4th tardy and each subsequent tardy, the student may be assigned an office detention to be served on that day or within 24 hours. Parents will be notified of each tardy through our student management system used presently for absences.
6 Tardies	After 6 tardies in a quarter, a parent conference may be held with guidance and the Administration. Individually, teachers are encouraged to provide incentives for students who work toward perfect attendance and no tardiness.

APPEALS

The student or parent may appeal the loss of credit by filing an appeal with the Principal at any time, but no later than 10 calendar days after the end of the semester. If an appeal is made, it is the parent and/or the student’s responsibility to justify, in writing in advance of the meeting, why they believe that the student should receive credit for the course.

The reasons for an appeal may include, but are not limited to, a documented chronic medical condition and extenuating circumstances.

The principal will set a date in a timely manner to hear the appeal with the student and/or the student’s parents. If you are not in agreement with the decision made by the principal, you may file an appeal with the principal in writing within five calendar days.

As part of the appeals process the Administration reserves the right to assign any students after-school hours. These hours will be given to “buy back” days when students exceed 7 absences in High School and 15 absences in Middle School. Hours will be at the discretion of the Principal, but may be appealed to the Principal.

ARRANGING FOR HOMEWORK ASSIGNMENTS & MAKING UP WORK

Make-up Work - Students who are absent are allowed to make-up missed work. The student is responsible for work assigned prior to the day of an absence and must present the homework the day he/she returns to school. The student is entirely responsible for meeting with the teacher to schedule make-up for all work missed during his/her absence. Tests/quizzes will be scheduled at the convenience of the teacher. Long-term projects/assignments with advance notice of a week or more must be handed in on the due date. If a student is absent on that day arrangements must be made on or before the due date for delivery to the teacher. It is the student’s responsibility to inform teachers five days prior to leaving when planning to be absent for any extended amount of time. Whenever appropriate, teachers will provide a list of class assignments prior to the student’s absence. One of the most effective, direct means of communication between a teacher and a student who is sick at home is to have a responsible student bring assignments to the student’s home. Parents may call the main office on behalf of students who are absent for an extended period of time (more than three school days) to request homework assignments and materials directly from classroom teachers.

STUDENTS AND PARENTS ARE ENCOURAGED TO CHECK ONLINE FOR ASSIGNMENTS

Each student and parent can access their teachers' assignments by going to the WB Middle/High School website. It is listed as the "Parent/Student Community Portal". Usernames and passwords are provided at the beginning of each school year. If you do not have one or have forgotten it, please contact us at the main office. Students who have an excused absence will be allowed to make-up class work. Students should complete all class work missed within the time parameters outlined below:

ONE Day Absent - Three school days to make-up the work.

TWO days Absent - Four school days to make up the work.

THREE to FIVE days Absent - One school week to make up the work.

An absence of more than one week will be treated as a special case, and appropriate arrangements will be made. Students will be expected to take previously announced quizzes and tests at the teacher's discretion. Exams affected by excused student absences will be administered at the discretion of the teacher. School business is treated as a sanctioned/excused absence.

ATTENDANCE CALL-IN

(508) 835-4475, then press 5 at the prompt. Please leave the student's full name, your name and reason for absence.

ATTENDANCE POLICY

Refer to School Committee Policy JH - Absences and Excuses.

ATTENDANCE PHILOSOPHY

Research shows that few factors within students' and families control are more closely associated with academic success than school attendance. Students need to be in the classroom to benefit from the teacher's instruction, and from interactions and exchanges of ideas with peers. Excessive absences affect the culture of the classroom, where the faculty seeks to build a community of learners. A student's excessive absences or tardiness can lead to incomplete and unsatisfactory work, a reduced capacity to meet curricular standards, and lower grades. Parents/guardians are partners with the school and faculty in assuring that students have good attendance and arrive in class on time. The School Committee does recognize that parent(s)/guardian(s) of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. A student's understanding of the importance of day to day school work is an important factor in the shaping of his/her character. Parents can help their children by refusing to allow them to miss school needlessly.

According to Massachusetts General Law Chapter 76, Sec. 1, Every child is required to attend school and all their classes on a regular daily basis. Parents do not have the option of keeping a student out of school. Even if the absence (either requested in advance or explained later) meets the approval of the parent, the school makes the final determination as to whether or not it is excused. Chronically absent students and their parents may meet with the School Administrators in an attempt to improve attendance. An attendance contract may be established.

DISCIPLINARY PENALTIES FOR UNEXCUSED ABSENCES OR TARDINESS

1. **TRUANCY** - A student is considered truant whose absence is not excused by the administration. A student who is truant from school will receive two after-school detentions. Students who are truant from school for the day will not be allowed to make up any missed class work (e.g., a quiz or exam) for credit. Students will receive one absence for each course missed. Repeated truancy will result in disciplinary action decided by the administration.
2. **TARDY** - Any student who reports to his/her assigned class within ten minutes after the start of class, without a signed pass, will be penalized by the classroom teacher. Teachers may assign a teacher detention. If the student is more than 10 minutes late it will be considered a class-cut and the teacher will complete a disciplinary slip and submit it to the office.
3. **CLASS CUT** - class "cut" is defined as arriving to class more than 10 minutes late without a legitimate reason. A student who "cuts" a class during the day will receive an after-school retention. Repeated class cuts will receive a Suspension Out-of-School. Students who "cut" a specified class will not be allowed to make-up any missed class work (e.g., a quiz or exam) for credit. Each class cut will count as an absence.

EARLY RELEASE

Dismissal time on Professional Development Days or ½ days will be at 10:45 a.m.

NO SCHOOL, DELAYED OPENING & EARLY DISMISSAL

"No School," "Delayed Opening," and "Early Dismissal" announcements will be broadcast over radio stations WTAG (Worcester 580 AM), WWTM (Worcester 1440 AM), WSRS (Worcester 96.1 FM), WXLO (104.5 FM) and WBZ (Boston 1030 AM), and television station WBZ TV, channel 4. A "Delayed Opening" means that school will open later than 7:30 a.m. Most often the opening time will

be 9:30 a.m. School dismissal on such days will be at the regular time. Students must adjust bus pick up times accordingly. Upon arrival at school, students should report directly to the cafeteria. This option has been created because, on certain days of poor weather, traveling to school can be much improved with additional daylight, road treatment, and diminished commuter traffic.

SCHOOL DISMISSAL PROCEDURES

P.M. dismissal is at 2:05 p.m. Students should have a specific reason to stay in the school building after 2:05 p.m. Students may only stay after if they are receiving extra help, participating in an authorized activity, or staying in an approved location. Middle School students require written or telephone permission or a prearranged agreement with a teacher to stay after 2:05 p.m. This permission must be obtained prior to dismissal. Once a student is dismissed by the teacher, the middle school student MUST report to the Cafeteria until their ride or late bus arrives.

Middle School students - Written or telephone permission or prearranged agreement with a teacher prior to a student staying after school is necessary. **Students whose behavior after school is inappropriate will be assigned an office detention.

STUDENT DROP-OFF & PICK-UP PROCEDURES

A.M. Drop-Off

1. Parents who drop-off students before 7:10 a.m. may use the upper drive in front of the school and drop-off students at the curb.
2. From 7:10 a.m. until the beginning of the school day until 7:30 a.m., the upper drive is reserved for buses. Cars can create safety issues. Parents are encouraged to drop-off students in the lower staff parking lot.
3. The drop-off point in the staff parking lot has been established at the end of the parking lot on the right hand curb. A cross-walk has been added to enable students to cross to the walk in front of the gym. It is important for parents to drop-off students at this spot rather than the bottom of the stairs to keep traffic from backing up onto Crescent Street.

P.M. Pick-Up

1. Only buses are allowed to enter the upper drive in front of the school between 1:50 p.m. and 2:15 p.m. Cars can create safety issues during this busy time.
2. Student pick-up will occur in the lower faculty parking lot. Parents who are waiting for student dismissal must line up on the right hand side of the parking lot beginning at the end of the parking lot to keep traffic from backing up onto Crescent Street. The left side of the parking lot must be kept open to allow for traffic to exit the parking lot.
3. If you plan to meet your child in the student parking lot, please park in a lined space. Keep in mind that the students will be exiting the lot at this time and you should use this option only if your child will be leaving the building after 2:15 p.m.

STUDENT TARDINESS PHILOSOPHY

At West Boylston Middle/High School, we believe that establishing good work habits begins with ensuring students are on time for the beginning of school and for all of their classes. In order to achieve this, we have developed a policy that provides: positive reinforcement, immediate consequences (tardies are made up after school either the same day or within 24 hours). The procedure also involves communication and involvement of the parents.

CONDUCT GUIDELINES

AFTER-SCHOOL PRIORITIES

Academic success is the top priority for West Boylston students, and every effort is made to enable students to get whatever help they need. To this end, teachers are generally available to students on Tuesday through Thursday from 2:10 p.m. to 3:00 p.m. for extra help and consultation. In the case of a conflict in after-school obligations, the following are priorities:

1. Office detention
2. Teacher detention assigned for misconduct or failure to do required work
3. Teacher detention assigned for tardiness to class
4. Make-up work
5. Extra help
6. Co-curricular activities

The following are options available to students at the end of the academic day:

1. All students who are not seeking extra help and who do not have after school commitments should leave the school at 2:05 p.m.
2. Students should seek extra help from their teachers Tuesday through Thursday from 2:10 p.m. until 3:00 p.m.

3. Students who are in academic difficulty or who have not used the 2:10 to 3:00 p.m. time constructively may be assigned to study with a teacher during that time period.
4. Students seeking extra help until 3:00 p.m. will not be penalized for missing part of their activity or athletic practice session.
5. Student may not loiter in the halls.
6. Athletes should take their books, coats, etc., to the locker room. Students will not be allowed to return to their lockers after athletic commitments. Athletes should arrange to be picked up at the main entrance

ARMED FORCES RECRUITER ACCESS TO STUDENTS & STUDENT RECRUITING INFORMATION “NO CHILD LEFT BEHIND” ACT PASSED JANUARY, 2002 - 20 USC - 7908

A. POLICY

1. Access to student recruiting information - Notwithstanding section 444(a) (5) (B) of the General Education Provisions Act and except as provided in paragraph (2), each local educational agency receiving assistance under this Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school student names, addresses, and telephone listings.
2. Consent – A secondary school student or the parent of the student may request that the student’s name, address, and telephone listing described in paragraph (1) not be released without prior written parental consent, and the local educational agency or private school shall notify parent of the option to make a request and shall comply with any request.
3. Same access to students – Each local educational agency receiving assistance under this Act shall provide military recruiters the same access to secondary school students as is provided generally to post- secondary educational institutions or to prospective employers of those students.

B. NOTIFICATION

The Secretary, in consultation with the Secretary of Defense, shall, not later than 120 days after the date of enactment of the “No Child Left Behind” Act of 2001 [enacted January 8, 2002], notify principals, school administrators, and other educators about the requirements of this section.

C. EXCEPTION

The requirements of this section do not apply to a private secondary school that maintains a religious objection to service in the Armed Forces if the objection is verifiable through the corporate or other organizational documents or materials of that school.

D. SPECIAL RULE - A local educational agency prohibited by Connecticut State Law (either explicitly by statute or through statutory interpretation by the State Supreme Court or State Attorney General) from providing military recruiters with information or access as required by this section shall have until May 31, 2002, to comply with that requirement.

Consent or Denial of Consent for Release of Student Information To Military Recruiters or College/University Recruiters

Under the federal “No Child Left Behind” Act, public high schools must give the names, addresses, and telephone numbers of students to the U.S. Military and college/university recruiters if the recruiter requests the information. However, students or their parents have the right to instruct the school in writing that this information is not to be released to either the military or colleges or both.

If you do not consent to the release of this information to military recruiters and/or colleges, please check the appropriate box or boxes below. To be certain your wishes are respected, return this form to MAIN OFFICE AT WEST BOYLSTON MIDDLE/HIGH SCHOOL by September 4th, although signed forms returned after that date will be effective after receipt by the Main Office:

- DO NOT release student contact information to Military Recruiters
- DO NOT release student contact information to College or University Recruiters

STUDENT NAME: _____

NAME OF SCHOOL: _____

***SIGNATURE OF STUDENT OR PARENT: _____

DATE SIGNED: _____

*** Students have the right to request that their contact information not be released to recruiters. Parents can override a child’s decision by notifying the school in writing, only if the student is under 18. We encourage parents and students to discuss this information

ARTICLES NOT LEGALLY PERMITTED IN SCHOOL (Grades 6-12)

1. Firearms*/ammunition, knives, sharp instruments, and any other instrument that could be construed as being dangerous.
2. Fireworks**, water pistols, slingshots, water balloons, or other similar contraband.
3. Drugs, alcohol, cigarettes, etc.
4. Pointed ornaments and jewelry, chains, etc.
5. Smoking materials. Infraction consequences will be dealt with on a case-by-case basis by administration.
* Possession of a firearm on school grounds is also a crime in Massachusetts (Chapter 150 of Acts of 1987 to G.L. c.269, S10)
** Sale, possession, use, etc. is against the law in Massachusetts (Chapter 148, s.39)

ARTICLES NOT PERMITTED OR USED IN SCHOOL (Grades 6-12)

1. Containers of drinks and/or food will not be allowed in classrooms and hallways except when part of a special school activity or with the nurse's approval. (Food and drinks should only be purchased during the student's scheduled lunchtime and consumed only in the cafeteria.)
2. Included, but not limited to, radios, televisions, tape players, CD players, headsets, personal music listening devices, or any technology not specifically approved in school.
3. Games (board-type, electronic, cards), water pistols, cap guns, or other similar objects.
4. Pets, animals
5. Smoking materials: pipes, cigars, cigarettes, snuff, chewing tobacco
6. No use of skateboards or scooters in the building or on school grounds
7. No beepers or cellular phones are to be on during school.
8. Medications carried by students or in students' possession in school unless authorized by the school nurse.
9. Any items to be deemed a safety concern by administration.

AUDITORIUM

The auditorium is used for a variety of activities and classes, assemblies, special programs, plays and movies. Your conduct in the auditorium will reflect the general tone of the entire school. Students whose behavior is inappropriate will receive an office detention and may be removed from the activity. Any group wishing to use the auditorium during or after school must first obtain permission from the principal or assistant to the principal and fill out a Building Use Form request with the Superintendent's Office. The drama department staff coordinates the availability of the auditorium during the day.

BATHROOMS

School bathrooms are a community area and are the responsibility of everyone who uses them. Students' are not to loiter in or outside the bathrooms. Students are expected to act respectfully and responsibly in the bathrooms. Behavior that is inappropriate, such as smoking, littering, and vandalism, will result in appropriate consequences.

BEHAVIOR AT SCHOOL & SCHOOL ACTIVITIES (Grades 6-12)

Guidelines for Behavior at School Functions

While attending school-related activities, both on and off campus, students will observe all rules of behavior at school-related activities as if they were on campus. The authority of any representative of the administration must be respected. The following rules also apply:

1. Events exclusively for middle school students are attended by only middle school students. Events exclusively for high school students are attended by only high school students. The only exception to these rules are if the school administration grants permission to individual students.
2. The existing West Boylston policies regarding tobacco, alcohol, and drugs will be in effect at all times.
3. If you leave a function early, you will not be allowed to re-enter the activity and must leave the grounds promptly.
4. Generally speaking, senior high functions will close no later than 11:00 p.m. with the exception of semi-formal dances which will end at 11:30 p.m.
5. Middle School evening activities will run from 7:00 p.m. until 9:30 p.m. You should not arrive before 6:45 p.m. and should arrange to be picked up by 9:45 p.m. If you are late arriving or must leave early, your parent/guardian should come into the building and speak to one of the chaperones.
6. It is the parent/guardian's responsibility to ensure the students are picked up promptly at the end of a function.

7. Guests may attend school functions with administrative permission and completion of the appropriate form prior to the event.
8. Students may be restricted from participating in school functions for poor academic effort, poor citizenship, absence from school, or other reasons determined by the principal.
9. Students who are absent from school any part of the day on the day of an event, are not allowed to participate in or attend that event. j. Exceptions will be at the discretion of the administration.
10. "All dance styles must comply with modesty and safety. Dancing that simulates sexual acts, lewd, and offensive behavior (including but not limited to grinding, groping, fondling, etc.) will not be permitted at a school function. The faculty and administrators in attendance will be the final judge of the appropriateness of the dance style. If the staff feels the dancing is inappropriate, you will be asked to leave. Students behaving inappropriately while attending a school activity may be asked to leave. A second offense may result in the student being prohibited from attending any school activity for the remainder of the semester. Participation in future school activities may also be in jeopardy.
11. Students behaving inappropriately while attending a school activity may be asked to leave. A second offense may result in a student being prohibited from attending any school activity for the remainder of the semester. Participation in future school activities may also be in jeopardy.

BEHAVIOR PROGRAM

Enforcement of the behavior program is the responsibility of all staff members. An administrator will review reported infractions. Appropriate disciplinary action will follow. That action will be determined by the seriousness of the infraction and the frequency of misconduct.

1. **REPRIMAND**
A discussion of the infraction and stern review of the Behavior Program.
2. **P.M. DETENTIONS**
Assignment of time after school in a silent setting supervised by a member of the staff.
3. **PARENT CONTACT**
A telephone call or letter to student's parents informing them of your misbehavior.
4. **PARENT CONFERENCES**
A meeting between you, school personnel, and your parents to review your misbehavior and the Behavior Program.
5. **IN-SCHOOL SUSPENSION**
Assignment to a room isolated from the rest of the student body and under the supervision of staff. Teachers will provide assignments.
6. **OUT-OF-SCHOOL SUSPENSION**
Student cannot attend or participate in any school-related activities. Teachers will provide assignments.
7. **INDIVIDUAL CONTRACT**
To be determined by the parent, team, student, guidance, and administration.
Nothing herein shall preclude the right of the administration to utilize suspension, as deemed necessary and appropriate, instances of extreme misbehavior as determined by the administration.

BICYCLES

If you take a bicycle to school, you are urged to ride it carefully. Bicycles must be parked in the racks to the side of the building and should be locked. Students twelve and under must wear a helmet by law. All cyclists are encouraged to wear a helmet for their own safety.

BULLYING/VERBAL ASSAULT, VERBAL AND/OR PHYSICAL HARASSMENT OF STUDENTS OR STAFF MEMBERS

Every student and staff member has the right to feel secure from any form of physical or verbal harassment, including bullying and/or hazing, during the school day from the time the student leaves home to go to school, until he/she returns home, and also at school-sponsored events. Staff members are required to report cases of verbal and/or physical harassment or hazing. Any form of abuse to a student or staff member, verbal or physical should be reported immediately to the principal or associate principal. In the case of a physical assault, local police may be notified. Verbal assault is defined as verbally attacking or threatening another individual. Students found violating the above policy will be required to serve an out-of-school suspension.

BUS CONDUCT REPORT

Upon receipt of a “Bus Conduct Report” the principal or associate principal will review the referral with the student and contact the parents by phone to enlist their assistance. Subsequent to the call, a letter of confirmation will be sent which will review the complaint and outline future courses of action if such become necessary. Repeated referrals will be dealt with as follows:

- Second Referral – five days suspension from the bus privilege and mandatory parent conference prior to return of privilege.
- Third Referral - twenty days suspension from the bus privilege and mandatory parent conference prior to return of privilege.
- Fourth Referral – termination of the bus privilege for the duration of the school year.

Should a serious incident pose a threat to the safety and well-being of the passengers and/or driver of a bus, nothing herein shall prevent removal of a student immediately and permanently from a bus. In this event, parents and student shall be entitled to a hearing with the Superintendent of Schools and shall be entitled to an appeal before the School Committee.

BUS PASSES

The West Boylston School Department charges an annual transportation fee of \$200.00 for students who wish to take bus transportation, but who are not eligible for free transportation under Massachusetts State Law. Massachusetts State Law (MGL ch.71, sec. 68) requires that school systems provide transportation to town resident students in kindergarten through grade 6 who live more than two miles from the school they attend. In West Boylston, all students are eligible to sign up for bus transportation. However, all students who live two miles or less from the school that they attend, and all students in grades 7-12, regardless of where they live, must pay the transportation fee in order to ride the bus to and/or from school. In order to register for bus transportation, an Application for School Bus Transportation form needs to be completed. This form must be completed for all bus riders, both those who are paying the transportation fee and those who are eligible for free transportation. Passes will be issued to students upon completion of the paperwork.

Waived Fees – The transportation fee can be waived for students who are also eligible for free or reduced price lunch, or who have a transportation requirement in the Special Education IEP. Please contact the Office of the Superintendent if you believe that you may qualify for this waiver or if you have additional questions.

BUS REGULATIONS

Refer to School Committee Policy - JFCC - Bus Conduct Regulations

A large majority of the students attending West Boylston Middle/High School will be transported by bus. All bus routes are published in August in the local newspaper, “The Banner” and mailed in the Superintendent’s mailing which is sent before the opening of school.

The driver shall have full authority over the management of conditions and conduct of students while en route. All students who ride the bus are expected to comply with the following rules of behavior:

1. Wait for the bus on the sidewalk until the bus comes to a complete stop.
2. Board and leave the bus in single file.
3. Remain seated until they reach their destination.
4. Do not extend yourself outside the bus window.
5. Do not eat or drink on the bus.
6. Bus windows will be opened by permission of the driver or his/her aide only.
7. No objects are to be thrown on/off the bus.
8. No smoking.
9. You must have written parental permission to leave the bus anywhere other than at your home or school stops.
10. No fighting, vulgarity, loud noise, and other aggressive behavior.
11. Students are responsible for the cleanliness of the bus and are liable for any damage or litter.
12. Observe the rules of courteous, considerate behavior on the bus at all times. Students who refuse to obey regulations may forfeit their privilege of riding on the bus for a specified period of time.

BUS SCHEDULE/ROUTES

Bus schedules and routes will be sent home prior to the opening of school. This is included in your mailing from the Office of the Superintendent.

CAFETERIA

School lunches can be paid for in a variety of ways: daily, weekly or monthly. Pre-payment is welcome. Lunch cards are available for purchase at the cash registers. A lunch card can be purchased for 5 or 20 lunches. The cost is \$15.00/5 lunches and \$60.00/20 lunches. For families that qualify for reduced prices, cards can be purchased for \$2.00/5 lunches and \$8.00/20 lunches. Lunch cards can ONLY be used to purchase the daily lunch, and may only be used for one meal per child, per card each day. They may not be used to purchase a la carte, ice cream, or vended items, and no cash refunds are given. Checks should be given directly to the cafeteria staff and made payable to West Boylston Public Schools, with "school lunch" in the memo line.

You are expected to demonstrate appropriate etiquette in the cafeteria. Move quickly and quietly through your lines, enjoy your lunch and then cleanup and take care of your trays and eating utensils. Food and beverages should be consumed in the cafeteria or outdoors and generally are not permitted elsewhere in the building. Any misuse or throwing of food is strictly prohibited. In addition, students who throw food will be subject to an immediate suspension from the cafeteria, not to exceed five (5) school days. Students who fail to demonstrate appropriate behavior will not only receive detentions, but may also be excluded from eating in the cafeteria. During lunch, students are not allowed to go to lockers or into the hallways where classes are being held without adult permission. Weather permitting, students may eat lunch outside at provided tables.

CARD PLAYING & GAMBLING

Any form of gambling will not be tolerated in school or at school activities. Use of cards is permitted under teacher supervision only. Any student caught gambling will be reported to the principal or associate principal who will assign an after-school retention.

CARE OF BOOKS, MATERIALS & SCHOOL PROPERTY

Books, materials, and school property are on loan to students. Students should be careful with books and cover books and keep them free of bulky items that could break their bindings. Students should not mark or damage books. If a student loses a book, the loss should be reported to the teacher. If you find articles around the building or grounds, return them to the main office. Students who lose or damage any school property assigned to them must reimburse the school for the loss or damage. Examples of such items are books, locks, athletic equipment, uniforms, and musical instruments. The debt must be paid when the loss occurs. Students with prolonged outstanding obligations may be considered ineligible for extra-curricular activities until the obligation is fulfilled.

CARRYING DANGEROUS WEAPONS

MASSACHUSETTS GENERAL LAWS

Chapter 269, Section 10B – Whoever, except as provided by law, carries on his person, or carries on his person or under his control in a vehicle, any stiletto, dagger, or a device or case which enables a knife with a locking blade to be drawn at a locked position, any ballistic knife, or any knife with a detachable blade capable of being propelled by any mechanism, dirk knife, any knife having a double-edged blade, or a switch knife, or any knife having an automatic spring release device by which the blade is released from the handle, having a blade of over one and one-half inches, or a slingshot, blowgun, blackjack, metallic knuckles or knuckles of any substance which could be put to the same use with the same or similar effect as metallic knuckles, nunchaku, zoobow, also known as klackers or kung fu sticks, or any similar weapon consisting of two sticks of wood, plastic, or metal connected at one end by a length of rope, chain, wire or leather, a shuriken, or any similar pointed starlike object intended to injure a person when thrown, or any armband, made with leather which has metallic spikes, points or studs or any similar device made from any other substance or a cestus or similar material weighted down with metal or other substance and worn on the hand, or a manrikigusari or similar length of chain having weighted ends; or whoever, when arrested upon a warrant for an alleged crime, or when arrested while committing a breach of disturbance of the public peace, is armed with or has on his person, or has on his person or under his control in a vehicle, a billy or other dangerous weapon other than those herein mentioned shall be punished by imprisonment for not less than two and one-half years nor more than five years in the state prison, or for not less than six months nor more than two and one half years in a jail or house of correction, except that, if the court finds that the defendant has not been previously convicted of a felony, he may be punished by a fine of not more than fifty dollars or by imprisonment or not more than two and one-half years in a jail or house of correction.

CARRYING FIREARMS ON SCHOOL GROUNDS

MASSACHUSETTS GENERAL LAWS

Chapter 269, Section 10I – Whoever, not being a law enforcement officer, and notwithstanding any license obtained by him under the provisions of chapter one hundred and forty, carries on his person a firearm as hereinafter defined, loaded or unloaded or other dangerous weapon in any building or on the grounds of any elementary or secondary school, college or university without the written authorization of the board or officer in charge of such elementary or secondary school, college or university shall be punished by a fine of not more than one thousand dollars or by imprisonment for not more than one year, or both. For the purpose of this paragraph, firearm shall mean any pistol, revolver, rifle or smoothbore arm from which a shot, bullet or pellet can be discharged by whatever means.

Any officer in charge of an elementary or secondary school, college or university or any faculty member or administrative officer of an elementary or secondary school, college or university failing to report violations of this paragraph shall be guilty of a misdemeanor and punishment by a fine of not more than five thousand dollars.

Chapter 71, Section 37H –The Superintendent of every school district shall publish the district’s policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco product within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district. Each school district’s policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of other student’s civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the Department of Education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a Student Handbook setting forth the rules pertaining to the conduct of students. The school council shall review the Student Handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section. Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following:

- (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 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, associate principal, teacher, teacher’s aide or other educational staff on school premises or at school sponsored events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- (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 provision of this section.
- (e) When a student is expelled under the provisions of this section, no school or school district within the Commonwealth shall be required to admit each student or to provide educational services to said student. If the student does apply for admission to another school or school district, the superintendent of 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 expulsion.

CELL PHONES

Cell Phones are not to be used during the school day unless explicitly approved by the teacher. Items may be confiscated by the teachers and turned into the office. The first offense may result in an after-school detention. A second offense will require the parent to pick-up the phone and the student will receive an office detention (2:05 – 3:00). Each subsequent offense will result in appropriate discipline action decided by the administration.

CHEATING (PLAGIARISM/FRAUD/DECEIT/FORGERY & REPRESENTATION)

Students having repeated offenses of forgery, plagiarism, fraud or deceit will be made to serve an in-school or out-of-school suspension.

- **CHEATING** - Cheating involves the intentional attempt to pass off the work of others as one’s own, or the use of unauthorized materials for class work, homework, projects, tests or quizzes. Cheating in any form on homework, during tests, or in preparation of research papers and projects will not be tolerated. Any student caught cheating may receive a zero for the work provided.
- **PLAGIARISM** - Plagiarism is the act of stealing and using the ideas or writings of another as one’s own. (Example: This might include copying another individual’s work, from books or any other electronic source including the internet.

- **FRAUD** - Fraud is defined as misleading another for advantage or gain.
- **DECEIT** - Deceit is considered any misrepresentation of information or material.
(Example: This might include a student passing in someone else's work)
Any student caught cheating by a teacher may receive a zero for the work involved and an after-school retention.
- **FORGERY & MISREPRESENTATION** - Forgery and misrepresentation are considered to be signing a name other than your own. (Example: This might include, but is not limited to, the names of parents, teachers, staff members, and friends.)
Misrepresentation electronically or over the phone is also considered a serious infraction.

CHILD ABUSE

Refer to School Committee Policy JL - Student Welfare

MASSACHUSETTS GENERAL LAWS

Chapter 119, Section 51A & 51B – These statutes govern the reporting of child abuse and neglect and require all professional school employees to report suspected cases of abuse of students to the Department of Social Services (508-929-2000). **West Boylston Public School's policy requires personnel to inform parents or guardians when there is an indication of a student's self-destructive behavior.**

CIVIL RIGHTS

The West Boylston Public School is committed to providing our students equal educational opportunities and a safe learning environment free from harassment, bullying, discrimination, and hate crimes, where all school community members treat each other with respect and appreciation of diversity in our schools. The civil rights of all school community members are guaranteed by law, and the protection of those rights is of utmost importance and priority to our District. The District also prohibits bullying of school community members or other harmful conduct for reasons unrelated to race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability.

A. DEFINITIONS

1. **Bullying**
Any written or verbal expression, or physical acts or gestures, directed at another person(s) to intimidate, frighten, ridicule, humiliate, or cause harm to the other person, where the conduct is not related to the person's membership in a protected class.
2. **Discrimination**
Treating people differently, or interfering with or preventing a person from enjoying the advantages, privileges, or courses of study in a public school because of his/her race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability. A person may not be subjected to discipline or more severe punishment for wrongdoing, nor denied the same rights as other students, staff, or others, because of his/her membership in a protected class.
3. **Harassment**
Oral, written, graphic, electronic or physical conduct on school property or at a school-related activity relating to an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability, that is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the district's programs or activities or to interfere with or limit an individual's employment, by creating a hostile, humiliating, intimidating, or offensive educational or work environment.
4. **Hate Crime**
A crime motivated by hatred or bias, or where the victim is targeted or selected for the crime at least in part because the person is a different race, color, national origin, ethnicity, religion, gender, or sexual orientation from the perpetrator or because the targeted person has a disability. A hate crime may involve a physical attack, threat of bodily harm, physical intimidation, or damage to another's property.

B. DISCIPLINARY AND CORRECTIVE ACTION

Violation of the District Civil Rights Policy is a serious offense. Violations will be subject to appropriate disciplinary and/or corrective action designed to end the conduct, prevent its recurrence, and protect the victim and other individuals from harassment, discrimination, hate crimes, retaliation, and bullying in the future.

1. **Reporting**
It is the responsibility of all students and staff to report any perceived civil rights violations to the building principal or his or her designee and/or the District Civil Rights Officer. Upon receipt of a report that a violation has occurred, the District will take prompt, appropriate formal or informal action to address, and where appropriate, remediate the violation.
2. **Investigation**

After the school principal or the District Equity Coordinator receives a complaint or report, the District must determine whether to resolve the complaint or report through Formal or Informal Proceedings. The school principal, in consultation with the District Equity Coordinator and/or the Superintendent, may at his/her discretion apply either the Student Code of Conduct or initiate an Informal Proceeding. If the allegation is serious enough that it appears to place the complainant or any other person at physical risk, then the designated official must commence a Formal Proceeding. Specific steps for both Information and Formal Proceedings are outlined in the District Civil Rights Policy.

CLASSROOM BEHAVIOR

Students are expected to refrain from inappropriate behavior in class. Within the first week of each semester, each classroom teacher will review course expectations, including classroom rules with the students. Infractions against classroom behavior expectations will be handled by the classroom teacher. Such behaviors include but are not limited to:

1. Late to class
2. Misconduct in the classroom
3. Failure to serve detention
4. Not being prepared for class
5. Disrespect of individuals and/or their property
6. Vulgarity
7. Insubordination
8. Non-compliance

Judgment regarding appropriate behavior within a class is the primary responsibility of the teacher. The classroom teacher will assign students who engage in inappropriate classroom behavior a detention. If a student fails to report to an assigned teacher detention, for which twenty-four hours' notice was given, the teacher will notify the parent, and the student must serve the detention with the teacher the next day. Students who fail to report to the rescheduled teacher detention, will be referred to the office for the assignment of after-school retentions. **** Excessive disruption of class will result in an office detention, after-school retention, or an in-school or out-of-school suspension.**

CODE OF DISCIPLINE (Grades 9-12)

The following code divides unacceptable behavior into two categories. The first covers academic behavior, the second covers offenses of a generally social or behavioral nature. These rules and regulations are based on a system of progressive discipline. This means that an administrator has the discretion to increase penalties significantly in the case of the second and third offenses. In determining the severity of the penalty or suspension, the principal or associate principal may consider all relevant factors, including but not limited to the following:

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

This discipline code is not meant to delineate all possible areas of misbehavior. If students behave in a way that is considered inappropriate, they will receive a penalty that is in keeping with their actions. Even if not specifically cited here, behavior which is disruptive to the school, malicious towards others, destruction of property or intentionally damaging to the reputation of fellow students or staff members, will be considered punishable. These rules apply at school, on school buses, and at school events regardless of where the event(s) take(s) place.

If students commit an act that violates a State or Federal law, the school will report the offense to the appropriate legal authorities.

DETENTION POLICY

TEACHER DETENTION

Teacher Detention is from 2:05 to 3:00 pm. Students will be given a twenty-four hour notice. Classroom teachers may issue after-school detentions for improper classroom behavior or failure to do required work. These detentions are to be served in the teacher's classroom after school on Tuesdays, Wednesdays, and Thursdays or otherwise at the convenience of the teacher. A student who fails to report will be referred to the administration. When conflicts exist in after-school activities and detentions, an office detention has priority, then a teacher detention assigned for misconduct/failure to do required work, followed by make-up work, extra

help, then co-curricular activities. If the student receives two or more teacher detentions, then the student should serve the detention which he first received, and reschedule the other detention(s) with the appropriate teacher(s). It is the student's responsibility to notify the teachers of a conflicting detention before the end of the school day.

OFFICE DETENTION

Students assigned an office detention will report to the cafeteria at 2:05 and will remain with the teacher on duty until 3:00 p.m. Office detention takes priority over all other after-school activities. When conflict arises between an office detention and make-up, the student must report to the office detention. If a student fails to report to the office detention, the detention is rescheduled and the parent will be contacted. Any student who fails to serve a rescheduled office detention will be given an after-school retention.

If extenuating circumstances or crucial appointments prevent a student from attending a detention, the student may have the detention rescheduled without further consequences if he brings the office a note from the appropriate person; e.g., a parent/guardian or physician, and reschedules and serves the office detention at the earliest convenience of the office.

FAILURE TO SERVE AN OFFICE DETENTION

Regardless of the reason for a detention, a student failing to serve a scheduled office detention will receive an after-school retention. Any student who fails to serve the after-school detention may be suspended out-of-school.

DISCIPLINARY ACTIONS FOR SUSPENSION/EXPULSION

Chapter 222 of the Acts of 2012, An Act Relative to Student Access to Educational Services and Exclusion from School

A. Discipline procedures: suspensions and expulsions

- The new law: Amends G.L. c. 71 by adding a new section 37H $\frac{3}{4}$ that addresses all suspensions and expulsions for reasons other than those covered in 37H (dangerous weapons, controlled substances, and assaults on education staff) and section 37H $\frac{1}{2}$ (felony complaint);
- Under section 37H $\frac{3}{4}$, 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;
- Under section 37H $\frac{3}{4}$, 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.
- Defines the process that school officials must follow under section 37 H $\frac{3}{4}$ 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;
- Limits the length of suspensions or expulsions under 37H $\frac{3}{4}$ to 90 school days;
- 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: Amends sections 37H and 37H $\frac{1}{2}$ to require districts and charter schools to continue to provide educational services to any student suspended or expelled under these sections; 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; 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;
- Establishes that if a student moves to another district during a period of suspension or expulsion, the new district must either admit the student or provide educational services to the student during the period of suspension or exclusion;
- Provides for partial reimbursement under G.L. c 71B, 5A, the circuit breaker provision, for the instructional costs of providing alternative educational services to suspended and expelled students.

DISCIPLINARY SANCTIONS FOR HARASSMENT, BULLYING, DISCRIMINATION, and HATE CRIMES

This section of the student discipline policy has been adapted from the West Boylston Public School's Comprehensive Civil Rights Policy for promoting civil rights and prohibiting harassment, bullying, discrimination, retaliation, and hate crimes. Copies of the

district's Comprehensive Civil Rights Policy for staff and students are available upon request, and may be reviewed at the main office of any school building within the district.

A. DISCIPLINARY POLICY REGARDING CIVIL RIGHTS ISSUES

The West Boylston Middle/High School prohibits all forms of harassment, discrimination, and hate crimes based on the following protected categories: race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability.

The West Boylston Middle/High School also prohibits bullying, as defined below. This school will also not tolerate retaliation against persons who take action consistent with this disciplinary policy or the district's Comprehensive Civil Rights Policy.

The prohibition against harassment, discrimination, hate crimes, bullying, and retaliation applies to all students on all sites and activities the District supervises, controls, or where it has jurisdiction under the law, including on school premises and school-sponsored functions, events or activities, including field trips, athletic activities and school-related transportation.

Reports or complaints of harassment, bullying, discrimination, retaliation, or a hate crime may be filed, and will be investigated, as outlined in the district's Comprehensive Civil Rights Policy.

B. PERMISSIBLE DISCIPLINARY SANCTIONS AND CORRECTIVE ACTIONS IN RESPONSE TO BULLYING, DISCRIMINATION, HARASSMENT OR HATE CRIMES

Disciplinary sanctions and corrective actions may include, but are not limited to, one or more of the following:

1. a written warning;
2. parent conferences;
3. classroom or school transfer;
4. limiting or denying student access to a part of area of a school;
5. adult supervision on school premises;
6. exclusion for participation in school-sponsored functions, after-school programs, and/or extracurricular activities;
7. short-term or long-term suspension;
8. exclusion, expulsion, or discharge from school;
9. an apology to the victim;
10. awareness training (to help students understand the impact of their behavior);
11. participation in empathy development, cultural diversity, anti-harassment, anti-bullying or inter-group relations programs;
12. mandatory counseling;
13. any other action authorized by and consistent with the disciplinary code.

C. FALSE CHARGES

Any student who knowingly makes false charges or brings a malicious complaint may be subject to any of the disciplinary and/or corrective action(s) detailed above.

D. STUDENT RESPONSIBILITIES

Each student is responsible for:

1. complying with the district's Comprehensive Civil Rights Policy;
2. ensuring that (s)he does not harass or discriminate against another person on school grounds or in a school-related function, event or activity because of that person's race, color, religion, national origin, ethnicity, sex, sexual orientation, age, or disability;
3. ensuring that (s)he does not bully another person on school grounds or in a school-related function, event, or activity;
4. ensuring that (s)he does not retaliate against any other person for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, or for cooperating in an investigation of harassment, bullying, discrimination, or a hate crime; and
5. cooperating in the investigation of reports or complaints of harassment, bullying, discrimination, retaliation, or a hate crime.

E. PROTECTION AGAINST RETALIATION

The school will take appropriate steps to protect students from retaliation when they report, file a complaint of, or cooperate in an investigation of a violation of the district's Comprehensive Civil Rights Policy. Threats or acts of retaliation, whether person-to-person, by electronic means, or through third parties, are serious offenses that will subject the violator to significant disciplinary and other disciplinary corrective action, including short- or long term suspension, exclusion or expulsion.

F. **GLOSSARY OF TERMS**

1. **BULLYING**

Any written or verbal expression, or physical acts or gestures, directed at another person(s) to intimidate, frighten, ridicule, humiliate, or cause harm to the other person, where the conduct is not related to an individual's actual or perceived race, color, natural origin, ethnicity, religion, sex, sexual orientation, age, or disability (i.e., protected status). Bullying may include, but is not limited to, repeated taunting, threats of harm, verbal or physical intimidation, cyber-bullying through emails, instant messages, or websites, pushing, kicking, hitting, spitting, or taking or damaging another's personal property.

2. **DISCRIMINATION**

Treating people differently, or interfering with or preventing a person from enjoying the advantages, privileges or courses of study in a public school because of an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability (i.e., protected status). A person may not be subjected to discipline or more severe punishment for wrongdoing, nor denied the same rights as other students, because of his/her membership in a protected class.

3. **HARASSMENT**

Harassment is oral, written, graphic, electronic, or physical conduct on school property or a school-related event, function or activity relating to an individual's actual or perceived race, color, national origin, ethnicity, religion, sex, sexual orientation, age, or disability (i.e., protected status), that is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the district's programs or activities, by creating a hostile, humiliating, intimidating, or offensive educational environment. For purposes of this policy, harassment shall also mean conduct, if it persists, that will likely create such a hostile, humiliating, intimidating or offensive educational environment. A single incident, depending on its severity, may create a hostile environment.

4. **RETALIATION**

Any form of intimidation, reprisal, or harassment by a student directed against any student, staff or other individual for reporting or filing a complaint, for aiding or encouraging the filing of a report or complaint, for cooperating in an investigation under the district's Comprehensive Civil Rights Policy, or for taking action consistent with the policy.

5. **HATE CRIME**

A hate crime is a crime motivated by hatred, bias, or prejudice, or where the victim is targeted or selected for the crime at least in part because of his/her actual or perceived race, color, ethnicity, national origin, religion, sexual orientation, age, disability or sex. A hate crime may involve a physical attack, threat of bodily harm, physical intimidation, or damage to another's property.

DISCIPLINE OF STUDENTS WITH DISABILITIES

Student's eligible for services under Special Education and Section 504, including students who are suspected of having a disability, or are in the process of being evaluated for a disability, have additional due process procedural safeguards under State and Federal laws and regulations.

Such students must not be improperly excluded from school for disciplinary reasons. The school staff shall take steps to ensure that each person responsible for the education of students with disabilities is knowledgeable of the pertinent regulations. Authorized school personnel may order the removal of a student with disabilities for his/her current placement for no more than ten (10) consecutive school days to the extent such removal would be applied to students without disabilities, and additional removals of no more than ten (10) consecutive school days in the same school year for separate instances of misconduct, as long as those additional removals do not constitute a change of placement.

If disciplinary action constituting a change of placement is contemplated, the school will notify the student's parents and provide all procedural safeguards, including but not limited to, the continuation of special education services, a manifestation determination of the relationship between the disability and the behavior and a review of the student's behavioral support plan.

IDEA 2004: Section 615(K) in conjunction with State Law under M.G.L. c. 71.37H & 37H ½. A principal may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability (IEP or 504 Plan) who, after a disciplinary hearing, has been found to have violated a school code of conduct. A change of placement occurs if the removal is for more than 10 consecutive school days; or the child is subjected to a series of removals that constitute a pattern because they cumulate to more than 10 school days in a school year, and because of factors such as the length of each removal, the amount of time the child is removed, and the proximity of the removals is to one another. The District complies with the federal and state law requirements that apply to the discipline of students with disabilities, including the federal Individuals with Disabilities Education Act of 2004 (IDEA).

A. CONFIDENTIALITY

The District will respect the privacy of all subjects in a complaint to the extent possible consistent with its obligations under federal and state confidentiality laws and student record regulation and its policy to investigate, report, and take appropriate disciplinary and corrective action.

B. REPRISAL

The submission of a good faith complaint of harassment will not affect the complainant reporter's future employment, grades, learning or work assignments. The District will discipline or take appropriate action against any student, teacher, administrator or other school personnel who retaliates against any person who reports an incident of alleged harassment covered under the Civil Rights Policy. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

C. CONTACT

DISTRICT CIVIL RIGHTS OFFICER:

Ms. Sherri Traina
West Boylston Public Schools
125 Crescent Street
West Boylston, MA 01583
(508)835-3391

DISPLAYS OF AFFECTION

The administration and faculty recognizes that the middle/high school years are times when adolescents form relationships, which may or may not be a prelude to more lasting relationships. Some behaviors, however, are simply not appropriate in school. Students who in the judgment of a faculty member are acting inappropriately will be warned in a discussion with the teacher. Students who fail to heed the warnings of the teacher will be referred to the principal who will take appropriate disciplinary action.

DRESS & APPEARANCE

Regulations to accompany Policy JFCA: Student Dress Code

The goal of West Boylston Middle/High School dress code is to have a school conducive to learning, to prepare our students to enter the world of work knowing how to appropriately dress for success, and to reduce or eliminate the threat of physical harm. All students attending school shall avoid dress and/or grooming which poses any hazard to the welfare, health, property, or safety of themselves or others. Dress is not to be distracting, revealing, or disruptive to the academic atmosphere of the school.

Anyone inappropriately dressed will be required to change his or her attire before returning to class, and may be assigned an office detention. A parent conference will be held if the problem continues. Any staff member who feels that a student's dress is in violation of this policy will refer the student to the office where the administration will make the final determination.

Guidelines:

Students are expected to dress in a manner that is clean, neat and appropriate at all times. The following is a list of attire considered inappropriate. This list is not exclusive and may be modified as needed.

1. Bare feet in the building
2. Tube tops, halters, shirts that expose midriffs, muscle shirts, spaghetti straps
3. Tops and dresses that are low-cut or excessively bare
4. Clothing with obscene printing or pictures, or profanity on them
5. Clothing bearing advertisements for tobacco or alcohol products, making reference to drugs, or disruptive to the school environment
7. See-through apparel
8. Visible underwear
9. No mesh, sunglasses, shorts or skirts shorter than the end of fingertips when arms are hanging down your side
10. Excessively torn or ripped garments

Implementation

Any staff member that feels a student is inappropriately dressed should notify an administrator and explain the problem. If the attire is too extreme to allow a student to remain in class, then that staff member may send the student to the office.

DRUG FREE ZONES

MASSACHUSETTS GENERAL LAWS

Chapter 94C, Section 321 – Any person who distributes or possesses with intent to distribute any controlled substance as defined by Massachusetts General Laws, Chapter 94C within one thousand feet of the West Boylston Public Schools or within one hundred feet of a public park or playground, whether or not school is in session, shall be subject to punishment by imprisonment of not less than two years nor more than fifteen years. In addition, a fine of not less than one thousand or more than ten thousand dollars may be imposed but not in lieu of the mandatory minimum term of imprisonment as established by law.

DRUGS & ALCOHOL

The use, sale, delivery, or other possession of alcohol or drugs, except for medicinal purposes, within all school buildings, school facilities, or on school grounds or school buses of the West Boylston Middle/High School by any individual is prohibited at all times. For the purpose of this policy, the term “drugs” includes alcohol, controlled substances as defined in Mass. General Laws, Ch. 94C (including, but not limited to marijuana, heroin, cocaine), as well as restricted drugs, such as prescription or over the counter drugs that are misused, steroids, and products misused for the purpose of mind altering effects (alcohol, solvents, etc). A student determined to be in violation of this policy, shall be subject to disciplinary action pursuant to the student discipline code.

Use of controlled substances or alcohol prior to entering school property or attending a school function will be treated the same as use while on school property or attending a school function. **Please refer to School Committee Policy JFCI.**

LEGAL REFERENCES

Mass. Gen. Law c. 71, §37H (students-controlled substances) Mass. Gen. Law c. 138, §§34, 34A, 34C (alcohol)

Mass. Gen. Law c. 94C (controlled substances) Mass. Gen. Law c.

270, §6 (glue-toxic substances) Mass. Gen. Law c. 272, §40A

(alcohol on school property)

Drug-Free Workplace Act of 1988

Drug-Free Schools and Community Act Amendments of 1989

DUE-PROCESS PROCEDURE

All students share the constitutional right (Goss v. Lopez) to receive due process, including notice and the right to a hearing where required in matters of suspension, transfer and expulsion.

FALSE ALARM OF FIRE

MASSACHUSETTS GENERAL LAWS

Chapter 269, Section 13 – 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 fire shall be punished by a fine of not less than one hundred dollars nor more than five hundred dollars, or by imprisonment in a jail or house of correction for not more than one year.

FIGHTING

Any student involved in a fight or altercation of any sort can expect to be suspended. The process will proceed as follows: The principal or associate principal may suspend the student immediately. As soon as possible, a conference will be held with the student and his/her parent/guardian. Staff may choose to meet with guidance. If, in the judgment of the principal, the action is serious enough, the principal will then have a meeting with the following people in attendance: the student, the student’s parent/guardian, and any other person the principal deems appropriate. At this conference, the principal will hear the facts of the case. As a result of this offense, an out-of-school suspension will be assigned and the principal may recommend the student for extended suspension. **REFER TO SCHOOL COMMITTEE POLICY JIC.**

GENERAL PROCESS FOR SCHOOL DISCIPLINARY ACTION

1. COMMUNICATION

Students and teachers will have an opportunity to be heard, and all will be informed as to the disposition of the incident. Parents/guardians will be notified at scheduled intervals and/or specific offenses.

2. PROCESS

The primary elements of the process will be an integral part of the system. Specifically:

- a. Notice - Students will be informed of offenses, as well as specific notice and/or description of

- violations by a staff member.
- b. Hearing - Students will always be given the opportunity to discuss with their administrator any violation reported by a staff member.
- c. Appeal - At the request of the student within two school days of the offense, the administrator will function as an appeal agent when a student refutes the teacher's charge. The student and the teacher, if necessary, will have the opportunity to present their views of the situation. The administrator will make the final decision.

GUIDELINES FOR BEHAVIOR OUTSIDE OF THE BUILDING (Grades 6-12)

1. **Field Trips**
Student participation in off-campus field trips shall be governed under the same guidelines as listed in the Academic and Social Behavioral Policies of the West Boylston Middle/High School. Students and parents must sign a permission slip to attend each field trip.
2. **Fire or Emergency Drills**
 - a. When the first alarm sounds, every adult and student in the school is expected to respond.
 - b. Students are to go quickly and quietly to the nearest exit as designated by the posted information and direction from teachers.
 - c. Once outside, students must remain with their teacher, at least two hundred feet from the building until the signal to return has been sounded.
 - d. He/she should exit the building at the nearest exit and check in with their teacher outside.
 - e. If their teacher is not available, the students should check –in with any teacher.
 - f. Students must follow fire/emergency procedures, which includes checking in with the teacher. Failure to do so may result in office detention.

HALLWAYS

There is a four-minute passing time between classes. This means that you will have to walk briskly from one class to the next, especially if your classes are at opposite ends of the building. In passing through the halls, stay to the right and move through the halls in an orderly fashion. Don't block the way or linger in the halls. School personnel are on duty in the halls and rules must be obeyed. In the interest of safety, students are not to run in the halls even if they are likely to be later for class. You need a pass to walk through the halls when classes are in session. Late-to-class is considered a teacher detention and over ten minutes late to a class is considered a class cut. Repeated offenses will result in an after school retention.

HAZING POLICY

School Committee Policies JICFA-E –Hazing and JICFA - Prohibition of Hazing

CH. 269, S.17. CRIME OF HAZING; DEFINITION; PENALTY

Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or by both such fine and imprisonment. The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to be contrary, consent shall not be available as a defense to any prosecution under this action.

CH. 269, S.18. DUTY TO REPORT HAZING

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

CH. 269, S.19. HAZING STATUTES TO BE PROVIDED; STATEMENT OF COMPLIANCE AND DISCIPLINE POLICY REQUIRED

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.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the Board of Education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The Board of Regents and, in the case of secondary schools, the Board of Education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such a report.

Policy JICFA – Prohibition of Hazing

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

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

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

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

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

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

HAZING - PENALTIES

MASSACHUSETTS GENERAL LAWS

Chapter 269, Section 17 –Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term hazing, as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 269, 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 a crime to an appropriate law enforcement official as soon as reasonably practical. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Chapter 269, Section 19 –Each institution of secondary education and each public and private institution of postsecondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams, or organizations.

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

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

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

HEALTH EDUCATION: PARENTAL NOTIFICATION

School Committee Policy IGAI - Health Education: Parental Notification

In accordance with General Laws Chapter 71, Section 32A, the West Boylston School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual education or human sexuality issues. Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. (1) exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the school principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. (2) inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the principal to review the materials at the school, and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in dispute.

Teachers shall be responsible for preparing notices required by this policy and shall receive the approval of the building principal before transmitting such notices to parents.

IMMUNIZATION LAW AND SCHOOL ATTENDANCE

MASSACHUSETTS GENERAL LAWS

Chapter 76 – Section 15 -Students must be immunized according to Chapter. 76, Sec. 15 of the Massachusetts General Laws and have a physical exam every three to four years on file in school records in order to attend School. Physicals are required annually for students participating in school sport programs.

Chapter 71B - The Special Education Department of West Boylston Middle/High School is able to offer a variety of courses, which are specifically designed to meet the needs of the current student population. Enrollment in these courses is determined by an evaluation of each particular student's needs as set forth in his/her Individual Education Plan as required by Chapter 71B of Massachusetts General Laws.

Chapter 71B, Section 3 -No school committee shall refuse a school age child with a disability admission to or continued attendance in public school without the prior written approval of the department, and without complying with state and federal requirements for disciplining students with disabilities, where applicable, During the pending of administrative or judicial proceedings, a court of competent jurisdiction shall have the authority to change a child's educational placement, including removing the child from school, in any circumstances when the school committee shows the child's behavior poses a substantial likelihood of injury to himself or others; provided, however, that the foregoing shall not be construed to abrogate any authority concerning discipline for such a child which is available to school committee under said regulations and procedures or any other law. No child who is so refused or removed shall be denied an alternative form of education approved by the department, as provided for in section 10, through a tutoring program at home, through enrollment in an institution operated by a state agency, or through any other program which is approved for the child by the department.

INSUBORDINATION

Insubordination is a refusal to follow staff directions. It is expected that students follow the directions given by a West Boylston staff member in the building, anywhere on the grounds, or off-campus at any school-related activity. For example: students are required to proceed to the principal's office if so directed. Parents of students who are insubordinate, will be contacted by the teacher and the student will receive an in-school or out-of-school suspension based on the severity of the incident. In more serious cases of insubordination, further disciplinary action may be taken as necessary.

LATE BUS

There will be an Afternoon Late Bus on Tuesdays, Wednesdays, and Thursdays to accommodate students who stay with a teacher's or administrator's permission for disciplinary reasons or extra help. The late bus leaves the school at approximately 3:20 p.m. and will take the students to central points in town from which they may easily walk home.

LATE-TO-CLASS

All teachers are responsible for disciplining students who are late to their class. (See Attendance Policy, page 18)

LATE-TO-SCHOOL

Students arriving late-to-school (AFTER 7:30 a.m.) are required to sign-in at the office.

LEGAL NOTICES (State & Federal Laws)

The West Boylston Public Schools operates under the following State and Federal Laws

MASSACHUSETTS GENERAL LAWS

Chapter 76 – Section 5 - No person shall be excluded from or discriminated against in admission to a public school or any town, or in obtaining the advantage, privileges and courses of study of such public school on account of race, color, sex, national origin or sexual orientation.

Chapter 71B - Based on Chapter 766 of the Acts of 1972 regarding Special Education services for students.

FEDERAL LAWS (OTHER)

Title IX of the Education Amendments of 1972, Vol. 20, USC #1681 – The regulations are in Vol. 45, Code of Federal Regulations, Part 86, Non-Discrimination on the Basis of Sex in Education Programs and Activities receiving or benefiting from Federal Financial Assistance.

Section 504 of the Rehabilitation Act of 1973 – Public Law 93-112, as amended by Public Law 93-516, 29 USC #794. The regulations are in Vol. 45, Code of Federal Regulations, Part 84 – Non-discrimination on the Basis of Handicap in Programs and Activities receiving or benefiting from Federal Financial Assistance.

Family Education and Privacy Rights - Public Law 90-247, Title IV as amended 20 U.S. Code 1232g, The regulations are in Vol. 45, Code of Federal Regulations, Part 99 Privacy Right of Parents and Students.

Individuals with Disabilities Education Improvement Act (IDEA 2004) – Public Law 105-17 as amended by Public Law 108-446, regarding Special Education Services for students. The regulations are in Vol. 71, Code of Federal Regulations, number 156 – Part B Regulations of the IDEA, 2004.

Title VI of the Civil Rights Act of 1964 - The regulations are in Vol. 45, Code of Federal Regulations, part 80, Non-Discrimination Under Programs Receiving Federal Assistance through the Department of Human Services and Education effectuation of Title VI of the Civil Rights Act of 1964.

The above laws make it clear that all aspects of public school education must be fully open and available to members of both sexes and minority groups. No school may exclude a child from any course, activity, service, or resource available in that public school on account of race, color, sex, religion, handicap, or national origin of such child. For further information if you feel a student has been denied equal access to any of these services in the school system, contact your Principal, Chapter 622 Coordinator, School Superintendent, the Massachusetts Department of Education or the United States Department of Education.

LIBRARY/MEDIA CENTER

The library/media center offers a large collection of materials for student use searchable on an electronic card catalog and databases. An electronic encyclopedia and many audio-visual materials such as books on tape, CD's, and videos are available to students for research. Pamphlets, magazines and newspapers are also available. A local area network of IBM-compatible computers is located in the library/media center for classes and individual student work. The library/media center is open Tuesday, Wednesday, and Thursday until 3:00 p.m. Library privileges may be revoked at the discretion of the librarian or the administration. Loss of privileges will occur for failure to exercise proper behavior. **LOST ITEMS MUST BE PAID FOR OR REPLACED.**

LITTERING

Students are expected to place trash in the proper areas. The administration may assign an office detention.

LOCKERS

Students are expected to adhere to the following rules pertaining to the use of lockers:

1. Do not leave valuables in your locker. If you must bring a valuable item to school, leave it in the office when you are not using it. The item will be stored in the vault and returned to you after school.
2. It is recommended that you purchase locks for your locker to protect your belongings.
3. You will be assigned a locker. You must use the locker you were assigned. The locker number is located on the top of your schedule.
4. Keep your locker clean and in good condition. No opened food or beverage containers will be left in your locker. You are responsible for the inside and outside condition of your locker. If it is damaged or defaced, you must clean it or make restitution. Do not stick tape, or stickers to the inside or outside of your locker.
5. Lockers are the property of West Boylston Middle/High School and may be opened by school personnel if necessary. School officials may periodically inspect lockers to determine if students are in the compliance with school rules. Except in emergencies, an attempt will be made to have the student present if his/her locker is to be opened. Items, the possession of which violates school rules or state and federal laws, include but are not limited to: smoking materials, drugs, alcohol, stolen property, and weapons.
6. Report of any locker problem to the office.
7. Locker Room Lockers: The boys and girls locker rooms and lockers are open to all students to use during the school days. During physical education class, it is recommended that the student supply their own locks to protect their belongings. If they bring their own locks, they must remove them after their physical education class. We do not have enough lockers for every student in our school to use. If you fail to keep your locker clean and appropriate, you will be given an office detention.

MASSACHUSETTS INTERSCHOLASTIC ATHLETIC ASSOCIATION (MIAA) -Rule # 62

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

- 62.1.1** During the season of practice or play, 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. This rule represents only a minimum standard upon which schools may develop more stringent requirements. This MIAA statewide minimum standard is not intended to render “guilt by association;” e.g. many student athletes might be present at a party where only a few violate this standard. If a student in violation of this rule is unable to participate

in interscholastic sports due to injury, academics, or otherwise, the penalty will not take effect until that student is able to participate again.

Minimum Penalties

- o **First Violation:** When the principal confirms, following an opportunity for the student to be heard, that a violation has occurred, the student shall lose eligibility for the next two consecutive interscholastic events, or two weeks of a season in which the student is a participant, whichever encompasses the greater number of contests. No exception is permitted for a student who becomes a participant in a treatment program for the purpose of rehabilitation, it is recommended that the student be allowed to practice.
- o **Second & Subsequent Violations** – When the principal confirms, following an opportunity for the student to be heard, that a second or subsequent violation has occurred, the student shall lose eligibility for the next 12 consecutive interscholastic events or 12 consecutive weeks, whichever encompasses the greater number of contests in which the student would be a participant. If, after the second or subsequent violations, the student of his/her own violation becomes a participant in an approved chemical dependency or treatment program, the student may be certified for reinstatement in the MIAA activities after a minimum period of six (6) weeks or six (6) contests, whichever penalty is greater. Such certification must be issued by the director or a counselor of chemical dependency/treatment center. Penalties shall be cumulative each academic year. 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.

62.1.1.A.1 During practice or competition, coach shall not use any tobacco product.

Rule # 56 ~ STUDENT ELIGIBILITY: PHYSICAL EXAMINATIONS/MEDICAL COVERAGE

56.1.1.A All students must pass a physical examination within 13 months of athletic participation. A sports physical terminates 395 days subsequent to administering and must be renewed immediately (should an athlete be "in season") to maintain eligibility. Physical examinations must be performed by a registered Physician, Physician's Assistant or Nurse Practitioner.

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

MEETING TIMES

Detentions, make-up work and extra help sessions, and non-athletic co-curricular activities will meet from 2:10 p.m. to 3:00 p.m. on Tuesdays, Wednesdays, and Thursdays. To provide conflict-free time for these groups to meet, students seeking extra help or serving a detention until 3:00 p.m. will not be penalized for missing part of their activity or practice session. A "late bus" will be provided for activity participants at 3:30 p.m. on Tuesday, Wednesday, and Thursday. Students involved with an activity after 2:10 p.m. are expected to behave responsibly and to leave the building promptly upon completion of the activity session. In all cases, a student's academic standing should take priority. Involvement with an activity should enhance rather than detract from his/her academic success. Exceptions to these ending times will be made only with written approval of the principal. The Student Council is the representative organization of the student body. It is capable of solving many of the students' problems concerning school affairs. Students should strive to elect able and reliable representatives. All members must remain in good academic standing.

NON-DISCRIMINATION & CIVIL RIGHTS NOTICE TO STUDENTS, PARENTS & EMPLOYEES

Refer to School Committee Policy AC - Non-Discrimination and Harrassment

A. STATEMENT

It is the role of West Boylston Public Schools to provide a safe and secure learning environment for all its students without distinction based on race, religion, ethnicity, disability, gender, or sexual orientation. Discrimination, sexual and bias-motivated harassment, and violations of civil rights disrupt the educational process and will not be tolerated. Because of the importance of this issue, this policy provides explicit definitions clarifying the scope and intent of the policies and procedures for its implementation.

It shall be a violation for any pupil, teacher, administrator or other school personnel to engage in sexual or bias-related harassment (referred to as “wrongful harassment”) or to violate the civil rights of any pupil, teacher, administrator, or other school personnel. A failure of such personnel to address conduct, which violates this policy, also constitutes a violation of civil rights. Conduct amounting to a hate crime is a particularly serious infraction that will result in referral to law enforcement agencies.

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

B. COMMITMENT TO PREVENTION

The West Boylston Public Schools is committed to prevention, remediation, and accurate reporting of bias incidents and civil rights violations, to the end that all students can enjoy the advantages of a safe and tolerant learning environment where individual differences are respected. The West Boylston Public Schools regularly conducts activities and programming such as training of all school personnel, intended to foster respect for diversity, civil rights, and non-violence in school settings.

C. TOLERANCE FOR KNOWN CIVIL RIGHTS VIOLATIONS: REQUIRED REPORTING AND INTERVENTION TO STOP HARASSMENT

1. School employees must intervene in ongoing civil rights violations and episodes of wrongful harassment whenever witnessed or reported, to the extent intervention can be done safely. School employees must report a civil rights violation or episode of wrongful harassment to the school civil rights administrator. Designated administrators must intervene in ongoing matters of civil rights violations and episodes of wrongful harassment, summoning assistance as necessary.
2. The primary objective of school intervention in a civil rights matter is to put a swift end to, and prevent any recurrence of, any wrongful conduct, so as to ensure the safety of all students and a school environment free of wrongful harassment and civil rights violations. Intervention should be undertaken immediately, as needed on a short-term basis, and more comprehensively once a civil rights violation has been found to have occurred. Each school will take all necessary steps within its authority to implement the objective of stopping continued civil rights violations and wrongful harassment, and restoring and preserving an environment free of such conduct.
3. Effective, and if need be, escalating measures should be used to definitely stop harassment and violence. School officials should immediately consider and use regular administrative actions to defuse a civil rights situation wherever possible: separating victim or complainant and offender, ordering the offender to stay away from the victim, or assigning additional security. Relevant school disciplinary hearings should begin and proceed on an expedited basis where there is a threat of ongoing interference with civil rights. Disciplinary action appropriate to the offender’s conduct should be taken when a violation is found. Potential criminal conduct should be reported to law enforcement authorities, and legal remedies pursued as necessary to protect civil rights.

D. DESIGNATION OF CIVIL RIGHTS ADMINISTRATION

The principal of each school in the West Boylston Public Schools, or at least one employee designated by the principal, will have the responsibility to respond to matters of civil rights that arise in the school setting. The principal or designee shall be given a title and be prominently identified as available to receive reports and complaints of civil rights violations from students, faculty, and staff. The designee will receive specialized civil rights training and take responsibility for upholding school civil rights and safety policies. The designee will also serve as a liaison to law enforcement agencies, and assist the principal and superintendent in making referrals of possible criminal matters to law enforcement agencies.

E. IDENTIFICATION OF PROHIBITED CONDUCT

1. Definitions:
 - a. Bias Incident means any act, including conduct or speech, directed at or which occurs to a person or property because of actual or perceived race, religion, ethnicity, disability, gender or sexual orientation. A bias incident may or may not be a criminal act.
 - b. Bias Indicators are objective facts and circumstances that suggest an action was motivated in whole or in part by a particular type of bias.
 - c. Bias Motives recognized by Massachusetts law as causing hate crimes include prejudice based on race, religion, ethnicity, disability, gender, and sexual orientation.
 - d. Civil Rights Violation includes discrimination in access to the advantages and privileges of the public school programs. Sexual harassment and bias related actions as specifically defined in the Section 5. Massachusetts law defines a civil rights violation as interference with an individual’s statutory or constitutional rights by threats, intimidation or coercion.

- e. Discrimination consists of actions taken against others that treat them unequally because of race, religion, national origin, disability, sexual orientation, or gender bias.
 - f. Harassment consists of unwelcome verbal, written or physical conduct targeting specific person(s), which is sufficiently severe, persistent, or pervasive to create an intimidating, hostile, humiliating, or offensive school environment, or to substantially interfere with the progress of a student's education.
 - (1) Bias-Related Harassment will present bias indicators, most commonly epithets: name-calling derogatory to a particular racial, religious, or sexual orientation group.
 - (2) Sexual Harassment covers instances of physical or verbal conduct of a sexual nature, not limited to but including sexual advances, which foster a hostile educational environment for the victim.
 - g. Hate Crimes include any criminal acts to which recognized types of bias motives are an evident contributing factor. Criminal bias motivated conduct entails, at a minimum, threats. Criminal conduct includes act putting someone in fear of immediate physical harm (assaults), and actual physical violence (assault and battery), and grows most serious if a victim suffers any bodily injury. Repeated threatening or menacing actions like following someone can amount to the crime of stalking.
 - h. Hostile Environment exists when a student has been or is subjected to threats, intimidation, or coercion by another (or others) or is repeated instances of bias-related and sexual harassment creates a hostile environment for the victim. A single act of harassment can also create a hostile or intimidating environment if sufficiently severe. A hostile environment does not necessarily result in a manifestation of quantifiable harm, such as a drop in grades.
 - i. Stalking, a felony, consists of intentional conduct involving:
 - (1) two or more acts directed at a specific person,
 - (2) which would cause an average person substantial distress,
 - (3) where the perpetrator has made threats causing the targeted person fear of death or injury.
2. Common Bias Indicators:
- a. Bias-related oral comments or epithets
 - b. Bias-related markings, drawings, or graffiti
 - c. use of bias-related symbols
 - d. No clear economic motive for an assault and battery
 - e. Crime involving disproportionate cruelty or brutality
 - f. Offender history of crimes with similar modus operandi and victims of the same group.

****See MASSACHUSETTS GENERAL LAWS 22c, Section 33; 501 CMR 4.04 (1) Hate Crimes Reporting Act, Classification Criteria**

3. Examples of Civil Rights Violations and Bias Incidents:
- a. Unwelcome verbal, written, or physical conduct directed at the characteristics of a person's race or color, such as nicknames emphasizing stereotypes, racial slurs, comments on manner of speaking, and negative references to racial customs (racial and color harassment).
 - b. Unwelcome verbal, written, or physical conduct, directed at the characteristics of a person's religion, such as a derogatory comment regarding surnames, religious tradition, or religious clothing, or religious slurs, or graffiti (religious harassment).
 - c. Conduct directed at the characteristics of a person's natural origin, such as negative comments regarding surnames, manner of speaking, customs, language, or ethnic slurs (national origin harassment).
 - d. Conduct directed at the characteristics of a person's sexual orientation actual, perceived, or asserted such as negative name-calling and imitating mannerisms (sexual orientation harassment).
 - e. Conduct directed at the characteristics of a person's disabling condition, such as imitating manner of speech or movement, or interference with necessary equipment (disability harassment).
 - f. Physical conduct putting someone in fear of imminent harm, coupled with name-calling of a bigoted nature (crime of assault).
 - g. Repeated, purposeful following of someone, coupled with evident bias against the victim's actual or perceived group status (civil rights violation or crime of stalking).
 - h. Painting swastikas on walls or other public or private property (crime of vandalism).
 - i. Hitting someone because of his/her actual or perceived group status (crime of battery).
4. Scope of Information
- This information applies to bias crimes, civil rights violations, bias incidents, and bias related harassment occurring on school premises or property, or in the course of school sponsored activities, including those outside of school if there is a detrimental effect on the school or educational climate.

F. PROCEDURES FOR RESPONDING TO AND INVESTIGATING INCIDENTS

1. Whenever a staff person witnesses, or some third party reports a possible civil rights violation, the school's designated civil rights administrator must be notified. The school's civil rights designee, in conjunction with school safety personnel and the principal's office, should immediately begin an investigation. In an emergency 911 must be called.
2. A student coming forward to report a civil rights violation she/he has experienced should be directed to the school's designated civil rights administrator, after any emergency needs are attended to. Consideration should be given to whether any immediate or interim steps are necessary to ensure the safety of and to avert retaliation against the complainant.
3. The investigation must determine whether a civil rights violation has in fact occurred. An immediate aim of the investigation should be preservation and gathering of evidence from the scene of an incident. Bias-related graffiti should be photographed then removed. The investigator should seek to interview all victims and witnesses at the scene, or as soon thereafter as possible, then interview others who may have relevant knowledge as well. The investigation may also utilize any other methods and gather any other documents deemed relevant and useful.
4. All the circumstances as found should be carefully evaluated for the presence of bias indicators that would characterize the matter as a civil rights violation. The investigation should make a finding as to whether a civil rights infraction in violation of this policy has occurred based on the definitions of wrongful conduct supplied in Section 6.

G. CONSEQUENCES FOR CIVIL RIGHTS VIOLATIONS AND FAILURES TO ACT AS REQUIRED

1. **Non-disciplinary Corrective Actions**
Potential civil rights violations can be addressed with steps that are not punitive in character, without the necessity of disciplinary proceedings. These steps generally lie within the ordinary discretion of principals and school officials. Examples of non-disciplinary actions that may be appropriate in some instances include counseling, assignment to participate in diversity awareness training programs, separating offender and victim, parent conferences, and special work assignments such as a composition on civil rights related subject.
2. **Disciplinary Proceedings**
The civil rights of student or employee which are found to have occurred after a hearing warrant the imposition of sanctions up to and including suspension and expulsion (for student) and suspension or termination (for employees). Disciplinary actions will be taken with the goals of eliminating the offending conduct, preventing re-occurrence and reestablishing a school environment conducive to the victim's learning. The school may consider completion of a youth diversion program as a sanction for student violator, standing alone or in conjunction with other disciplinary actions, for violations of civil rights.]
3. **Failure to Act by Administrators and Teachers**
Upon completion of information dissemination, administrators and teachers have a duty to act to stop witnessed sexual bias harassment and hate crimes, as safely as can be done, and to report occurrences to the civil rights administrators and sometimes to police. A clear failure to act this policy would direct, should in the first instance entail that the individual undergo further training in hate crimes, diversity issues, and the requirements of school policy. The Superintendent of Schools will develop further sanctions and actions to address repeated instances of a failure to act in accordance with this policy. Failure of school staff to address violations of this policy may result in either individual and/or school district liability for civil rights violations.

H. COMMITMENT TO NON-RETALIATION

To secure the unimpeded reporting of bias activity called for in this policy, the West Boylston Public Schools will deal seriously with any and all threats or acts of retaliation for the good faith filing of a complaint. Actual or threatened retaliation for the reporting of civil rights matter constitutes a separate and additional disciplinary infraction warranting corrective action. If conduct amounts to stalking, a mandatory referral to law enforcement will be made. Staff will monitor the situations of victims/complainants carefully to ensure that no threats or acts of reprisal are made. Appropriate and immediate non-disciplinary administrative actions to mitigate possible or actual retaliation may also be taken, to the extent administrators have discretion to act.

I. REFERRAL TO LAW ENFORCEMENT

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

J. DOCUMENTATION REQUIREMENTS

1. **Record Keeping**
The designated civil rights administrator will be responsible for keeping records of all civil rights violations and hate crimes reported for the school. These records shall be grouped according to school year and grade. In addition to recording the particulars of this incident itself, the system should record the actions taken in response and the results of the investigation and intervention. The civil rights administrator shall keep this information gathered at a central place designated by the principal.
2. **Monitoring and Tracking to Identify Patterns**
Records should be maintained so as to permit administrators to detect patterns in civil rights violations, repeat offenders, and problem locations. Responsive actions should be tailored based on the pattern information that records reveal. Records will be maintained according to state and federal confidentiality laws and regulations.

K. DISSEMINATION OF INFORMATION AND TRAINING OF STAFF

1. This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members.
2. This policy shall appear in the faculty and student handbook.
3. The West Boylston Public Schools will provide instruction in the provisions of this policy to teachers, other employees, and students.
4. The policy shall be reviewed at least annually for compliance with state and federal law.

L. ADDITIONAL INFORMATION

1. **Section 504 of the Rehabilitation Act**
Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. In order to fulfill obligations under Section 504, the West Boylston Public Schools has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the programs and practices of the school system.
West Boylston Public Schools have the responsibility under Section 504 to identify, evaluate, and if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.
 - a. If the parent or guardian disagrees with the determination made by the professional staff of the school district, she/he has the right to a hearing with an impartial officer.
 - b. Questions should be directed to the designated Building Section 504 Coordinator or to the District Section 504 Coordinator designated by the Superintendent.
 - c. The Family Educational Right and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives a parent/guardian the right to:
 - (1) inspect and review his/her child's educational records;
 - (2) make copies of these records;
 - (3) receive a list of the individuals having access to those records;
 - (4) ask for an explanation of any item in the records;
 - (5) ask for amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's rights, and
 - (6) request a hearing on the issue if the school refuses to make the amendment.

OVERVIEW OF DISCIPLINE CODE (Grades 9-12)

West Boylston Middle High School strives to maintain an environment in which all members of the school community are treated with respect, and thoughtful and civil behavior are standard. The school community is defined as all those people who work or interact in the school such as: students, teachers, administrators, guidance counselors, paraprofessionals, custodians, secretaries, cafeteria workers, parent volunteers and school visitors are part of this community.

The West Boylston Discipline Code has been created to support the following beliefs and values:

1. Respect and encourage the right to teach and learn at all times.
2. Take an active role in the learning.
3. Be on time to fulfill your daily commitments.
4. Demonstrate behavior that is considerate of all members of the school community, their rights and their property.
5. Treat each other with the same level of respect, dignity and consideration that you would like to receive.
6. Be truthful; communicate honestly.
7. Be responsible and accountable for your choices.

Each person in the school must have the opportunity to grow personally, socially, and intellectually, as well as have the opportunity to exercise his/her rights in a positive and constructive way. All members of the school community must also understand and support the standards of conduct of the school and assist in the enforcement of rules and regulations. Good behavior is expected during all curricular, co-curricular, athletic and special events of the school both on and off campus (e.g. graduation, graduation-related activities, school dances and prom, athletic events at another school, school dances outside West Boylston, etc.) including school-sponsored trips and those times when school buses or other school-provided transportation is used. A student's participation in co-curricular athletic activities is a privilege, not a right or an entitlement.

Because the school is interested in maintaining the quality and integrity of its programs throughout the school year, infractions of the school rules which occur after May 1st of any school year may be subject to further penalties. These are in addition to those penalties listed below, which include, but are not limited to: removal from all school activities, senior class activities and/or participation in graduation activities or ceremonies. The school personnel are committed to ensure compliance with the stated beliefs and values in a fair and judicious manner. West Boylston students have the privilege of making decisions. However, all students must understand the rules and possible consequences for violating them. The consequences for failure to comply with school rules may include the following range of responses:

- Parent Conference
- Exclusion from areas in the school; e.g. class, labs, library
- Teacher Detention
- Office Detention
- Class Suspension
- After-School Retention (PMR)
- In-School Suspension
- Out-of-School Suspension
- Expulsion
- Loss of "Senior Week" activities up to and/or including graduation exercises
- Other, as appropriate

POLICY & PROCEDURES FOR DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS

1. Authority - School personnel may remove a child with a disability who violates a code of student conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days to the extent such alternatives are applied to children without disabilities.
2. Additional Authority - If school personnel seek to order a change in placement that would exceed 10 school days and the behavior that gave rise to the violation is determined not to be a manifestation of the child's disability, the disciplinary procedures applicable to children without disabilities may be applied in the same manner and for the same duration.
3. Services - A child with a disability who is removed from the child's current placement shall continue to receive educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP, and receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.
4. Manifestation Determination - Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the district, parent, and relevant members of the IEP Team shall review all relevant information in the student's file and any relevant information provided by the parents to determine: if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or the district's failure to implement the IEP. If the district, the parent, and relevant Team members determine that either of these are applicable, the conduct shall be determined to be a manifestation of the child's disability.
5. Behavior was a Manifestation - If the conduct was a manifestation of the child's disability, the IEP Team shall conduct a functional behavioral assessment, and implement a behavioral plan provided that the district had not conducted such assessment prior to the behavior that resulted in a change of placement. If a behavioral intervention plan was in place, the plan must be reviewed and, as necessary, modified to address the behavior; and return the child to the placement from which the child was removed, unless the parent and the district agree to a change of placement as part of the modification of the behavioral intervention plan.
6. Special Circumstances - In cases where a child carries or possesses a weapon to or at school, on school premises, or to or at a school function; knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability.

7. **Notification** – Not later than the date on which the decision to take disciplinary action is made, the district shall notify the parent of that decision, and of all procedural safeguards.
8. **Determination of Setting** – The interim alternative educational setting shall be determined by the IEP Team.
9. **Appeal** – The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination may request a hearing. In making the determination, the hearing officer from the Bureau of Special Education Appeals may order a change in placement of a child with a disability. In such situation, the hearing officer may: return a child to the placement from which the child was removed; or order a change in placement to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the child or to others.
10. **Placement During Appeals** – The child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period, whichever occurs first, unless the parent and the district agree otherwise; and the district shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing.
11. **Protections for Children Not Yet Eligible for Special Education and Related Services** – A child who has not been determined to be eligible for special education and related services who has engaged in behavior that violates a code of student conduct, may assert any of the protections provided for if the district had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. The basis of knowledge of a disability would be that a parent has expressed concern in writing to supervisory or administrative personnel, or a teacher of the child, that the child is in need of special education or related services; the parent has requested an evaluation; or the teacher of the child, or other personnel of the district has expressed specific concerns about a pattern or behavior demonstrated by the child, directly to the Administrator of Special Education. The district shall not be deemed to have knowledge that the child is a child with a disability if the parent of the child has not allowed an evaluation of the child or has refused services or the child was evaluated and it was determined that the child was not a child with a disability.

For more information on the discipline provisions for students with disabilities (including the district's complete policy) parents may contact the Administrator of Special Education at 508-835-3391.

POSITIVE BEHAVIORAL SUPPORTS & INTERVENTIONS

At West Boylston Middle/High School we believe that if we clearly define our expectations, teach students what those expectations look like, consistently insist that students meet our expectations, and acknowledge students for meeting expectations we will have an atmosphere that is not only conducive to learning but also fun.

Being a relatively small community, your school class will progress year to year with few changes. Your classmates in grade six will move with you through the grades right up through graduation. You will become a family, a group that works together on many projects and class undertakings.

Working together toward a common goal requires a degree of organization, consideration of others' rights, and a willingness to cooperate for the benefit of the common good. It is a process that brings into active practice a special combination of rights and responsibilities, actions and consequences. You will be expected to:

1. Be Respectful
2. Be Responsible
3. Participate to the best of your ability.

REMOTE LEARNING

School Committee Policy IHBHE - Remote Learning

In the event of a district-specific emergency requiring the use of remote learning, the superintendent of schools may declare such emergency and shall, as soon as possible, obtain the approval of the school committee. The remote learning plan below will be applicable in cases of disease, weather emergencies, destruction or damage to schools rendering them inaccessible, or other extraordinary circumstances, including emergencies declared by government officials, the school committee, or the superintendent.

When it becomes necessary for the school district to provide support to students who are unable to attend classes or access appropriate services due to an extended closure, the superintendent shall establish a plan and procedures to ensure that such services are provided. The provision of educational services may include the use of technology and devices, and strategies designed to support student learning away from school.

The remote learning plan will, to the extent possible:

- Ensure the safety of all students and faculty in coordination with appropriate local and state departments and agencies;
- Provide support for student social and emotional wellbeing and address the implications of trauma experienced by students or faculty as a result of the emergency;
- Identify goals and strategies for maintaining standards of student achievement and school improvement plans;
- Ensure instruction and services are delivered by district educators and personnel as much as practicable;
- Utilize the most effective tools and resources available for students and faculty, including the skills and talents of district personnel, in the delivery of instruction and services and share resources as needed;
- Provide resources and services equitably to meet the needs and circumstances of all students;
- Identify remedial strategies necessary after the emergency to advance student achievement (i.e. after-school, extended day, summer school, and contingency scheduling to cancel vacations.);

Gather information both during and after the period of emergency regarding the most effective means of remote learning to implement as appropriate.

In developing a remote learning plan, the superintendent will:

- Identify and prepare effective means for communicating with faculty, students, parents and community stakeholders.
- Collaborate with municipal agencies that support the schools and community.
- Consult with the school committee to identify any extraordinary actions necessary or authority required to administer emergency and remote learning plans. This includes any changes to district policies on the school calendar, grading, promotions and retentions, local graduation requirements, testing, and standards and accountability.
 - o use of the most appropriate resources, tools and strategies to deliver the curricula given local circumstances and conditions;
 - o equitable access to appropriate content for all students;
 - o specific accommodations for students at high risk, including clients of special education, students with disabilities, English learners, students at economic disadvantage, homeless students, students in foster care and students of military families.
- Utilize available technological resources suitable for serving students at all levels. This inventory will be prepared in advance in anticipation of an emergency.
- Ensure the privacy rights of students, faculty and families are protected, including assessing the security of district technology.
- Consult with bargaining units to determine if modifications to collective bargaining agreements need to be established for the period of the emergency.

Identify the financial implications of the emergency plan and recommend transfer of funds as may be necessary.

RIDING ANOTHER BUS

Students are not allowed to ride other buses without advanced permission of a school administrator.

RUNNING

Students found running within the school building may receive an office detention.

SALES, POSSESSION, USE, ETC., OF COMBUSTIBLE OR EXPLOSIVE SUBSTANCES TO PRODUCE VISIBLE OR AUDIBLE EFFECTS; FIREWORKS; DEFINITIONS; EXCEPTIONS; ENFORCEMENT PROCEDURES; PENALTIES **MASSACHUSETTS GENERAL LAWS**

Chapter 148, Section 39 –No person shall sell, or keep or offer for sale, or have in his possession, or under his control, or use, or explode, or cause to explode, any combustible or explosive composition or substance, or any combination of such compositions or substances, or any other article, which was prepared for the purpose of producing a visible or audible effect by combustion, explosion, deflagration, or detonation.

For the purposes of this section, the word “fireworks” shall include compositions, substances, or other articles and shall also include blank cartridges or toy cannons in which explosives are used, the type of toy balloon which requires fire underneath to propel the same, firecrackers, cherry bombs, silver salutes, M-80’s, torpedoes, skyrockets, Roman candles, sparklers, rockets, wheels, colored files, fountains, mines, serpents, or other fireworks of like construction or any fireworks containing any explosive substance.

Whoever shall sell or keep for sale or offer for sale any fireworks in violation of this section and any fireworks found in his possession or under his control upon conviction of such a violation shall be forfeited to the Commonwealth.

Whoever shall have in his possession or under his control, or whoever shall use or explode or cause to explode any fireworks in violation of this section shall be punished by a fine of not less than ten dollars nor more than one hundred dollars. Any officer qualified to serve in the criminal process shall seize all of the fireworks mentioned herein without a warrant, and the fireworks seized shall, upon conviction of such violation, be forfeited to the Commonwealth.

SCHOOL COUNCILS

MASSACHUSETTS GENERAL LAWS

Chapter 71, Section 59C –At each public elementary, secondary, and independent vocational school in the Commonwealth there shall be a school council consisting of the school principal, who shall co-chair the council; parents of students attending the school who shall be selected by the parents of students attending such school who will be chosen in elections held by the local recognized parent teacher organization under the direction of the principal, or if none exists, chosen by a representative process approved by the School Committee. Said parents shall have parity with professional personnel on the school councils; teachers who shall be selected by the teachers in such school, other persons, not parents or teachers of students at the school, drawn from such groups or entities as municipal government, business and labor organizations, institutions of higher education, human service agencies or other interested groups, including those from school age child care programs, and from schools containing any of the grades nine to twelve, at least one such student; provided, however, that not more than fifty percent of the council shall be non-school members. The principal, except as otherwise provided herein, shall have the responsibility for defining the composition of and forming the group pursuant to a representative process approved by the superintendent and School Committee and for convening the first meeting no later than forty days after the first day of school, at which meeting a co-chairman shall be selected. School councils should be broadly representative of the racial and ethnic diversity of the school building and community. For purposes of this paragraph, the term non-school members shall mean those members of the council, other than parents, teachers, students and staff of the school. Nothing contained in this section shall require a new school council to be formed if an existing school council fulfills the intent of this section, the parent and teacher members thereof were selected in a manner consistent with the provisions of this section and the membership thereof complies with the aforesaid fifty percent requirement.

Meetings of the school council shall be subject to the provisions of sections twenty-three A, twenty-three B and twenty-three C of chapter thirty-nine. The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the principal for the development, implementation, and assessment of the curriculum accommodation plan required pursuant to section 38Q-1/2, shall assist in the review of the annual school budget and in the formulation of a school improvement plan, as provided below. Parent advisory councils, established under Section 3 of Chapter 71A, at their request meet at least once annually with the school council.

The Principal of each school, in consultation with the school council established pursuant to this section shall adopt educational goals for the schools consistent with the goals and standards including the student performance standards, adopted by the board pursuant to Section One-D of Chapter sixty-nine, and consistent with any educational policies established for the district, shall assess the needs of the school in light of those goals, and shall formulate a school improvement plan to advance such goals, to address such needs and to improve student performance. The plan shall include an assessment of the impact of class size on student performance, and shall consider student-to-teacher ratios and other factors and supportive adult resources, and may include a scheduled plan for reducing class size. The plan shall address professional development for the school’s professional staff, the allocation of any professional development funds in the annual school budget, the enhancement of parental involvement in the life of the school, safety and discipline, the establishment of a welcoming school environment characterized by tolerance and respect for all groups, extracurricular activities, the development of means for meeting the diverse learning needs of as many children as possible, including

children with special needs currently assigned to separate programs, within the regular education programs at the school, and such further subjects as the principal, in consultation with school council, shall consider appropriate.

In school districts with language minority student populations that professional development plan under this section shall specify how the plan will address the need for training and skills in second language acquisition and in working with culturally and linguistically diverse student populations. In school districts with minority student populations, the professional development plan under this section shall specify how the plan will address the need for training and skills in second language acquisition and in working with culturally and linguistically diverse populations. In school districts with language minority student populations, the plan to improve student performance shall include a description of the opportunities to be provided by the school to ensure the progress of limited English proficient students in developing oral comprehension, speaking, reading and writing of English, and also in meeting academic standards and curriculum frameworks established under Sections ID and IE of Chapter 69. Each school improvement plan shall be submitted to the School Committee for review and approval every year. If said school improvement plan is not reviewed by the School Committee within 30 days of said School Committee receiving said school improvement plan, the plan shall be deemed to have been approved.

Nothing contained in this section shall prevent the School Committee from granting a School Council additional authority in the area of educational policy; provided, however, that school councils shall have no authority over matters which are **subject to Chapter one hundred and fifty E.**

SCHOOL HOURS

School will be open from 7:15 a.m. until 3:15 p.m. for regular school classes and activities. Upon entering the building, Middle School students must report to homeroom and High School students to the cafeteria. (Prior to 7:15 a.m. all students must report to the cafeteria.) Announcements begin at 7:30 a.m. You need to be in your homeroom/first period class BEFORE announcements begin. If you arrive to class after they begin you need to report to the office to receive a pass in order not to be considered absent. In general, students should leave the building no later than 3:15 p.m. in the afternoon unless you are engaged in an after-school activity.

SEARCHES BY STAFF

The right to search students and inspect student's property, or school property under the temporary control of a student, is inherent in the authority granted by the school committee and administrators. This authority may be exercised as needed in the interest of protecting children and safeguarding their own, or school property. Nevertheless, exercises of that authority by school officials place significant demands upon their judgment in an effort to protect the constitutional rights of the individual students while, at the same time, acting in the best interest of all students and the school systems.

Searches of students, their possessions, lockers, or student automobiles will be conducted in a way conducive both to the preservation of individual rights and to an atmosphere supportive of the educational process.

Whenever a student search is conducted, the following shall apply:

1. No search shall be conducted unless there is reasonable suspicion that a violation of law or school rules has occurred.
2. Searches shall be conducted with at least two staff members present; generally, it is encouraged that searches be conducted by administrators whenever possible.
3. Whenever a personal search is deemed necessary, the student shall be advised of the reason for the impending search prior to its implementation. School officials may examine articles of clothing such as pockets, coats, book bags, etc.
4. However, in recognition that right to privacy considerations intensify as a search becomes invasive, no school official shall ever conduct a "strip search" of a student.
5. Should a student refuse to voluntarily comply with a request for a search, the student may be detained until parents, and/or (if necessary), police can arrive at school to assist, as appropriate, in the investigation.
6. Should a search uncover any substances or contraband, such shall be turned over to the appropriate authorities or rightful owner, as appropriate, and suitable disciplinary action shall be taken.

Nothing herein shall be construed to limit the right of the school committee or administration to make use of external detecting resources should these become necessary or desirable.

SEAT BELT LAW - Massachusetts General Law, Chapter 90:

Section 13A: No person shall operate a private passenger motor vehicle or ride in a private passenger motor vehicle, a vanpool vehicle or truck under eighteen thousand pounds in any way unless such person is wearing a safety belt which is properly adjusted and fastened.

SEXUAL HARASSMENT

School Committee Policy ACAB - Civil Rights Grievance Procedure

The West Boylston Public Schools (“District”) is committed to maintaining school environments free of discrimination, harassment or retaliation based on race, color, religion, national origin, gender, sexual orientation, gender identity, age or disability.

Harassment, discrimination, and retaliation in any form or for any reason is prohibited. This includes harassment or discrimination by administrators, personnel, students, vendors and other individuals in school or at school related events. Retaliation against any individual who has brought harassment or discrimination to the attention of school officials or who has cooperated in an investigation of a complaint under this procedure is unlawful and will not be tolerated by the West Boylston Public Schools.

Persons who engage in harassment, discrimination or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration, subject to applicable procedural requirements.

Non-Applicability of This Procedure to Title IX Sexual Harassment Allegations

The *Civil Rights Grievance Procedure* shall not apply to reports of sexual harassment as defined under Title IX of the Education Amendments of 1972 and its implementing regulations (“Title IX”) Effective August of 2020.

Allegations of conduct that could, if proven, meet the definition of sexual harassment under Title IX shall be addressed through the District’s *Title IX Sexual Harassment Grievance Procedures*. Similarly, allegations of conduct that meet the definition of sexual harassment under Title IX, and simultaneously meet the definitions of sexual harassment under Title VII (employees), M.G.L. c. 151B (employees) and/or M.G.L. c. 151C (students), will also be addressed through the *Title IX Sexual Harassment Grievance Procedures*. [Title IX Sexual Harassment Grievance Procedures attached to this Policy].

Allegations of conduct that do not meet the definition of sexual harassment under Title IX, but could, if proven, meet the definition(s) of sexual harassment under Title VII (employees), M.G.L. c. 151B (employees), and/or M.G.L. c. 151C (students), will be addressed through the *Civil Rights Grievance Procedure*.

Definitions

For the purposes of this procedure:

A. “Discrimination” means discrimination or harassment on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion by which an individual is excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity of the school.

B. “Harassment” means unwelcome conduct on the basis of race, age, color, national origin, disability, or religion that is sufficiently severe, persistent or pervasive to create or contribute to a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures or other conduct which rises to the level of a hostile environment. A hostile environment is one which unreasonably interfered with an individual’s participation in, denied the individual the benefits of, or otherwise subjected the individual to discrimination under any program or activity of the District.

a. Non-Title IX Sexual Harassment

M.G.L. c. 151B, § 1 – the term “sexual harassment” is defined as sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (a) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; (b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual’s work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment. Discrimination on the basis of sex shall include, but not be limited to, sexual harassment.

M.G.L. c. 151C, § 1 – the term “sexual harassment” is defined as sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (a) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (b) 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.

Title VII of the Civil Rights Act of 1964 – Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile, or offensive working environment. A hostile environment on the basis of sex is created when the conduct is sufficiently severe or pervasive to alter the conditions of employment.

When determining whether an environment is hostile, the District shall consider the context, nature, frequency, and location of the incidents as well as the credibility of witnesses and the identity, number and relationships of the persons involved. The District must consider whether the alleged harassment was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the Complainant, and under similar circumstances. Conduct does not constitute harassment where the incident occurs off-campus at a non-school sponsored activity and does not create a hostile environment at school for the victim.

C. Retaliation: retaliatory acts against any individual who exercises his or her rights under the civil rights statutes covered by this procedure or the sexual harassment procedure are considered to be discrimination and are unlawful. Individuals are prohibited from coercing, intimidating, threatening, or interfering with an individual because the individual exercised any right granted or protected under this procedure and/or the Title IX Sexual Harassment Procedures.

D. Complainant: An individual who is alleged to be the victim of conduct that could constitute discrimination, harassment, or retaliation under this procedure. Parents and/or legal guardians of a complainant are not considered a complainant but may file formal complaints on behalf of a minor child and act on behalf of the minor child in any civil rights matter.

E. Party or Parties: The complainant and/or respondent.

F. Principal: The principal or Principal’s designee.

G. Respondent: An individual who has been reported to be the perpetrator of conduct that could constitute discrimination, harassment, or retaliation under this procedure.

How to make a complaint

Any student or employee who believes that he/she has been discriminated against or harassed should report their concern promptly to the Principal. Students may also report incidents of harassing conduct to a teacher, administrator, or guidance counselor. Any complaint received by a school personnel shall be promptly reported to the Principal or Civil Rights Coordinator. Students or employees who are unsure whether discrimination, harassment, or retaliation has occurred are encouraged to discuss the situation with the Principal. There may be instances where another third-party, who has not experienced but is aware of the occurrence of prohibited conduct, may bring a complaint under this procedure. In such circumstances, that person is referred to as the “reporter”.

A. Any District employee who observes or receives a report of discrimination, harassment or retaliation shall promptly notify the Principal or Civil Rights Coordinator, identified below. Any District employee who observes discrimination, harassment or retaliation against a student should intervene to stop the conduct and report it to the Principal. Upon receipt of a report of discrimination, harassment or retaliation, the Principal shall promptly inform the

relevant Civil Rights Coordinator of the report, and the District will respond in a manner consistent with this Procedure. If the report involves an accusation against the Principal or Civil Rights Coordinator, the employee shall report the incident to the Superintendent or designee.

B. **Informal Reports:** Individuals may wish to file a formal complaint of discrimination, harassment or retaliation, or to report informally (i.e., without initiating a formal complaint). Such informal reports may be made to the Principal or Civil Rights Coordinator. The District shall inform anyone making an informal report that he or she may initiate a formal complaint at any time, regardless of what steps are being or have been taken in response to an informal report.

C. **Anonymous Reports:** Complainants and reporters should be aware that although the District will often be able to maintain confidentiality of reporting persons, the District may sometimes be required to take actions to protect the safety of the school community that may result in the identity of the reporting person being disclosed (to the police, for example). When reporters or Complainants seek to remain anonymous or have their identities kept confidential, they will be informed that honoring such a request may limit the ability of the District to respond fully to any reported event, including limitations on the ability to take disciplinary action against a Respondent.

D. **Informal Process:** If the District concludes that it is possible to resolve a matter, whether after formal complaint or an informal report, in a prompt, fair and adequate manner through an informal process involving, and with the consent of, the Complainant and Respondent, the District may seek to do so. The informal process is voluntary, and the Complainant and/or Respondent may terminate or decline any informal process at any time, without penalty.

E. **Formal Process:** A formal complaint shall state (if known to the reporter or Complainant) the name(s) of the persons involved and witnesses to the conduct, describe the conduct, and identify, to the extent possible, the dates and locations of the conduct. The complaint shall be signed and dated by the reporter and/or Complainant. Complaints will be investigated promptly and equitably by the Civil Rights Coordinator or Principal. Investigations may be initiated whenever warranted, in the absence of a formal complaint, or after a formal complaint has been withdrawn.

F. **Initial Assessments:** The Civil Rights Coordinator or Principal will make an initial assessment following a complaint. Based on that assessment, the Civil Rights Coordinator or Principal may: (a) if the conduct, even if substantiated, would not constitute harassment, discrimination or retaliation, dismiss the complaint; (b) if the alleged conduct (or complaint) could not, even if true, constitute discrimination, harassment or retaliation, but is within the scope of another procedure, the Civil Rights Coordinator shall refer the matter through an informal process involving and with the consent of both parties, the Civil Rights Coordinator or Principal may seek to do so in accordance with Section D, above; or (d) if the alleged conduct, if substantiated, would constitute discrimination, harassment or retaliation, the Civil Rights Coordinator or Principal will initiate an investigation. The Civil Rights Coordinator or Principal may also identify and initiate any interim measures. See Section G.

G. **Interim Measures:** The District will provide prompt and reasonable interim measures during the pendency of the investigation, if appropriate, to support and protect the safety of the parties, the educational environment, and the District and/or school community; to deter retaliation; and to preserve the integrity of the investigation and resolution process. Any interim measures will be monitored to ensure they are effective based on the evolving needs of the parties. Violations of the restrictions imposed by interim measures could be considered a violation of school rules and may be considered in determining whether discrimination, harassment or retaliation has occurred.

H. **Timeframes:** The District will seek to complete any investigation within twenty (20) school days after receipt of a complaint and provide the written notice of the outcome of the investigation within twenty-five (25) school days. The investigator may impose reasonable timeframes on all parties to facilitate the timely completion of the investigation. The investigator may extend the investigation period beyond the time period identified due to extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If a complaint or report of discrimination, harassment or retaliation is received within three (3) weeks of the end of the academic school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame, but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she

will notify the Complainant and Respondent of the extension. A report to the law enforcement to delay the investigation may require a temporary suspension of an investigation, and the District will promptly resume its investigation upon being advised that law enforcement's evidence gathering is completed.

I. Under the formal resolution procedure, the complaint will be investigated by the Principal, Civil Rights Coordinator or other individual designated by the Principal or Civil Rights Coordinator who has responsibility for seeking and gathering evidence relative to the investigation. A formal complaint against an employee who hold a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. During the formal resolution procedure:

1. The Complainant shall be provided with an opportunity to be heard and have the opportunity to identify witnesses and other relevant evidence to the investigator.
2. The Respondent will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
3. The privacy rights of the parties shall be maintained in accordance with applicable state and federal laws.
4. The investigator will keep a written record of the investigation process.
5. The investigation will be completed within twenty (20) school days of the date of receipt of the complaint.
6. The notification of the outcome of the investigation, including, if appropriate, a description of the remedies taken, will be provided to the parties within twenty-five (25) school days of the receipt of the complaint, unless extended for good cause.
7. Nothing in this Procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the time period described above.

J. Standard of Proof: The investigation shall make factual findings based on a preponderance of the evidence standard.

K. If the investigator determines that discrimination, harassment or retaliation has occurred, the District shall take steps to eliminate the discriminatory or harassing environment, which shall include but not be limited to:

1. Identifying what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment or retaliation, and to correct its discriminatory effects if appropriate; and
2. Informing the Complainant and Respondent of the results of the investigation (in accordance with applicable state and federal privacy laws) in accordance with the above timelines.

The school administration may also refer the offender for disciplinary procedures to be conducted in accordance with federal and state law. Nothing in the Procedure shall be interpreted as limiting or prohibiting the District's ability to take appropriate disciplinary action against the offender in accordance with the applicable code(s) of conduct or employment contracts or policies, where appropriate, prior to completion of the investigation, in accordance with the due process rights of employees and students, as applicable.

L. Appeal: If the Complainant or the Respondent is dissatisfied with the results of the investigation, an appeal may be made to the Superintendent or designee within seven (7) calendar days after receiving notice of the outcome of the investigation, except for circumstances in which the Respondent is subject to long-term suspension as a result of a finding of discrimination, harassment or retaliation. In such an instance, the appeal rights of the Respondent will be provided in a manner consistent with the disciplinary due process requirements applicable to the circumstances (e.g., M.G.L. c. 71, 37H, 37H ½ or 37H ¼). Appeals must be made in writing (email is sufficient) to the Superintendent or designee, West Boylston Public Schools, 125 Crescent Street, West Boylston, MA 01583. The Superintendent or designee will decide the appeal within thirty (30) calendar days of the date of receipt of the written appeal.

M. Identification of Civil Rights Coordinator for complaints of discrimination, harassment, and retaliation under this procedure is:

Superintendent, West Boylston Public Schools
125 Crescent Street
West Boylston, MA 01583
(508) 835-2917

N. Employment Agency Information: federal employment discrimination enforcement agencies is as follows: 1) Federal – United States Equal Employment Opportunity Commission (EEOC); John F. Kennedy Federal Building; 15 New Sudbury Street, Room 475; Boston, MA 02203-0506; 1-800-669- 4000; EEOC Boston Area Office Website: <http://www.eeoc.gov/field-office/boston/location>; 2) State: Massachusetts Commission Against Discrimination (MCAD); Boston Headquarters; One Ashburton Place; Sixth Floor, Room 601; Boston, MA 02108; 1-617-994-6000; MCAD Website: <https://www.mass.gov/orgs/massachusetts-commission-against-discrimination>.

Legal Ref.: Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act of 1990; Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; the Age Act; M.G.L. c. 151B and c. 151C;
M.G.L. c. 76, § 5; SC Policy JICFB, Bullying Prevention; SC Policy AC, Nondiscrimination.

TITLE IX SEXUAL HARASSMENT GRIEVANCE PROCEDURES

OVERVIEW

The West Boylston Public Schools (“District”) are committed to maintaining school environment free of sexual harassment.

Sexual harassment in any form or for any reason is prohibited. This includes sexual harassment by administrators, personnel, students, vendors, and other individuals in school or at school related events.

The West Boylston Public Schools does not discriminate on the basis of sex in its educational programs or activities and is required by Title IX not to discriminate on the basis of sex. Such non-discrimination also extends to admissions and the employment application process. Retaliation against any individual who has brought sexual harassment to the attention of school officials, or against an individual who has participated, or refused to participate, in the officials, or against an individual who has participated, or refused to participate, in the investigation thereof is unlawful and will not be tolerated by the West Boylston Public Schools.

SCOPE

The Title IX Sexual Harassment Grievance Procedures have been developed in accordance with the revised Title IX regulations, 34 CFR Part 106, effective August 14, 2020, which established a new definition of sexual harassment under Title IX and which mandate specific procedures for responding to and investigating all allegations of sexual harassment under Title IX.

The Title IX Sexual Harassment Grievance Procedures apply only to allegations of sexual harassment under Title IX, which includes harassment based on sex, sexual orientation, and/or gender identity, and is defined in Definitions section below.

The Title IX Sexual Harassment Grievance Procedures apply to conduct that occurs within the United States in an education program or activity of the District, regardless of whether such District program or activity is conducted on or off school grounds. A District education program or activity includes locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sexual harassment occurred.

Allegations of conduct that meet the definition of sexual harassment under Title IX will be addressed through the Title IX Sexual Harassment Grievance Procedures. Allegations of conduct that meet the definition of sexual harassment under Title IX, and

simultaneously meet the definitions of sexual harassment under Title VII of the Civil Rights Act of 1964 (employees), M.G.L. c. 151B (employees), and/or M.G.L. c. 151C (students), will also be addressed through the Title IX Sexual Harassment Grievance Procedures.

Allegations of conduct that do not meet the definition of sexual harassment under Title IX, but could, if proven, meet the definition(s) of sexual harassment under Title VII (employees), M.G.L. c. 151B (employees), and/or M.G.L. c. 151C (students), will be addressed through the District's Civil Rights Grievance Procedures. (See exception under Section II, Part 4, and Step 4 below). The definitions of sexual harassment under Title VII, M.G.L. c. 151B, and

M.G.L. c. 151C are set out in the Civil Rights Grievance Procedures.

The District's Civil Rights Grievance Procedures are available at [insert link to Civil Rights Grievance Procedures].

CONFIDENTIALITY

The District will keep the identity of complainants, respondents, and witnesses confidential, except as permitted by the Family Education Rights and Privacy Act (FERPA), as otherwise required by law, and/or as necessary to carry out this Procedure.

DEFINITIONS

Complainant: An individual who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. Parents and/or legal guardians of a complainant are not considered a complainant but may file a Formal Complaint on behalf of a minor child and act on behalf of the minor child in any Title IX matter. For the purpose of this procedure the terms "complainant" and "alleged victim" shall have the same meaning.

Formal Complaint: A document or electronic submission filed by a complainant, that contains the complainant's physical or digital signature or otherwise indicates that the complainant is the person filing the Formal Complaint, or a document signed by the Title IX coordinator, that:

- 1) Alleges sexual harassment against a respondent; and
- 2) Requests that the District investigate the allegation of sexual harassment.

At the time of filing a Formal Complaint, the complainant must be participating in or attempting to participate in the District's education program or activity with which the Formal Complaint is being filed.

Sexual Harassment: Under Title IX, the term "sexual harassment" includes three (3) types of misconduct based on sex:

- 1) Any instance of quid pro quo harassment by a school employee;
- 2) Unwelcome conduct on the basis of sex, including unwelcome conduct based on sex stereotyping or on the basis of traditional notions of masculinity and femininity, that is sufficiently severe and pervasive and objectively offensive conduct, effectively denying a person equal education access; or
- 3) Any instance of sexual assault, dating violence, domestic violence, or stalking as defined below.

Sexual Assault: An offense that meets the definition of rape, fondling, incest, or statutory rape as used in the FBI's Uniform Crime Reporting system and set out below:

- Rape: The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
- Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity. In Massachusetts, pursuant to M.G.L. c. 265, § 13B, a child under the age of 14 is incapable of giving consent to indecent touching.
- Incest: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent. In Massachusetts, pursuant to M.G.L. c. 265, § 23, the statutory age of consent is 16 year of age.

For the purposes of the definition of sexual assault, the term "consent" shall be defined in a manner consistent with Massachusetts laws.

Dating Violence: Violence committed by a person who is or has been in a social relationship of romantic intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition, dating violence includes, but is not limited to sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

Domestic Violence: A felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the victim; by a person with whom the victim shares a child in common; by a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner; by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; by any other person against any adult or youth victim who is protected from that person's acts under domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Stalking: Engaging in a "course of conduct" directed at a specific person that would cause a "reasonable person" to fear for the person's safety or the safety of others to suffer "substantial emotional distress".

For the purposes of this definition:

"Course of conduct" means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

"Reasonable person" means a reasonable person under similar circumstances and with similar identities to the victim.

"Substantial emotional distress" means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

Party or Parties: The complainant and/or respondent. Principal:

The Principal or Principal's designee.

Respondent: An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Superintendent: The Superintendent or Superintendent's designee.

Supportive Measures: Individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the Complainant or Respondent, while designed to ensure equal educational access, protect safety, and/or deter sexual harassment. Supportive Measures may be offered before or after the filing of a Formal Complaint of where no Formal Complaint has been filed. Supportive measures are individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party, while designed to ensure equal educational access, protect safety, and/or deter sexual harassment. Supportive measures available to complainants and respondents include, but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; campus escort services; mutual restrictions on contact between the parties; changes in work locations; leaves of absence; increased security and monitoring of certain areas of the building and/or campus; and other similar measures. Violations of the restrictions imposed by supportive measures may be considered a violation of school rules and may also be considered in determining whether sexual harassment has occurred.

Title IX Coordinator: Employee(s) designated by the District to coordinate its efforts to comply with Title IX.

I. REPORTING SEXUAL HARASSMENT

A. **Who may Report Sexual Harassment:** Anyone may report an allegation of sexual harassment.

B. How to Report Sexual Harassment: Individuals are encouraged to report allegations of sexual harassment to the Title IX Coordinator or the Principal, but any District employee who receives a report of sexual harassment will respond to the report as outlined below.

C. Internal Reporting: Any District employee who receives a report of sexual harassment shall respond by promptly informing the Principal or Title IX Coordinator of the report. Any District employee who observes sexual harassment of a student should intervene to stop the conduct and shall promptly inform the Principal or Title IX Coordinator of the incident. If a report involves an allegation against the Principal or Title IX Coordinator, the District employee shall instead report the allegation to the Superintendent.

Any Principal who receives a report of sexual harassment shall promptly inform the relevant Title IX Coordinator of the report.

D. District's Response to Report: The District will respond to all reports of sexual harassment promptly and equitably, and in a manner consistent with this Procedure and any other relevant District procedures and policies. Upon receipt of a report, the Title IX Coordinator shall:

- 1) Promptly and confidentially contact the complainant to discuss the availability of supportive measures;
- 2) Inform the complainant of the availability of supportive measures with or without the filing of a Title IX Formal Complaint;
- 3) Consider the complainant's wishes with respect to supportive measures;
- 4) If the District does not provide the complainant with supportive measures, document the reasons why such response was reasonable; and
- 5) Explain to the complainant the process for filing a Title IX Formal Complaint. Only the filing of a Title IX Formal Complaint will trigger the Title IX Formal Complaint grievance process, outlined in Section II.

II. FILING A TITLE IX FORMAL COMPLAINT

Only the filing of a Title IX Formal Complaint will trigger the Title IX Formal Complaint grievance process, Outlined below.

A. Who may file a Title IX Formal Complaint: Although anyone may report sexual harassment, only a complainant or a Title IX Coordinator may file a Title IX Formal Complaint. If a complainant chooses not to file a Formal Complaint, the Complainant's choice to not initiate an investigation will generally be respected, unless the Title IX Coordinator determines that signing a Formal Complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances. The Title IX Coordinator will take into account concerns articulated by the parties, the best interests of the community, fairness to all concerned, and the District's legal obligations under applicable state and federal laws. Where the Title IX Coordinator signs the Formal Complaint, the Title IX Coordinator is not a complainant or a party during the grievance process and must comply with the requirement to be free from conflicts or bias.

B. Processing of a Title IX Formal Complaint: Title IX Formal Complaints will be investigated promptly and equitably by the Title IX Coordinator or designee, as follows:

Step 1: Title IX Formal Complaint is filed:

- 1) A Formal Complaint shall state (if known to the reporter or alleged victim) the name(s) of the persons involved, witnesses to the conduct, if any, a description of the conduct, and to the extent possible, the dates and locations of the conduct. A Formal Complaint will not be dismissed solely because it was not completely filled out or it was filled out incorrectly.
- 2) A Formal Complaint may be filed at any time, including during non-business hours. Formal Complaints submitted outside of normal business hours will be deemed received on the following school working day.
- 3) At the time of the filing of the Formal Complaint, the alleged victim must be participating in or attempting to participate in the education program or activity of the school with which the Formal Complaint is filed.
- 4) A Formal Complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information for the Title IX Coordinator listed in this procedure, and by any additional method designated by the school.
- 5) Consolidation of Formal Complaints: the District may consolidate Formal Complaints where the allegations arise out of the same facts.

- 6) Consideration of the use of the Information Resolution Process with the consent of the parties. See Section II (D).
- 7) Throughout this process, there shall be a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

Step 2: Consider Supportive Measures: for both the complainant and the respondent: Once a Formal Complaint is filed, the Title IX Coordinator will ensure that supportive measures are considered for both parties. See Section I (D).

Step 3: Written Notice of Allegations: Upon receipt of a Formal Complaint, the District shall send written notice of the allegations, including the identity of the parties, to both the complainant and the respondent, if their identities are known. The written notice must include: (1) a statement prohibiting knowingly submitting false information; (2) sufficient details known at the time to allow the respondent the opportunity to respond to the allegations; (3) a statement that the respondent is presumed not responsible for the alleged conduct; (4) that a determination regarding responsibility is made at the conclusion of the grievance process; (5) that the parties may have an advisor of their choice, that may be, but is not required to be, an attorney; and (6) that the parties/advisors may inspect and review evidence in accordance with this procedure. If, in the course of the investigation, the District decides to investigate allegations of sexual harassment that are not included in the initial written notice of allegations, the District shall provide notice of the additional allegations to the parties whose identities are known.

Step 4: Consider Whether Dismissal of Formal Complaint Warranted: Some Formal Complaints will be subject to mandatory or discretionary dismissal under Title IX.

- 1) **Mandatory Dismissal of Formal Complaint:** The Title IX Coordinator shall dismiss a Formal Complaint under Title IX when the conduct alleged:
 - a. even if proved, would not meet the definition of sexual harassment under Title IX;
 - b. did not occur in an education program or activity of the District; or
 - c. did not occur against a person in the United States.
- 2) **Discretionary Dismissal of Formal Complaint:** The Title IX Coordinator may dismiss a Formal Complaint or allegations therein for purposes of Title IX at any time if:
 - a. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the Formal Complaint or allegations;
 - b. The respondent is no longer enrolled or employed by the District; or
 - c. Specific circumstances prevent the District from gathering sufficient evidence to make a determination.
- 3) The Title IX Coordinator must provide the parties with written notice of any dismissal of a Formal Complaint and the reasons for the dismissal.
- 4) Dismissal of a Formal Complaint for purposes of Title IX shall not preclude the District from addressing the allegations under any other relevant District policies or procedure(s), including but not limited to, the Civil Rights Grievance Procedures, the Bullying Prevention and Intervention Plan, the Student Code of Conduct, and/or a collective bargaining contract, nor will it preclude the District from addressing the allegations pursuant to the grievance process set out in Section II of this Procedure. The Title IX Coordinator shall have the discretion to make any such referrals and proceed as appropriate in regard to allegations.

Step 5: Initial Investigation: All Formal Complaints will be investigated by the Title IX Coordinator or other individual designated to serve as the investigator by the Title IX Coordinator. The investigator shall be responsible for seeking and gathering evidence related to the investigation. Any Formal Complaint against an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. During the Formal Complaint resolution process:

- 1) **Standard of Proof:** The investigator shall make factual findings based on preponderance of the evidence standard.
- 2) The burden for gathering evidence and the burden of proof remains on the District, not on the parties.

- 3) The District shall provide equal opportunity for the parties to present fact and expert witnesses and other inculpatory and exculpatory evidence.
- 4) The District shall not restrict the ability of the parties to discuss the allegations or gather evidence (e.g., no “gag” orders).
- 5) Each party may have one (1) advisor of their own selection and at their own expense participate in this grievance process. In the case of a student under the age of 18, this advisor may be in addition to the student’s parents/guardians. Any restrictions on the participation of an advisor will be applied equally to each party. The advisory may, but is not required to, be an attorney. Any evidence received by an advisor in this process is subject to confidentiality and may be used only for the purpose of the grievance process. Advisors are prohibited from disseminating or disclosing such evidence outside of the grievance process.
- 6) The District shall send prior written notice to the parties of any investigative interviews, meetings, or hearings in which their participation is invited or expected.
- 7) Privacy of Medical Treatment and Mental Health Treatment Records: The District may not access or use either the complainant’s or the respondent’s medical, psychological, or similar treatment records unless the District obtains the party’s written consent to do so.
- 8) The investigator may impose reasonable timeframes on all parties as required to facilitate the timely completion of the investigation. The investigator may extend any of the timeframes beyond the time periods identified in this procedure for good cause. If a complaint or report of sexual harassment is received within three (3) weeks of the end of the academic school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of the school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame, but may extend the investigation period to account for the unavailability of witnesses while school is not in session. If the investigator extends the investigation, the investigator will notify the parties of the extension and the reasons therefore in writing.

Step 6: Opportunity for Parties to Respond to Evidence: The district must send the parties, and their advisor(s) (if they have one) evidence directly related to the allegation, in electronic format or hard copy. Parties shall be afforded ten (10) calendar days to inspect, review and respond to the evidence. The District shall not require, allow, rely upon, or otherwise use evidence that constitutes information protected from disclosure by a legally recognized privilege, unless it has been waived by the holder of the privilege.

- 1) Prior to providing evidence to the parties, the investigator may redact confidential information that is not directly related to the allegations or that is otherwise barred from use under Title IX or by privilege (e.g., treatment records; the family Educational Rights and Privacy Act and/or 603 CMR 23.00. Information that is directly related to the investigation, and that is not expressly barred from disclosure under Title IX (e.g., treatment records; the Family Educational Rights and Privacy Act, and/or 603 CMR 23.00, must be made available for review by both parties.
- 2) The parties and their advisors shall be prohibited from dissemination of any of the evidence for any purpose not directly related to this grievance procedure.

Step 7: Completion of the Investigative Report: The District must send the parties, and their advisory, an Investigative Report that fairly summarizes relevant evidence but does not reach any conclusions regarding responsibility, in electronic format or hard copy, within twenty-five (25) school days of receipt of the Formal Complaint, unless otherwise extended for good cause. A copy of the Investigative Report will also be sent to the decision-maker.

Step 8: Parties’ Opportunity to Respond to Investigative Report: The District shall provide each party ten (10) calendar days for the parties to respond to the investigative report. The Investigative Report will notify the parties of the opportunity to submit to the decision-maker directed questions of the other party and/or any witness within the same ten (10) calendar days. (See Step 9).

Step 9: Directed Written Questions from the Parties: After the Investigative Report has been sent to the parties, but prior to reaching a determination regarding responsibility, the decision-maker shall afford both the complainant and the respondent the opportunity to submit to the decision-maker written, relevant questions of the other party or any witness, provide the party with the other party’s and/or witness’s written responses to said written questions, and allow for additional, limited follow-up questions from each party in writing. Questions that seek disclosure of information protected under legally recognized privilege, Family Education Rights and Privacy Act, and/or 603 CMR 23.00 shall not be permitted, unless the person holding the privilege has waived the privilege.

- 1) The complainant shall be protected from answering the questions about the complainant's prior sexual behavior unless offered to prove that someone other than the respondent committed the alleged misconduct or offered to prove the complainant's consent to the conduct under investigation.
- 2) Upon receipt of the Investigative Report, each party shall have ten (10) calendar days to submit directed relevant questions to the decision-maker in writing.
 - a. All questions must be posed in a respectful manner (e.g., without profanity and without attacking a person's character or motivations.).
 - b. Questions that are not relevant will be excluded, and the decision-maker shall explain to the party posing the question the reason(s) for excluding any questions.
- 3) Upon receipt of the directed questions from the District, each party and witness shall have five (5) calendar days to respond to those questions in writing.¹
- 4) After receipt of the answers by the parties, any follow-up questions by the parties shall be submitted to the decision-maker in writing within three (3) calendar days, and those follow-up questions shall be responded to in writing within three (3) calendar days of receipt.
- 5) Each party will be provided a copy of the other party's or witness's written answers.

Step 10: Determination of Responsibility/Findings of Fact by the Decision-Maker:

- 1) The decision-maker shall issue a written determination regarding responsibility with a description of the procedural steps taken, findings of fact, conclusions about whether the alleged conduct occurred, rationale for the result as to each allegation, the range of disciplinary sanctions to which the respondent may be subject, whether remedies will be provided to the complainant, and procedures and bases for appeal. The decision-maker's written determination shall not be completed by the Title IX Coordinator or the investigator.
- 2) Standard of Proof: The decision-maker shall make factual findings based on preponderance of the evidence standard.
- 3) The decision-maker's findings shall be based on an objective review of all relevant evidence, inculpatory and exculpatory, and avoid credibility determinations based on a person's status as a complainant, respondent, or witness.
- 4) The decision-maker shall not draw inferences about the determination of responsibility based solely on a party's failure of refusal to answer questions.
- 5) The written determination must be sent simultaneously to both parties.
- 6) This determination shall be sent within twenty (20) school days of the issuance of the investigative report unless an extension is agreed upon by the parties or if the process is otherwise reasonably delayed. Except where the parties have agreed to an extension of the timeline or where the process is otherwise reasonably delayed the written determination shall be issued with sixty (60) school days of receipt of the Formal Complaint.

B. Remedies: If the decision-maker determines that sexual harassment has occurred, the District administration shall take steps to eliminate the harassing environment, which may include but not be limited to providing remedies to a complainant that are designed to restore or preserve the complainant's equal access to the District's education programs and/or activities. These remedies may be the same individualized services as the supportive measures outlined in Section I (D) above and/or may consist of alternative interventions and/or punitive or disciplinary sanctions that burden the respondent.

¹ The parent or guardian may act on behalf of the party in drafting questions and submitting written answers. In the case of young children, reasonable accommodation based on disability, and/or other good cause, either party and/or any witness may request and have their oral responses reduced to writing by the investigator or Title IX Coordinator.

C. Discipline: Persons who engage in sexual harassment or retaliation may be subject to disciplinary action, including, but not limited to, reprimand, suspension, termination, expulsion (if applicable under M.G.L.c. 71, § 37H or 37H ½), or other sanctions as determined by the District administration, subject to applicable procedural requirement.

- 1) The informal resolution process is not available to resolve allegations that an employee sexually harassed a student.
- 2) The informal process is voluntary, and the alleged victim and/or respondent may terminate or decline any informal process at any time and resume the Formal Complaint grievance process.
- 3) The informal process shall not exceed thirty (30) calendar days.

Participation in the informal process will stay the timelines of the Formal Complaint process.

E. Emergency Removal under Title IX: The district may remove a respondent on an emergency basis at any time provided that the District: (1) undertakes an individualized safety and risk analysis; (2) determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal and that there is no alternative to the respondent's emergency removal to mitigate the threat presented; and (3) provides the respondent with notice and the opportunity to challenge the decision immediately following the removal.

F. Anonymous Reports: The District may be on notice of an allegation of sexual harassment through receipt of an anonymous report. In cases of anonymous reports, the District's obligation is to respond in a matter that is not clearly unreasonable in light of the known circumstances. If the anonymous reporter is the complainant and they request confidentiality, the District can and should offer supportive measures to extent consistent with maintaining the request for confidentiality. If an anonymous report is received without a disclosure of the complainant's identity, the District will be unable to provide the complainant supportive measures in response to that report. The District will be unable to provide the complainant supportive measure in response to that report. The District may in conformance with applicable state laws and regulations be required to report sexual harassment identified in an anonymous complaint to state and/or local authorities such as the Massachusetts Department of Children and Families in conformance with state statutes and regulations and/or take actions to protect the safety of the school community (contacting the police, for example) that may result in the identity of the reporting person being disclosed. Although the District shall respond to anonymous reports of sexual harassment in accordance with this Procedure, a Formal Complaint cannot be filed anonymously.

G. Appeals: The complainant or respondent may appeal from a determination regarding responsibility and/or from the District's dismissal of a Formal Complaint or any allegations therein, only on the following bases:

- 1) procedural irregularity that affected the outcome of the matter;
- 2) newly discovered evidence that could affect the outcome of the matter; and/or
- 3) Title IX personnel had a conflict of interest or bias that affected the outcome of the matter.

An appeal may be made to the Superintendent or designee within five (5) calendar days after receiving the determination of responsibility or dismissal. The Superintendent will decide the appeal no later than thirty (30) calendar days of the date the receipt of the written appeal. In cases in which it has been determined that a respondent student is subject to long-term suspension as a result of a finding of sexual harassment in accordance with this procedure, the respondent may elect to exercise their appeal under the disciplinary due process requirement applicable to the circumstances (e.g., M.G.L. c. 71, § 37H, 37H ½ or 37H ¾) in place of this appellate procedure. Appeals must be made in writing (email is sufficient) to the Superintendent or designee, West Boylston Public Schools, 125 Crescent Street, West Boylston, MA 01583.

The Title IX Formal Complaint grievance process is deemed complete when either the time period for appeal has lapsed or upon the issuance of the Superintendent's decision on a timely filed appeal.

H. Recordkeeping: Records related to this Procedure will be maintained for a period of seven (7) years.

I. Employment Agencies: The contact information for state and federal employment discrimination enforcement agencies is as follows: 1) Federal – United States Equal Employment Opportunity Commission (EEOC); John f. Kennedy Federal Building; 15 New Sudbury Street, Room 475; Boston, MA 02203-0506; 1-800-669-4000; EEOC Boston Area Office

Website: <https://www.eeoc.gov/fiedl-office/boston/location>; 2) State: Massachusetts Commission Against Discrimination (MDAD); Boston Headquarters; One Ashburton Place; Sixth Floor, Room 601; Boston, MA 02108; 1-617-994-6000; MCAD

Website: <https://www.mass.gov/orgs/massachusetts-commission-against-discrimination>

J. Identification of key personnel involved in Title IX process for reports and/or Formal Complaints of sexual harassment:

- Title IX Coordinator : The Superintendent, Richard A. Meagher, 125 Crescent Street, West Boylston, MA 01583, Phone number (508) 835-2917, Email: richardmeagher@wbschools.com

- Investigator: Superintendent, Richard A. Meagher, 125 Crescent Street, West Boylston, MA 01583, Phone number (508) 835-2917, Email: richardmeagher@wbschools.com

- Decision-maker: Building Principals listed below:

Principal, Major Edwards Elementary School, Alex Audette, 70 Crescent Street, West Boylston, MA 01583, Phone number (508) 835-4461, Email: alexaudette@wbschools.com

Principal, Middle/High School, Christopher Fournier, 125 Crescent Street, West Boylston, MA 01583, Phone number (508) 835-4475, Email: chrisfournier@wbschools.com

- Appeal Officer: Superintendent, Richard A. Meagher, 125 Crescent Street, West Boylston, MA 01583, Phone number (508) 835-2917, Email: richardmeagher@wbschools.com

- Informal Resolution Facilitator: Sherri Traina, Director of Special Education, 125 Crescent Street, West Boylston, MA 01583, Phone number (508) 835-3391, Email: sherritraina@wbschools.com

The District will notify students, employees, applicants for admission or employment, parents and legal guardians of student, and unions of the name, title, office address, email address and telephone number of the Title IX Coordinator. This information will be prominently displayed on the District's website.

Legal Refs: Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act of 1990; Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1972; the Age Act; M.G. L. c. 151B and c. 151C; and M.G.L. c. 76, § 5; SC Policy JICFB, Bullying Prevention; SC Policy AC, Nondiscrimination.

SKATEBOARDS/SCOOTERS/SHOES WITH ROLLERS, ETC.

Skateboards, scooters, and shoes with rollers are not allowed in the building or on school grounds.

SMOKING AND/OR POSSESSION OF SMOKING MATERIALS

Smoking and possession of smoking materials, including chewing tobacco, cigarettes, pipes, lighters, vaping devices and other smoking paraphernalia, are prohibited at all times anywhere on the West Boylston campus and at school-sponsored activities on or off campus. Smoking will be defined as a student in possession of smoking materials or with smoke on his or her breath or in the presence of a cloud of smoke or a lit cigarette or smoke coming out of his or her mouth. An after-school retention will be assigned. Students having repeated offenses of smoking or possession of smoking materials will be given an in-school or out-of school suspension.

SPECIAL EDUCATION CHILD FIND NOTICE

Under federal and state special education statutes, the West Boylston Public Schools has a duty to locate, identify, refer, evaluate, and if eligible, provide a free, appropriate public education to disabled students (34 CFR 300-45) who reside in the Town of West Boylston. For parents or guardians of children ages 3-21 years of age who have or suspect a disability or developmental delay, and would like more information, please contact the Administrator of Special Education at 508-835-3391.

SUSPENSION/EXPULSION

Refer to School Committee Policy JIC & General Law: Ch. 71, Sec 37H/37H.5

1. CLASS SUSPENSION

Temporary class suspension may be exercised by the teacher in charge of the class. The cause will be reported by the teacher to the administration, and the student will be required to spend the class in in-school suspension. The student may also be required to serve a detention with the teacher after school.

Permanent class suspensions may be authorized by the administration after the student has had an opportunity to be heard. When permanent suspension from class is authorized, the cause shall be provided to the parents in writing. A copy will be filed in the student's record

2. IN-SCHOOL SUSPENSION

The student will be assigned to a room isolated from the rest of the student body and under the supervision of staff from 7:30 a.m. to 2:05 p.m. for an assigned number of days that a student is removed from school. If a student is assigned an in-school suspension, he/she may not participate in or attend any extracurricular activities until the day after the completed suspension. Teachers will not be required to provide extra-help to the student, but will provide students with an opportunity to hand in assignments due on the day of suspension. Students will be allowed to take or to make-up a test or quiz given on the day(s) of suspension.

3. OUT-OF-SCHOOL SUSPENSION

An out-of-school suspension is an assigned number of days that a student is removed from school. The out-of-school suspension is considered a short term suspension when it is ten days or less. If a student is suspended, he/she may not appear on school grounds for any purpose during the school day activities until the day after the completed suspension. Students cannot attend or participate in any school or school-related activities. Any student who is suspended for ten days or fewer will be informed by the administrator of the charges against him/her, and provided an opportunity to respond. His/her parents will be notified by telephone or by letter.

The student shall be granted the right to an informal hearing which shall consist of written notice of the charges against him and, if charges are denied, an explanation of evidence supporting said charges. The student shall also be granted the right to present his/her side of the issue. In all cases of suspension, parents and students shall be notified in writing and shall be informed of their right to appeal by submitting a written request within five days to the Superintendent.

If a student appeals a suspension, the hearing with the Principal will be held as quickly as possible, but the student must remain out of school until the hearing is held. Communication with the Principal and/or the associate principal, either by phone, or in person, must take place prior to a student's return from suspension.

Students are allowed to make-up all work missed during suspension. Teachers will not be required to provide extra help to the student, but will provide students with an opportunity to hand in assignments due on the day of suspension and to provide assignments distributed on the day(s) of suspension. Students will be allowed to take or make up a test or quiz given on the day(s) of suspension.

4. EXPULSION (The Permanent Exclusion from School)

A student whose presence poses a continuing danger to persons or property, causes a disruption of the academic process, or continually fails to comply with the regulations of the school, may be immediately removed from his/her classes or from school. Students and parents should be aware that a student who does any of the following things will be suspended and/or expelled from school:

- a. Brings a dangerous weapon, including but not limited to a knife or gun to school, which includes school buses, and off-campus school-sponsored events.
- b. Hits or threatens a school department employee.
- c. Has illegal drugs at school, which includes a school bus, or a school-sponsored event.
- d. Is charged with or convicted of a felony which occurred on or off school property.

REFER TO SCHOOL COMMITTEE POLICY JIC.

BEHAVIOR RULES DURING (In-School Suspension)

1. Students will be assigned seats.

2. No talking will be allowed
3. No sleeping
4. No snacks or drinks (including water bottles) unless a medical note is provided.
5. No headphones, radios, telephones, electronic games, etc.
6. Only school work and staff approved reading material will be allowed.
7. Use of computers/laptops will be restricted to completion of school assignments and will be monitored by the suspension staff. The privilege of computer use will be removed if the student is found to be violating this rule. Failure to comply with staff direction will be referred to the administration for reassignment of the suspension and /or additional suspension period.

SUBSTANCE USE POLICY

School Committee Policy - JFCI - Policy on Use of Drugs and Alcohol on School Premises

I. SUBSTANCE USE POLICY

Drug and alcohol use by students poses a serious threat not only to their own well-being, but also to the well-being of the school system. Drugs and alcohol have no place in an educational environment where the goals are learning and growth, and they will not be tolerated during school hours or on school property or at any school-sponsored activity or event.

Students are strictly prohibited from actions involving drugs and alcohol during school hours or on school property or at any school-sponsored activity or event. Such prohibited activities include but are not limited to:

- Attempting to purchase
- Using or have used
- Possession
- Intention or attempting to sell or distribute
- Selling or distributing
- Possession of drug paraphernalia

For the purposes of this policy alcohol and drugs include not only alcohol, controlled substances as defined in Mass Gen. Laws, Ch. 94C (including but not limited to marijuana, cocaine and heroin), but also restricted drugs such as prescription or over-the-counter drugs which are misused; steroids; and products misused for the purpose of mind altering effects (aerosols, solvents, etc.)

For the purposes of this policy, any student that knowingly remains in the presence of drug or alcohol use will be evaluated for culpability in the circumstance, with consequences up to and including all of the penalties stated in this policy.

Students who violate this policy will be subject to disciplinary action up to and including expulsion as set forth in West Boylston Schools Policy JGD/JGE. (Refer to new School Committee Policy JIC.)

The school will cooperate fully with the police to deal with violations of the law on school property.

In addition to the rules and regulations outlined in this policy, students will be responsible for the rules and regulations of the organizations including the Massachusetts Interscholastic Athletic Association, National Honor Society, etc.

II. SUBSTANCE ABUSE POLICY AND PROCEDURE

A. BEHAVIOR AT SCHOOL OR WHILE ATTENDING A SCHOOL FUNCTION

Student voluntarily confides a drug problem to a staff member.

1) SCHOOL RESPONSE

- a) Administrator notified
- b) Encourage student to confide in parents
- c) Advise student that parents must be informed
- d) There is no confidentiality protection under the law
- e) Refer case to appropriate staff to assist student
- f) Counsel and support student and family, if necessary

- 2) POLICE RESPONSE
 - a) None
 - 3) INTERVENTION
 - a) Counseling for student and/or parent/guardian, urge consultation with a community agency
 - b) Identify sources for help
- B. BEHAVIOR AT SCHOOL OR WHILE ATTENDING A SCHOOL FUNCTION.
Student is suspected of being under the influence of drugs or alcohol. No contraband is observed.
- 1) SCHOOL RESPONSE
 - a) Administrator notified
 - b) Student referred to school nurse for diagnosis of health problem. School nurse completes an Impairment Evaluation.
 - c) Counselor included in assessment as necessary
 - d) Student dismissed from school under parent/guardian supervision if adequate suspicion or proof is presented
 - e) Search of locker and/or car parked on campus may be deemed appropriate. If contraband is found, then the student is deemed to be in possession of said substance and treated as a student found to be in possession of alcohol or drugs.
 - 2) POLICE RESPONSE
 - a) None
 - 3) INTERVENTION
 - a) Counseling for student and/or parent/guardian, urge consultation with a community agency
 - b) Identify sources for help
- C. BEHAVIOR AT SCHOOL OR WHILE ATTENDING A SCHOOL FUNCTION.
Student found to be under the influence or in possession of alcohol or drugs.
- 1) SCHOOL RESPONSE
 - a) Administrator notified
 - b) Notification to police department juvenile officer
 - c) Student detained until dismissed in custody of parent/guardian
 - d) First offense
 - e) External suspension from school for a minimum of 5 days per due process procedure
 - f) 30 calendar day social probation
 - g) Student may be recommended for expulsion
 - h) Second and subsequent offenses
 - i) External suspension for a minimum of 10 days per due process procedure
 - j) 60 calendar day social probation
 - k) Student may be recommended for expulsion
 - l) Search of locker and/or car parked on campus will be deemed appropriate
 - 2) POLICE RESPONSE
 - a) Youth officer may participate in conference with parent and/or student
 - b) Contraband remanded to police
 - c) Determination of prosecution made by police
 - d) Investigating officer should make a report to the building administrator
 - 3) INTERVENTION
 - a) Administration/guidance counselor/school adjustment counselor/school resource officer will recommend a drug/alcohol assessment for the student to the parent/guardian
 - b) Special education evaluation may be required
 - c) Joint meeting of school personnel, parent/guardian, student, and juvenile officer recommend when appropriate
 - d) CHINS and/or care and protection order requested if necessary
- D. BEHAVIOR AT SCHOOL OR WHILE ATTENDING A SCHOOL FUNCTION.
Student is found to be selling or distributing drugs or alcohol.
- 1) SCHOOL RESPONSE
 - a) Administrator notified
 - b) Notification to police department juvenile officer
 - c) Student detained until dismissed in custody of parent/guardian
 - d) Search of locker and/or car parked on campus will be deemed appropriate

- e) First and subsequent offenses
- f) External suspension for a minimum of 10 days per due process procedure
- g) 60 calendar day social probation
- h) Student may be recommended for expulsion
- 2) POLICE RESPONSE
 - a) Youth officer may participate in conference with parent and/or student
 - b) Contraband remanded to police
 - c) Determination of prosecution made by police
 - d) Investigating officer should make a report to the building administrator
- 3) INTERVENTION
 - a) Treatment and counseling
 - b) Informal/formal probationary period established
 - c) CHINS and/or care and protection order requested if necessary

III. **DISCIPLINARY PROCEDURES** -No student shall be disciplined without being afforded appropriate due process. Prior to discipline which does not involve exclusion from school or school related activities, the student should be informed of the charges against him/her and given an opportunity to present his/her side of the story. For discipline involving exclusion, the following procedures will be followed.

- A. **SOCIAL PROBATION** -Social probation is defined to be the prohibition of attendance and/or participation in any school function including but not limited to sporting events, dances and graduation ceremonies. These probations are defined as calendar day suspension so as to include events that take place on weekends. However, if a probation period is not complete at the end of a school session or academic year, then the probation will be suspended and continued at the start of the next session or year as appropriate.
- B. **MAKE-UP WORK FOR SUSPENDED STUDENTS** -Students are allowed to make up all work missed during a suspension. Teachers will not be required to provide extra help to the student but will provide students with an opportunity to hand in assignments due on the day(s) of the suspension, obtain assignments distributed on the day(s) of the suspension, or to take tests or quizzes given on the day(s) of the suspension. Make-up must be completed no later than two weeks after the suspension.
- C. **ADDITIONAL ACTION** -In all cases, disciplinary action up to and including expulsion will be determined by the administration.

IMPAIRMENT EVALUATION (To be completed by school nurse or EMT/Paramedic)

Name: _____

Date: _____

Grade: _____

Time: _____

Anxiety (scale of 1-10, 10=highest)

Vital Signs

Blood Pressure _____

Heart Rate _____

Temperature _____

Follow-up check

Level of Consciousness

Time: Alert/Oriented Confused Stupor

Place: Alert/Oriented Confused Stupor

Person: Alert/Oriented Confused Stupor

Coordination

Walks a straight line: Yes No

Finger to nose (eyes closed) Left hand: Yes No

Right hand: Yes No

Touch Toes/Knees (eyes closed, balance) Yes No

Eyes

Pupils: Constricted Dilated

Reaction to light:	Reactive	Slowed/Non-reactive		
Sclera:	Normal	Reddened		
<u>Thought Process</u> (circle all that apply)	Focused Paranoia	Wandering Delusions	Hallucinations	
<u>Behavior</u> (circle all that apply)	Normal Belligerent	Hyperactive Silly	Irritable Restless	Slow Dazed
<u>Speech</u>	Normal	Rambling	Slurred	
<u>Physical Appearance</u>				
Looks:	Neat	Disheveled	Clean	Unclean
Balance:	Steady	Unsteady		
Odor:	Yes	No		
	Describe: _____			
Tremors:	Yes	No		
Runny Nose:	Yes	No		
Student Self-assessment Statement: _____				
Parent Contacted: _____ Time: _____				
Student Dismissed:	Yes	No		
Any further comments: _____				

Voted May 10, 1982, Amended June 9, 1993, June 13, 2007 and April 13, 2016.

TOBACCO USE - (An Act Prohibiting the Use of Tobacco in the Public Schools)

MASSACHUSETTS GENERAL LAWS

Chapter 71, Section 2A—It shall be unlawful for any student, enrolled in either primary or secondary public schools in the Commonwealth, to possess, use, or distribute tobacco products of any type on school grounds during normal business hours. Each School Committee shall establish a policy dealing with students who violate this law. This policy may include, but not be limited to, mandatory education classes on the hazards of tobacco use.

UNAUTHORIZED AREAS

Certain areas of the school building are out-of-bounds for students at all times; e.g., the roof, the loading dock and hall, the kitchen, and the boiler room. The student parking lot is an unauthorized area, as it is outside of the building. Students are not allowed in the student parking lot area during the school day without explicit permission from the office. Students may not use the Middle School or cafeteria outside door entrances. Other areas of the building are out of bounds unless students are under the immediate supervision of a staff member; these areas include the gymnasium, weight room, and industrial arts areas. Senior high students are not allowed in the Middle School area without special permission to be there. Students must have a pass to be in the bathroom during class. The exit doors in the Senior Wing and the Middle School Wings are to be used only in evacuation situations. Students should enter and exit the building only by the front door. Students in unauthorized areas will be assigned an office detention.

Students are not permitted access to those areas of the school which are private property or contain records of individual students, staff, or the school system. Students may not see the personal guidance file of another student or have access to another student's or the system's computer files. Any student who intrudes upon or damages the private property of another student or the school system, can expect to receive severe disciplinary actions such as suspension or expulsion.

VANDALISM

Vandalism is defined as intentional destruction or defacement of the building, equipment, or personal property of another. As a result of the efforts of the citizens of West Boylston, students have a fine building as well as excellent equipment with which to work. Proper regard for the care of the physical plant and the equipment will be expected for all students. Any student who vandalizes will

be assigned an out-of-school suspension for one day and payment for damages incurred. In cases of serious vandalism, a student may be referred to the local police department for appropriate action.

VULGARITY

Inappropriate language, speech, gestures or attire that is offensive to students and staff will not be tolerated. Students will be assigned an office detention for violation of this policy.

Teacher's brief explanation of the incident(s): If there is further explanation needed, see administration before the morning of the next day.

WEAPONS POLICY

School Committee Policy - JFCJ - Dangerous Weapons in School

Possession and/or use of any kind of weapon or dangerous material is expressly prohibited on school premises or at school-related events.

For purposes of this policy, "weapon" includes, but is not limited to, a gun, knife, or any other device or object which may be used to inflict bodily harm upon oneself or another.

Any violation of this policy will result in criminal action in accordance with Massachusetts General Laws, Section 10, Chapter 269. Additionally, violation of this policy shall provide grounds for expulsion by the building Principal as provided by Section 36, of Chapter 71 of the Acts of 1993.

Any weapon found as a result of a search, whether of student locker or other student property, shall be considered to be the property of the student in question for purposes of criminal action and school discipline under this policy.

Accused students shall be granted the rights of procedural due process ordinarily provided under the discipline code in effect within the West Boylston Public Schools. Specifically, such processes shall consist of the following:

- A. The Principal, upon ascertaining a condition of guilt relative to this policy, may impose a suspension or expulsion of such student.
- B. The Principal shall notify the student, in writing, of the right to a hearing with representation and the right to present evidence and witnesses in instances of expulsion or suspension in excess of ten (10) days.
- C. An expelled student shall have 10 days from the date of expulsion in which to request an appeal to the Superintendent at which said student may have representation. The appeal shall not be limited solely to a factual determination of whether the student has violated the provisions of Section 36. A Student suspended in excess of 10 days shall also have the right.
- D. Special Education students shall be processed under this policy in compliance with regulations otherwise pertaining to their special education status.
- E. In instances involving possession of a firearm, the Principal shall, consistent with Federal requirements, expel the student, subject to review and modification by the Superintendent.

School department personnel shall report in writing to their immediate supervisor any incident involving a student's possession or use of a weapon on school premises at any time. Such reports shall be forwarded to the Superintendent who shall share such information with the Police Chief, Department of Social Services and School Committee.

The Superintendent, Police Chief, Social Services representative, and appropriate school personnel shall arrange for an assessment of said student and referral to a counseling program, to be followed by a final assessment. Procedures and penalties regarding weapon possession or use shall be clearly defined in handbooks each year.

WEST BOYLSTON TECHNOLOGY POLICY

School Committee Policy - IJNDB - Acceptable Use of Technology

Purpose

The West Boylston Public Schools shall provide access for employees and students to technology resources, including access to external networks, for limited educational purposes. Educational purposes shall be defined as classroom activities, career and professional development, and high quality self-discovery activities of an educational nature. The purpose of our technology resources is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. The technology resources will be used to increase communication (staff, parent, and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information. The technology resources will also be utilized to provide information to the community, including parents, governmental agencies, and businesses.

Availability

The Superintendent or designee shall implement, monitor, and evaluate the district's technology resources for instructional and administrative purposes.

Access to technology resources, including external networks, shall be made available to employees and students for instructional and administrative purposes and in accordance with administrative regulations and procedures.

Access to technology resources is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of technology resources and shall agree in writing to comply with such regulations and procedures. Noncompliance with applicable regulations and procedures may result in suspension or termination of user privileges and/or other disciplinary actions consistent with the policies of the West Boylston Public Schools. Violations of law may result in criminal prosecution as well as disciplinary action by the West Boylston Public Schools.

Acceptable Use

The Superintendent or designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the West Boylston Public Schools as well as with law and policy governing copyright.

Monitored Use

Electronic mail transmissions and other use of electronic resources by students and employees shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.

Liability

The West Boylston Public Schools make no warranties of any kind, neither expressed nor implied, for the technology resources it is providing. The West Boylston Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions or unauthorized costs incurred by users. The district will not be responsible for any damages users suffer, including but not limited to, loss of data from delays, interruptions in service, misstates, or negligence. The West Boylston Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Regulations to Accompany Policy IJNDB: Acceptable Use of Technology

The West Boylston Public Schools shall provide its employees and students with access to technology resources, including access to external networks, for educational purposes.

Educational purposes shall be defined as classroom activities, career and professional development, and high quality self-discovery activities of an educational nature.

The purpose of the technology resources is to assist in preparing students for success in life and work, to increase communication (staff, parent, and student), to enhance productivity, and to assist staff in upgrading existing skills and acquiring new skills.

The technology resources will also be utilized to provide information to the community, governmental agencies, and businesses.

When using WBPS Technology resources, employees and students will, in accordance with the policy below:

1. Use technology resources for educational purposes only.
2. Design and post online projects and material from school resources, as needed.
3. Use social media resources as specified in the student/employee handbooks.
4. Use, install, or download software, if in conformity with laws and licenses, and under the supervision of a teacher, only after approval of the District Technology Coordinator or designee.

All WBPS Technology users will:

1. Respect and protect the privacy of others.
 - Use only assigned accounts.
 - Only view and use passwords, data, or networks to which they are authorized.
 - Not distribute private information about others or themselves, unless necessary for educational purposes.
 - Not publish media with identifying names, without appropriate permission(s).
2. Respect and protect the integrity, availability, and security of all electronic resources.
 - Observe all network security practices, as posted.
 - Report security risks or violations to a teacher or network administrator.
 - Not damage or circumvent data or networks.
 - Conserve, protect, and share these resources with other students and Internet users.
 - Not use resources such as online games or streaming video for non-educational purposes.
3. Respect and protect the intellectual property of others.
 - Respect copyrights (no making illegal copies of music, games, or movies!).
 - Not plagiarize.
4. Respect and practice the principles of community.
 - Communicate only in ways that are kind and respectful.
 - Report threatening or discomfoting materials to a teacher or administration.
 - Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
 - Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
 - Not send spam, chain letters, or other mass unsolicited mailings.

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Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).

Not send spam, chain letters, or other mass unsolicited mailings.

Not use technology resources for non-school business, advertising, or political lobbying.

Consequences for Violation

Violations of this policy may result in disciplinary action, including the loss of privileges to use the school's information technology resources.

Supervision and Monitoring

School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

The district will cooperate fully with local, state, and federal officials in any investigation concerning or relating to misuse of the district's technology resources. There is no expectation of privacy while using any WBPS technology resource.

MASSACHUSETTS GENERAL LAWS Chapter 266, Section 120f

Whoever, without authorization, knowingly accesses a computer system by any means, or after gaining access to a computer system by any means knows that such access is not authorized and fails to terminate such access, shall be punished by imprisonment in the House of Correction for not more than thirty days or by a fine of not more than one thousand dollars, or both.

BUILDING & GROUNDS, SCHOOL SAFETY

FIRE DRILL PROCEDURES

For everyone's protection, you must observe the following rules:

1. Be prepared to leave the building immediately when the fire drill is sounded.
2. Carefully follow the directions for evacuation that are posted in each room.
3. Do not push or run in the halls.
4. Move far enough away from the building so that those following can also stand at a safe distance.
5. Re-enter the building promptly and quietly when the recall bell is rung to signal the end of the drill.
6. Return directly to your classroom.
7. If the alarm bell rings after 2:05 p.m., exit the building according to posted directions or by the nearest exit.
8. Students should remain with teachers. Teachers should take attendance

LOST & FOUND

All articles that are found should be taken to the main office. Articles of clothing will be placed in the cafeteria. Non-clothing items will be kept in the office until claimed or for a maximum of thirty (30) days. Articles not claimed will be disposed of periodically.

STUDENT PARKING REGULATIONS

Student parking is a Junior and Senior privilege and may need to be restricted to the number of vehicles that the parking lot can accommodate safely. Students who desire to drive motor vehicles to school must complete an application form, display a parking sticker, and adhere to the following regulations:

1. Student parking passes cost \$75 per semester.
1. When arriving at school, park in the assigned parking lot and come directly into the building.
2. You may not return to your car or drive from the parking area during the school day without permission from the office.
3. Observe the same rules of cautious driving and etiquette that are expected by State law on the roads.
4. Your car may be towed away at the owner's expense if you break the rules.
5. The administration reserves the right to suspend or withdraw parking privileges from any student who:
 - a. does not adhere to rules of safety and parking regulations;
 - b. has poor academic performance;
 - c. receives a suspension due to infraction of school rules;
 - d. has excessive tardiness.

STUDENTS DRIVING THEMSELVES OR OTHER STUDENTS FOR SCHOOL BUSINESS

For the student driving the vehicle, it is imperative that the student submits a letter of permission from a parent/guardian before the student drives on school business. The letter must include the name of the student driving the vehicle, the names of other student passengers in the vehicle, destination, date(s) of trip involving school business, and the signature of the parent/guardian. This must be submitted to and approved by the principal at least a day in advance of any such travel.

For the student passenger riding in the vehicle, it is imperative that each student passenger submits a letter of permission from a parent/guardian before the student leaves on school business in a vehicle operated by another student. The letter must include the name of the driver, the names of the student passengers riding in the vehicle, the destination, the date(s) of trip involving school business, and the signature of the parent/guardian. This letter must be submitted to and approved by the principal at least a day in advance of such travel. All drivers and passengers are expected to comply with State law and wear seat belts.

STUDENT RESOURCES & SERVICES

The curriculum of West Boylston Middle/High School contains both a required core of studies believed to be fundamental to a liberal arts education and elective courses designed to fit the special needs and interests of the individual student. Instruction is given in all subjects required for entrance to higher institutions, either liberal arts or technical. The choice of major subjects and electives should be based upon a plan of study worked out with the student, the guidance counselor, and his or her parents. Remember, that while the fundamental needs of all students are similar, students planning on further education should choose those subjects which will best prepare them for admission to the school of their choice, while students completing their formal education with High School should take those subjects which are of interest to them and, at the same time, those which will prepare them to pursue their chosen vocation. The curriculum is described in detail in the **Program of Studies**.

ACT (American College Test)

The ACT assessment measures skills necessary to do college work. The ACT measures these skills in English, Mathematics, reading and science. These areas are tested because they most closely align themselves with high school curriculum.

ACT TEST DATES

The ACT is generally held during the months of September, October, December, February, April and June. See your guidance counselor for specific days, times and locations.

ADDITIONAL EDUCATIONAL PROGRAMS

1. **ADVANCED PLACEMENT (AP)**
Advanced Placement classes (AP) are college level courses taught in high school using college tests. Advanced Placement is intended for students who have attained advanced reading and writing skills and who are ready to assume much of the responsibility for their own learning.
2. **DUAL ENROLLMENT**
Juniors and seniors may enroll part-time or full-time at State Colleges/Universities if: they are enrolled in college preparatory courses, have a minimum grade point average of 3.0, and/or a recommendation of either the high school principal, guidance counselor, or a teacher. The course should be one that is not offered at the student's high school. Students will earn college credits and be given high school credits as well. College classes that begin at 6:00 p.m. or later are not eligible under the

Dual Enrollment Program. (Local Colleges will set their own standards.) (Cost of courses are the student/parent responsibility)

3. **VIRTUAL HIGH SCHOOL (Edgenuity)**

Virtual High School (Edgenuity) is a collaborative of high schools from around the country. In exchange for contributing a small amount of teaching time, a school in the collaborative can offer its students Net Courses ranging from advanced academic courses to technical and specialized courses. Schools donate computers, Internet connectivity, and staff time. Each school also provides a VHS site coordinator who is responsible for project management and support of teachers and students at their local school. The VHS grant provides training, software, and technical and administrative support. Each school can enroll up to 20 students each semester for each course a teacher contributes.. Students interested in this program should see guidance where a complete course description for this program is available.

4. **INTERNSHIP PROGRAM**

School-to-Career Internship offers, primarily the junior or senior students, the opportunity to work in an internship that will prepare them for a future career. Because of the independent nature of this experience, students are required to monitor their daily work and hold themselves accountable to high expectations. The internship complements classroom learning by providing an opportunity for students to apply their skills in an actual work setting. We encourage parental involvement in the selection of an appropriate setting for the student. Student participants have seen their internship as a valuable experience that has helped them to make decisions about a future career choice.

AFTER-SCHOOL EXTRA HELP

Teachers are available after school for extra help and make-up work on Tuesdays, Wednesdays, and Thursdays from 2:05 – 3:00 (by appointment). Mondays are teacher meeting days, and there is no late bus on Monday and Friday. All students should always feel free to seek help. Teachers may require students to report for extra help if they feel that the extra help would be in the student's best interest. If the student fails to honor the teacher's request, he/she may be disciplined by the teacher.

ANNUAL AWARDS

Annual award assemblies are held in June. Students in grades 6-12 are recognized for student achievement in many areas, including all academic subjects, athletics, service to school, and attendance. Please see the school calendar for dates of the various ceremonies to recognize our students.

CHANGING SCHEDULES

It is often difficult to provide for changes in a student's program after school opens in September. If the student and his/her parents have given careful consideration to the choice of electives during the registration period, schedule changes should be unnecessary. Should it become necessary; however, for a schedule change at any time after the regular registration period, the student should consult with his/her guidance counselor. All program changes of this type will require the parent to meet with the student's guidance counselor before the opening of school in August.

COLLEGE ADMISSIONS PROCESS

Some students feel they should be able to walk into the guidance office and be given a list of colleges that are ideal for them. The reality, however, is that the college search is a process through which each individual must pass, making decisions about personal values, interests, lifestyles, abilities and goals. Guidance counselors serve as knowledgeable and experienced consultants to students and parents during this process.

1. **SOPHOMORE YEAR**

Students will use the Family Connection in guidance classes to explore career interests. Use the College Board Guide to 150 Most Popular Majors. During the course selection process, students should choose courses that include possible college majors so that they will be able to take achievement tests their junior year. Students should discuss these choices with the counselor. Sophomores are encouraged to take the PSAT for practice, exposure to the test format, feedback as well as a confidence booster. Freshmen may take PSAT's as well if they desire.

2. **JUNIOR YEAR**

a. **PSAT**

If students are planning a post-secondary educational experience, they should take the Preliminary Scholastic Aptitude Test (PSAT) at West Boylston Middle/High School in October of their sophomore and junior years. Basically a practice run for the SAT I, the PSAT also serves as a qualifying test for the National Merit Scholarship Program. It is important to note that only juniors taking the test are eligible for National Merit qualification. Over the years, West Boylston High School has had many letters of commendation!

Results of the PSAT do not go to colleges, but are sent to the guidance office about six weeks after the test. Once the results are received, counselors will review the scores with students, and will recommend areas of focus in order

to prepare students for the SAT. These scores reflect a first comparison with other college applicants on a national basis.

To take the PSAT, students must register in the guidance office one-two weeks prior to the exam. Students will be given a booklet that explains exam procedures and provides some sample questions.

b. Finding the Right College

At this point, students should make an appointment with their counselor to assess relative strengths in relation to colleges to which they might apply. Many colleges are listed on the web. From these sources, students should develop a list of approximately twenty colleges which will meet their needs. In addition to individual interests, here are some of the factors for consideration when investigating colleges:

- (1) Program: two-or four-year liberal arts, business, science, engineering, etc. Is the school strong in the student's profound area of major interest?
- (2) Size
- (3) Coed or single sex
- (4) Environment: Urban, suburban, or rural
- (5) Academic Level: College should be appropriate to students' abilities. Check the average SAT scores and rank in class of accepted freshmen.
- (6) Competition Level: Students should identify at least five schools where they can be relatively certain of acceptance. Five at which he/she has a good chance, and at least two or three where he/she has a chance. In short, the possibilities should be both realistic and broad.
- (7) Cost: While obviously an important factor, cost at this point in the college search should not be a deciding factor. College financial aid is based on need and will be discussed at a guidance department evening meeting in January.
- (8) Housing: Make sure the college chosen provides the housing expected. Some colleges limit dorm space and require students to seek their own accommodations.

c. Consider the Following:

- (1) Accreditation: Is the college accredited? If it is a career-oriented program, is it approved by professional organizations in that field?
- (2) Student Body: Is the student body a national mixture or is it comprised of largely local men and women? Does the student body represent a wide variety of career interests as in a university, or is it geared toward one field; i.e., engineering or business administration? Are these factors important?
- (3) Academic Pressure: Are the student's academic interests and abilities similar to those of the student body or would they be one of the stronger or weaker students in the school? Does the student enjoy stimulating academic pressure or a more comfortable, less competitive pace?
- (4) Academic and Counseling Assistance: Are tutoring and counseling services available for difficulties with course work or social adjustment? Are these services available at no additional charge?
- (5) Co-curricular Activities: If the student enjoys a variety of co-curricular activities, does the college provide sufficient opportunity for participation in sports, musical or theatrical productions, or other activities that they enjoy?
- (6) Social Life: Does the school sponsor social events or do the students organize their own? What kind of rules and regulations does the school enforce which may restrict social activities?

d. How Do Colleges Measure Prospective Students? Many college admission committees accept applicants on the basis of the following criteria listed in order of usual priority. Emphasis on these considerations can vary from college to college. A committee may accept students who do not meet its standards in several of these areas.

- (1) First Consideration: The High School transcript, including final grades, class rank, GPA and level of courses taken.
- (2) Other Factors: Tests
 - SAT
 - ACT
 - SAT II
 - Personal essay on application form
 - Counselor and teacher recommendations
 - Activities, special skills and interests
 - Interview
 - Other factors: including alumni, relatives, influential friends, home geographical area or possession of a particular skill or quality needed by the college.

Students who place a high priority on succeeding in a broadly based academic program at the most challenging level that they can handle, generally attain the greatest success in the admission process. Academic success in High School plus other strengths make students even more desirable as candidates for admissions.

CAUTION: Students considering applying to profit making career schools should use special caution in evaluating their programs. Many of these schools do provide excellent educational services; however, others have engaged in unethical advertising and recruitment procedures, and have not provided the programs and training promised. Students interested in career training schools should meet with their counselors to discuss educational plans.

NOTE: Students should not give a tuition deposit to any career school before their senior year. Usually, deposits are not refundable. Students receiving requests for such a deposit should discuss these requests with their guidance counselors.

COURSE PLACEMENT CRITERIA & LEVELING

Courses are grouped by level of sophistication relative to all other courses in that department. In selecting a course, the student, with the assistance of a guidance counselor, must determine whether his academic record satisfies course prerequisites.

1. **COLLEGE PREPARATORY (CP)** (High School) level courses involve college preparatory work.
2. **HONORS/AP** (High School) courses are the most intellectually challenging and are recommended for students of high ability, interest, and motivation. The Honors courses will be taught with the premise that highly motivated and academically capable students will benefit from an in-depth, rigorous approach to various secondary level subjects.
3. **NON-LEVELED** Non-Leveled courses usually represent special interests. A more complete description of courses is found in the Program of Studies. If there are questions or concerns about a decision for course placement, refer to Policy IHAA, Grouping for Instruction, and Policy JII - Student Complaints and Grievances.

COURSE WITHDRAWAL

The category classifications are:

W - Withdrawal from a course because:

- a. course work beyond the ability or skill of students.
- b. other good reasons as determined by the administration

W/F - Withdrawal from a course with a failure status because of unsatisfactory achievement or behavior at the time of withdrawal

****A W/F may affect a student's eligibility.

W/P Withdrawal from a course with a passing status. In all cases of withdrawal from a course, the teacher will submit the mark to be assigned stating the reason(s) for it and any other information for review by the principal. The channels in the decision-making will be teacher – guidance counselor – principal.

COURSE SELECTION PROCESS

Students and parents should give considerable attention and serious thought to the course selection process. Beginning in the freshman year, with the assistance of their counselors, students should review their selections annually, mindful of such factors as graduation requirements, abilities, interests, career directions, timing of college entrance examinations (SAT and Achievement Tests) and possible college choices.

The Program of Studies (copies are located in the guidance office and online) offers information regarding course selection, requirements for various post-graduate options, and recommended progression of courses. Counselors should be consulted about any and all questions concerning course choices. Student/parent selection of courses begins in January. Students have one week to study the Program of Studies, confer with teachers, see their guidance counselor, and discuss course selection with their parents. It is recommended that parents also carefully study the Program of Studies before making these selections.

When the course selection forms are completed, they are examined by the guidance counselors, and the student is contacted if the counselor recommends a change. Approval by the guidance counselor does not necessarily indicate that a course is recommended over all other options; it indicates only that the choice is acceptable. The ultimate responsibility for wise selection of courses belongs to the students and their parents. Parents and students who anticipate some difficulty in making course selections may wish to contact the guidance office before the course selection process actually begins. This would give them more time to confer with teachers and guidance counselors.

CREDITS REQUIRED TO PROGRESS TO NEXT GRADE

In an effort to assure academic quality and program continuity, the school system has established requirements pertaining to both promotion and graduation. In both instances, students are required to acquire credits which verify that standards of achievement have been met; if students do not attain these minimum standards, student promotion and/or graduation eligibility may be adversely affected. Students so affected shall be required to take additional coursework which shall enable them to meet the stated promotion/graduation requirements.

Beginning with ninth grade, each subject pursued successfully for a semester is valued at a certain number of credits. Promotion to higher grades depends on the accumulation of credits. For a major course, meeting five double periods a week per semester, 5.0 credits are allotted. In order to obtain a diploma, 150 credits are required.

A full year of English must be completed successfully to progress from grade to grade, regardless of the number of credits accrued. (exceptions to this requirement may be made by the principal or his/her designee in instances of extenuating circumstances.) High school students will be promoted as follows:

- to be recognized as a sophomore, a student must have a minimum of 35 credits.
- to be recognized as a junior, a student must have a minimum of 70 credits.
- to be recognized as a senior, a student must have a minimum of 105 credits.

The final decision to promote or retain rests with the school staff alone subject to the appeal process as defined by Policy JFH. **(Now JII)** Disputes arising under the interpretation and/or application of these regulations shall be processed in accordance with Policy JFH, **(Now JII)** Student/Parent Grievance Procedures. **(Student Complaints and Grievances)** All high school students must also participate in physical education and/or health each year in grades 9-12 per state and federal guidelines.

DRIVING LESSONS

The Central Massachusetts Chapter of the National Safety Council operates a commercial auto school in the Wachusett Plaza on Route 12 (508-835-2333). They have assured us that they will conduct classroom and on-road sessions after regular school hours.

GUIDANCE

The Guidance counselors, Ms. LaRoche, Ms. Nasuti and Ms. Giobellina have developed the information on the following pages. They strongly encourage parents to read this section carefully. If there are any questions or concerns, parents/guardians should call the school at (508)835-4475 and ask for the guidance office.

INTRODUCTION

The Guidance Department is committed to the development needs of each student. Students will be seen individually and in guidance classes annually. As counselors become aware of academic, personal, or social/emotional concerns, students will be contacted. The guidance department strongly encourages parents to develop and maintain a close rapport with their child's counselor. Students may make appointments to see their counselor before school, during lunch, after school, or during other times with teacher permission. The guidance office is available from 7:15 a.m. to 2:15 p.m. Successful guidance and counseling require good communication between parents, students, teachers and counselors. We hope that, through our mutual efforts, students and parents will establish a positive working relationship with the guidance staff.

GUIDANCE (Grades 6-8)

The Counselor's role is to provide system support through collaboration with school partners, staff, and parents. The Counselor coordinates prevention and intervention services to address students' individual needs. The Counselor provides some individual and group counseling to assist students in coping with academic and/or social challenges. If assistance is required for matters of a very serious nature, the counselor will refer the family to outside resources.

The Guidance Counselor will meet with all the Middle School students in guidance classes, as part of the Explore Program. As recommended by the American School Counselor Association (ASCA), these classes will help students learn skills to utilize in three areas of development: Academic Development, Personal/Social Development, and Career Development.

GUIDANCE (Grades 9-12)

1. FRESHMAN YEAR

Group guidance classes are held within Freshman Classes. Four 45-minute lessons focus on:

- the role of the counselor
- time management/goal setting*.
- resume writing/4-year plan
- Bullying Awareness/Sexual Harassment, Multicultural Awareness ➤ "Total Package Kids" – (How to market yourself for college)

2. **SOPHOMORE YEAR**

Guidance counselors will meet with sophomores in group guidance classes conducted in the English classes. This class will be spent helping students begin the process of self-assessment and setting goals for future careers.

The program will include an introduction to Holland's self-directed search. Student interests, skills, values and personality will be assessed through surveys.

Students will be introduced to internet sites associated with career planning in order to explore careers.

3. **JUNIOR YEAR**

A college planning workshop is conducted through English classes. Students will conduct a college search on the Family Connection, take a personality quiz, as well as complete the My Majors Questionnaire. Individual college packets will be given to each student. Planning sessions will be held with each student and that student's parent or guardian to discuss college majors and colleges to start exploring.

4. **SENIOR YEAR**

Individual appointments are made by guidance counselors with the student to review the college application process, responsibilities and timelines for application submission. Throughout the senior year, it will be necessary and extremely important for students to keep their counselor informed. Planning ahead, meeting deadlines, and talking to parents are essential for a smooth transition from High School to work, college, technical school, or military.

The guidance counselors will be available as consultants, but it is the student's responsibility to research, prepare, and check all data related to his/her future plans. Counselors will assist students and their parents in making good decisions, but students need to listen to announcements, read bulletin boards, ask questions, and use Family Connection accessible on the guidance web page – www.wbschools.com/guidance.

5. **CAREER INFORMATION**

number of career surveys are available to help students to examine their relation to the working world by identifying their likes and dislikes. Areas of interests are identified, careers are suggested for further exploration, and guidelines are provided to help students narrow their choices. It is important to stress that interest inventories do not tell an individual which specific career to choose, but rather suggest types of careers which warrant further investigation based upon expressed interests. Sophomores have been taking the self-directed search by John Holland.

6. **GUIDANCE LIBRARY**

All college/career resources are now housed in the Guidance Office. Included are: college catalogs, view-books, college applications, Occupational Outlook Handbook, 50 Most Popular Majors, and financial aid information.

7. **MILITARY SERVICE**

Students interested in any branch of the armed services can research the available options in the guidance office. They should then contact their counselor to discuss the service and the possibility of a meeting with a recruiter. A recruiter would discuss, in detail, career opportunities available in the military. These students should also make arrangements with a recruiter to take the ASVAB to determine eligibility for various military occupations.

8. **MOVING** - If a student and their parents plan to move out of the school district, parents must notify the guidance office in writing at least (1) week before they leave. The letter should include the date of the last day of school attendance and the name and address of the school where the student will be enrolled. Students should also meet with their counselor to fill out forms needed to send records to a new school. Also, on the last day at West Boylston, the student must obtain a Withdrawal Form from the guidance office and have it signed by his/her teachers, the librarian, principal and counselor. On this form teachers will include: grade to date, and that the student has returned all books and other school materials. When the form is completed, it should be returned to the guidance office. Records and grades to date can then be forwarded to the new school.

9. **PEER COUNSELOR/MEDIATION PROGRAM** - The Peer Counselor Program is made-up of a small group of juniors and seniors who are trained as peer helpers. The peer mediator assists one-on-one with Middle School students on issues such as substance abuse, eating disorders, depression and suicide, bullying and sexual harassment.

GYMNASIUM

The use of the gymnasium is coordinated by the director of athletics and physical education program leader. All groups who wish to use the gymnasium for other than regularly scheduled activities should file a Building Use Form request with the Superintendent's Office.

MEDICAL NOTICE

A. **WARNING ABOUT USING ASPIRIN WITH CHILDREN**

From the Commissioner of the Massachusetts Department of Public Health and Commissioner of the Massachusetts Department of Education, comes the following very important information:

The use of aspirin in children with influenza (flu) or chickenpox has been linked with the development of Reye's Syndrome, an often fatal disease. Physicians and parents should avoid using aspirin or salicylate (aspirin) containing medicine in children eighteen years old or younger for treatment of chickenpox or during the flu season. The peak months for flu are

October or November through March or April, but scattered cases occur throughout the year. Because many medicines used to treat cold and flu have a combination of ingredients, carefully check the labels of all medicines you intend to give your child to make sure that they do not contain aspirin or salicylate.

Most moderate or low fevers (under 101 degrees) do not require any treatment. If the child is uncomfortable, non-drug treatments such as cool sponge baths, drinking cool liquids, and wearing light clothing should be tried first. Prolonged or high fever requires consultation with a nurse or physician..

Because of the above warning, aspirin will no longer be available to students in the West Boylston School District

B. STUDENT HEALTH

The Massachusetts Department of Public Health, promulgates laws/regulations, guidelines and mandates in the areas of:

- student immunization needs for school attendance
- physical examinations
- identification
- control and treatment of communicable diseases
- school nurse/school health services

Students must be immunized according to Chapter 76, Section 15 of the Massachusetts General Laws and have a physical exam every three to five years on file in their school record in order to attend school. Physical examinations are required annually for students planning to participate in competitive athletics.

A physical examination of any pupil(s) attending or proposing to attend West Boylston Middle/High School may be required, at the discretion of the superintendent, principal, or school nurse. Such examination is in the interest of protecting the health of other pupils or the staff attending the school or when a child's performance in school appears to be impaired by illness or other physical problems. The pupil shall submit to such examination by a physician designed or approved by the District School Committee without unreasonable delay, and a copy of the report of such examination shall be forwarded to the superintendent. Parents shall be advised of any disease, defect, or disability requiring treatment. As an alternative, students who are over the age of 18 and/or parents may arrange for an examination by a physician of their choice, at their expense. If the superintendent shall deem it necessary for the protection and health of other pupils, such pupil may be excluded pending the report of the physical examination.

C. INSURANCE

The School District has made arrangements to provide an insurance policy for students so that coverage will be available in case of accident or injury. There are two basic options available. The first option will provide excess coverage insurance in case of accident or illness during the school day. The second option will provide coverage on a 24-hour basis. A family's hospitalization and health policy will provide primary coverage with school insurance covering certain costs over and above those covered by the family policy. Because of the very low cost, all students are encouraged to purchase insurance.

In all cases of accident or injury, students should be sure that the accident form has been filed with the school nurse. Students who have purchased insurance may obtain claim forms in the nurse's office. The forms are then forwarded to the insurance company for processing. All claims must be initiated within thirty days of an accident.

NURSE'S OFFICE

The primary role of the school nurse is to support student learning. The nurse accomplishes this by implementing strategies that promote student and staff health and safety. The school nurse will assess and evaluate student health care needs during the school day. Students who are ill and wish to visit the nurse must obtain permission and a pass from the teacher. If the nurse is unavailable, the student is to report to the office.

(The nurse's office is located just beyond and to the left of the cafeteria.) The school nurse is also responsible for providing mandated screenings and keeping individual student health records up-to-date, in accordance with the Massachusetts' General Laws and the Massachusetts Department of Public Health (MDPH).

In addition, the nurse will:

1. Coordinate health services with health education and other components of the total education program.
2. Respond to, and refer as necessary, encountered health problems such as:
 - a. Frequent absenteeism
 - b. Child neglect and abuse

- c. Drug use and abuse
 - d. Nutritional needs
 - e. Injuries, illnesses, or allergies
3. Provide selected health services for school personnel, as necessary.
 4. Conduct research and evaluate school health services, as necessary.
 5. Give individual personal hygiene and health instruction for the specific needs of each child, when necessary.

IMPORTANT MEDICAL INFORMATION

1. Parents are requested to notify the school nurse of any health issues or changes that may impact the student's school day.
2. **IMMUNIZATIONS** must be kept up-to-date according to the MDPH regulations. If the student's immunizations are outdated, the nurse will notify the parent/guardian. An adequate amount of time will be allowed to obtain acquired immunization(s).
3. **A COMPLETE PHYSICAL EXAM**, by the student's Primary Care Physician, is required 6-months prior to 6-months after entering grades 7 & 10. Parents will receive notification. The completed physical form must be submitted to the school nurse and will become a permanent part of the student's health file.
4. **SPORTS PHYSICALS** remain in effect for 13 months from the date of the last physical. Athletes may not participate if their physical is not up-to-date. This physical must be submitted to the school nurse and it will become part of the permanent health file. The Athletic Director will be notified of its acceptance.
The School Physician is scheduled prior to the end of each school year to conduct sports physicals. It is strongly recommended that every student receive a complete physical by their own Primary Care Provider.
5. **SCREENING PROGRAMS** will be conducted as mandated by the MDPH. These screenings include hearing and vision screenings, postural screenings for grades 6-9, and height and weight. These will be conducted throughout the school year.
6. **EMERGENCY SITUATIONS** – In an emergency situation, the nurse will contact the local Emergency Medical Service, as needed. Every attempt will be made to contact the parent/guardians listed on the emergency forms. Any student receiving the administration of an Epipen for an acute allergic reaction will be taken by ambulance to the emergency room.
7. **EMERGENCY FORMS** – Student emergency forms must be completed and returned to the school nurse ASAP. Parents will be contacted by the phone numbers that are listed on these forms. Please provide updated information on address and phone number changes (including cell phone numbers). The nurse has the right to dismiss a student, as needed, based on her assessment.
8. **ADMINISTRATION OF MEDICATIONS** – On the back of the emergency form is an area for consent for the administration of three "over the counter" medications. Students may not receive medication without a parent signature. The nurse maintains the right as to when to administer medication, based on her assessment or doctor's orders.
9. **HEALTH RECORD** – When a student transfers to another school, the health record is transferred to the attending school nurse. Parents must sign a release to have these records transferred. Students transferring into this school must have health records sent from the previous school nurse. Students may be denied entrance if health records are not received or are not up-to-date.

MEDICATIONS

Every attempt should be made to take all medications (prescriptions or over-the-counter) at home.

The following guidelines must be adhered to for students required to take medications during school:

1. **No student may carry medications in school at any time, unless approved by the school nurse.** All medications, whether prescription or over-the-counter must be in the custody of the nurse. Only with the nurse's approval may medications be carried by students in school. At the end of the school year, it is the parent's responsibility to transport all medications from school to home. Medications left in the nurse's office will be properly disposed of. All medication consent forms are to be renewed at the start of each school year. No medications will be administered without proper procedure. All forms are available in the nurse's office
2. **Epipen & Inhaler**
In order for a student to carry an Epipen or inhaler, specific guidelines must be written by their physician and approved by the nurse. At no time should a student use another student's medication. In instances of psychotropic drugs, reference shall be made to Chapter 71, section 54B of the General Laws.
3. **Prescription Medication**
Prescription medications must be in the original prescription bottle, with the prescription label intact. Prescription medication administration consent forms must be signed by the parent and prescribing physician.
4. **Over-the-Counter Medications**
If necessary, over-the-counter medications may be administered during the school day, by the school nurse. The medication must be in the factory sealed container and the nurse must have a consent form signed by the parent.

5. **Medication Transportation**

Medications are to be transported to and from school by a parent. In circumstances when a parent is unable to transport medications, the parent may contact the nurse to make other arrangements.

6. The school nurse will keep prescription medication in a locked cabinet and keep a record of administration.

7. Parents are to assume the responsibility of contacting the nurse with changes in medication(s) or student's health.

8. The school district retains the discretion to reject requests for administration of any medicine.

PHYSICAL EDUCATION (Grades 6-8)

Physical Education for grades 6, 7 and 8 provides the students with instruction in team and individual activities and skills. Each student will learn about physical fitness and the transfer of these skills to athletic, leisure time, and adult life activities.

The regulations of the Commonwealth of Massachusetts and West Boylston graduation requirements mandate that every student participate in physical education. A student is excused from participation in physical education only by a written note from the student's physician delivered to the student's guidance counselor. Daily excuses from physical education require a note from a parent/guardian or the school nurse and should be delivered to the instructor. Students who miss a class will be expected to make up the class at the teacher's direction. Physical education classes are coeducational. In cases where a student fails to have proper attire for class or in any other way cannot participate, the student will be subject to disciplinary action. Students will be evaluated four times a semester. The marks will be based on: participation, attitude, ability, performance, improvement and proper attire. The classes are grouped by age.

PHYSICAL EDUCATION (Grades 9-12)

Physical education in grades 9 through 12 emphasizes individual and recreational activities that provide a carry-over value after High School. Physical fitness is stressed through exercise programs, weight training, and cardiovascular units. **All high school students must also participate in physical education and/or health each year in grades 9-12 per state and federal guidelines.**

The regulations of the Commonwealth of Massachusetts and West Boylston graduation requirements mandate that every student participate in physical education. A student is excused from participation in physical education only by a written note from the student's physician delivered to the student's guidance counselor. Daily excuses from physical education require a note from a parent/guardian or the school nurse and should be delivered to the instructor. Students who miss a class will be expected to make-up the class at the teacher's discretion. Physical education classes are coeducational. In cases where a student fails to have proper attire for class or in any other way cannot participate, such student will be subject to disciplinary action. Students will be evaluated four times a semester. The marks will be based on: participation, attitude, improvement and proper attire.

SAT - SCHOLASTIC APTITUDE & ACHIEVEMENT TESTS

(College Board Entrance Examinations)

Students should plan to take the SAT Reasoning Test in May of your junior year and the appropriate Subject Tests in May or June. Most colleges require the SAT Reasoning Tests. Students may repeat the SAT Reasoning Tests in October, November and/or December of their senior year if they feel they can improve their score. All scores from previous tests will appear on the report, but most colleges will consider the highest score. Student's benefit from courses designed to prepare students for the SAT's. Talk to the counselors about programs available.

In addition, many selective colleges require SAT Subject Tests, which measures knowledge in specific subject areas. Students should check individual colleges for testing requirements. SAT Subject Tests should be taken as soon after the course is completed as possible. (The June timing is essential for Early Decision candidates to discuss these decisions with counselors.)

The SAT Reasoning Test may not be taken on the same date as the SAT Subject Test. The guidance department has information on these dates, procedures, and registration deadlines, as well as application forms and helpful College Board publications. Results of both tests will be sent to students within four to six weeks and are available on line.

The High School CEEB Code for West Boylston High School is 222307.

SAT PREP COURSE

West Boylston has implemented an SAT Prep Course to ensure the best results possible for all students. The course runs the entire second semester of junior year leading up to the June testing date. While there is no guarantee that all students will be successful, it is our hope that by being familiar with the test and going over the various types of questions, students will be competitive. This is not a required course and there is some cost to the student. Additional programs like Kaplan or Princeton Review courses may be of further assistance.

SCHOOL RECORDS

Under both state and federal laws, parents and students have rights related to school records including the right to access records and the right to confidentiality of records. The Massachusetts Department of Education has adopted regulations pertaining to student records (M.G.L., Chapter 71 & 34E and 603 CMR 23.00). These regulations apply to all public elementary and secondary schools. They have been designed to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school administration and staff in their duties for the maintenance of the student records. The West Boylston Public Schools complies with all state and federal statutes and regulations regarding student records and has adopted School Committee Policy in this regard. Divorced or legally separated parents who do not have physical custody of their child, must meet certain criteria before being allowed access to their child's records and school information pursuant to M.G.L. Chapter 71, 34H. The student record may be forwarded to a school to which the student is transferring without student or parent consent.

When records are requested and transferred, parents will be notified. The parent may notify the school that he/she does not wish the student record to be forwarded to a school to which the student is transferring without prior consent. Such requests should be addressed in writing to the Principal. Student records are routinely available to students as they graduate.

SENIOR YEAR/COLLEGE APPLICATION PROCESS

1. COUNSELOR CONTACT

Senior interviews should be scheduled in the fall. The student should review all the records to be sent to the colleges selected. During this interview, the guidance counselor should verify that the colleges selected are appropriate, the records are correct and use them to analyze strengths and weaknesses to determine if you are aiming for the right colleges. An unofficial transcript can be obtained to take to college interviews. Parents are welcome to participate in this discussion.

2. COLLEGE VISITS, INTERVIEWS, & POLICY

You should try to visit as many of the potential colleges as you can. Call the admissions office and make an appointment for an interview and a campus tour. Do this during the summer of your junior year as arrangements may take one or two months. Colleges do not interview on Saturday afternoons and Sundays, and often give only group interviews on Saturday mornings in the fall. "Dress up!" Admissions people will know that their college is important to you. While on campus, take the student/guide tour; visit the snack bar and talk to students; sit in on classes (advance arrangements necessary); look at the yearbooks while waiting for the interview; and pick up copies of the student newspaper and other literature.

Many colleges offer prospective students the opportunity to stay overnight in the student dorms and breakfast in the dining hall. Be sure to ask, when you call or write, to schedule an interview. During the interview, just remember to be honest, be yourself, and relax! The interviewer is trying to help you show your best qualities, not show you up; there are no trick questions. It is very helpful to bring copies of your test scores, a list of co-curricular activities, and the unofficial transcript of grades. These will give the interviewer the opportunity to ask questions that you will be comfortable answering.

Be prepared with a list of intelligent questions about the college and its programs, but show that you have done your homework by being familiar with the basic information. Most colleges will continue to interview throughout early February, but it is best to do it early so that you will know which colleges you want to apply to. As a general rule, the larger the school, the less important the interview is to the admissions decision. However, competitive schools do place a great deal of emphasis on the personal interview.

3. TRANSCRIPTS

Due to the number of transcripts processed by the guidance counselors, students must submit this request at least two weeks in advance of any deadlines. The transcript of courses includes semester grades, credits beginning in ninth grade, class rank and GPA from grades 9-12. Officially signed and sealed transcripts must be mailed from West Boylston directly to the school or college. All transcripts hand-carried by students and/or parents are considered "unofficial" and are stamped accordingly.

4. COLLEGE BOARD SCORES SAT/ACT

Students must request the College Board or ACT to send test scores to the individual colleges. Four reports will be automatically sent to the schools designated on each test application form. For the other colleges on list, use the Additional Report Request form sent with the application material, or obtain one from counselor for an additional fee. The College Board also has a Rush Report service, whereby they guarantee to mail out scores within one week of receiving requests.

5. APPLICATION FORMS

Fill out your application forms to the colleges carefully, and remember that they are all different. Follow the instructions to the letter: pay close attention to the different time deadlines; and keep records of what has been sent to whom. The essays at colleges are considered one of the most important parts of the application procedure. Don't put it off until the night before the deadline. Write it, revise it, and be very certain that your spelling, punctuation, and grammar are correct. The essay question is often a variation on the "tell us about yourself" theme. In response, you should choose one experience or aspect of your life that is interesting and helps to set you apart from the other applicants (a hobby, a job, your relationship with another person, a trip, a career goal, a particular talent and how you use it, etc.). How you write is almost as important as what you write. Let your personality show through; that's what interests the colleges. Many applications will ask for your

proposed major. Your selection should be backed up by the courses you have taken in high school. However, if you are sincerely debating between an extremely popular major (i.e., business administration), and an obscure liberal arts major, it might be advantageous to state the latter. In most colleges, some departments are less competitive than others. Discuss strategies with your counselor early.

6. **RECOMMENDATIONS**

Many colleges request one or two teacher recommendations, frequently from an English teacher. Some colleges will supply forms for this. If you are applying to a number of colleges, don't ask the teacher to fill out six different forms. One letter, which can be duplicated, will be acceptable. Ask the teacher to send the original to the guidance office in case you decide to apply to additional colleges later. It is sometimes helpful to send recommendations to other people, such as alumni who are relatives or know you well, or a person who can describe some particular talent you possess (music teacher, employer, coach, etc.). However, don't overdo it. Here again, discuss strategies with your counselor.

7. **ADDITIONAL INFORMATION**

Newspaper clippings and samples of your work may also be sent. As one admissions officer put it, "As long as each piece of information tells us something we would not otherwise know about you, send it."

8. **APPLICATION FEE** - This fee may be paid online.

9. **MID-YEAR & FINAL GRADES**

Most four-year colleges require mid-year grades. Some schools include mid-year grade request forms with their application package. Turn these into the guidance office when you turn in your completed application. If no form is supplied, the guidance office has forms for the schools you want to receive your mid-year grades. It is your responsibility to complete these forms. Mid-year grades are usually sent out in February. Final, end-of-the-year grades will need to be sent to the college you are planning to attend.

10. **COLLEGE ADMISSION POLICIES**

Many colleges have a rolling admissions policy which means they will act on each application as soon as all required materials are received. The more competitive colleges adhere to the candidates reply date and will inform you of their decisions between April 1 and 15. You will have to let these colleges know your decision by May 1. Once you have accepted an offer of admission you should also respond in writing to offers of admission you will not accept. If you have been placed on a waiting list, you should not count on getting in. Send a deposit off to your second choice and be prepared to forfeit it if the first college does find room for you.

a. Early Decision is a special application process for top students who are certain of the one school they most want to attend. Such students should pay attention to application deadlines and have their senior interview with their counselor before the end of September. Some schools offer modified versions of early decision opportunities.

b. Early Action (non-binding)

11. **FINANCIAL AID**

You and your parents should begin to investigate financial aid opportunities during your junior year in order to become familiar with application procedures, types of financial aid, and your eligibility status.

The guidance office furnishes continuous financial aid information. An evening financial aid workshop for you and your parents is held in November. Both juniors and seniors are encouraged to attend.

The Guidance Office coordinates the local scholarship program on the Family Connection. Applications are available in the guidance office.

SCHOOLS THAT RECENT GRADUATES HAVE BEEN ACCEPTED TO

For a complete list of colleges and universities that have accepted students from West Boylston, please visit our guidance office or call (508) 835-4475, ext. 123

SPECIAL EDUCATION SERVICES

ELIGIBILITY FOR SERVICES

The West Boylston Public Schools offers a continuum of special education programs and services from preschool through high school for students with disabilities who are eligible under state and federal regulations. Before services can be provided, a student must have a team evaluation consisting of comprehensive, multi-source assessments to determine if he/she has a disability as defined by Massachusetts Special Education Law (M.G.L. Chapter 71B, Regulation 603 CMR 28.00) and the Federal Law: Individuals with Disabilities Education Act of 2004 (IDEA 97) (P.L. 108-146, Regulation 34 CFR 300).

Upon completion of the evaluation, the evaluation team must answer the following questions:

1. Does the student have a disability? If so, what type of disability?
2. Is the student making effective progress in school? If not, is the lack of progress a result of the student's disability?

3. Does the student require specially designed instruction in order to make effective progress in school or does the student require related services (examples: counseling, occupational therapy, physical therapy, speech and language therapy, nursing, transportation, etc.) in order to access and make progress in the general curriculum.

The West Boylston Public School continuum of special education programs include the following:

1. **Inclusion: In-Class Support** - offered to students attending regular education classes. The classroom teacher presents the content material and implements accommodations and/or modifications as prescribed by the student's Individual Education Plan (IEP). This is done in consultation with a special education teacher/inclusion specialist and may also include additional support staff within the classroom setting.
2. **Academic Support Classes** - Academic Support classes are presented in individual or small group settings. Course content is based on individual student needs which may include remediation of specific learning challenges, development of organizational and study skills and instructional support for regular curriculum framework academic subjects. Academic Support is offered in a resource room setting and students who are enrolled earn credits and grades which may be modified.
3. **Small Group Instruction** – Students attend a small group academic class presented by Special Education staff. Course content may parallel the regular education class curriculum or may be created to address specific student need. Reduced size allows for the individualization necessary for success.
4. **Individualized Instruction** – Any student on an IEP may need to receive instruction on an individual basis in any area deemed necessary by the team evaluation. In this service area, the course content and the approach can be tailored to the student's learning profile. The setting would be outside of both regular education and small group instruction.
5. **Self-contained Life Skills Instruction** is available for students who require individual and small group instruction in functional, environmental academics including independent living skills, community skills, prevocational and vocational training, self-help skills and social problem solving. The curriculum is both in-school and community based and affords students the opportunity to experience a combined functional and inclusionary program, which is creative, developmental and flexible to changing academic and social needs.

PARENT'S RIGHTS BROCHURE

A special education Parent's Rights Brochure "Notice of Procedural Safeguards" is available from the Special Education Office, 508-835-3391. This brochure is also available in a number of different languages at the Massachusetts Department of Education website: www.doe.mass.edu/sped/prb/. The Office of the Administrator of Special Education can assist you in obtaining this publication in an appropriate language upon request

REFERRAL FOR SPECIAL EDUCATION EVALUATION

If a disability is suspected, a referral can be made for an evaluation under special education. Anyone can refer a child for an evaluation. To make the referral, it will be necessary to describe the presenting concern(s) and what has already been implemented to address the problem.

The referral will lead to an evaluation that can result in one of three findings:

1. A special education plan (Individual Education Program or IEP) is needed and will be written to address the identified learning challenges. Parents will be actively involved in the development of the IEP as equal members of the Team. The IEP will also include transition services and transition related course work for all students at age fifteen.
2. Accommodations to the general education program are needed instead of a special education plan, and a Section 504 Plan will be written to address the needed modifications.
3. There is no evidence of a need for specialized instruction or a need for any accommodations within the regular education program and the student should access regular education supports.

The West Boylston Public Schools are required to provide the student's parents an opportunity to consult with the Administrator of Special Education or his/her designee (e.g., Program Coordinator, Evaluation Team Liaison) regarding the evaluators who will be used by the district to conduct the assessments comprising the team evaluation, including the initial evaluation to determine eligibility and any subsequent reevaluations. This requirement may be met by meeting with the parent prior to an evaluation or by incorporating information on this consultation opportunity in the notice sent to the parents when the district is requesting permission to conduct an evaluation. The intent of this requirement is to allow the parent to be involved in planning the evaluation conducted by the district, so as to maximize parental satisfaction with the evaluation procedures and results.

Additional Information about Section 504 of the Rehabilitation Act of 1973 is contained in on the next page.

If you have any questions about special education regulations, evaluations and the above program options, please feel free to call the Administrator of Special Education at 508-835-3391.

Parents may also contact their child's principal or guidance counselor if they believe their child has a special need that necessitates an evaluation.

SECTION 504 OF THE REHABILITATION ACT OF 1973

WHAT THE LAW SAYS:

No otherwise qualified handicapped individual...shall, solely by reason of his/her handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

1. **OVERVIEW:** Section 504 is a federal statute that prohibits discrimination based upon a disability. All public and private institutions receiving federal funds are mandated to follow 504 regulations.
Section 504 covers eligible students, employees and other individuals with disabilities for reasonable accommodations that enable them to learn or work. A team acquainted with the person determines whether he or she meets eligibility criteria.
The following is the definition of a disability under Section 504. A person may be considered disabled under the definition of Section 504 if the individual:
 - a. has a mental or physical impairment which substantially limits one or more of such person's major life activities. Major life activities include functions such as: caring for one's self, walking, seeing, speaking, learning, performing manual tasks, hearing, breathing, and working. When a condition does not substantially limit a major life activity, the individual does not qualify for services under Section 504.
 - b. has a record of such impairment; or
 - c. is regarded as having such impairment.

Both Section 504 and federal and state special education regulations require notice to the parent or guardian with respect to referral, identification, evaluation, placement and review. Under Section 504, evaluations are required. An evaluation draws on information from a variety of sources in the area of concern. Decisions are made by a group knowledgeable about the student, evaluation data, and placement options. A 504 requires written parental notice and consent for evaluations, periodic re-evaluations, and re-evaluation for any significant change in placement.

IDEA and 71B require a full comprehensive evaluation assessing all areas related to the suspected disability. The student is evaluated by a multidisciplinary team. Consent is required before the evaluation is conducted. Re-evaluations are conducted at least every 3 years. A re-evaluation is not required before a significant change in placement. Additional advocacy is available at the Federation for Children with Special Needs.

The district's Administrator of Special Education and Student Services is the designated 504 Compliance Officer. You may contact the Office of the Administration at 508-835-2917.

ENFORCEMENT: Section 504 is enforced by the United States Office for Civil Rights.

Regional Offices are located at:

Office for Civil Rights, Region I
U.S. Department of Education
J.W. McCormack Post Office and Courthouse
Room 222, 01-0061
Boston, MA 02109-4557
Tel: (617) 223-9662 ~ TDD (617) 223-9695

Many disputes involving Section 504 may also be resolved through:

Massachusetts Department of Education
Bureau of Special Education Appeals
350 Main Street
Malden, MA 02148
Tel: (781) 338-6444

STANDARDIZED TESTING PROGRAMS

A number of tests are administered to students at different grade levels for the purposes of curriculum assessment; college admissions; placement purposes; determination of individual academic potential, growth, and remediation; and career counseling. These tests include:

1. **MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM (MCAS)**

State-mandated exams are given as scheduled by the Department of Education. Exams focus on specific curriculum areas: English, Language Arts, Math, Science and Technology, and History and Social Studies. All students are required to pass the English and Math MCAS tests in order to receive a diploma.

2. PSAT (Preliminary Scholastic Aptitude Test)

The PSAT is offered to both sophomores and juniors on a Wednesday in the fall. Juniors must take the PSAT to be eligible for the National Merit

Scholarship Qualifying Test (NMSQT). Sophomores are encouraged to take the PSAT as a practice for the SAT.

3. ACT (American College Test)

The ACT is a college entrance exam (an alternative to the SAT I). The ACT assessment is an achievement test designed to assess a student's general educational development. The test covers four skill areas: English, math, reading, and science reasoning. Applications are available in the guidance office or online.

4. AP – (Advanced Placement)

AP classes are college level courses taken at the high school level using college level tests. AP classes are intended for students who have attained advanced reading and writing skills and are ready to assume much of the responsibility for their own learning. Students taking AP classes are required to take an AP exam in May.

5. SAT (Scholastic Aptitude Test)

a. SAT I - The SAT I is a college entrance exam. Students generally take the SAT I at the end of their junior year of high school. West Boylston Middle/High School is NOT a test site center. Applications are available in the guidance office or online.

b. SAT II (Subject Area Achievement Tests) - Many colleges require SAT II's in addition to SAT I or ACT. Students should take SAT II (subject tests) as soon after the completion of a subject as is possible. Applications are available in the guidance office or online. A student may register to take up to 3 subject area tests during each test administration.

STUDENT RECORDS

The State Board of Education has adopted Regulations Pertaining to Student Records. The development of these regulations which have the force of law, was mandated by Massachusetts General Laws, Chapter 71, Section 34D. The regulations adopted in 1975 and amended in 1995, apply to all public, elementary, and secondary schools. (They also apply to private schools which have State approval, to provide special education services under Massachusetts General Laws, Chapter 71B, the Special Education Act. They are designed "to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records" and to assist school authorities in their responsibilities for the maintenance of student records. The regulations apply to all information kept by a school committee on a student in a manner such that he or she may be individually identified. The regulations divide the record into two sections: the transcript, and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress and to operate the educational system. The information includes name, address and phone number (of student and parent or guardian), birthdate, course titles, grades, course credits, grade level completed, and the year completed. The transcript is kept by the school system for at least sixty years after the student leaves the system. The temporary record contains the majority of the information maintained by the school about the student. This may include such things as standardized test results, school health records, class rank, school-sponsored extracurricular activities, evaluations and comments by teachers, counselors, and other persons; as well as other similar information. The temporary record is destroyed within 30 days after the student leaves the school system.

A. INSPECTION OF RECORD

A custodial parent, or a student who has entered the ninth grade, or is at least fourteen years old, has the right to inspect all portions of the student record upon request. The record must be made available to the custodial parent or student no later than ten days after the request, unless the parent or student consents to a delay. Non-custodial parents have the right to obtain access to the student record, subject to certain conditions and limitations listed below.

The parent and student have the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating the materials.

Finally, the parent and student may request to have parts of the record interpreted by a qualified professional of the school, or may invite anyone else of their choosing to inspect or interpret the record with them.

B. CONFIDENTIALITY OF THE RECORD

With a few exceptions, no individual or organizations but the parents, student, and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent or the student.

C. RIGHTS OF PARENTS WITH NO PHYSICAL CUSTODY

It is necessary for divorced parents to submit a copy of the custody agreement or order so that the school system may identify which of the parents has physical custody of a child, then the non-custodial parent will not be allowed to access the records of his/her child unless the parent has submitted three documents to the Principal.

1. A written request submitted annually to the Principal to access the records of his/her child stating that the parent is entitled to unsupervised visitation with the student and is eligible to obtain access to the records;
2. A certified copy of the probate court order or judgment which must indicate that the parent has not been denied legal custody based on a threat to the safety of the student or to the custodial parent, and is entitled to unsupervised visitation with the child, or a certified order of the probate court which specifically orders the parent receive records of the child.
3. An affidavit of the non-custodial parent that no temporary or permanent protective order is in effect restricting access to the custodial parent or any child in the custodial parent's custody.

After the school system receives these documents, the school can allow the non-custodial parent to have access to the child's records only after the school has notified the custodial parent and twenty-one days have elapsed from this notification. During the twenty-one day period, the custodial parent can obtain a court order restricting access to the child's records or can submit a copy of any outstanding protective orders. If such orders are provided to the school system, then the school cannot release records unless the order specifically allows such release. Student records are sent to the address provided as the child's residence. In cases of divorced/separated parents, records will be sent to noncustodial parents only with the approval of the custodial parent, or as otherwise required by applicable law, regulation, or court order.

D. AMENDMENT OF RECORD

The Parent and student have the right to add relevant comments, information, data, or other written materials to the student record. In addition, the parent and student have the right to request that information in the record, except for certain special education material, be amended or deleted. The parent and student have a right to a conference with the school principal, or his/her designee, to make their objections known. Within a week after the conference, the Principal must render a decision in writing. If the parent and student are not satisfied with the decision, the regulations contain provisions through which a decision may appeal to higher authorities in the school system.

E. DESTRUCTION OF STUDENT RECORDS

This is to inform you of the eventual destruction of student records, which are maintained by the school system. The records, which are described below, contain significant information which may be of importance. Because of this, you have the opportunity to examine and receive copies of any or all of the records prior to their destruction.

In accordance with Department of Education regulations, different parts of the record will be destroyed at two points in the future. The majority of the information will be destroyed within thirty days of your graduation, transfer, or withdrawal from High School. Specifically, the information to be destroyed within thirty days from your graduation, transfer, or withdrawal includes:

- o results of standardized tests, including the college board, and personality tests
- o record of school-sponsored extracurricular activities
- o evaluations and reports by teachers, counselors, and others
- o attendance date
- o school health record
- o all other information not listed below

F. THE FOLLOWING INFORMATION MAY BE DESTROYED ONLY AFTER SIXTY YEARS :

- ✓ identifying information regarding student and parent, or guardian;
- ✓ course titles, grades received, and course credits;
- ✓ grade level completed and year completed.

You have the right to examine and receive a copy of any or all of the above information at any time prior to its destruction. If you have any questions, please contact the building Principal.

WORK PERMITS

The High School Office will issue, at no charge, a work permit to any student, fourteen through seventeen years of age, who has been promised employment. Students fourteen and fifteen must also obtain a physician's certificate of good health. Additional information and forms may be obtained from the Superintendent's Office.

STUDENT ACTIVITIES & ATHLETICS

ACADEMIC RECOGNITION ORGANIZATIONS

INTERNATIONAL THESPIAN SOCIETY

The International Thespian Society is the honorary theater organization for students in high school. Thespians receive the highest recognition due those who have demonstrated commitment and excellence in their school's theater program: membership in the world's largest theater honor society. Thespian membership encourages students to practice their craft and to grow as human beings. The skills that students learn from a quality theater arts education are: creativity, self-confidence, leadership, communication, interpersonal skills, as well as specific theater skills that will benefit them throughout their lives. West Boylston Middle/High School received its charter as International Thespian Troupe #6514 on November 11, 2002.

QUALIFICATIONS FOR MEMBERSHIP

Students qualify by earning points for their work in theater arts. One point is equal to ten hours of excellent theater work. In order to be eligible for membership, a student must have obtained a minimum of ten points. These points must be earned in a minimum of two productions at the school. In addition, Troupe #6514 members must be in good standing academically, have excellent character, and be approved by the faculty of West Boylston Middle/High School.

NATIONAL ART HONOR SOCIETY

The purpose of the chapter shall be to:

1. Insure and recognize those students who have shown outstanding ability in art.
2. foster excellence and a dedicated spirit to the pursuit of art.
3. further creative abilities and talents of the Society's members, as well as the school's entire student art enrollment.
4. aid members in working toward the attainment of their highest potential in an art area.
5. bring art to the attention of the school and community.
6. increase an awareness of art in relation to other areas of the school curriculum.
7. further aesthetic awareness in all aspects of the school's total program.

QUALIFICATIONS FOR MEMBERSHIP

- Section I: Membership in this chapter shall be based upon art scholarship, service and character.
- Section 2: To be eligible for selection to membership in this chapter, the candidate must have been in attendance for a period equivalent to one semester of art in this school.
- Section 3: Candidates eligible for selection to this chapter must be senior high school students (sophomore, junior and senior students only), and shall have a minimum art scholarship average of 90.
- Section 4: Members may remain on the society roster during such time when there is not art on their class schedule for a period equivalent to one year. This student shall be classified as inactive. At the end of an equivalent of one year, members shall either retain active status by enrolling in an art course or shall be automatically dropped from the roster. To regain active status at this point, a student must be reconsidered under Membership: Section 2.
- Section 5: Student membership may be jeopardized by a student's lack of attendance and participation at meetings and events or a drop in grades. The chapter council may review a student's lack of participation with the student in an effort to address this issue.

NATIONAL FRENCH HONOR SOCIETY

The Societe Honoraire de Francais recognizes outstanding scholarship in the study of the French language. The aim of this organization is to stimulate interest in the study of French, to promote high standards of scholarship, to reward scholastic achievements, to create enthusiasm for and an understanding of Francophone culture and civilization, to promote and perpetuate international friendship, and to reward efforts toward furthering solidarity in the French-speaking world.

QUALIFICATIONS FOR MEMBERSHIP

Membership is based on scholarship in general and scholarship in French in particular, leadership in French activities and interest, either in a group or as an individual. According to the national constitution, members must have maintained an A average in French during the semester of selection, as well as an averaged cumulative grade of A- for all French work awarded secondary school credit.

Members must have maintained a B average or higher in all other subjects during the semester of selection and no less than a B- in any high school course

NATIONAL HONOR SOCIETY - Senior High

Students may be invited to join the National Honor Society in the spring of either their sophomore, junior, or senior year. Candidates for National Honor Society are considered on the basis of scholarship, leadership, service, and character. A cumulative total grade point average of 3.95 or higher is required for consideration. Students are notified of eligibility for National Honor Society, apply, and are then selected by the Faculty Selection Committee. The National Honor Society Constitution and the selection procedures are on file with the National Honor Society advisor. The selection procedures require that excellence be exhibited in all of the following criteria:

- ❖ **CHARACTER** - A student's character is determined by his/her demonstration of respect, responsibility, trustworthiness, fairness, caring, and citizenship. The student who consistently exemplifies these qualities of behavior is a strong candidate for membership.
- ❖ **LEADERSHIP** – The demonstration of leadership is necessary for membership selection. A student's leadership capabilities can be judged through offices a student has held in school or community organizations, a student's ability to exercise a position of influence on peers, or the student's ability to contribute ideas to improve school and community.
- ❖ **SERVICE** – Service is considered to be those actions undertaken by the student which are done with or on behalf of others without any direct financial or material compensation to the individual, such as volunteer work in one's church or outside organization. The contributions the candidate has made to his/her school, classmates, as well as to his/her community are all considered.
- ❖ **SCHOLARSHIP** – A student must receive a cumulative average of 3.95 or higher to qualify for membership in the NHS. Once a student has met that standard, the process of membership selection can begin.
A National Honor Society member being considered for dismissal is entitled to a hearing before the faculty council.

NATIONAL SPANISH HONOR SOCIETY

The Sociedad Honoraria Hispánica, sponsored by the American Association of Teachers of Spanish and Portuguese, was formally organized in 1953. Our local chapter, La Giralda, was established in 2006. The purpose of the Sociedad Honoraria Hispanica is to recognize student achievement in Spanish and to promote a continuity of interest in Hispanic Studies. SHH is an honor society for students with high academic achievement both in general and scholarship in Spanish in particular.

QUALIFICATIONS FOR MEMBERSHIP

Membership in this chapter is based on scholarship and general character. Candidates for membership shall be chosen from those students presently enrolled in an honors Spanish course who meet the following criteria:

1. Students must be of excellent character, exhibit a good attitude toward teachers and fellow students, and be cooperative and helpful.
2. Students must be a sophomore, junior, or senior enrolled in Spanish 3 Honors or above and have completed at least 3 semesters of Spanish.
3. Transfer students must have spent at least one full semester enrolled in Spanish at West Boylston High before becoming eligible.
4. Students must have an A- average in all of their Spanish classes and receive a recommendation from their Spanish teacher. They must maintain a "B" overall average in their other coursework.
5. Students must be willing to contribute service to the school and community.
6. If a student discontinues Spanish at any time after induction into the Society, he/she relinquishes membership.

TRI-M MUSIC HONOR SOCIETY

The Tri-M Music Honor Society was developed to motivate students, recognize their efforts, and honor their accomplishments. It shall be the purpose of the Tri-M Music Honor Society to give its chapters the opportunity to:

1. provide an appropriate method of recognizing musical achievement;
2. strengthen school music programs;
3. help students reach their full musical potential
4. motivate and recognize students' musical and personal achievement beyond the incentives of credits and grades;
5. encourage instrumental and vocal students to work together toward common goals;
6. present an inspiration and challenge to music students; and
7. focus public attention on school music programs throughout communities.

QUALIFICATIONS FOR MEMBERSHIP

Candidates for student membership shall be chosen from those students enrolled in their school's music department who, at the time of their selection, meet the following requirements: they must have enrolled in a school-sponsored music ensemble and/or in a class for at least one semester; they must be of excellent character, exhibit a good attitude toward teachers and fellow students, and be cooperative and helpful in their classes and school; and they must have maintained for the previous semester at least an A- grade or equivalent in music, with at least a B average grade or equivalent in other academic subjects.

ASSIGNMENTS FOR CANDIDATES

Candidates who accept membership are required to fulfill one of the following assignments as chosen on the "Acceptance for Tri-M Membership Form." Perform an approved vocal or instrumental solo, duet, or in a larger ensemble before fellow chapter members; or prepare an oral or written report on a musical topic in lieu of a performance.

CONTINUING STUDENT MEMBERSHIP (QUALIFICATIONS)

All continuing student members of the Tri-M Music Honor Society must meet the following requirement:

1. they must be registered with the Tri-M Music Honor Society office each year as a continuing member of their chapter by paying the continuing membership fee;
2. they must continue participation in a regularly scheduled performing group in their school's music department; and
3. they must maintain the requirements for new student membership. Students may remain on the society register when they do not have a music class on their schedule for the period of one year. At the end of one year, students shall either retain active status by enrolling in a music class or they shall be automatically dropped from the roster.

ATHLETICS

PHILOSOPHY

The Interscholastic Athletic Program at West Boylston Middle/High School is an integral part of the total education offering at this school. While the name of the school is enhanced whenever the teams excel, by far the greatest rewards and satisfactions are derived by those who participate on our teams. Our basic goal is to maintain a high percentage of student involvement in the athletic program. Although all students are governed by rules and regulations that affect the entire student body, we expect that those students who are involved in the athletic program will willingly undertake certain obligations of self-discipline that transcend those of the other students. Because this is a voluntary program, only the student athlete can weigh the merits and benefits in relation to the added responsibilities. In fairness to teammates and coaches, the prospective athlete should make an early decision as to whether the added responsibilities of being on a school team can be met. Tryouts are open to all students, providing they are in good standing academically, are good school citizens and are physically fit to participate. Teams will be selected based upon each student's playing ability/skill level and each coach's respective expectation sheet. Athletics at the varsity level emphasize competition, while sub-varsity levels emphasize the participation of all students, instruction in playing skills and knowledge of the game. While each coach tries to get as many students involved as possible, coaches cannot guarantee playing time to all students.

ACADEMIC REQUIREMENTS FOR PARTICIPATION IN INTERSCHOLASTIC ATHLETICS

Student athletes who miss any part of the school day on the day of a game or a practice may not participate without permission of the Athletic Director or Principal. A student must secure, during the last marking period preceding the activity, a passing average in fifteen credits of prepared work (prepared work is defined as any subject or course, in which credit is allowed toward the High School diploma). Incomplete grades will be regarded as failures until all work is completed. Eligibility will be determined at the end of each marking period. The fourth marking period (end of school year) semester grade will determine the eligibility for the following September; i.e., Fall sports season. A student cannot, at any time, participate in interscholastic athletics or extracurricular activities unless that student is taking at least fifteen credits of prepared work for the semester. Academic eligibility of all students shall be determined after marks close and the principal has had the opportunity to evaluate the grades of students in jeopardy of failing. A student who repeats work for which he/she once received credit cannot count that subject a second time for eligibility. A student cannot count for eligibility any subject taken during the summer vacation unless that subject has been previously pursued and failed. Any student who is suspended (internal or external) or is assigned an after-school retention is ineligible to participate in interscholastic athletics or extracurricular activities during the suspension period or until the retention is served. If there is a question of eligibility because of interpretation of these regulations, the student is ineligible until a determination is made by the administration in consultation with the advisor/teacher and student involved.

ELIGIBILITY

In addition to the MIAA requirements for participation in interscholastic athletics and extracurricular activities, the student athlete must also meet the following criteria in order to represent the West Boylston Middle/High School:

1. A high school student must have passed 15 credits of prepared work from the previous marking period.
A middle school student must have passed 25 credits of prepared work from the previous marking period in order to be eligible.

The fourth marking period (end of school year) semester grade will determine eligibility for the following September; i.e., Fall sports season..

2. The scholastic eligibility of all students shall be considered as official and determined at the conclusion of the marking period.
3. Upon becoming a freshman, a student may participate in interscholastic athletics for eight (8) semesters only. Transfer students must abide by all MIAA rules. The principal of the school is charged with interpreting each situation as it occurs.
4. An incomplete grade is regarded as a failure until the incomplete work is made up.
5. A student who is nineteen years of age on the first day of September or after may compete during the remainder of that school year.
6. A student ruled out of a contest by a game official for fighting or unsportsmanlike conduct might not/shall not participate in the next regularly scheduled contest. A student ruled out of a contest twice in the same season shall be disqualified from further athletic participation in that sport for one year from the day of his/her second qualification. Repeated disciplinary action may result in removal of a player from a team.
7. An official member of the school team is a student who is consistently present for, and actively participates in, all school team practices and competitions. Bona-fide members of a school team are precluded from missing a high school practice or competition in order to participate in a non-school athletic activity/event in any sport recognized by the MIAA. Any student who violates this standard is ineligible for the next two contests or two weeks (whichever is greater) immediately upon confirmation of the violation. (See Rule 95 for tournament restrictions).
8. A student who quits a team may not try out for another team during that same season. A student who does not make a team may try out for another provided no official contests have been played.
9. Physical Examinations/Medical Coverage – All students must pass a physical examination within 13 months of athletic participation. A sports physical terminates 395 days subsequent to administering and must be renewed immediately (should an athlete be “in season”) to maintain eligibility. Physical examinations must be performed by a registered Physician, Physician’s Assistant or Nurse Practitioner.
PENALTY: A student in violation shall be suspended for the number of contests in which he/she participated without a proper physical.
10. There are additional rules and regulations which govern the eligibility of students. These rules are set forth in the Massachusetts Secondary Schools Principals’ Association Blue Book. The athletic director and principal are responsible for implementing all rules of eligibility. Local rules established within the West Boylston community have been initiated to fit West Boylston’s specific wishes and needs, and may be altered or modified to meet further conditions.

Athlete’s Responsibilities

The Athletic Department realizes that the primary reason for a student to attend school is to attain an education. When a student decides to participate in the athletic program or co-curricular activity, he/she has to assume responsibilities beyond those expected during the school day. The following regulations will apply to all student athletes participating in athletics at the West Boylston Middle/High School:

1. Academics take priority over athletics. Students who are required to make up work, to serve a detention, etc. must do so before reporting to practice or a game.
2. A student who participates on an athletic team is required to meet the expectations of the coach and athletic department. Often, student athletes like to be involved in other co-curricular activities during a sports season. We urge students to make a decision prior to the season as to which activity he/she would like to be involved in.
3. Athletes should adhere to all rules and policies in the Expectation Sheets that are provided by their respective coach.
4. All student athletes will exhibit proper behavior and good sportsmanship at all times.
5. Unexcused absences from practice will be considered a violation of the athlete’s responsibilities and dealt with by the coach in conjunction with the athletic director and building principal.
6. Each athlete is responsible for the equipment personally issued to him/her. Each athlete is financially responsible for all equipment not turned in at the end of a sports season. Athletes will be charged the current replacement price for any lost item. All financial responsibilities from a previous season must be paid before a student may try out for a team.
7. Teams that must change clothes at game sites will wear appropriate and presentable attire. The coach may alter this regulation when he/she deems it necessary and/or desirable.
8. Athletes, who miss any part of the day on the day of a game or practice, may not participate without the permission of the athletic director or the principal.
9. Any athlete who spends more than one class in the nurse’s office will not be allowed to participate in that day’s activities. Exceptions to this may be granted after a discussion by the school nurse and athletic director.
10. All athletes must be cognizant of Rule #62 of the Massachusetts Interscholastic Athletic Association Blue Book. Rule #62 pertains to athletic agreements distributed to athletes at the beginning of each sports season.

11. All athletes on bus trips will behave in a manner not distracting to the bus driver. All athletes will travel to and from athletic contests on the team bus or designated transportation. The only exception to this rule will occur when parents are at the game and ask the coach's permission for their son/daughter to ride home with them.
12. If an athlete's hair presents a health, safety, or competition problem, he/she will be asked to restrict it before being allowed to participate.
13. When visiting other schools to compete in interscholastic athletic events, we are guests at that school. We expect that our athletes will act in a responsible and courteous way. Therefore, respecting the facilities and equipment of the host school is a priority. Any malicious destruction of property or unruly behavior will result in dismissal from the team and assessment for damages.
14. Coaches will have practice times and schedules posted. Unless returning from an away contest or confronted with unusual circumstances, phones will not be available.
15. Athletes will not wear jewelry during any practices and games.
16. Any disregard for or violation of rules and expectations on the part of the athlete could lead to dismissal from the team.

Coaches will be notified of any discipline concerns by the Athletic Director.

Students and parents should be aware that this might result in the player not practicing, starting, or playing.

ATHLETIC DEPARTMENT FORMS

Each student who wishes to be involved in the athletic program is expected to sign, with his/her parent or guardian, the:

- Release from Liability and Indemnity Agreement
- The Interscholastic Athletic Agreement Form

(This agreement states that they are aware of athletic department regulations pertaining to practices, competitions, conduct on or off campus, and use of drugs, alcohol, or tobacco on or off campus). Parents and students should review all regulations pertaining to the athletic department

Athletes must understand that actions undertaken by them that show a lack of proper behavior and good sportsmanship could result in immediate dismissal from the team. In the case of a dismissal of this type, the coach and/or the athletic director will prepare a statement of dismissal and forward it to the student's home subsequent to verbal conversation with both the athlete and parents.

ATHLETIC USER FEE

A FEE OF \$225.00/SEASON/PARTICIPANT** will be assessed to cover the cost of running the athletic department. The fee is due at the beginning of each season. A non-refundable check must clear prior to an athlete formally being placed on a roster. Checks should be made payable to: West Boylston Public Schools and sent to the athletic director.

Fee Reductions & Limitations:

- Second and subsequent sibling(s) playing a sport in the same season would pay \$125.
- The total fee payment for a family for one season will be capped at \$450.
Total athletic costs for a family will not exceed \$625 a year and will be capped at that amount.
- Students qualifying for free lunch will pay no athletic fees.
- Reduced lunch students will be assessed a \$60 fee per sport, per season.
- West Boylston students who are playing on Tahanto teams will pay the West Boylston athletic fees to the West Boylston School Department.
- Tahanto students playing on West Boylston teams will pay the Tahanto athletic fees to the Tahanto School Department

**THE FEE IS SUBJECT TO CHANGE

SCHOOL REGULATIONS

If a local, state, or federal law has been violated by a student which results in being arrested by a law enforcement agency, he/she may be ineligible to participate in any group activity until his/her case has been decided. The principal and the athletic director will determine eligibility after reviewing the case.

ATHLETIC AWARDS

Upon the completion of a sports season, athletes will have earned either a certificate or letter.

Rules Governing Earning of Athletic Awards

1. A student must have completed the season in good standing.
2. At the coach's discretion, a member of the senior class who has not participated in the required number of athletic contests may be eligible for an award if he/she has been a member of the squad for two consecutive seasons, including the senior year.
3. Awards may be granted in unusual circumstances at the discretion of the principal, athletic director and coach.

4. Members of a varsity team will be awarded a letter the first time they earn it. Only one letter will be awarded. After earning the first letter, athletic insert symbols will be awarded in each sport in place of letters earned.

BASEBALL

All players except pitchers must participate in one or more than one half the total number of innings scheduled in the regular season.

BASKETBALL - A student must have participated in one or more than one half the total number of halves played in the regular scheduled season.

CHEERLEADERS - A student must have participated in one or more than one half the total number of games scheduled in the regular season.

FOOTBALL - A student must have participated in one more than one half the total number of halves played in a regular scheduled season.

GOLF - See Athletic Director.

SOCCER - See Athletic Director.

SOFTBALL - A student (except pitchers) must participate in one or more than one half the total number of games scheduled in the regular season.

TENNIS - A student must have participated in one or more than one half the matches played in a regular scheduled season.

TRACK - A player must have scored a total of eight points in a dual track meet during the regular scheduled season.

CO-CURRICULAR ATHLETICS (Middle and High School)

If you are sports-minded, you can try out for athletic teams. Many Middle School students are selected for the JV teams. Your participation is important!

ATHLETIC TEAMS – FALL

Golf		6-12
Football	(V/JV)	7-12
Boys' Soccer	(MS/JV/V)	7-12
Girls' Soccer	(MS/JV/V)	6-12
Field Hockey	(JV/V)	7-12
Cheerleading		9-12

ATHLETIC TEAMS – WINTER

Boys' Basketball	(JV/V)	6-12
Girls' Basketball	(JV/V)	6-12
Boys' Basketball	(MS)	6-8
Girls' Basketball	(MS)	6-9
Cheerleading		9-12

ATHLETIC TEAMS – SPRING

Baseball	(JV/V)	6-12
Softball	(JV/V)	6-12
Girls' Tennis		6-12
Boys' Tennis		6-12
Girls' Track		6-12
Boys' Track		6-12

MIDDLE SCHOOL INTRAMURALS

Middle School Intramurals take place in the spring after the start of spring sports and runs for about a month. The gym is open on Tuesday, Wednesday, and Thursday. Any middle school student is welcome to come and play basketball. Students involved in a spring sport may only play on days they have no practice.

CO-CURRICULAR ACTIVITIES (Middle School)

1. HOMEWORK CLUB

Homework Club meets Monday – Thursday from 2:00 – 3:30 p.m. Students are expected to arrive to the club promptly and spend the time working. Staff will do their best to assist students with school work, but it is the student's responsibility to do their work while in the homework club. Students who have a bus pass may take the last bus Tuesday-Thursday.

2. SKI CLUB The Ski Club is open to all students at West Boylston Middle/High School. Students participate in weekly trips to Wachusett Mtn

3. STAGE BAND Stage band is an extracurricular class that meets one day per week before school. This group performs music of the jazz, rock, and Latin genres. The course is not taken for credit.

Rental of Instruments (Please contact Mr. Stefanelli about renting an instrument 508-835-4475 ext 204)

The French Music Company presently serves our school. A representative comes to the school each week to service any rental instruments.

4. STUDENT COUNCIL

The Middle School Student Council is an organized group of students who meet regularly. It is a program intended to introduce young people to student leadership and help them develop lifelong skills in communication, organization, teamwork, goal setting, fun, involvement, community service, and creating the opportunity for student representation. It is an important component in the middle school program.

5. YEARBOOK

"Lion's Roar," the school yearbook, is published each year and is available in early June. This hardcover book includes faculty, activities, sports, and students from the entire school, grades 6-12. There is a condensed Middle School Yearbook that covers just the middle school student and activities. This is bound separate from the "Lion's Roar" and has a soft cover. Yearbooks must be purchased in advance. Order forms are mailed out in December to every household. Yearbooks are not available for purchase when the books are delivered in June.

CO-CURRICULAR ACTIVITIES (Grades 9-12)

All procedures relative to co-curricular activities are subject to the discretion of the building administration.

West Boylston's co-curricular program is designed to help students develop interests and skills in non-classroom areas. It is also designed to improve interpersonal relationships and develop leadership abilities. Participation in our activity program helps students to "round out" their personalities. It is our hope that students will be able to participate in a variety of co-curricular offerings including athletics and activities. To this end, we will make every effort to avoid conflicts between and among activities and athletics.

Before joining, students must, however, give serious consideration to the commitment required by each activity or athletic team.

ELIGIBILITY TO PARTICIPATE

Co-curricular activities include athletics, clubs, academic teams, student government, etc. In order to be eligible for co-curricular activities, a student must have passed fifteen credits of prepared work at the end of the marking period preceding the time of the activity. Prepared work is defined as any subject or course, in which credit is allowed toward the High School diploma. Since a mark of "incomplete" does not assure that the subject has been passed. Courses with incomplete work cannot be counted as a passed course. A suspended student is not eligible for co-curricular activities for the length of his or her suspension; e.g., sports, music and drama production, dances, or the prom.

Eligibility will be determined at the end of each marking period. A student cannot, at any time, participate in a co-curricular activity unless that student is taking at least fifteen credits of prepared work per semester.

If you become ineligible in the middle of an athletic season or drama production, you will be excluded on the date that report cards are issued or sooner if grade data is available. Seniors should note that all senior week activities, including graduation, are considered co-curricular and; therefore, subject to these eligibility requirements.

A student who repeats work for which he/she has once received credit, cannot count that subject a second time for eligibility. A student cannot count for eligibility for any subject taken during the summer vacation, unless that subject has previously been pursued and failed. If there is a question of eligibility because of interpretation of these regulations, the student is ineligible until a determination is made by the principal in consultation with the advisor and possibly the student and teacher(s) involved.

SPECIAL EVENTS

1. ARTS FESTIVAL & CONCERTS

The Music Department holds two concerts each year, one in December and one in April. In conjunction with these concerts, the Art Department displays and demonstrates a wide variety of student work.

2. CAREER DAY - Career Awareness Day is sponsored and organized by the PTA. All students in grades 9-12 are scheduled to hear presentations on different career options. Guest speakers discuss preparation, responsibilities and opportunities in their professions.
3. DECA (DECA/Delta Epsilon Chi) -The mission of DECA is to enhance the co-curricular education of students with interests in marketing, management and entrepreneurship. DECA helps students develop skills and competence for marketing careers, build self-esteem, experience leadership, and practice community service. DECA is committed to the advocacy of marketing education and the growth of business and education partnerships. If you want to learn more about DECA, visit the homepage at www.deca.org.
4. DRAMA CLUB -The Drama Club is made up of students who take part in the school's fall production. The auditions are open to all students in good academic standing in the high school. Students who try out for the production are included in the production even if they do not get a speaking role. Students are encouraged to work on the sets, costuming, and/or stage crew to assist with the production. This fall production is an extracurricular activity.
5. FALL PLAY PRODUCTION -In October, the student body is offered the opportunity to audition for roles in a major production that will be held in early December. Recent productions have included: Pillow Talk, The Mouse That Roared, The Worst High School Play in the World, and Divine, Stella Divine.
6. GRADUATION WEEK ACTIVITIES
 - Senior class trip
 - Senior Breakfast
 - Graduation
12. HIGH SCHOOL LITERARY MAGAZINE - Dickinson's Ribbons is West Boylston High School's literary magazine, also known as "the litmag." Each school year, the staff works diligently to produce two publications, one for fall/winter and the other for spring. Staff members solicit poetry, short stories, essays, creative nonfiction, and artwork from their peers. Submissions are reviewed anonymously at weekly staff meetings. Accepted submissions are published in the literary magazine. Dickinson's Ribbons is in its twelfth year and its staff continues to grow. The title of the magazine is an allusion to 1,400 unpublished poems belonging to Emily Dickinson. These poems were found in one of Miss Dickinson's drawers; that were bundled together and secured with ribbons. The Emily Dickinson poems we read today are the very poems that were tucked away and tied up with the ribbons so long ago.
13. JUNIOR-SENIOR PROM -The Junior-Senior Prom is a dinner and formal dance for juniors and seniors. All guests must be approved by the administration. Each junior or senior is allowed only one guest. Attendance at the Prom is a privilege, not a right; therefore, students must adhere to the following:
 - a. Be in good academic standing
 - b. Pay all outstanding school and class fees before they may purchase prom tickets.
 - c. Understand that the cost of formal prom pictures taken at the prom are not included in the ticket price.
 - d. Are not to go out to their cars or limousines. If a student leaves the prom he/she will not be allowed to return.
 - e. Understand that the administration will immediately exclude from the prom students/guests who are ineligible to attend.
 - f. Juniors or seniors who have signed-up ineligible guests may also be excluded from the prom.
 - g. All guests of WBMHS must be under 21 years of age.
14. NATURE'S CLASSROOM
This year's program will be held at Nature's Classroom in Ocean Park, Maine. Students attending will stay overnight two nights, attend classes and participate in outdoor activities for three days.

SPECIAL INTEREST ORGANIZATIONS

<u>Activity</u>	<u>Grade Level</u>
Class Officers	9-12
DECA Business Club	9-12
Dickinson's Ribbons	9-12
Drama Club	9-12
International Thespian Society	9-12
Gay/Straight Alliance	9-12
Intramurals	6-8
National Art Honor Society	10-12
National French Honor Society	10-12
National Honor Society	10-12
National Spanish Honor Society	10-12
School Council	9-12
Ski Club	6-12

Stage Band	9-12
Student Council (High School)	9-12
Student Council (Middle School)	6-8
Yearbook Staff	9-12

STUDENT COUNCIL

The Student Council is a democratic governing body of the school. Its purpose shall be to foster good relations between students and faculty, to provide a mediation board between administration and the student body for problems pertaining to the welfare of the entire school, to organize many student social activities, and to promote student participation in school affairs.

The Council is composed of three representatives from each class, the class presidents, the two Regional Student Advisory Council members, and the chairperson of the Local Student Advisory Council and the School Council. Meetings are held weekly for the discussion of ideas and resolution of problems presented to the Council by the students and to plan and implement projects and activities for the benefit of the school. Meetings are run according to parliamentary procedure as stated in Robert's Rules of Order. All measures acted upon are subject to the approval of the principal.

STUDENT COUNCIL & CLASS OFFICER ELECTIONS

Elections for class officers and Student Council members are held each June for the following school year. Each class elects a president, vice-president, secretary, treasurer, and three representatives to the Student Council. Each class president is an automatic member of the Student Council. Five candidates from the High School student body are also elected to serve on the Local Student Advisory Council (LSAC). The LSAC attends all school committee meetings to represent the student body. One of these five is elected by the Student Council to be the chairperson, who becomes an automatic member of the Student Council.

Each March, elections are held for the Regional Student Advisory Council (RSAC). The RSAC is made up of two student representatives from every public and some private and parochial high schools. The RSAC representatives attend monthly meetings to discuss past and current legislation that affects students and issues that are of concern to students today. Students who run for any office are strongly encouraged to campaign actively: hang posters, give speeches, and participate in other in-school activities.

Members of the student body who are candidates for school office in any school organization must maintain the same scholastic qualifications as required of members of the athletic teams and must be in good standing at the school.