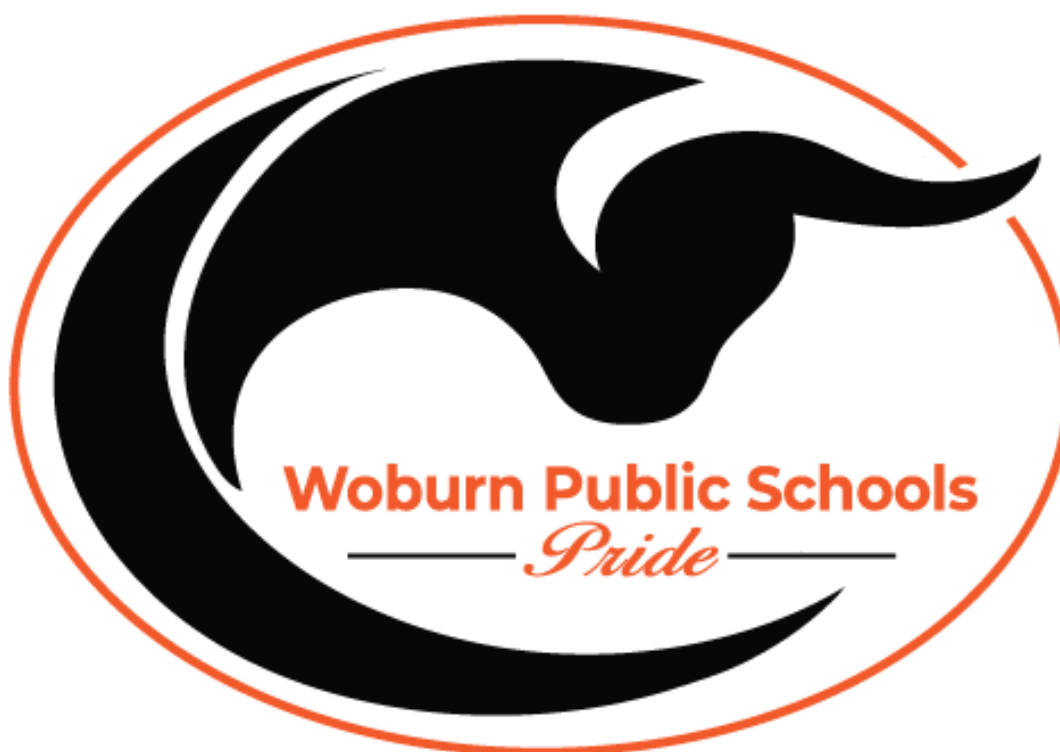


Manual de la Escuela Primaria
Manual da Escola Primária das

Woburn Public Schools



Elementary School Handbook

A Student and Parent Resource Guide for pre-K through 5

District and School Website: www.woburnpublicschools.com

2021-2022

Woburn Public Elementary Schools

Altavesta Elementary School (781) 937- 8235 fax (781) 937-8273
980 ½ Main Street

Goodyear Elementary School (781) 937- 8237 fax (781) 937-8272
41 Central Street

Hurld Wyman Elementary School (781) 937- 8243 fax (781) 937-8265
39 Wyman Street

Linscott Elementary School (781) 937- 8239 fax (781) 937-8269
86 Elm Street

Malcolm White Elementary School (781) 937- 8242 fax (781) 937-8266
36 Bow Street

Reeves Elementary School (781) 937- 8240 fax (781) 937-8268
240 Lexington Street

Shamrock Elementary School (781) 937-8241 fax (781) 937-8267
60 Green Street

Welcome Letter

Dear Parents and Students,

Welcome to the Woburn Public Schools! Whether you are the parents of a newly enrolled PreK – Kindergarten student, a transferring student, or a present member of our student body, this handbook has been prepared to help you and your child succeed in meeting the goals and expectations of Woburn's elementary schools, grades PreK to 5. This handbook is your reference for information that you will need on a day-to-day basis.

Our vision is as follows: The Woburn Public Schools is an innovative, progressive district with rigorous academic standards and proactive social emotional supports. We are dedicated to the success of all students while challenging them to meet their maximum potential. Our students are problem solvers and resilient risk takers who aspire to create change in the world. They are diverse, confident, valued and have a strong sense of pride in their community. In Woburn all stakeholders are engaged, and effectively communicate and advocate for the resources necessary to prepare our students for their best future.

Our purpose in developing this elementary handbook is to create a common understanding and language that supports our vision statement and reflects a positive, welcoming and safe learning environment that promotes high expectations.

Sincerely,

Linda Riley, Principal
lriley@woburnps.com
Altavesta School

Kenneth Kessarlis, Principal
kkessarlis@woburnps.com
Goodyear School

Kristen Maloney, Principal
kmaloney@woburnps.com
Hurd Wyman School

Ernest Wells, Principal
ewells@woburnps.com
Linscott-Rumford School

Robert Nickerson, Principal
rnickerson@woburnps.com
Malcolm White School

Wayne Clark, Principal
wclark@woburnps.com
Shamrock School

Elizabeth Jolly, Principal
ejolly@woburnps.com
Reeves School

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School Administration and School Committee

Woburn Public Schools Administrative Offices

55 Locust Street

(781) 937-8233

School Administration

Dr. Matthew Crowley, Superintendent

Dr. Michael Baldassarre, Asst. Superintendent for Student Services

Robert Alconada, Asst. Superintendent for Finance

Courtney Young, Asst. Superintendent for Curriculum & Instruction

Marisa Boyajian, Director of Human Resources

Maureen Ryan, Director of Special Education

Jennifer Judkins, Director of Technology & Innovation

David Dunkley, Director of Buildings and Grounds

School Committee Woburn Public Schools

55 Locust Street

(781) 937-8233

School Committee Members:

schoolcommittee@woburnps.com

Patricia Chisholm

Chris Kisiel

Ellen Crowley

Andrew Lipsett

Dr. John Wells

Colleen Cormier

Michael P. Mulrenan

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General Practices/Legal Requirements

NOTE: The school committee, in conjunction with the superintendent, assistant superintendents and elementary building principals, has done a comprehensive review of all school handbooks in order to ensure that the handbook reflects district policy.

Notice of Non-Discrimination - Students, parents, employees, applicants for admission, and applicants for employment are hereby notified that the Woburn Public Schools does not discriminate on the basis of race, religion, color, national origin, sex, sexual orientation, gender identity, age, homelessness, disability, or pregnancy/parenting status in admission or access to its programs, services, or activities, in treatment of individuals with disabilities, or in any aspect of our operations. The laws are summarized below. Questions, complaints, or requests for additional information concerning the Woburn Public School's compliance with the regulations implementing Title I of the Americans with Disabilities Act of 1990, Title II of the Americans with Disabilities Act of 1990, Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 and M.G.L., Ch.76, Section 5 of the Massachusetts General Laws should be directed to:

<u>Title VI and Title IX</u>	<u>Section 504 Coordinator</u>	<u>Americans with Disabilities Act</u>
Ms. Marisa Boyajian mboyajian@woburnps.com Human Resource Director Central Office (Joyce M.S.) 781-937-8233	Dr. Michael Baldassarre mbaldassarre@woburnps.com Assistant Superintendent for Student Services Central Office (Joyce M.S.) 781-937-8233	Mr. David Dunkley ddunkley@woburnps.com Director of Building Facilities Central Office (Joyce M.S.) 781-937-8233

Title I of the Americans with Disabilities Act of 1990: Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the area of employment.

Title II of the Americans with Disabilities Act of 1990: Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the area of educational programming.

Title IX of the Education Amendments of 1972: Prohibits discrimination, exclusion from participation and denial of benefits in educational programs on the basis of sex.

Title VI of the Civil Rights Act of 1964: Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color, or national origin.

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Section 504 of the Rehabilitation Act of 1973: Prohibits discrimination, exclusion from participation, and denial of benefits based on disability.

M.G.L., Ch.76, Section 5: Prohibits discrimination in all public schools on the basis of race, color, sex, gender identity, national origin, religion or sexual orientation.

Complaints of Discrimination or Harassment

Complaints of harassment or discrimination in violation of this Policy shall be responded to and investigated in accordance with the Woburn Public Schools' Grievance Procedures. For a complete copy of the District's Grievance Procedures, please contact the building principal.

An aggrieved party may, at any time, refer their complaint to the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148, to the Massachusetts Commission Against Discrimination, One Ashburton Place, Sixth Floor, Room 601, Boston, MA 02108, and/or to the U.S. Department of Education's Office of Civil Rights, Region I, 5 Post Office Square, Boston, MA 02109.

The Woburn Public Schools Blueprint for Success (2018) Vision

The Woburn Public Schools is an innovative, progressive district with rigorous academic standards and proactive social emotional supports. We are dedicated to the success of all students while challenging them to meet their maximum potential. Our students are problem solvers and resilient risk takers who aspire to create change in the world. They are diverse, confident, valued and have a strong sense of pride in their community. In Woburn all stakeholders are engaged, and effectively communicate and advocate for the resources necessary to prepare our students for their best future.

District Strategic Plan can be found [here](#).

GENERAL SCHOOL INFORMATION

School Age

The Woburn Public Schools requires a student to be age five as of September 1 of the year they enroll in Kindergarten. Entrance into grade 1 will normally be premised upon successful completion of Kindergarten in the Woburn Public Schools. Completion of a private Kindergarten program may not satisfy this requirement. A student who has not successfully completed Kindergarten in the Woburn Public Schools but who has successfully completed Kindergarten in another Massachusetts public school system will be considered for admittance to grade 1 if s/he is at least six years old during the calendar year in question. The Woburn School administration will determine if the student is academically ready for grade 1. The student must be age six as of September 1 of the year they enroll in first grade.

A birth certificate or other satisfactory evidence of date of birth will be

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required.

Registration

Before a student can be enrolled in the Woburn Public Schools, the student's parent or legal guardian* must prove legal residence in the City of Woburn and within the district of the school in which they are registering (for elementary and middle school students, schools districts are defined by the Woburn School Committee).

Requirements for enrollment are proof of age (e.g. birth certificate or other satisfactory documentation of date of birth) , up-to-date health record including immunizations, and at least three proofs of residency. These documents must be original, not photocopied, and be pre-printed with the name and address of the student's legal parent or legal guardian.*

If the three documents cannot be provided to the school, you may meet with the principal to discuss your unique situation. You may need to complete an ‘affidavit supporting residency’ and ‘proof of residency’ form. In some cases, you may also be referred to the Superintendent of School’s Office. In accordance with the McKinney-Vento Homeless Assistance Act, students who are homeless may be enrolled immediately in the Woburn Public Schools even if they do not have the required documentation for enrollment, as long as the student has been properly immunized. Information such as immunization records and lead screening may be transferred over the phone. *Please see the section on homeless students’ enrollment rights and services in this handbook for more information.* In accordance with M.G.L. c.71, §37L, the parent or legal guardian shall be responsible for providing a complete copy of the child’s previous school record(s) at the time of the child’s enrollment in the Woburn Public Schools.

*Legal guardianship requires additional documentation from a court or agency.

Registration information.

School Hours

Grades K-5 8:25 A.M.-2:40 P.M.

Students may enter the building at 8:15 A.M. (As of 8:25 A.M. a student is late)

Attendance

Attendance is vital to your child's success in school. Students are expected to be in school each day. Pupil absence notices to parents and pupil absence meetings with parents will be conducted in accordance with the requirements of M.G.L. c. 76, §1B. When your child will be absent due to illness, please call your child's school and leave a message on the attendance line. If we do not receive word on your child's absence, the Principal or his/her

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designee will make every attempt to contact you in order to confirm the absence. This confirmation is necessary to confirm the safety of the absent student. If the school has not confirmed a child's absence by 10:00am the truant officer will be sent to visit your home.

Parents of a child with 5 or more unexcused absences in a school year or who has missed 2 or more periods unexcused in a school year for five (5) school days will be notified and the principal, or a designee, will make a reasonable effort to meet with the parent to develop action steps to address the student's attendance. The action steps shall be developed jointly and agreed upon by the school principal, or a designee, the student and the student's parent or guardian and with input from other relevant school personnel and, where appropriate, officials from relevant public safety, health and human service, housing and nonprofit agencies.

When requested, if possible, teachers may provide school work for a sick student. Work should be picked up at the main office, after confirmation of its availability has been made. Work will not be prepared ahead of time for students who miss school due to travel. Teachers will compile a folder of work and set deadlines for completion upon the student's return.

After five (5) consecutive days absent a student will require a Doctor's note explaining the student's absence, to return to school.

Students absent due to family vacations are encouraged to read and keep a journal of their experiences. Homework will be compiled by the teacher during the student's absence and assigned with appropriate deadlines when the student returns to school.

Tardiness/Late Arrival to School

Students are expected to arrive on time for the school day. Student's will be marked tardy if they arrive at school after 8:25am for any reason other than arriving on a late school bus. A Parent or Guardian is required to accompany a tardy child into the school and sign them in.

Dismissal Procedures

Changes in your child's regular dismissal time should be put in writing to the teacher. Please report to the school office to sign out and pick up your child. If the child is to be dismissed to someone other than a parent or guardian, please have the individual report to the school office with identification to dismiss your child.

All children have an established dismissal routine, if there will be a change in this routine, please notify the teacher in advance, in writing. It is important that we all know who is responsible for each child when they leave school.

Mandatory Reporting

All professional staff are informed annually of their obligations to report cases of child abuse and neglect as specified in M.G.L. c. 119, § 51A-51F and M.G.L. c. 71, § 37L.

Student Records

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

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

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

The following is a summary of major parent and student rights regarding their student records:

Inspection of Record - A parent, or a student who has entered the ninth grade or is at least fourteen (14) years old, has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student within ten (10) days of the request, unless the parent or student consents to a delay. In the event the parent/student requests copies of a student record, the District may charge the parents/student for said copies at the District rate.

Confidentiality of Record - With a few exceptions, no individuals or organizations but the parent, student, and authorized school personnel are allowed to have access to information in the student record without specific, informed, written consent of the parent or the student.

Amendment of Record - The parent and student have the right to add relevant comments, information, or other written materials to the student record. In addition, with limited exception under state and federal law, the parent and student have the right to request that information of the record be amended or deleted. The parent and student have a right to a conference with the school principal to make their objections known. Within a week after the conference, the principal must render a decision in writing. If the parent and student are not satisfied with the decision, the regulations contain provisions through which the decision may be appealed to higher authorities in the school system.

Directory Information - Federal law requires that the District release the names, addresses and telephone listings of students to military recruiters and institutions of higher education upon request for recruitment and scholarship purposes without prior consent. In addition, the District may release the following directory information about a student without prior consent: a student's name, address, telephone listing, date and place of birth, major fields of study, dates of attendance, weight and height of members of athletic teams, class participation in officially recognized activities and sports, degrees, honors and awards, post-high school plans and directory information such as homeroom assignments. However, in all instances, parents may request that such directory information not be released without prior consent by notifying their school building office in writing by the end of September of each school year.

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

Transfer of Records – In accordance with 603 CMR 23.07(4)(g), it is the practice of the Woburn Public Schools to forward the student record of any student who seeks or intends to enroll, or already has enrolled in another public school district, if the disclosure is for purposes of the student's enrollment or transfer. The parent or eligible student has the right to receive a copy of the school record that is forwarded to the new school.

Non-Custodial Parents - Unless there is a court order to the contrary, a non-custodial parent (parent without physical custody of the student) of any public school student has the right, subject to certain procedures, to receive information regarding the student's achievements, involvement, behavior, etc. A non-custodial parent who wishes to have this information shall submit a written request annually to the child's school principal. Upon receipt of such a request, the principal shall send written notification to the custodial parent by certified and first-class mail that the records and information will be provided to the non-custodial parent in twenty-one (21) calendar days unless the custodial parent provides documentation of the non-custodial parent's ineligibility to access such information. In all cases where school

records are provided to a non-custodial parent, the electronic and postal address and other contact information for the custodial parent shall be removed from the records provided. Any such records provided to the non-custodial parent shall be marked to indicate that they may not be used to enroll the student in another school. Upon receipt of a court order that prohibits the distribution of information pursuant to M.G.L. c. 71, §34H, the school will notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent. M.G.L. c.71, §34H, 603 CMR 23.07.

Third Party Access - Authorized school personnel, to include: (a) school administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity; (b) administrative office staff and clerical personnel, employed by the school committee or under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record; and (c) the Evaluation Team which evaluates a student, shall have access to the student record of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the parent or eligible student shall not be necessary.

Complaints - A parent or eligible student has a right to file a complaint regarding their student's records with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-5901, (202) 260-3887 or with the Massachusetts Department of Education, 75 Pleasant Street, Malden, MA 02148, (781) 338-3300. If you have any questions regarding this notice or would like more information and/or a copy of the Massachusetts Department of Education Student Record Regulations, please contact the building principal.

Transfers

Out of District

As stated in the above Student Records section, it is the practice of the Woburn Public Schools to forward the student record of any student who seeks or intends to enroll, or already has enrolled in another public school district, if the disclosure is for purposes of the student's enrollment or transfer. The parent or eligible student has the right to receive a copy of the school record that is forwarded to the new school. For all other situations in which a third party requests access to student records, or a Parent/guardian requests records be sent to another entity, please fill out the records release form linked here: [Record Release Form](#)

In District

In the event that you would like your child to attend an elementary school in Woburn other than their "Home School" you may complete an Out of District request form. The principal of the Home School, the principal of the requested school, and the Assistant Superintendent

for Student Services must all agree to accept the transfer request. Please request this form from your home school's main office.

Early Release Days

Early release days are built into the school calendar to allow for staff professional development. Please make note of these days and add them to your calendar/schedule. On early release days students will be dismissed at 12:30 after lunch is served.

Exception - The Day before Thanksgiving is a 12:00 dismissal with **no lunch served**.

Exception - The Last Day of School is a **12:00 dismissal** lunch is served.

[Woburn Public Schools Calendar](#)

No School/Delayed Opening Announcements

A ConnectEd call will be made to inform all parents, students, and staff of No School or Delayed Opening. Additionally, you can find information located on the Woburn Public Schools [website](#) as well as major local TV channels and their related websites.

When necessary to delay the opening of schools, hours will be as follows:

- | | |
|-----------|---|
| 1 hour | School begins at 9:25 A.M. (doors open at 9:15) |
| 1 ½ hours | School begins at 9:55 A.M. (doors open at 9:45) |
| 2 hours | School begins at 10:25 A.M. (doors open at 10:15) |

Bus Service

Woburn Public Schools students are allowed to take their bus to and from school. Students who are eligible to take the bus are expected to ride the bus each day unless the school is notified in writing by the parent/guardian. Riding the bus is a privilege and failure to adhere to the following rules will result in the student's loss of transportation to and from school. In the case of a bus suspension, the responsibility for transportation will rest with the parent/guardian.

Parent/Guardian are asked to review the following bus rules with their children:

Waiting for the bus

1. Observe all safety precautions while waiting for your bus.
2. Do not play in the road.
3. If possible, avoid crossing streets.
4. If you must cross a street, do so only if you are sure no moving vehicles are approaching from either direction.
5. Do not push, pull or chase any other students.
6. Avoid trespassing on private property or being noisy while waiting for the bus.

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7. As the bus approaches, line up at least six feet off the road. Do not approach the bus until it has stopped and the driver has opened the door. Again, don't push others in the line.

Loading on the bus

1. Get on the bus quickly and be seated at once.
2. Listen carefully and obey any directions issued by the driver.

Riding on the bus

1. Do not eat food while you are on the bus. Many students and staff have food allergies and their health will be compromised.
2. Do not throw anything while you are on the bus.
3. Do not extend your arms or any other parts of your body out of the window.
4. Do not change seats at any time.
5. Avoid shouting and other excessive noise that may distract the driver and lead to a serious accident.
6. Do not fight, throw objects, smoke, light matches, or engage in any other action that creates a safety hazard. This will all be considered misconduct.
7. Do not tamper with the emergency door or other equipment.

The safety and well-being of students riding the buses and the staff driving them must be protected at all times. Students engaging in inappropriate and/or unsafe behaviors will be asked to stop such behavior to protect their safety, as well as others riding the bus. The bus driver will report all incidents to the school Principal or designee. Parents/guardians will be contacted after each incident. Students will be assigned consequences, which may include suspension from riding the school bus for a specific period of time. A Principal may remove any student from the bus who fails to comply with the rules stated above. It should also be noted by parents/guardians that the state law requiring children between the ages of six and sixteen to attend school regularly, unless excused by illness or the courts, will still be enforced even though the privilege of riding on the school bus has been suspended or removed.

Student Drop Off/Pick Up

For the safety of our children, parents are asked to be aware of the traffic around the schools, before and after school. If you are unsure of the traffic pattern and drop-off/pickup areas, please inquire in the main office for specific information.

Massachusetts law prohibits the idling of motor vehicles in excess of five (5) minutes while on school property. M.G.L. c.90, §16A. For the health and safety of our students and staff, please shut your vehicle off while on school grounds.

Specialist Programs

Specialist programs offered through the Woburn Public Schools enriches and enhances the education of all of our students. Art, Music, and Physical Education* are offered for 45 minutes each week. Health and Library are offered 45 minutes every other week.

*For the safety of each child, it is required that sneakers be worn during physical education classes.

Homework

Homework is intended to support and grow a child's ability and passion for learning through review of material taught in school. Homework should not be stressful or take an excessive amount of time. If this should occur, parents/guardians should reach out to the classroom teacher to discuss the challenge at hand.

Children should read or be read to every night. A written log of what they have read or a daily journal to improve independent writing skills should also be maintained. Basic math facts should also be practiced.

Long term projects will be assigned as an important learning tool for organizing and scheduling as well as learning about the assigned subject.

Any student absent three or more days, due to illness or bereavement, may request homework be sent home. Parents are strongly discouraged from taking their children out of school for vacations.

Students absent due to family vacations are encouraged to read and keep a journal of their experiences. Homework will be compiled by the teacher during the student's absence and assigned with appropriate deadlines when the student returns to school.

Field Trips

A field trip is a learning activity away from the school premises that requires transportation and/or extends into the time normally scheduled for other classes. Principals will approve field trips for curriculum relevance and consideration will be given to student safety and proper conduct. Parents will be informed in writing of any field trip no later than one week

before the scheduled date. Written notification will include, but is not limited to the date, location(s), cost (if any), and request for parental/guardian permission. Students may not participate in field trips without parental/guardian consent. Staff members supervise students during field trips. Volunteers must be approved by the Principal and must have a current CORI form on file with the school prior to the field trip.

Class Parties/Birthdays

Due to allergies and other health considerations, the Woburn Public Schools' Health and Wellness Policy prohibits families from bringing in food items to be distributed to other students. Non-food activities such as extra recess, games, theme days, or special activities are encouraged. Families should issue invitations by phone or mail/e-mail for parties outside of school. Invitations may be distributed in school (on school property, at arrival, or dismissal) if all students in the class receive one.

Personal Possessions

Students must not bring toys, electronic devices, other fads, or valuable items to school. Too often they are lost, misplaced or stolen causing a disruption in the class. Cell phones must be turned off and remain in backpacks during the school day. The Woburn Public Schools will not be responsible for lost or stolen student property.

Search of Students and Their Belongings

Search of a student will only be performed, and seizure of a student's belongings will only take place if there exists reasonable suspicion that the student has violated or is violating either the law or the rules of the school. The search will be conducted in a manner reasonably related to its objectives and will not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. Whenever a personal search is deemed necessary, the student shall be advised of the reason for the impending search prior to its implementation. Search of a student may extend to articles of clothing such as pockets; and to the removal and search of outer garments such as hats/caps/headgear, jackets, coats, sweaters, sweatshirts, or shoes; and to items such as pocketbooks, lunch bags, book bags, athletic bags, or backpacks.

Search of a student's belongings will only be performed, and seizure of a student's belongings will only take place if there exists reasonable suspicion that the student has violated or is violating either the law or the rules of the school. The search will be conducted in a manner reasonably related to its objectives and will not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. When reasonably possible, search of a student's belongings will be conducted in the presence of a second school official. Use of canines on the exterior of vehicles or other items to detect odors do not constitute a search.

Should a student refuse to voluntarily comply with a request for a search, the student will remain under adult supervision until parents, and, if necessary, police, can arrive at school to assist, as appropriate, in the investigation.

Search of a student or his/her belongings in accordance with the above policy may take place at school or at any school sponsored event on or off school property or during the transportation to such event.

Assessment/MCAS Testing

The Woburn Public Schools is committed to ensuring that each child is able to perform all the skills at each of the designated grade levels. In order to evaluate each child, the classroom teacher employs a variety of evaluative techniques on a daily or weekly basis. The Woburn Public Schools performs benchmark assessments in Kindergarten through grade 5 in reading and math and curriculum based assessments in other curricular areas. In the Spring (testing window is between April 1- May 30) students in grades 3-5 are required to participate in the Massachusetts Comprehensive Assessment System (MCAS).

Below outlines mandated MCAS testing areas for each grade:

Grade 3 Reading, Math

Grade 4 English Language Arts, Mathematics

Grade 5 English Language Arts, Mathematics, Science/Technology

Reporting Student Progress

Ongoing efforts are made to keep parents/guardians informed of student progress. Formal reporting system for students in K-5 includes benchmark assessments in reading and mathematics three times per year. Conferences are offered twice a year. Report cards and progress reports are issued three times per year.

Promotion and Retention

The school committee is dedicated to the continuous development of each student. It is the expectation of the school committee that students will progress annually from grade to grade. It is further expected that teachers and administrators will use all available information, including benchmark assessments, classwork, and teacher observation of student performance to assess the needs of students and plan for appropriate intervention. When it is determined that a student is in need of additional support, school staff will communicate with the student's parent/guardian and include them in the plan to support the student.

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Tobacco Free Schools and Workplace Policies

Use of any tobacco products within the school buildings, school facilities, or on school grounds or school buses by any individual, including school personnel and students, is prohibited at all times. A staff member determined to be in violation of this policy shall be subject to disciplinary action. A student determined to be in violation of this policy may be subject to disciplinary action pursuant to the student discipline code.

Consistent with School Committee Policies JICG and JICH, a student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; CBD oil; steroids; or any controlled substance on school property, at any school function, or at any school sponsored event. Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, may be barred from that activity and may be subject to disciplinary action.

School Rules

School rules apply to all students at all times and in all areas of the school. The rules are designed to maintain an orderly learning environment, to protect the rights of others, and to promote students' self-discipline. Students may not:

- Cause or threaten to cause physical harm to another person
- Bully, tease, harass, make fun or, and/or knowingly exclude or isolate other students
- Use force or threat of force to take property away from another person
- Steal, damage, or disrespect the property of others, the school, bus, or private property
- Use, possess, or bring to school any dangerous weapon including, but not limited to, a gun, knife, razor, explosive device, firecrackers, matches, lighters, or other items that may be determined by the Principal to constitute a dangerous weapon
- Use, possess, or bring to school any banned substances including, but not limited to, drugs, alcohol, tobacco, and/or smoking/vaping materials
- Act in such a way as to disrupt school or classroom activities including, but not limited to, not following classroom or school rules, disrupting other students' learning, making noises, blocking entrances/exits, using obscene or vulgar language, making obscene or vulgar gestures, or using racist language
- Be in an area that is off-limits to students and/or refuse to leave an area when requested to do so by any faculty or staff member
- Leave school premises without permission
- Refuse to identify themselves when asked to do so by any faculty or staff member
- Run in the building (except when required to do so)
- Copy another student's work or plagiarize information obtained from a source
- Throw objects that could cause injury to another person or damage property
- Use any personal possessions that are not required for educational purposes

Consequences for Student Behavior:

The below consequences are intended to serve as a general guideline and shall not limit the authority of school officials to impose more or less severe sanctions depending on the individual circumstances.

1. First minor offense: The teacher or Principal will conference with the student to review the student's conduct and the expectations for student behavior.
2. Second minor offense: The teacher or Principal will conference with the student and notify the student's parent/guardian.
3. Repeated minor offenses or major offenses: The student's parent/guardian will be notified and may result in additional consequences including suspension.

The determination of conduct constituting a major offense shall be within the discretion of the Principal.

Suspensions

The school may suspend a student from school for one or more days in accordance with district policy and M.G.L. c.71 S.37H, 37H1/2, and 37H3/4 depending on the nature and severity of the incident and the student's history of repeated offenses. Suspension involves the exclusion of a student from school and/or school-sponsored activities. As administered by the Woburn Public Schools, suspension may include: (1) in-school suspension for part or all of the school day; (2) removal of the student from the school building or balance of the school day (if the student's parent or guardian can be contacted); and (3) continued exclusion of the student from school, school grounds, or attendance or participation in school-sponsored activities until the period of suspension has been completed and the student has been readmitted to school. Parents will be notified of any in-school suspension via phone followed by a formal in-school suspension letter. Parents will be provided with a reasonable opportunity to participate in a hearing before a student is suspended out-of school. Suspensions are excused absences from school. Students will be provided with make-up work for out of school suspension and given specific deadlines to submit work and make-up assessments in accordance with the school-wide Education Services Plan.

Student Discipline (Due Process)

Due Process under M.G.L. c. 71, § 37H ³/₄ (for all offenses except for possession of a dangerous weapon, possession of a controlled substance, assault on staff, and felony/delinquency offenses). Please note: these due process procedures apply to M.G.L. c. 71, § 37H ³/₄ only. For due process procedures for offenses under M.G.L. c. 71, §§ 37H and 37H ¹/₂ please see the appropriate sections below.

Definitions under M.G.L. c. 71 § 37H ³/₄:

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Superintendent: the Superintendent or designee for disciplinary purposes.

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

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

Long-Term Suspension: the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Suspensions or exclusions pursuant to M.G.L. c. 71, §§ 37H and 37H ½ do not count towards the calculation of the number of days of suspension under M.G.L. c. 71, § 37H ¾. Similarly, days of emergency removal do not count as days of suspension under M.G.L. c. 71, § 37H ¾.

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

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

In every case of student misconduct under M.G.L. c. 71, § 37H ¾ for which suspension may be imposed, a principal shall exercise discretion in deciding the consequence for the offense; consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Emergency Removal and Due Process Under M.G.L. c. 71, § 37H ¾:

Nothing in the applicable regulations shall prevent a principal from removing a student from school temporarily when a student is charged with a disciplinary offense and the continued

presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. In such a case, the principal shall immediately notify the Superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two school days following the day of the emergency removal, during which time the principal shall make immediate and reasonable efforts to orally notify the student and the student's parent of: (1) the emergency removal; (2) the reason for the need for emergency removal; (3) the disciplinary offense; (4) the basis for the charge; (5) the potential consequences, including the potential length of the student's suspension; (6) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; (7) the date, time, and location of the hearing; and (8) the right of the student and the student's parent to interpreter services at the hearing if needed to participate. Before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent, the Principal must provide the student an opportunity for a hearing with the principal that complies with either the short-term due process or long-term due process set forth below, as applicable, and the parent an opportunity to attend the hearing. Additionally, the Principal is required to render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of notice of the decision for short-term suspension or long-term suspension as set forth below, whichever is applicable. A principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

In-School Suspension and Due Process under M.G.L. c. 71, § 37H ¾: Prior to the imposition of an In-School Suspension, the student will be informed of the disciplinary offense and provided with an opportunity to respond. If the principal determines that the student committed the disciplinary offense, the principal will provide oral notice to the student and parent of the length of the In-School Suspension and will make reasonable efforts to meet with the parent. On or before the day of the In-School Suspension, the principal will deliver written notice to the student and parent about the in-school suspension, including the basis for and length of the in-school suspension and inviting the parent to meet to discuss the student's behavior if such a meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent. Students have the right to appeal an In-School Suspension that will result in their In-School Suspension for more than ten (10) school days in a school year.

Short-Term Suspension under M.G.L. c. 71, § 37H ¾: means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or

less. A principal may, in his or her discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Short-Term Suspension and Due Process under M.G.L. c. 71, § 37H ³/₄: In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension.

Notice - Short-Term Suspension, M.G.L. c. 71 § 37H ³/₄: Except as provided in cases of In-School suspension or Emergency Removal, a principal may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent oral and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing. The principal shall provide oral and written notice to the student and parent in English and in the primary language of the Student's home if other than English, or by other means of communication where appropriate. The notice shall set forth in plain language: the disciplinary offense with which the student has been charged; the basis for the charge; the potential length of the student's suspension; the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; the date, time, and location of the hearing; and the right of the parent and student to interpreter services if necessary to participate in the hearing.

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

Principal's Hearing - Short-Term Suspension; M.G.L c. 71, § 37H ³/₄: At the Principal's hearing, the student and parents (if participating) may dispute the charge(s) against the student and present information, including mitigating facts, for the principal's consideration in determining consequences for the student.

Principal's Decision – Short-Term Suspension; M.G.L c. 71, § 37H ³/₄: The principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic

progress during the period of removal, as provided in M.G.L. c. 76, § 21. The determination shall be in writing and may be in the form of an update to the original written notice. The Principal's decision shall be final with no opportunity for appeal. If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Long-Term Suspension; M.G.L c. 71, § 37H $\frac{3}{4}$: means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in his or her discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in subsections (a) or (b) of G.L. c. 71, § 37H, or in § 37H $\frac{1}{2}$ of G.L. c. 71, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

Long-Term Suspension and Due Process under M.G.L c. 71, § 37H $\frac{3}{4}$: For disciplinary offenses not involving a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and an opportunity to respond thereto prior to the Principal's imposition of an out-of-school suspension.

Notice - Long-Term Suspension; M.G.L c. 71, § 37H $\frac{3}{4}$: Written notice of the date and time for the hearing will be provided in English and in the primary language of the student's home and will identify the disciplinary offense with which the student has been charged, the basis for the charge, the potential length of the student's suspension, and inform the parent and student of the right to interpreter services if necessary to participate in the hearing. Where a student may be subject to a Long-Term Suspension, the Principal will also notify the student and parent of the following rights: (1) in advance of the hearing, the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not; (2) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; (3) the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; (4) the right to cross-examine witnesses presented by the school; and (5) the right to

request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

Principal's Hearing, Long-Term Suspension; M.G.L. c. 71, § 37H ³/₄:

The student will have the rights identified in the written notice and the principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

Principal's Decision - Long-Term Suspension; M.G.L. c. 71, § 37H ³/₄

Based on the evidence presented at the hearing, the Principal shall determine whether the student committed the disciplinary offense, and if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequences will be imposed, in place of or in addition to, Long-Term Suspension. The Principal shall exercise discretion in deciding the consequence for the offense and, in cases not involving possession of a controlled substance, a weapon, an assault on staff or felony charges, shall avoid using long-term suspension from school as a consequence until alternatives have been tried. Written notice of the Principal's decision will be sent to the student and parents in English and the primary language of the home by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the parent and the principal. If the Principal decided to suspend the student, the written determination shall: (1) identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; (2) set out the key facts and conclusions reached by the principal (3) identify the beginning and end dates of the suspension, as well as the return date to school; (4) include notice of the student's opportunity to make academic progress during the period of removal from school in accordance with M.G.L. c. 76, § 21; (5) inform the student and parent of the right to appeal the principal's decision to the Superintendent or his/her designee, but only if the principal has imposed a long term suspension. Notice of the right to appeal a long term suspension shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language: (a) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the Long-Term Suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that (b) the Long-Term Suspension will remain in effect unless and until the Superintendent decides to reverse the principal's determination on appeal.

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

A student who is placed on long-term suspension under M.G.L. c. 71 § 37H ¾ following a hearing with the principal shall have the right to appeal the principal's decision to the Superintendent. The student or parent shall file a notice of appeal with the Superintendent within five (5) calendar days of the effective date of the Long-Term Suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar. If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

Superintendent Appeal Hearing; M.G.L. c. 71, § 37H ¾: The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension. The Superintendent shall make a good faith effort to include the parent in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing. The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the principal's hearing for long-term suspension as identified above.

Superintendent's Decision; M.G.L. c. 71, § 37H ¾: The Superintendent shall issue a written decision within five (5) calendar days of the hearing which: (1) identifies the disciplinary offense and the date on which the hearing took place, and the participants at the hearing; (2) sets out the key facts and conclusions reached by the Superintendent; (3) identifies the length and effective date of the suspension, as well as a date of return to school; (4) includes notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as provided in M.G.L. c. 76, § 21; and (5) notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision. The decision of the Superintendent shall be the final decision of the Woburn Public Schools with regard to the long-term suspension.

Due Process Under M.G.L. c. 71, §§ 37H and 37H1/2 Offenses

(For offenses involving: dangerous weapons, drugs, assaults on staff and felony offenses)

Short-Term Suspension; M.G.L. c. 71, §§ 37H and 37H 1/2 - For disciplinary offenses involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student will be given oral notice of the violation with which the student is charged and an opportunity to respond thereto, prior to the Principal's imposition of a short-term suspension or an interim suspension of less than ten (10) consecutive days pending formal proceedings. Upon imposition of a short term or interim suspension of ten (10) consecutive days or less pending further disciplinary proceedings, the student and parents will be provided with written notice of the suspension and the date and time of the formal disciplinary hearing.

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

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

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

Principal's Hearing, Long-Term Exclusion – M.G.L. c. 71, § 37H - Any student who is charged with a violation of either paragraphs 1 or 2 above shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have

representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing, the Principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraphs 1 or 2 above.

Appeal to the Superintendent – Long-Term Exclusion – M.G.L. c. 71, § 37H - Any student who has been expelled from the Woburn Public Schools pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten (10) days from the date of the expulsion in which to notify the Superintendent of his/her appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

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

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

Issuance of a Felony Criminal Complaint

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

Notice of Principal's Hearing/Decision – Long-Term Exclusion under M.G.L. c. 71, § 37H ½ - The student shall receive written notification of the charges and the 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 the hearing, the Principal shall issue a written decision. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent.

Appeal to the Superintendent- Long-Term Exclusion under M.G.L. c. 71, § 37H ½ - The student shall have the right to appeal the suspension to the Superintendent in writing of his request for an appeal no later than five (5) calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to be represented by counsel at student's own expense. The Superintendent shall have

the authority to overturn or alter the decision of the principal, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the Woburn Public Schools with regard to the suspension.

Adjudication of Delinquency, Admission of Guilt or Conviction

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

Notice of Principal's Hearing – Long-Term Exclusion, M.G.L. c. 71, § 37H ½ - The student shall receive written notification of the charges 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 the hearing, the Principal shall issue a written decision. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.

Superintendent's Appeal – Long-Term Exclusion/Expulsion, M.G.L. c. 71, § 37H ½ - The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the Superintendent, in writing, of his/her request for an appeal no later than five (5) calendar days following the effective date of the expulsion. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to be represented by counsel at student's own expense. The Superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the Woburn Public Schools with regard to the expulsion.

Opportunity to Make Academic Progress:

Any student who is serving a short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school in a manner consistent with M.G.L. c. 76 § 21. If the student moves to another school district during the period of suspension or

expulsion, the new school district shall either admit the student to its schools or provide educational services to the student in an education service plan under M.G.L. c. 76, § 21. For all suspensions, students will be entitled to the following in terms of the opportunity to make academic progress:

Less Than 10 Consecutive Days - Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school.

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

Discipline of Students with Disabilities

All students are expected to meet the Woburn Public Schools' requirements for behavior in school and abide by the School Rules set forth in this handbook. In addition to the due process protections afforded to all students in disciplinary matters, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the regulations promulgated pursuant to these statutes provide additional procedural protections for students with disabilities. These procedural protections also apply for students who do not currently have an IEP or Section 504 Plan, but whom the District knows, or has reason to know, that the Student may have a disability, prior to the conduct for which the Student is subject to discipline.

The following procedures apply to suspension of students with disabilities when suspensions exceed ten (10) consecutive school days or when a series of short-term removals that constitute a pattern of removal that exceeds ten (10) cumulative days and is considered to constitute a disciplinary change in placement. These procedures include the responsibilities of the team and the responsibilities of the district.

- a) Prior to a suspension that would result in a disciplinary change in placement of a student with a disability, the building administrator(s), parents and relevant members of the student's IEP/504 Team will convene to determine whether the violation for which the student is subject to a disciplinary change in placement was caused by or

directly and substantially related to the student's disability or was the direct result of a failure to implement the student's IEP or Section 504 Plan.

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

c) If the Team determines that the behavior IS a manifestation of the disability, then the district will conduct a functional behavior assessment or review any existing behavior intervention plan and take steps (with the consent of the parent) to modify the IEP/504 Plan, the placement, or the behavior intervention plan as appropriate and the student will not be suspended for more than ten (10) days (either consecutive or constituting a pattern of removal) for the violation found to be a manifestation of his/her disability

Regardless of the result of the manifestation determination, the district may place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days if:

- The student was/is in possession of a dangerous weapon on school grounds or at school-sponsored events;
- The student was/is in possession of, using, selling, or soliciting illegal drugs or a controlled substance on school grounds or at school-sponsored events; or
-
- The student inflicted serious bodily injury to another person at school or at school-sponsored events.

The interim alternative educational setting must enable the student to participate in the general curriculum, progress toward the goals in the IEP, and receive the special education and related services contained in the student's IEP. The IAESg must also provide services and modifications designed to address the behavior giving rise to the removal and to prevent the behavior from reoccurring. At the conclusion of the forty-five (45) school day period, *the student shall be returned to his/her previous placement* unless the parent (or student if 18+) consents to an extension of the IAES or an Order is obtained from the Bureau of Special Education Appeals authorizing the student's continued removal.

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

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

Bullying

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

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

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a: wire, radio, electromagnetic, photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as the author of posted content or messages, if the creation of impersonation creates any of the conditions enumerated in the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

“Aggressor” is a student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation.

“Retaliation” means any form of intimidation, reprisal or harassment directed against a person who reports bullying, provides information during an investigation about bullying, or witnesses or has reliable information about bullying.

“Target” means a student victim of bullying or retaliation.

Bullying and cyber-bullying are prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds;
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Woburn Public Schools.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Woburn Public School district if the act(s):

- Creates a hostile environment at school for the target;
- Infringes on the rights of the target at school; and/or
- Materially and substantially disrupts the education process or the orderly operation of a school.

Reporting Bullying, Cyber-bullying, or Retaliation:

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. A school or district staff member is required to report immediately to the principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voicemail box, a dedicated mailing address, and an email address. Use of an Incident Reporting Form is not required as a condition of making a report.

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

Upon determining that bullying or retaliation has occurred, the Principal will promptly notify the parents or guardians of the target and aggressor of this, and of the procedures for responding to it, in accordance with WPS' Bullying Prevention and Intervention Plan. The notice to the parents or guardians of a victim shall include information about the Massachusetts Department of Elementary and Secondary Education's ("DESE") problem resolution system and the process for seeking assistance or filing a claim through the problem resolution system. The parents of the victim should be provided the following contact information: Problem Resolution System, Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, Telephone: 781-338-3700; TTY: N.E.T. Relay: 1-800-439-2370.

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, local law enforcement agencies, students, parents and guardians, consistent with the requirements of the Woburn Public Schools' policy related to bullying, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms. This written notice may be provided through the student handbook.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school. The bullying prevention and intervention plan shall be posted on the Woburn Public Schools' website.

For the full text of the Woburn Public Schools' Bullying Prevention and Intervention Plan, please click below:

[WPS Bullying Prevention and Intervention Plan](#)

Prevention of Physical Restraint and Requirements if Used

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself/herself, another student, and/or a member of the school community, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm. The Woburn Public Schools complies with the requirements of Massachusetts regulations governing the use and reporting of physical restraint in schools (603 C.M.R. 46.00).

The definitions of forms of restraint shall be as defined in 603 C.M.R. 46.02. The use of mechanical restraint, medical restraint, and seclusion is prohibited. The use of prone restraint except as permitted under 603 C.M.R. 46.03 or of any physical restraint in a manner inconsistent with the regulations at 603 C.M.R. 46.00, is also prohibited.

Physical restraint shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate. The parent(s) and or guardian of any student who has been restrained will be notified as soon as possible and no later than twenty-four hours after a restraint has occurred.

The Superintendent will develop procedures identifying: appropriate responses to student behavior that may require immediate intervention; methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals; descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations; descriptions of the school's requirements, follow-up procedures, and training and procedures to comply with reporting requirements; including, but not limited to making reasonable efforts to orally notify a parent/guardian of the use of restraint within twenty-four (24) hours of its imposition and sending written notice to the parent within three (3) school working days; procedures for receiving and investigating complaints regarding restraint practices; methods for engaging parents/guardians in discussions about restraint prevention and use of restraint solely as an emergency procedure; procedures for conducting periodic review of data and documentation on the use of restraint as required by the regulations; and the use of time-out as a behavioral support strategy, including a process for obtaining approval from the Principal or his/her designee for a time-out exceeding 30 minutes.

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Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others. Physical restraint is prohibited when it is medically contraindicated as previously documented by a licensed physician.

The use of "time out" procedures during which a staff person continuously observes and remains immediately available to the student shall not be considered seclusion restraint.

The District's policy on the prevention and use of physical restraint and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents/guardians of enrolled students.

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

The Woburn Public Schools [Restraint Policy](#)

Lunch

Hot lunch is available every day. The Director of the lunch program sets the price for lunch each school year with approval from the school committee. Reduced and free lunch are provided for those students whose family fills out an application online (or in paper form if needed), return it to the school and meet the requirements. Children who bring lunch from home may purchase milk.

Woburn Public Schools utilizes a Point of Sale System in which each student is assigned a PIN number. The number is used each time a purchase is made from the cafeteria regardless of student status; free, reduced, or paid. You may add money to the account through My Schoolbucks with a check or cash at the school or online following the directions that food services provides.

A lunch period including recess is scheduled everyday with the exception of the day before Thanksgiving (dismissal at 12:00 with no lunch served).

A menu is provided at the beginning of each month. It is available online or a paper copy by request/need. Please check for menu choices. If children are not content with the selections, please arrange to send a lunch from home.

During the lunch period, students are expected to follow basic rules of good manners while eating in the cafeteria and each student is expected to follow the directions of the Lunch Monitors. The following rules apply:

1. Lunch monitors are in charge of the lunch room, and will be treated with respect and kindness at all times.
2. Students are expected to speak at an appropriate indoor voice, and follow rules of good manners and politeness.
3. School rules of respect, safety, and cooperation are always in effect in the cafeteria.
4. Students need to ask permission prior to leaving the lunch room.
5. Throwing food or popping bags are not allowed.
6. When asked by lunch monitors, all students are expected to help clean up the area where they were seated. Napkins, straws, food, etc. which may have been dropped on the table or floor should be picked up before leaving the table area. A custodian will be available for cleaning large spills.
7. Students are expected to form an orderly, quiet line when asked to do so and to exit the lunchroom and re-enter the school building after recess in the same manner.

[LUNCH POLICY](#)

Recess

Recess is an important part of the school day. All students are expected to take part in recess throughout the school year, unless there is a written medical excuse or excused at the school nurse's discretion. Recess provides a time for physical activity and social interactions. Please be sure your child is dressed appropriate for recess, particularly as the weather gets cold. We make every effort to have students play outdoors for recess. Below is a chart that outlines the type of weather conditions that would keep students indoors for recess:

Understand the Weather

Wind-Chill



- 30° is *chilly* and generally uncomfortable
- 15° to 30° is *cold*
- 0° to 15° is *very cold*
- -20° to 0° is *bitter cold* with significant risk of *frostbite*
- -20° to -60° is *extreme cold* and *frostbite* is likely
- -60° is *frigid* and exposed *skin will freeze* in 1 minute

Heat Index



- 80° or below is considered *comfortable*
- 90° beginning to feel *uncomfortable*
- 100° *uncomfortable* and may be *hazardous*
- 110° considered *dangerous*

All temperatures are in degrees Fahrenheit

Child Care Weather Watch

Wind-Chill Factor Chart (in Fahrenheit)									
Air Temperature	Wind Speed in mph								
	Calm	5	10	15	20	25	30	35	40
40	40	36	34	32	30	29	28	28	27
30	30	25	21	19	17	16	15	14	13
20	20	13	9	6	4	3	1	0	-1
10	10	1	-4	-7	-9	-11	-12	-14	-15
0	0	-11	-16	-19	-22	-24	-26	-27	-29
-10	-10	-22	-28	-32	-35	-37	-39	-41	-43



Comfortable for out door play



Caution



Danger

Heat Index Chart (in Fahrenheit %)											
Air Temperature (F)	Relative Humidity (Percent)										
	40	45	50	55	60	65	70	75	80	85	90
80	80	80	81	81	82	82	83	84	84	85	86
84	83	84	85	86	88	89	90	92	94	96	98
90	91	93	95	97	100	103	105	109	113	117	122
94	97	100	103	106	110	114	119	124	129	135	
100	109	114	118	124	129	130					
104	119	124	131	137							

Rules for recess:

1. Play in designated areas.
2. No one may leave the designated play area without permission from an adult.
3. Students must use playground equipment as it is intended to be used.
4. The following activities are dangerous and are not allowed: tackle football, gymnastics tumbling, games with a hard ball, throwing snowballs/ climbing snow banks, rock or sand throwing, wrestling of any type, any rough play, pushing, shoving, kicking.
5. When recess is over, students are expected to line up promptly and quietly.

Dress Code

Parents are responsible for discussing with their children the kind and type of clothing that is considered appropriate to wear in a school setting (just like work attire). Clothing that is too revealing is inappropriate in a school setting. Students will use good judgement regarding appropriate attire in school.

- For the safety of each child, all shoes should have a closed or strapped back. Since all children play outdoors each day weather permits, flip flops should not be worn to school.

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- Students should not wear hats in school while class is in session, with the exception of religious headwear, or unless it is a designated school hat day.
- Vulgar, obscene, sexist, or profane communications displayed on clothing are forbidden.

Administrators will determine what constitutes appropriate attire and may require a student to change or cover up as necessary and appropriate.

Observations of General Education and Special Education Programs

Observations of a student's current and/or proposed general education or special education program may be conducted by a parent/guardian or his/her designee in accordance with M.G.L. c. 71B § 3 and the procedures set forth in the [Woburn Public Schools' Guidelines for Parents/Guardians and/or Parent/Guardian Designees](#). Parents/guardians must request an observation five (5) days in advance, and can submit the request to their student's building Principal. Observers may be required to sign a non-disclosure form to protect student confidentiality. The observer will be accompanied at all times by a designated school staff person.

Lost and Found

An area for lost and found articles is located in each school. Parents can assist school personnel in reducing the number of lost articles by marking belongings and apparel with the child's name. All property not picked up by students will be donated to a charitable organization.

Volunteers

Volunteers play an active role in the Woburn Public Schools; assisting students, teachers, and other staff. Prior to participating in school activities, parents must have a Criminal Offenders Records Inquiry (CORI) report completed by the Woburn Public schools. All CORI reports must meet the requirements set forth in the Woburn Public Schools' School Committee policies regarding CORI reports for volunteers. CORI forms are available in each school office and must be completed every three years. While information is collected at the school office, the form is processed through the Woburn Public Schools Business Office. It is important to allow two or more weeks for the processing of these forms. The CORI form requires the following information: Name, former last name (if applicable), address, date of birth, place of birth, last six digits of Social Security Number. An original ID (such as a Driver's License, Passport, or Permanent Resident Card) must accompany the application. Confidentiality rules apply to all Woburn Public School volunteers.

Community Service

Students who complete 50 hours of community service through their elementary school years are eligible to receive the Youth Engaged in Service (Y.E.S.) award at the end of grade five.

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Community service hours can be earned by volunteering (not being paid) to help others. Routine school chores (cleaning the cafeteria tables) and household chores (shoveling snow or clearing the table at the student's own house) do not count as community service hours.

Parents must keep a record of each child's community service hours. When students reach grade 5, a form will be sent home that must be completed and signed by the parent. The Y.E.S Tracking Form is available [HERE](#).

School Councils

Under the Education Reform Act of 1993, individual school councils were established. Each Woburn Public School has a school council. The school council is a representative, school building- based committee comprised of the principal, parents, teachers and community members. The council is an advisory group to the principal, helping to shape the policies and programs at their school. The principal has the building authority and responsibility of identifying the educational needs of the students, developing educational goals for the school, formulating a school improvement plan, and reviewing the annual school budget. All meetings are open to the public. Copies of the school improvement plan are available at the school office.

Parent Teacher Organization (PTO)

The Parent-Teacher Organization is a parent-teacher group working together to plan and implement special programs and events to enhance each student's education and the enjoyment of their elementary school years. The PTO sponsors many events and programs during the school year as well as providing financial assistance towards field trips.

The PTO members are committed to helping provide a quality education for all students. The varied activities of the PTO provides many opportunities for parental involvement in the school. Volunteers are always needed and welcome. The efforts of the PTO directly benefit the students but also help to create a strong elementary school community.

Fundraising

The elementary schools, through their PTOs, engage in fund-raising activities to provide money for enrichment programs and other activities for students. Guidelines for these activities are:

- o Approval of each fund-raising activity by the PTO, Principal and the Woburn

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Public School's School Committee.

- o Door-to-door solicitation is not sanctioned.

- o Participation by parents, students, and the community is strictly voluntary.

Health and Related Issues

If your child comes to the nurse during the school day, be assured that he/she will be assessed and you will be called if they are sick or seriously injured. Many times a short rest in the nurse's office will help a child to feel better and he/she will be able to return to his/her classroom. However, if your child is ill and needs to be dismissed from school, it is the parent/guardian's responsibility to pick up or arrange for pick up of their child in a timely fashion.

Children are sometimes ill when they arrive at school. If your child complains of an ailment before coming to school or has been sick the night before, it is the parent/guardian responsibility to address the issue. Please do not send your child to school with instructions to visit the school nurse for diagnosis and treatment. If you feel your child may be ill, you need to keep your child home from school and speak with your child's pediatrician about your child's complaint/illness. The school nurse provides emergency medical assessment and care, referring students for follow-up medical intervention when necessary. The school nurse is not a substitute for regular health care, and encourages health prevention and maintenance visits with a primary care physician. Children returning to school after an illness are expected to participate in all school activities, including outdoor recess.

Fever – Generally speaking, an increased temperature is an indication of an infection. Keep your child home if he/she has a fever of 100.0 F or above. Your child should not return to school until he/she is fever free without taking any fever reducing medication for 24 hours.

Vomiting/Diarrhea – If your child vomits just once, it may be caused by something other than an intestinal illness. If your child vomits or has diarrhea more than once, keep him/her home for at least 24 hours after the last episode of vomiting/diarrhea.

Cold Symptoms – Sending your child to school with mild cold symptoms without a fever is perfectly acceptable. However, a persistent cough and/or continuous runny nose with thick secretions may be symptoms of something more than just a common cold, particularly if your child also has a fever. If this is the case, we encourage you to seek advice from your pediatrician before sending your child to school.

Infection – If your child has been diagnosed with an infection (i.e. Strep Throat) that requires antibiotics he/she cannot return to school for at least 24 hours after starting the medication. (Be sure to have your child take ALL of the medicine. It is important to finish the full dose of antibiotics even after symptoms have disappeared).

Rash – If your child has an unexplained rash, DO NOT send your child to school and ask the nurse to diagnose the rash. A rash of unknown origin should be checked by the pediatrician before your child comes to school.

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Medication Policy

Medications, whether prescription or non-prescription, shall be administered to students by the school nurse and/or those delegated by her in accordance with 105 C.M.R. 210.000 and the Woburn Public Schools' School Committee Policy on the Administration of Medication (JLCD). The school nurse administers medications identified as PSYCHOTROPIC DRUGS (i.e. Ritalin) and medications required by a child with a CHRONIC CONDITION (i.e. Diabetes, Asthma, Cystic Fibrosis) or those which may be administered because of an emergency. In order for the nurse to be able to administer any of the above medications, a medication form must be submitted and signed by both the physician and the parent. All other medications (i.e. antibiotics) are the responsibility of the parent. **All medications, including over-the-counter medicine, must have a doctor's order for the school nurse to dispense.**

A parent/guardian should not, at any time, send medicine to school to be given to the nurse by a student, or for the student to self administer, except as previously approved by the school nurse and the student's parents. This is for the safety of all students. If your child needs to have medication at school, please meet with the school nurse for the appropriate paperwork to be put in place. State law is very explicit regarding the dispensing of medicine, including non-prescription products, during school hours. If medicine is to be administered at school, the parent/guardian has the responsibility to do the following:

- o Provide the medication in its original prescription container with a pharmacy label including the student's name, prescription number, doctor's name, name of the medication, the dosage, and instructions for administering the medication (by mouth, inhaler, auto-injector, etc.).

- o

- o Insure that the medication is sufficient in quantity and is replaced when necessary.
 - o Sign and submit, at least annually, to the school nurse, a standardized authorization, which may be obtained from the nurse's office, to be signed by the prescribing physician and which includes all of the information above.

All medicine delivered by the parent/guardian to the nurse will be kept in a locked cabinet in the nurse's office. Remember, all medicine **MUST BE** delivered to the nurse in an original prescription bottle or in the original over-the-counter packaging.

REMEMBER: Your child must be fever free, without the use of fever reducing medicine, and vomiting/diarrhea free for 24 hours before coming back to school.

The Woburn Public School district recognizes that occasionally students may need to use assistive devices such as casts, crutches, walking boots, wheelchairs, etc. in order to attend school. There is a potential risk to a student and others if this equipment is not used properly or if steps are not taken to ensure safe use while at school. The district will not be responsible for student injuries that occur without a physician statement on file.

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Parent/Guardian will provide a “School Participation Following Injury Form” to the School Nurse, or a note from the child's Primary Care Physician, when a student who requires the use of any assistive device returns to school following injury and/or surgery. The school nurse, parent and student will discuss safety guidelines, elevator passes, special fire drill protocols and or the need for assistance with note taking in the classroom.

The physician note, or “School Participation Following Injury Form” must include the following:

- o Date of visit
- o Diagnosis
- o Doctor's signature
- o Any restrictions (PE, sports, recess, weight-bearing, stairs, etc.)
- o For crutches, doctor must indicate that crutches are to be used at school and that the student has been instructed by a medical professional in the proper use of the crutches. We do not recommend that a student with crutches be allowed to ambulate stairs.
- o Date restriction will end. (If the provider does not provide an end date on the restriction note, a medical clearance must be submitted to the student's school health office before the student is allowed to participate again in PE class, recess or sports. A student will not be permitted to try out for a school-related sport until the student's health office has a medical clearance on file.)

Exclusion from school may apply if the requested documentation is not provided.

If the student returns to school without the necessary documentation, the student must be picked up by the parent/guardian and a doctor's note/form obtained before the student may return to school.

General Health Information

- o If your child is seen in the emergency room for a medical reason (especially an asthma attack or an allergic reaction), please inform the school nurse the following school day so she may be better informed in caring for your child.
- o If your child is out of school for 5 consecutive days or more, you will need a note from your child's physician to return to school.
- o If your child has any changes in his/her health during the school year, please contact the school nurse to update your child's information.
- o Protocols from the Department of Public Health are followed when providing communications to parents regarding communicable diseases.
- o Updated health and immunization records are kept on file in the school nurse's office. All students must be in compliance with the state immunization laws. State-mandated screening programs are administered annually (vision, hearing, postural, height and weight).

In accordance with M.G.L.c. 71, § 57 and 105 CMR 200.000, Physical Examinations of School Children, : every student in the Woburn Public Schools must be examined by a duly

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licensed physician, nurse practitioner or physician assistant within one year prior to entrance to school or within thirty (30) days after school entry and at intervals of either three or four years thereafter. In compliance with this regulation, the Woburn Public Schools require a new physical exam prior to entry into school (at any grade), and then again at the beginning of the school year when your child enters grade four.

In accordance with 105 C.M.R. 200.400 Vision and Other Screenings: The vision of each student in the Woburn Elementary Schools will be screened annually (K-5). Upon entering kindergarten or within thirty (30) days after school entry, the parent/guardian of each child shall present certification that the student, within the previous 12 months, has passed a vision screening conducted by the child's physician. For students who fail this screening, evidence of a comprehensive eye follow up examination shall be provided to the school in September when school begins. The hearing of each student in the Woburn Elementary Schools will be screened annually (K-3). For any student who does not pass a vision or hearing screening, a written notice shall be sent to the student's parent/guardian by the school nurse for appropriate follow up of the student with the student's primary care provider.

In accordance with 105 C.M.R. 200.500 Growth and Development screenings: Measurement of weight and height will be screened annually in grades 1 and 4. This shall be done by trained school personnel (school nurse) and in accordance with the guidelines of the Department of Public Health. Every effort will be made to protect the privacy of the student during the screening process.

In accordance with M.G.L. c. 71, § 57, Postural Screenings: Postural screening is required by Massachusetts statute for students in grades 5-9. Like other screening programs conducted in the schools, this program is not intended to provide medical diagnosis, but rather to detect possible early signs of spinal problems that should have further medical evaluation. Written notice will be sent home to all grade 5 students prior to the screening. Postural screening will be done by trained school personnel (school nurses) and in accordance with guidelines of the Massachusetts Department of Public Health. Every effort will be made to protect the privacy of the student during the screening process. For any student who does not pass postural screening, a written notice will be sent to the student's parent/guardian by the school nurse, for appropriate follow up of the student with the student's primary care provider.

In accordance with M.G.L. c. 71, § 57, a student shall be exempt from physical examinations or screenings on religious grounds, upon written request of the parent or legal guardian, except with respect to communicable diseases.

Wellness Policy

The School Committee recognizes the relationship between student well-being and student achievement as well as the importance of a comprehensive district wellness program.

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Therefore, the school district provides developmentally appropriate and sequential nutrition and physical education instruction.

It is the policy of the school district that all foods and beverages made available on campus during the school day are consistent with School Lunch Program nutrition guidelines. Guidelines will be based on nutrition goals, not profit motives. The school district will provide nutrition education aligned with standards established by the USDA's National School Lunch Program and the School Breakfast Program in all grades. The complete text of the District's School Committee Wellness Policy can be found at:

<https://z2policy.ctspublish.com/masc/browse/woburnset/woburn/ADF>

Programs and Services

Services for Students with Disabilities

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

The United States Department of Education, Office for Civil Rights (OCR) enforces Section 504 in programs and activities that receive federal financial assistance from the U.S. Department of Education. Recipients of this federal financial assistance include public school districts, institutions of higher education, and other state and local education agencies. The regulations implementing Section 504 in the context of educational institutions appear at 34 C.F.R. Part 104.

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

Additionally, the Woburn Public Schools provides nonacademic and extracurricular services and activities in such a manner as is necessary to afford students with disabilities an equal opportunity for participation. The District is, however, generally permitted to establish and utilize skill-based eligibility criteria for participation in extracurricular programs and activities (e.g., school-sponsored athletics) so long as the criteria are rationally related to the purposes and goals of the specific program or activity.

For more information please contact the 504 Coordinator for the District, Michael Baldassarre.

Under the Individuals with Disabilities Education Act (“IDEA”) and M.G.L. c. 71B, some students with disabilities may be eligible for services if they require specialized instruction and/or supportive services to help them make effective progress in school. These services can include, but are not limited to, speech therapy, physical therapy, occupational therapy, specialized instruction, or placement in a special classroom. Students may be referred to the Special Education Department for an evaluation of eligibility for special education services. Within five (5) school days of such a referral, a consent form authorizing an evaluation of the student will be forwarded to the parent(s). Within forty-five (45) school days of receipt of the parent(s)’ consent, an evaluation will be conducted and a Team meeting will be held to determine if the student is eligible for special education services. If the student is found eligible for special education services, the Team will develop an Individualized Education Program (IEP) identifying the necessary services.

The Woburn Public Schools strives to work collaboratively with families to develop Individualized Education Programs through the team process, uniquely tailoring specialized instruction and related services to meet the individual needs of each student. Our mission is to provide all students access to the general education curriculum in the least restrictive setting with typical peers to the extent possible.

Our special education programs are staffed with highly skilled educators and related service providers including Speech and Language Pathologists, Occupational Therapists, Physical Therapists, Board Certified Behavior Analysts, Vision Specialists, Orientation and Mobility Specialists, and School Psychologists. Through comprehensive evaluations and detailed Individualized Education Programs we aim for every student to make effective progress at their instructional level. In Woburn we foster a positive learning environment where students feel safe, supported, and connected to the school community. For more information or a copy of the Parents’ Notice of Procedural Safeguards please contact the Special Education Office at 781-937-8233 ext: 11251 or at woburnpublicschools.com.

Woburn Special Education Parent Advisory Council (PAC)

The Woburn Special Education Parent Advisory Council (SEPAC) is a parent run organization that serves as a resource for parents and guardians of children who have special needs as well as an advisor to the School Committee. The SEPAC works in partnership with the Woburn Public Schools administration on matters relating to the education and safety of students with disabilities. At monthly meetings, the SEPAC discusses topics to promote communication and to foster a culture of understanding, acceptance and inclusion in the schools and in the community. The SEPAC is a public, self-governing body, and is open to all parents of children with disabilities and other interested parties. Contact information and a monthly meeting schedule can be found at woburnsepac.org.

Title One

Title I is a federally-funded program designed to ensure that children have a fair, equal, and significant opportunity to obtain a high quality education. In the Woburn Public Schools, Title One is a schoolwide program that allows for the improvement of the entire school program with the intent of meeting the needs of those students who are failing or most at risk of failing to meet the state's academic achievement standards.

Parents Right-to-Know

At the beginning of each school year, districts shall notify the parents of students attending a Title I school that parents may request, and upon request, the district will provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers, including, at a minimum:

Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

1. whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
2. whether the teacher is teaching in the field of discipline of the certification of the teacher; and
3. whether the child is provided services by paraprofessionals and, if so, their qualifications.

A school shall provide to each individual family:

1. information on the child's level of achievement and academic growth in each of the state academic assessments as required under Title I, and

2. timely notice that the child has been taught for four or more consecutive weeks by a teacher who does not meet state licensure requirements.

The Woburn Public Schools is committed to providing quality instruction to all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above for your child's teacher(s), please contact your school's principal.

English Learner (EL) Program

In accordance with federal and state law, the English Learner (EL) Program is responsible for identifying students who are not proficient in the English language and for providing those students with English language instruction to develop proficiency in reading, writing, speaking and listening in English.

Incoming students are screened, using a Home Language Survey in the family's primary language. If a language other than English is reported on the Home Language Survey, an assessment (WIDA Screener for grades 1-12, W-APT for Kindergarten, and Pre-Las for Pre-K) is given to determine the student's English language proficiency level. Students whose test results are under the proficiency thresholds determined by the Massachusetts Department of Elementary and Secondary Education are identified as English Learners (EL). ELs are placed in Sheltered English Instruction (SEI) programming. SEI is defined as an English language acquisition method for children where curriculum and presentation are designed to develop academic content alongside English development. Books and instructional materials are in English, and all reading, writing and other subjects are taught in English.

Families of ELs may opt-in to SEI programs that include explicit English as a Second Language instruction using a curriculum based on the WIDA ELD standards and instruction tailored to students' proficiency levels and delivered by licensed English as a Second Language teachers. These SEI programs are available at all Woburn Public Schools.

Families of ELs may opt-out of SEI Programs with ESL instruction. The student will continue to be classified as an EL and must participate in the ACCESS English Language Proficiency assessment annually until he or she meets the criteria to exit the designation of English Learner. All ELs in the district will be provided equitable access to the curriculum.

English Learners are required to participate in state-wide assessments.

English Learners who obtain English proficiency and who meet the state's criteria to exit English Learner status will be classified as Former Limited English Proficient (FLEP). Their progress will be monitored for four (4) years thereafter. Students who are struggling after becoming FLEP can be reclassified as English Learners after thorough review by the student's teachers.

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Technology

Woburn Public Schools Technology Responsible Use Contract Grades K-5

All technology use at the elementary level in Woburn Public Schools is under the direct supervision of a teacher, staff member and/or designated adult. In order for a student to use Woburn Public Schools technology, a student and his/her parent/guardian must be aware that its use is for educational purposes only. The following is kid-friendly language that aligns with the School Committee's Acceptable Use Policy IJNDB, which can be found at: <https://z2policy.ctspublish.com/masc/browse/woburnset/woburn/IJNDB> . Please review the following expectations with your child:

Grades K-1

Respectful:

- I will be kind and respectful online.
- I will take care of devices.
- I understand that our devices are for learning in our school community.

Responsible:

- I will use apps and websites that my teacher approves.
- I will tell a teacher if I see a problem.

Honest:

- I will only work on my school projects.

Grades 2-3

Respectful:

- I will be kind and respectful online.
- I will take care of devices.
- I understand that our devices are for learning in our school community.

Responsible:

- I will keep my passwords safe and only share them with appropriate adults.
- I will use apps and websites that my teacher approves.

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- I will report to a teacher or staff member when I see unexpected or inappropriate content or behavior.

Honest:

- I will only access my own accounts.
- I will share work with other students when approved by the teacher.

Grades 4-5

Respectful:

- I will be kind and respectful online.
- I will take care of devices.
- I will contribute to a positive online school community.
- I will only take or share pictures or videos online of other students if required for class projects.
- I understand that our devices are for learning.

Responsible:

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

Honest:

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

Once students enter Grade 3, they are given G Suite for Education accounts which are managed by Woburn Public Schools, so they are different than a “personal” Google account. Woburn controls various settings based on educational best practices which vary by grade. At the elementary level, for example, students have no access to email, YouTube filter is set to most restrictive and sharing limited to woburnps.com. If you would like to read more about Google for Education accounts and their industry-leading safeguards, please visit <https://edu.google.com/why-google/privacy-security> Accounts have unique passwords and can be changed by request.

Homeless Students: Enrollment Rights and Services

If a student is homeless, or becomes homeless during the school year, he/she is encouraged to inform school administration. The McKinney-Vento Homeless Assistance Act

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

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in the attendance area in which the student is actually living, or other schools. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families residing in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

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

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students and unaccompanied youths will be provided district services for which they are eligible, including Head Start and comparable preschool programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs. A child who is homeless or an unaccompanied youth and attending any school served by the local educational agency is eligible for Title I services and the Free and Reduced Lunch program.

The term "unaccompanied youth" includes a homeless child or youth not in the physical custody of a parent or guardian. Homeless students are defined as lacking a fixed, regular and adequate nighttime residence. This definition shall include: (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 11302(a)(2)(C) 1 of this title); (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

For additional information regarding homeless students rights and services, please contact the building principal or the District Homeless Liaison, Assistant Superintendent of Student Services.

Educational Opportunities for Students in Foster Care

The Every Student Succeeds Act (ESSA) requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different than their prior school district). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attends in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF), The Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and

also that the district collaborate with DCF and other school districts to ensure that students will receive transportation to the school of origin if needed.

Best Interest Determination

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

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

Transportation

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

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

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

Educational Opportunities for Children of Military Families

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents/guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The Interstate Compact on Educational Opportunity for Military Children applies to children of military families who are school aged children enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

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

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- For Kindergarten and First grade students, a student can continue in the same grade in the receiving state regardless of entrance age requirements, if he/she has already started kindergarten or 1st grade in an accredited school in the sending state in which the family was stationed. A student may go to the next grade regardless of age requirements, if he/she has completed kindergarten or 1st grade in the sending state.
- Receiving schools must initially honor placement of students in all courses from the sending school. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- The District may, as deemed appropriate, waive prerequisites or other preconditions for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students shall have additional excused absences at the discretion of the District for visits with parents or legal guardians relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent/guardian without any tuition fee imposed.
- The student will be provided with the opportunity for inclusion in extra-curricular activities regardless of deadlines as long as the child is otherwise qualified.

Privacy Policy

The Woburn Public Schools recognize the importance of protecting each staff's and student's privacy and is committed to protecting personal information. The privacy statement applies to all personally identifiable information, regardless of the collection method. That includes audio, digital, and email communications. It is expected that digital material (photos or videos) taken during special events or activities in school or on field trips be used for personal use only. The photos should not be distributed by mass e-mail or any website without prior permission from the Principal and parent/guardian of the student(s) involved.

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

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

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

use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The Woburn Public Schools will directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and are provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

Specific activities and surveys covered under this requirement include: the collection, disclosure, or use of personal information for marketing, sales or other distribution; the administration of any protected information survey not funded in whole or in part by the U.S. Department of Education; and any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

Whom Do I Call When I Have A Question?

The Woburn Public Schools, in an effort to promote direct, open and respectful interactions to address concerns/problems is providing the steps for parents/guardians below to assist in resolving issues in an efficient manner. The steps begin with the staff member closest to the situation, as that person will typically have the most information.

For grades K-5

Classroom issues regarding procedures, grades, schedules, behavior, social emotional needs, etc. or curriculum and instruction, such as textbooks and materials, curriculum being taught, strategies, etc.

Step 1a - Classroom teacher, Special Education Teacher, or Related Service Provider;

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If not resolved...

Step 1b - If appropriate - School Adjustment Counselor/School Psychologist

If not resolved...

Step 2 - Building Administrator;

If not resolved...

Step 3 - Assistant Superintendent (depending on the situation Student Services or Curriculum and Instruction);

If not resolved...

Step 4 - Office of the Superintendent of Schools

Students on 504 plans grades K-5

Step 1 - Classroom teacher;

If not resolved...

Step 2 - Designated 504 Coordinator or Building Administrator;

If not resolved...

Step 3 - Assistant Superintendent for Student Services;

If not resolved...

Step 4 - Office of the Superintendent of Schools

Special Education grades K-5

Step 1 - Classroom teacher, Special Education Teacher, or Related Service Provider, Chairperson;

If not resolved...

Step 2 - Building Administrator;

If not resolved...

Step 3 - Special Education Director;

If not resolved...

Step 4 - Assistant Superintendent of Student Services

If not resolved...

Step 5 - Office of the Superintendent of Schools

Medical Concerns grades K-5

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Step 1 - School Nurse;

If not resolved...

Step 2 - Nurse Leader

Step 3 - Building Administrator;

If not resolved...

Step 4 - Assistant Superintendent of Student Services

If not resolved...

Step 5 - Office of the Superintendent of Schools