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2018 JUN 21 PM 1:13

TOWN OF WILMINGTON, MA

**WILMINGTON PUBLIC SCHOOLS
WILMINGTON, MASSACHUSETTS**

June 27, 2018

**7:00 p.m. Wilmington High School
159 Church Street
Wilmington, MA 01887
Large Group Instruction Room 1-062**

AGENDA

- 1. Roll Call**
- 2. Pledge of Allegiance**
- 3. Approval of Items by Consensus:**
 - A. Introduction of Items by Superintendent**
 - B. Requests to Withdraw Items**
 - C. Items for Approval:**
 - a. Approval of Minutes: June 13, 2018 - Regular Session**
 - b. Warrants**
G434, G435
R242, R243
L64, L65
FS47, FS48, FS49, FS50
Payroll: 06/20/18
 - c. Warrants**
CB22
 - d. Warrants**
SPED42, SPED43, SPED44, SPED45, SPED46
 - D. Consideration for Items Withdrawn from Consensus**
- 4. Superintendent's Report**
- 5. Old Business**
- 6. New Business**
 - A. Recognition of Robert Sica, Perfect Attendance Award**
 - B. Policy IKB – Homework Policy, First Reading**
 - C. Excess Equipment and Textbook Disposal**

- D. Middle School and High School Student Handbooks
- E. School Committee Secretary Vacancy

7. Public Comment

8. Other Reports

a) Sub-Committee Reports

9. Correspondence

10. Adjournment

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WPS School Committee Sub-Committees & Assignments

As of 5-09-18

Policy Sub-Committee

This sub-committee reviews policies, including any changes or updates put forth by Superintendent. Updates policies per MA state recommendations and requirements. Develops drafts of policies to be read, discussed and approved by the SC. Meetings are as needed, held at 6:00pm prior to the start of the regular School Committee meeting, 6-8 times per year. ***Chair TBD at first meeting.**

- Jenn Bryson MJ Byrnes (alternate)
- Steve Bjork
- TBD

Sick Bank Sub-Committee

The Sick Bank is a function of contract negotiations with the WTA. This sub-committee will consist of 2 SC members, 2 representatives from WTA & WPS Director of Finance & Administration. Meetings are as needed, typically 2-3/year. Usually held at 3:15 weekdays at WHS.

- Steve Bjork
- TBD

Superintendent Evaluation Sub-Committee

This sub-committee keeps SC Committee on schedule regarding the evaluation cycle. Sub-committee will compile individual evaluations into final document. 1-2 meetings/year. Final meeting to take place 2nd half of May. Minimal time commitment required. ***Chair TBD at first meeting.**

- Julie Broussard
- Jenn Bryson
- Tom Talbot

SC Representative(s) to WEF Board of Directors

Attend WEF meetings and report on WEF's activities to SC. ****May not vote on WEF financial agenda items**** WEF meetings are 2nd Tuesday of every month, Sept – June. 8:30am – 10:00am at the Roman House.

- David Ragsdale

SC Representative(s) to WPS Wellness Advisory Committee

Attend WAC meetings and report activities to SC. Typically meets monthly during school year. Usually weekdays after school.

- MJ Byrnes

SC Representative(s) to SEPAC

****There are guidelines for SC member participation on the SEPAC**** Please refer to these guidelines in SC Handbook. Attend SEPAC meetings and report on activities to SC. 1 meeting per month, typically the 3rd Thursday of the month, at 6:30pm at WHS. The SEPAC also sponsors a few workshops each year.

- David Ragsdale
- Jenn Bryson (alternate)

SC – Executive Session Minutes

This role is held by current SC Chairperson. The Chair will sign the Executive Session Minutes.

- Julie Broussard

SC Legislative Representative(s)

The purpose of this role is to provide informational updates to the SC regarding state & federal government activities concerning public education. Any letter writing, advocacy or visits to the state house or any other proposed action on behalf of WPS SC requires deliberation & vote taken at public SC meeting.

- MJ Byrnes

SC Handbook/Protocol

Keeps our handbook updated. Alerts SC of any proposed changes. Any changes require deliberation & vote at public meeting. Meet as needed. Minimal time commitment required. ***Chair TBD at first meeting**

- TBD
- MJ Byrnes
- Tom Talbot

Contract negotiation team with Massachusetts Nurses Association

New teams will be assigned as needed at public meeting. Meeting times usually after school. Time commitment required can vary.

- Jenn Bryson
- MJ Byrnes

Contract negotiation team with Administrative Assistants

New teams will be assigned as needed at public meeting. Meeting times usually after school. Time commitment required can vary.

- TBD
- David Ragsdale

Town Master Facilities Plan Committee Representative

Meets 3rd Thursday of month and additional dates as needed. 6:00 pm at Town Hall. All members encouraged to attend as they are able. SC is allowed one representative at this time.

- Tom Talbot

SC/Family Communication/Relations

This sub-committee will generate and propose ideas to encourage communication & foster strong relations with our constituents to our full committee. Meeting times & time commitment required TBD. ***Chair TBD at first meeting.**

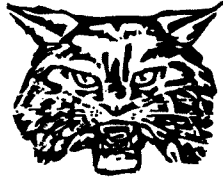
- Jenn Bryson
- Julie Broussard
- Tom Talbot
- MJ Byrnes (alternate)

Notes on Sub-committees:

- No more than 3 members of the SC can be on an individual sub-committee
- Any changes require deliberation & vote at public meeting
- New sub-committees are created by proposing the idea to the Chair & Superintendent, who will place it on upcoming meeting agenda for deliberation & vote at public meeting
- For those committees under SC jurisdiction, the “Chair” seat is held by the senior member of that sub-committee

Paul Ruggiero
Interim Superintendent of Schools

Frank Antonelli
Interim Director of Administration
& Finance



Sean Gallagher
Assistant Superintendent

Alice Brown-LeGrand
Director of Student Support Services

Ken Storlazzi
Human Resources Director

Wilmington Public Schools

161 Church Street | Wilmington, MA 01887
Tel: (978) 694-6000 Fax: (978) 694-6005

TO: Wilmington School Committee

FROM: Paul Ruggiero
Interim Superintendent of Schools

DATE: June 27, 2018

RE: Consent Agenda Items

There are four items for consideration on the consent agenda for June 27, 2018:

- a. Approval of Minutes: June 13, 2018 - Regular Session
- b. Warrants
G434, G435
R242, R243
L64, L65
FS47, FS48, FS49, FS50
Payroll: 06/20/18
- c. Warrants
CB22
- d. Warrants
SPED42, SPED43, SPED44, SPED45, SPED46

Notice of Non-Discrimination

All educational and non-academic programs, activities and employment opportunities at Wilmington Public Schools are offered without regard to race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, homelessness, age and/or disability, and any other class or characteristic protected by law.

Paul Ruggiero
Interim Superintendent of Schools

Frank Antonelli
Interim Director of Administration
& Finance



Sean Gallagher
Assistant Superintendent

Alice Brown-LeGrand
Director of Student Support Services

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TO: Wilmington School Committee

FROM: Paul Ruggiero
Interim Superintendent of Schools

DATE: June 27, 2018

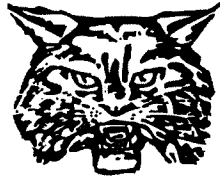
RE: Recognition of Mr. Robert Sica for Perfect Attendance

At the June 27th meeting, Principal Linda Peters will present Mr. Robert Sica, a recent graduate of Wilmington Public Schools, with an award for Perfect Attendance. Robert and his family will be present at the meeting.

Robert was recently featured on WCVB, Channel 5, for this amazing accomplishment.

Paul Ruggiero
Interim Superintendent of Schools

Frank Antonelli
Interim Director of Administration
& Finance



Sean Gallagher
Assistant Superintendent

Alice Brown-LeGrand
Director of Student Support Services

Ken Storlazzi
Human Resources Director

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161 Church Street | Wilmington, MA 01887
Tel: (978) 694-6000 Fax: (978) 694-6005

TO: Wilmington School Committee

FROM: Paul Ruggiero
Interim Superintendent of Schools

DATE: June 27, 2018

RE: First Reading of Policy IKB – Homework Policy

At the June 27th meeting, Policy IKB – Homework will be presented for a first reading. We request approval of the first reading, and to delete Policy IKB-E – Homework, due to the revision of both policies into the new Policy IKB.

Recommended Motions:

Move to approve the first reading of Policy IKB – Homework.

Move to approve the deletion of Policy IKB-E – Homework, due to the incorporation of both policies into Policy IKB - Homework

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Paul Ruggiero
Interim Superintendent of Schools
Director of Administration & Finance

Sean Gallagher
Assistant Superintendent



Jennifer Mahon
Interim Director of Student Support
Services

Anne-Marie Fiore
Director of Technology

Ken Storlazzi
Human Resources Director

Wilmington Public Schools

161 Church Street | Wilmington, MA 01887
Tel: (978) 694-6000 Fax: (978) 694-6005

MEMO

Fr: Sean T. Gallagher
To: Policy Sub-Committee
Re: Homework Policy Revisions
Date: 6-13-18

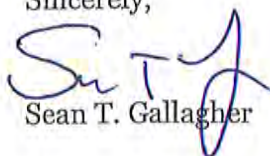
2017-2018 Homework Committee Members

Linda Peters	Linda.Peters@wpsk12.com	WHS Principal
Christine McMenimen	Christine.McMenimen@wpsk12.com	North Principal
Riley, Kevin	Kevin.Riley@wpsk12.com	WHS Teacher
Mauriello, Robert	Robert.Mauriello@wpsk12.com	Elementary Teacher
Lund, Patrice	Patrice.Lund@wpsk12.com	Elementary Teacher
Jackson, Katianne	Katianne.Jackson@wpsk12.com	WMS Teacher
Jennifer Bryson	Jennifer.Bryson@wpsk12.com	Parent / SC Member
Leslee Quick	lquick@wellcare-center.com	Parent / Community
Jo Newhouse	mjnewhouse@verizon.net	Parent / SEPAC
Margaret Kane	Margaret.Kane@wpsk12.com	SC Member
Manny Mulas	Former School Committee Member	Former SC Member

Various Survey data compiled with current research below led to HW Policy revisions

- Rethinking Homework 2010 - Cathy Vatterott
- Visible Learning -Dr. John Hattie
- The Homework Myth - (Book) - Alfie Kohn
- Fair Isn't Always Equal - Rick Wormeli

Sincerely,


Sean T. Gallagher

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HOMEWORK

The term "homework" refers to an assignment to be prepared during a period of supervised study in class or outside of class.

The purposes of homework are to improve the learning processes, to aid in the mastery of skills, and to create and stimulate interest on the part of the student.

Homework is a learning activity which should increase in complexity with the maturity of the student. With increased maturity, learning should become an independent activity. This should be established through consistent assignments which encourage students to investigate for themselves and to work independently as well as with others.

Homework assignments should be consistent in terms of the amount given each day and the time required for each assignment so that a pattern of meaningful homework can be established by the teacher and/or the student.

The information for any homework assignment should be clear and specific so that the student can complete the assignment.

Homework assignments should take into consideration individual differences of students such as health, ability, conditions at home, and educational resources at home. Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library, and should require the use of those materials only when the student has had instruction in the use of them.

There are many other learning activities in the life of a student besides homework. Such things as participating in school activities, pursuing cultural interests, participating in family living, and exploring personal interests should be considered by teachers when planning consistent assignments. Homework is not to be used as a form of punishment under any circumstances.

HOMework

I. Philosophy

The purposes of homework include the following: to enhance students' achievement; to help students become self-directed, responsible, and independent learners; and to communicate with families about what is happening in the classroom. Homework is a shared responsibility among the student, teacher, and family.

Parents can expect homework to be

- Planned and well organized by the teacher.
- Consistent with the needs and abilities of students.
- Purposeful to students.
- Reviewed with feedback given to students in a timely manner.

Homework may be assigned to be completed outside of the school day for

- **Practice and Review** - to help students consolidate and master specific content, skills, and processes which have been presented in class.
- **Preparation** -to help students gain the maximum benefits from future lessons.
- **Extension** - to provide students with opportunities to transfer specific processes or concepts to new situations.
- **Creativity** - to require students to integrate many concepts, skills, and processes in order to produce original responses.

II. Supporting Research

Research strongly supports the following

- A reasonable amount of study and preparation outside of class time is necessary for the scholastic growth of students.
- The amount of homework should increase as the child progresses through the grades.
- Student achievement rises significantly when teachers regularly assign homework and students conscientiously do it.
- Homework teaches students to be self-directed, independent learners.
- Homework helps students to develop good work habits.
- Homework helps students to learn to budget time effectively.
- Homework gives students experience in following directions, making judgments and comparisons, raising additional questions for study, and developing responsibility and self-discipline.
- Assignments should be individualized and clearly defined.
- Assignments should provide an opportunity for imagination and creativity.
- Feedback to students is essential for homework to be of value.

- Homework expectations should be clearly outlined and communicated to students and families.

III. Administrative Responsibilities

The school administrator will

- Ensure that the teaching staff is adhering to the homework policy.
- Review the established homework policy with the teaching staff.
- Develop specific grade level and subject matter guidelines within the framework of the general policy where needed.
- Provide professional development workshops and/or informational materials for the teaching staff.
- Communicate the policy to parents and the community.

IV. Teacher Responsibilities

The classroom teacher will

- Set out homework expectations early in the school year and implement them consistently.
- Carefully plan and organize homework assignments in accordance with time and length guidelines.
- Implement a routine, consistent system for assigning homework.
- Assign homework congruent with students' needs.
- Make clear in assigning homework to students the purposes of the assignment, the guidelines for completion, and the basis for evaluating the work performed.
- Monitor and check for student understanding of the assignment and the skills necessary to successfully complete the homework.
- Provide students with rubrics that will be the basis of evaluation for long-term projects, reports, and research.
- Collect homework assignments on the date specified.
- Review, acknowledge, and return homework within one or two days for daily assignments.
- Be consistent about how homework assignments are assessed.
- Assess homework through the use of rating scales, checklists, anecdotal records, and scoring rubrics that identify specific criteria for success.
- Utilize homework to locate problems in student progress and to individualize instruction.
- Confer with families regarding concerns as they arise.
- Work with colleagues to develop a consistent pattern for homework expectations between and across grade levels, disciplines and courses, and work to coordinate assignments across disciplines.

V. Family Responsibilities

Families will

- Provide encouragement and support; show interest in their children's work.
- Assist students in developing good study habits by providing a comfortable, well-lit area

free from distractions.

- Provide supplies needed to complete homework assignments.
- Evaluate their children's activities to be sure they have sufficient time to study and participate in family or outside activities.
- Schedule a regular time for homework completion. Question students about their assignments. Monitor homework completion and the efficient use of time.
- Encourage students to complete their own homework independently, unless otherwise specified.
- Confer with teachers regarding homework concerns.
- Review teacher comments on homework assignments. Supervise the signing and returning of homework forms, notes, and schedules as required by the teacher.
- Acknowledge responsible homework habits and effort.

VI. Student Responsibilities

The student will

- Understand homework assignment before leaving school.
- Have a routine location and system to record daily assignments (e.g., planner, assignment book).
- Take home all necessary materials to complete assignments.
- Schedule and organize homework time that is free from distraction and compatible with family and/or after-school activities.
- Complete and return homework on time.
- Confer with teachers regarding homework concerns.

VII. Time Length per Day

The following suggested times for daily homework are guidelines to be generally followed. Individual students may require less or more time for assignments. If students are consistently spending significantly longer on assignments, families should consult with the teacher(s).

Kindergarten	Occasional assignments
Grade 1	15 minutes (Mon. - Thurs.)
Grade 2	30 minutes (Mon. - Thurs.)
Grade 3	30-45 minutes (Mon. - Thurs.)
Grade 4	45-60 minutes (4 times per week)
Grade 5	60-75 minutes (4 times per week)
Grade 6, 7 & 8	75-120 minutes
Grades 9-12	90-180 minutes with an average of 30 minutes per course

These guidelines are appropriate for daily assignments. Homework may also involve long-term projects, products, or performances that serve as a demonstration of student learning. Long-term assignments should be made well in advance of the due date and should include incremental checkpoints or benchmarks to help students complete them successfully.

VIII. Summer Reading Program

Summer reading programs at all levels are designed to help students maintain and extend literacy skills over the extended school break. The elementary (K-5) program is a voluntary, incentive program. Required summer reading at the middle and high school levels complements the curriculum and will contribute to the first quarter language arts grade.

Revised / Replace

File: IKB**HOMEWORK (Add More General Information)****I. Philosophy**

The purposes of homework are to improve the learning processes, to aid in the mastery of skills, and to create and stimulate interest on the part of the student. Homework is a shared responsibility among the teacher, student and family.

The term "homework" refers to an assignment to be prepared during a period of supervised study in class or outside of class time hours.

Homework is a learning activity that should increase in complexity with the maturity of the student. With increased maturity, learning should become an independent activity. This should be established through consistent assignments, which encourage students to investigate for themselves and to work independently, as well as with others.

Homework assignments should be consistent in terms of the amount given each day and the time required for each assignment so that a pattern of meaningful homework can be established by the teacher and/or the student.

The information for any homework assignment should be clear and specific so that the student can complete the assignment.

Homework assignments should take into consideration individual differences of students such as health, ability, conditions at home, and educational resources at home. Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library, and should require the use of those materials only when the student has had instruction in the use of them.

File: IKB-E

Delete This Section

HOMEWORK

I. Philosophy

The purposes of homework include the following: to enhance students' achievement; to help students become self-directed, responsible, and independent learners; and to communicate with families about what is happening in the classroom. Homework is a shared responsibility among the student, teacher, and family.

Parents / Guardians can expect homework to be:

- Planned and well organized by the teacher.
- Consistent with the needs and abilities of students.
- Purposeful **and Meaningful** to the students.
- Reviewed with feedback given to students in a timely manner.

Homework assignments should be coordinated by the teacher(s) and should be within the limit of expected probability for accomplishment by the student. Homework should help the student to:

1. Learn to work independently and become self-reliant.
2. Think, plan, organize and apply.
3. Extend proficiency in effective habit and skills.
4. Increase knowledge and its use.
5. Develop insights and stimulate creativity.

Delete This Section

Homework may be assigned to be completed outside of the school day for

- **Practice and Review** - to help students consolidate and master specific content, skills, and processes which have been presented in class.
- **Preparation** -to help students gain the maximum benefits from future lessons.
- **Extension** - to provide students with opportunities to transfer specific processes or concepts to new situations.
- **Creativity** - to require students to integrate many concepts, skills, and processes in order to produce original responses.

II. Supporting Research

Research supports the following:

Research provides strong evidence that, when used appropriately, homework can benefit student achievement. To make sure that homework is appropriate, administrators, teachers, parents and guardians should follow these guidelines:

Assign purposeful homework. Legitimate purposes for homework include introducing new content, practicing a skill or process that students can do independently but not fluently, elaborating on information that has been learned in class to deepen students' knowledge, and providing opportunities for students to explore topics of their own interest.

Design and manage homework assignments to maximize the chances that students will be able to complete it. For example, ensure that homework is at the appropriate level of difficulty. Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging and purposeful.

Parent / Guardian involvement, engage parents / guardians in appropriate ways (for example, as a sounding board to help students summarize what they learned from the homework) without requiring parents to act as teachers or to police students' homework completion.

Administrators / Teachers / Parents and or Guardians should carefully monitor the amount of homework assigned so that it is appropriate to students' age levels and individual abilities.

Delete Entire Section

- A reasonable amount of study and preparation outside of class time is necessary for the scholastic growth of students.

(Agree for both student growth / formative assessments for teachers to adapt instruction)

- The amount of homework should increase as the child progresses through the grades.

(Should be individualized for student learning / not per grade or age)

- Student achievement rises significantly when teachers regularly assign homework and students conscientiously do it.

(Current research – does not fully support this claim – can create undue stress & busy work)

- Homework teaches students to be self-directed, independent learners.

(Can add undue stress – student does not understand how to complete)

- Homework helps students to develop good work habits.

(Can create defeated attitude / negative impact)

- Homework helps students to learn to budget time effectively

(Problematic for executive functioning students)

- Homework gives students experience in following directions, making judgments and comparisons, raising additional questions for study, and developing responsibility and self-discipline.

(Agree when used as practice of content mastered / meaningful & purposeful/ extension of classroom)

- Assignments should be individualized and clearly defined.

(Agree when used as a formative assessment helping teachers understand what students Know / Learned)

(Problematic when homework is used as a summative assessment)

- Assignments should provide an opportunity for imagination and creativity.

(These type of HW assignments can be extension of the classroom / tied to real world problem solving)

- Feedback to students is essential for homework to be of value.

(Used as a formative assessment helping teachers revise daily lessons / goals)

- Homework expectations should be clearly outlined and communicated to students and families.

(Agreed this communication should be ongoing throughout the year)

III. Administrative Responsibilities

Keep & Revise Admin Section

The school administrator will

- Review the established homework policy with the teaching staff.
- Ensure that the teaching staff is adhering to the homework policy.

(Ensure that the teaching staff monitors the homework guidelines above on a regular basis)

- Develop specific guidelines within the framework of the general policy where needed.

(Develop modifications to the guidelines for students and staff when necessary within the framework of the general policy)

- Provide professional development workshops and/or informational materials (regarding homework best practices) for the teaching staff.

- Communicate the policy to parents and the community.

(Fully Communicate the policy to parents / guardians with your school community)

IV. Teacher Responsibilities

Keep & Revise Teacher Section

The classroom teacher will

- Set out homework expectations early in the school year and implement them consistently.
- Carefully plan and organize homework assignments in accordance with **time and length guidelines**. **Delete**
- Implement a routine, consistent system for assigning homework.
- Assign homework congruent with students' needs.
- Make clear in assigning homework to students the purposes of the assignment, the guidelines for completion, and the basis for evaluating the work performed.
- Monitor and check for student understanding of the assignment and the skills necessary to successfully complete the homework.
- Provide students with rubrics that will be the basis of evaluation for long-term projects, reports, and research.
- Collect homework assignments on the date specified.
- Review, acknowledge, and return homework within one or two days for daily assignments.
- Be consistent about how homework assignments are assessed.
- Assess homework through the use of rating scales, checklists, anecdotal records, and scoring rubrics that identify specific criteria for success.
- Utilize homework to locate problems in student progress and to individualize instruction.
- Confer with families regarding concerns as they arise **and make proper accommodations**
- **Strive to work** with colleagues to develop a consistent pattern for homework expectations between and across grade levels, disciplines and courses, and work to coordinate assignments across disciplines.

V. Family Responsibilities

Keep & Revise Family Section

Families should

- Provide encouragement and support; show interest in their children's work.
- Assist students outside of school in developing good study habits.
- Provide supplies needed to complete homework assignments
- Evaluate their children's activities to be sure they have sufficient time to study.
- Schedule a regular time for homework completion. Question students about their assignments.
- Monitor homework completion and the efficient use of time.
- Encourage students to complete their own homework independently, unless otherwise specified.
- Confer with teachers regarding homework **when concerns arise**
- **When provided** review teacher comments on homework assignments. Supervise the signing and returning of homework forms, notes, and schedules as required by the teacher.
- Acknowledge responsible homework habits and effort.

VI. Student Responsibilities

Keep & Revise Students Section

The student should

- Understand homework assignment before leaving school.
- Have a routine location and system to record daily assignments (e.g., planner, assignment book)
- Take home all necessary materials to complete assignments.
- Schedule and organize homework time that is free from distraction and compatible with family and/or after-school activities.
- Complete and return homework on time.
- Confer with teachers regarding homework concerns.

Revised / Replace

VII. Characteristics of Homework Best Practices

There are many other learning activities in the life of a student besides homework. For example, as participating in school activities, pursuing cultural interests, participating in family living, and exploring personal interests should be considered when assignments are given.

The research suggests that individual students may require less or more time for assignments. If students are consistently spending significantly longer on assignments, families should consult with the teacher(s) to let them know of their child's struggles.

In addition, homework may also involve long-term projects, products, or performances that serve as a demonstration of student learning. Long-term assignments should be made well in advance of the due date and should include incremental checkpoints or benchmarks to help students complete them successfully.

Five characteristics of best homework practices:

- **Purpose of assignments** = should be meaningful to student learning / extension of the classroom
- **Efficiency of assignments** = does not take a long time to complete, but requires critical thinking
- **Ownership of assignments** = give students choices connecting homework to their interests / real world
- **Competence of assignments** = differentiate homework to the appropriate level of difficulty
- **Aesthetic appeal of assignments** = visually pleasing / uncluttered promoting creativity

Delete Entire Section

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These guidelines are appropriate for daily assignments. Homework may also involve long-term projects, products, or performances that serve as a demonstration of student learning. Long-term assignments should be made well in advance of the due date and should include incremental checkpoints or benchmarks to help students complete them successfully.

Add additional resource below....

- **Rethinking Homework 2010 - Cathy Vatterott**
- **Visible Learning - Dr. John Hattie**
- **The Homework Myth - (Book) - Alfie Kohn**
- **Fair Isn't Always Equal - Rick Wormeli**

HOMEWORK

I. Philosophy

The purposes of homework are to improve the learning processes, to aid in the mastery of skills, and to create and stimulate interest on the part of the student. Homework is a shared responsibility among the teacher, student and family.

The term "homework" refers to an assignment to be prepared during a period of supervised study in class or outside of class time hours.

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Parents / Guardians can expect homework to be:

- Planned and well organized by the teacher.
- Consistent with the needs and abilities of students.
- Purposeful and Meaningful to the students.
- Reviewed with feedback given to students in a timely manner.

Homework assignments should be coordinated by the teacher(s) and should be within the limit of expected probability for accomplishment by the student. Homework should help the student to:

1. Learn to work independently and become self-reliant.
2. Think, plan, organize and apply.
3. Extend proficiency in effective habit and skills.
4. Increase knowledge and its use.
5. Develop insights and stimulate creativity.

II. Research supports the following:

Research provides strong evidence that, when used appropriately, homework can benefit student achievement. To make sure that homework is appropriate, administrators, teachers, parents and guardians should follow the guidelines below.

Assign purposeful homework. Legitimate purposes for homework include introducing new content, practicing a skill or process that students can do independently but not fluently, elaborating on information that has been learned in class to deepen students' knowledge, and providing opportunities for students to explore topics of their own interest.

Design and manage homework assignments to maximize the chances that students will be able to complete it. For example, ensure that homework is at the appropriate level of difficulty. Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging and purposeful.

Parent / Guardian involvement, engage parents / guardians in appropriate ways (for example, as a sounding board to help students summarize what they learned from the homework) without requiring parents to act as teachers or to police students' homework completion.

Administrators / Teachers / Parents and or Guardians should carefully monitor the amount of homework assigned so that it is appropriate to students' age levels and individual abilities.

III. Administrative Responsibilities

The school administrator will:

- Review the established homework policy with the teaching staff.
- Ensure that the teaching staff monitors and follows guidelines above.
- Develop specific guidelines within the framework of the general policy where needed.
- Provide professional development workshops and/or informational materials regarding homework best practices for the teaching staff.
- Fully communicate the policy to parents and the community.

IV. Teacher Responsibilities

The classroom teacher will:

- Set out homework expectations early in the school year and implement them consistently.
- Carefully plan and organize homework assignments in accordance with time and length guidelines. Delete
- Implement a routine, consistent system for assigning homework.
- Assign homework congruent with students' needs.
- Make clear in assigning homework to students the purposes of the assignment, the guidelines for completion, and the basis for evaluating the work performed.
- Monitor and check for student understanding of the assignment and the skills necessary to successfully complete the homework.
- Provide students with rubrics that will be the basis of evaluation for long-term projects, reports, and research.
- Collect homework assignments on the date specified.
- Review, acknowledge, and return homework within one or two days for daily assignments.
- Be consistent about how homework assignments are assessed.
- Assess homework through the use of rating scales, checklists, anecdotal records, and scoring rubrics that identify specific criteria for success.
- Utilize homework to locate problems in student progress and to individualize instruction.
- Confer with families regarding concerns as they arise and make proper accommodations

- Strive to work with colleagues to develop a consistent pattern for homework expectations between and across grade levels, disciplines and courses, and work to coordinate assignments across disciplines.

V. Family Responsibilities

Families should:

- Provide encouragement and support; show interest in their children's work.
- Assist students outside of school in developing good study habits.
- Provide supplies needed to complete homework assignments
- Evaluate their children's activities to be sure they have sufficient time to study.
- Schedule a regular time for homework completion. Question students about their assignments. Monitor homework completion and the efficient use of time.
- Encourage students to complete their own homework independently, unless otherwise specified.
- Confer with teachers regarding homework when concerns arise
- When provided review teacher comments on homework assignments. Supervise the signing and returning of homework forms, notes, and schedules as required by the teacher.
- Acknowledge responsible homework habits and effort.

VI. Student Responsibilities

The student should:

- Understand homework assignment before leaving school.
- Have a routine location and system to record daily assignments (e.g., planner, assignment book)
- Take home all necessary materials to complete assignments.
- Schedule and organize homework time that is free from distraction and compatible with family and/or after-school activities.
- Complete and return homework on time.
- Confer with teachers regarding homework concerns.

VII. Characteristics of Homework Best Practices

There are many other learning activities in the life of a student besides homework. For example, as participating in school activities, pursuing cultural interests, participating in family living, and exploring personal interests should be considered when assignments are given.

The research suggests that individual students may require less or more time for assignments. If students are consistently spending significantly longer on assignments, families should consult with the teacher(s) to let them know of their child's struggles.

In addition, homework may also involve long-term projects, products, or performances that serve as a demonstration of student learning. Long-term assignments should be made well in advance of the due date and should include incremental checkpoints or benchmarks to help students complete them successfully.

Five characteristics of best homework practices:

- Purpose of assignments = should be meaningful to student learning / extension of the classroom
- Efficiency of assignments = does not take a long time to complete, but requires critical thinking
- Ownership of assignments = give students choices connecting homework to their interests / real world
- Competence of assignments = differentiate homework to the appropriate level of difficulty
- Aesthetic appeal of assignments = visually pleasing / uncluttered promoting creativity

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HOMEWORK

6/12/18

File: IKB

I. Philosophy

The purposes of homework are to improve the learning processes, to aid in the mastery of skills, and to create and stimulate interest on the part of the student. Homework is a shared responsibility among the teacher, student and family.

The term "homework" refers to an assignment to be prepared during a period of supervised study in class or outside of class time hours.

Homework is a learning activity that should increase in complexity with the maturity of the student. With increased maturity, learning should become an independent activity. This should be established through consistent assignments, which encourage students to investigate for themselves and to work independently, as well as with others.

Homework assignments should be consistent in terms of the amount given each day and the time required for each assignment so that a pattern of meaningful homework can be established by the teacher and/or the student.

The information for any homework assignment should be clear and specific so that the student can complete the assignment.

Homework assignments should take into consideration individual differences of students such as health, ability, conditions at home, and educational resources at home. Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library, and should require the use of those materials only when the student has had instruction in the use of them.

Parents / Guardians can expect homework to be:

- Planned and well organized by the teacher.
- Consistent with the needs and abilities of students.
- Purposeful and Meaningful to the students.
- Reviewed with feedback given to students in a timely manner.

Homework assignments should be coordinated by the teacher(s) and should be within the limit of expected probability for accomplishment by the student. Homework should help the student to:

1. Learn to work independently and become self-reliant.
2. Think, plan, organize and apply.
3. Extend proficiency in effective habit and skills.
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5. Develop insights and stimulate creativity.

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VII. Characteristics of Homework Best Practices

There are many other learning activities in the life of a student besides homework. For example, as participating in school activities, pursuing cultural interests, participating in family living, and exploring personal interests should be considered when assignments are given. *Research states*

The research suggests that individual students may require less or more time for assignments. If students are consistently spending significantly longer on assignments, families should consult with the teacher(s) to let them know of their child's struggles. *Research also suggests*

In addition, homework may also involve long-term projects, products, or performances that serve as a demonstration of student learning. Long-term assignments should be made well in advance of the due date and should include incremental checkpoints or benchmarks to help students complete them successfully. *Quote from Sen Bryson*

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- ~~Aesthetic appeal of assignments = visually pleasing / uncluttered / promoting creativity~~

File: IKB-E

Best Practices

Design of assignments

Include references

Engagement

Innovation

Promote engagement, innovation and creativity

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The research suggests that individual students may require less or more time for assignments. If students are consistently spending significantly longer on assignments, families should consult with the teacher(s) to let them know of their child's struggles.

In addition, multiple studies support that consistent reading outside of school builds cognitive processing for all students promoting optimal academic success in all content areas. Homework at grade levels may also involve long-term projects, products, or performances that serve as a demonstration of student learning. Long-term assignments should be made well in advance of the due date and should include incremental checkpoints or benchmarks to help students complete them successfully.

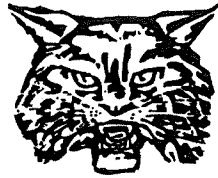
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- Design of assignments = promotes engagement, innovation and creativity

(Author Cathy Vatterott (Rethinking Homework 2010)

Paul Ruggiero
Interim Superintendent of Schools

Frank Antonelli
Interim Director of Administration
& Finance



Sean Gallagher
Assistant Superintendent

Alice Brown-LeGrand
Director of Student Support Services

Ken Storlazzi
Human Resources Director

Wilmington Public Schools

161 Church Street | Wilmington, MA 01887
Tel: (978) 694-6000 Fax: (978) 694-6005

TO: Wilmington School Committee

FROM: Paul Ruggiero
Interim Superintendent of Schools

DATE: June 27, 2018

RE: Disposal of Textbooks and Equipment

At the June 27th meeting, we will request your vote to approve the disposal of the obsolete textbooks and obsolete or inoperable equipment which have accumulated in the schools and which are shown on the attached lists. These lists were compiled from information provided to us by the school principals. The listed items have no useful purpose and no value.

Recommended Motion:

Move to approve the disposal of the obsolete textbooks and obsolete or inoperable equipment which have accumulated in the schools, shown on the attached lists.

REQUEST FOR DISPOSAL - LISTING OF UNUSABLE EQUIPMENT

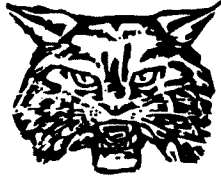
<u>School Name</u>	<u>Description of Equipment</u>	<u>Quantity</u>	<u>Reason for Request to Dispose</u>
Shawsheen	Overhead projector carts on wheels	7	Obsolete - no longer used
Shawsheen	Alpha Smart Cart Empty	1	No longer used
Shawsheen	Large cart on wheels	1	Not needed
Shawsheen	Tv. VCR, and cart	1	Old - no longer used
Shawsheen	Chalkboard	1	Obsolete - no longer used
Shawsheen	Smartboard (old)	1	Obsolete - no longer used
Shawsheen	Trampoline (broken)	1	Broken - not usable
Shawsheen	VCR	1	Old - no longer used
Shawsheen	vcr/dvd player	1	not used
Shawsheen	container of elbow macaroni	5	No longer used for curriculum
Shawsheen	container of sunflowers seeds	7	No longer used for curriculum
Shawsheen	container of split peas	8	No longer used for curriculum
Shawsheen	container of round oat cereal	8	No longer used for curriculum
Shawsheen	base ten pieces	4 green containers	No longer used for curriculum
Shawsheen	geo-boards	1 green container	No longer used for curriculum
Shawsheen	pan balance scales	20	No longer used for curriculum
Shawsheen	Mr. O-trail blazers	about 30	No longer used for curriculum
Shawsheen	baking soda, cornstratch, baking powder	15 containers	No longer used for curriculum
Woburn Street	Tube Televisions	2	Old - present safety risk
Woburn Street	Mobile SMART Boards	3	Obsolete - replaced by Mimios
Woburn Street	AlphaSmarts and Carts	40	No longer work - obsolete
Woburn Street	Refrigerator	1	Not needed
Woburn Street	HP Laserjet Printer	1	No longer operated
Woburn Street	Overhead Projectors	2	Obsolete - no longer used
Woburn Street	Amplification System (speaker)	1	Broken - not usable
North Intermediate	Trailblazers base ten pieces/manipulatives	10 bins	Obsolete - replaced by Envisions
North Intermediate	Scales	100	No longer used
North Intermediate	Broken globes	6	Broken - not usable
North Intermediate	Old fan	1	No longer usable
North Intermediate	Old hanging maps	6	No longer used
North Intermediate	Gas burners	1 bin	No longer used
North Intermediate	Computer	1	Obsolete
North Intermediate	Overhead projector	1	Obsolete - no longer used
North Intermediate	Metersticks	60	No longer used
North Intermediate	Old MS science material	6 bins	Obsolete materials
North Intermediate	Metal book rack	1	No longer used
North Intermediate	Magazine rack	1	No longer used
North Intermediate	VCR's	3	No longer used - obsolete
North Intermediate	Pull down screens	3	No longer used - obsolete
North Intermediate	Old laptop chargers etc.	3	No longer used - obsolete
North Intermediate	Smartboard	1	Obsolete - not needed
North Intermediate	Camcorder	1	No longer used - obsolete
North Intermediate	VHS Tapes	20+	No longer used - obsolete
North Intermediate	Gio Boards	25	Manipulatives from outdated curriculum
North Intermediate	Glass fish aquariums and supplies	5 tanks and 3 boxes of supplies	No longer used
North Intermediate	Base ten pieces from Trailblazers	At least 7 boxes	Manipulatives from outdated curriculum
North Intermediate	Server-Heavy metal structure	1	Not used
North Intermediate	File Cabinet	1	Not used
North Intermediate	Black carts with keyboards	2	Not used
West	Televisions	8	Not used - obsolete
West	overhead projectors	5	Obsolete technology
West	VCR's	8	No longer used - obsolete
West	various pieces of old AV equipment	8	Ancient - over 25 years old; obsolete

REQUEST FOR DISPOSAL - LISTING OF OBSOLETE TEXTBOOKS

<u>School Name</u>	<u>Description of Textbooks</u>	<u>Quantity</u>	<u>Reason for Obsolescence</u>
Boutwell	Houghton Mifflin Teacher Editions	12 sets	Obsolete curriculum
Boutwell	Houghton Mifflin Phonics Kits	10	Obsolete curriculum
Wildwood	Welcome to K kits 1-5	1	old
Wildwood	Welcome to K kits 6-10	1	old
Wildwood	Phonics Center	1	old
Wildwood	HM Practice Books	50	old
Wildwood	DIBELS teacher editions	1	replaced
Wildwood	DIBELS student booklets	150	replaced
Wildwood	Houghton Mifflin Teacher Editions	6	old
Shawsheen	HM anthologies	600-700	Obsolete curriculum
Shawsheen	Reading Anthology 2-sets	48 and t eds	Obsolete curriculum
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Shawsheen	Accent On Science	43	outdated
Shawsheen	Harcourt Science	100-200	outdated
Shawsheen	Plant Growth and development	50	outdated
Shawsheen	chemical tests student activity book	50	outdated
Shawsheen	houghton mifflin science	20 student and teachers	outdated
Shawsheen	Macmillan Beginning Dictinary	70	outdated
Shawsheen	Grolier's Amazing World of Animals	30	outdated
Shawsheen	childcraft enycl./world book	2 full sets of each	outdated
Shawsheen	World's Young Scientist book	18	outdated
shawsheen	Houghton mifflin literary readers	23	Obsolete curriculum
Woburn Street	Comparing Communities (Social Studies)	154	copyright 1995 (no longer used)
Woburn Street	Houghflin Mifflin (Reading)	1848+teacher guides	no longer used
Woburn Street	Trailblazers (Math)	44	no longer used
Woburn Street	Castles of Sand	154	copyright 1991 (no longer used)
Woburn Street	In Other Words (Writing)	100	copyright 1968 (no longer used)
Woburn Street	Basic Goals in Spelling	54	copyright 1972 (no longer used)
Woburn Street	Building English Skills	54	copyright 1984 (no longer used)
North Intermediate	Social Studies Alive Workbooks	75	No longer used for curriculum
North Intermediate	Encyclopedias	40	Outdated
North Intermediate	Thesaruses	25	Outdated
North Intermediate	Dictionaries	6	Outdated
North Intermediate	Writers Express Books	50	Outdated
North Intermediate	Strategies for Success	25	Outdated
North Intermediate	MCAS Prep books	15	Outdated
North Intermediate	Trade books	1 bin	Outdated
North Intermediate	Houghton Mifflin	50	Outdated
North Intermediate	Math Trailblazers Adventure Books	13	Outdated
North Intermediate	Houghton Mifflin-Reading Anthologies	95	No longer used for curriculum
North Intermediate	Houghton Mifflin-Reading Anthologies	7	No longer used for curriculum
North Intermediate	Houghton Mifflin Teachers Editions	3 boxes	No longer used for curriculum
North Intermediate	Houghton Mifflin Teachers Editions	3 boxes	No longer used for curriculum
North Intermediate	Houghton Mifflin Workbooks	15	No longer used for curriculum
North Intermediate	Houghton Mifflin Workbooks	5	No longer used for curriculum
North Intermediate	Houghton Mifflin Saxon Math-Teacher Resources	2 boxes	Outdated
North Intermediate	Houghton Mifflin Saxon Math-Student books/workbooks	24	Outdated
North Intermediate	Writers Express Books	144	Outdated
West	HMR Teacher kits	25	Obsolete curriculum
West	HMR variouus student workbooks	100	Obsolete curriculum
West	old science books	200	not used/ ancient
West	old health books	75	not used/ ancient
High School	Physics texts	100	Outdated

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TO: Wilmington School Committee

FROM: Paul Ruggiero
Interim Superintendent of Schools

DATE: June 27, 2018

RE: Middle School and High School Student/Parent Handbooks

Enclosed, please find the Middle School and High School Student/Parent Handbooks and Summary of Changes for the 2018-2019 school year.

Notice of Non-Discrimination

All educational and non-academic programs, activities and employment opportunities at Wilmington Public Schools are offered without regard to race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, homelessness, age and/or disability, and any other class or characteristic protected by law.

**Wilmington Middle School
25 Carter Lane
Wilmington, Massachusetts 01887**

Tel: (978) 694-6080



Fax: (978)694-6085

**Daniel Faircloth
Assistant Principal**

**Kevin Welch
Interim Principal**

**Jeanette Quirk
Assistant Principal**

Middle School Hand Book Summary

The Middle School administration with the guidance of the Middle School SAC have updated and reformatted the WMS Handbook. Significant changes were made to the format. Language was also changed to fit the current needs of our staff and students. Key areas where there was language change are as follows:

Middle School Expectations	pg. 7
Open House	pg. 10
PAC	pg. 11
SAC	pg. 11
School Calendar	pg. 11
School Hours	pg. 11
Bikes/Scooter/Walkers	pg. 15
Car Riders	pg. 15
Cell Phones	pg. 22
Dress Code	pg. 22
Food and Beverage	pg. 23
Backpacks	pg. 24
After School Activities	pg. 30
Library/Media Center	pg. 36
Special Statement of Fighting	pg. 56
Discipline infractions/responses	pg. 82
CORI Form	pg. 92
Incident Form	pg. 94

The Middle School administration will be continuing to update the attendance section over the course of the summer.

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Wilmington Middle School Student / Parent Handbook 2018-2019



**25 Carter Lane
Wilmington, MA 01887
www.wpsk12.com**

Central Administration

Superintendent – Dr. Glenn Brand

Assistant Superintendent – Dr. Brian Reagan

Assistant Superintendent of Administration and Finance – Paul Ruggiero

Director of Student Support Services/Title IX Coordinator/504 Coordinator – Alice

LeGrand-Brown

School Committee Members

Stephen Bjork, Chairperson

Julie Broussard

Jennifer Bryson

Mary Jane Byrnes

Open

David Ragsdale

Thomas Talbot

Middle School Administration

Mr. Kevin Welch, Interim Principal

Mr. Daniel Faircloth, Assistant Principal

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Policy on Discrimination:

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business. No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin, sexual orientation, gender identity or disability. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, religion, national origin, sexual orientation, gender identity or disability, their complaint should be registered with the Title IX compliance

Contents

PRINCIPAL’S MESSAGE	6
WMS STUDENT EXPECTATIONS	7
GENERAL INFORMATION	8
CONTACT INFORMATION	8
CHAIN OF COMMUNICATION	9
OPEN HOUSE	10
HOME/SCHOOL COMMUNICATION	10
STUDENT TEAMS	10
SCHOOL VOLUNTEERS	11
PARENT ADVISORY COUNCIL (PAC)	11
SCHOOL ADVISORY COUNCIL (SAC)	11
SCHOOL CALENDAR	11
SCHOOL HOURS	11
DISMISSAL PROCEDURE	13
EARLY RELEASE SCHEDULE	13
SCHOOL DELAYS AND CANCELLATIONS	14
EARLY DISMISSAL	14
TRANSPORTATION	15
BIKES/SCOOTERS/WALKERS	15
CAR RIDERS	15
STUDENT RIGHTS AND RESPONSIBILITIES	18
ATTENDANCE	18
ARRIVAL ON SCHOOL GROUNDS	18
ATTENDING SCHOOL	18
ABSENCE PROCEDURE	18
TARDINESS	19
START Program	19
TARDINESS POLICY	19
DISMISSALS	20
VACATION TRIPS	20
LEAVING SCHOOL WITHOUT PERMISSION	21
CLASSROOM EXPECTATIONS	22

LATE TO CLASS.....	22
CELL PHONES	22
DRESS CODE	22
FOOD AND BEVERAGES	23
LOCKERS	23
BOOKS.....	23
FORGOTTEN ITEMS.....	23
LOST AND FOUND	23
BACKPACKS	24
FIELD TRIPS	24
ACADEMIC INFORMATION	26
REPORT CARDS.....	26
MID-TERM PROGRESS REPORTS.....	26
HONOR ROLL.....	26
RELEASE OF INFORMATION.....	26
PARENT/TEACHER CONFERENCES.....	26
HOMEWORK.....	26
REQUEST FOR HOMEWORK.....	28
EXTRA HELP	28
SUMMER READING PROGRAM	28
PROMOTION/ RETENTION	28
SUMMER SCHOOL	28
STUDENT PARTICIPATION IN ASSESSMENT PROGRAM.....	29
STUDENT ACTIVITIES	30
AFTER SCHOOL ACTIVITIES.....	30
STUDENT PROGRAMS	30
STUDENT SERVICES.....	31
MAIN OFFICE	31
TELEPHONES	31
CAFETERIA PROCEDURES/LUNCH.....	31
CHECKS RETURNED FOR INSUFFICIENT FUNDS.....	35
GUIDANCE SERVICES.....	35
STUDENT RECORDS.....	35
NON-CUSTODIAL PARENTS' RIGHTS	35

LIBRARY/MEDIA CENTER	36
HEALTH SERVICES.....	37
HEALTH RECORDS	45
SBIRT: Screening, Brief Intervention, and Referral to Treatment	45
EMERGENCY DRILLS.....	47
SEARCHES OF STUDENTS AND SCHOOL PROPERTY	47
USE OF DOGS TO SEARCH SCHOOL PROPERTY	47
STUDENTS SEEKING VOLUNTARY DRUG/ALCOHOL ASSISTANCE	48
NONDISCRIMINATION.....	48
DISCRIMINATION AND HARASSMENT GRIEVANCE PROCEDURES	50
HAZING	55
SPECIAL STATEMENT ON FIGHTING.....	56
BULLYING/CYBERBULLYING	56
BULLYING POLICY.....	57
HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES.....	60
STATEMENT ON SOCIAL NETWORKING & ELECTRONIC COMMUNICATIONS	61
ELECTRONIC DEVICE USE POLICY	62
ACCEPTABLE USE POLICY.....	65
SOCIAL MEDIA POLICY.....	71
STUDENT DISCIPLINE	79
DISCIPLINARY POLICIES	79
DUE PROCESS	80
DISCIPLINE LEVELS	80
SUSPENSION	82
DISCIPLINE INFRACTIONS/RESPONSES	82
MASSACHUSETTS GENERAL LAWS.....	87
CHAIN OF COMMUNICATION.....	95

PRINCIPAL'S MESSAGE

Dear Students,

Welcome to the 2018-2019 school year. I am looking forward to the upcoming school year as we grow together and strengthen our Wilmington Middle School community. I challenge you to reach beyond your expectations academically, so that you can excel in ways you did not believe were possible.

At Wilmington Middle School we have four core values, Respect, Responsibility, Resilience and Results. Each core value is dependent on the other three. This is the same for our community as a whole. Teachers and administration depend on you to challenge us. In order to have a successful year I encourage you to ask the hard questions that challenge both you and your teachers. Listen for the answers to the questions before they are asked. Help your classmates when needed and allow others to help you. Be an active member of our community by participating in class, clubs and at home. Most of all enjoy the challenges of the 2018-2019 school year.

In this handbook, you will find the policies and procedures that guide us as members of the Wilmington Middle School community. The handbook is not just rules and regulations, it also speaks to your rights as a student. I encourage you and your parents to take the time to read the handbook carefully. If you or your parents have any questions, please feel free to contact me at the Middle School.

Have a wonderful school year,

Sincerely,

Kevin Welch

Interim Principal

WMS MISSION STATEMENT

The Wilmington Middle School Mission Statement

Wilmington Middle School will provide a safe learning environment for all students and will inspire academic and social confidence, promote citizenship, and encourage responsibility resulting in well-rounded individuals.

*This Mission is based on our Core Values of
Responsibility, Respect, Resilience and Results.*

WMS STUDENT EXPECTATIONS

Students at Wilmington Middle School are expected to follow our core values of Responsibility, Respect, Resilience and Results. These values drive our daily routines at the Middle School. Keeping these values in mind Wilmington Middle School students are expected to;

- Follow classroom rules
- Be on time to school and class
- Be prepared for class
- Be considerate and respectful
- Show respect for school property and fellow students
- Complete assignments on time
- Listen to instructions
- Use an appropriate voice for the setting
- Actively participate in classroom lessons
- Help fellow students when needed
- Follow directions of the teachers
- Ask for assistance when needed
- Follow the rules of the bus
- Put in a full effort

GENERAL INFORMATION

CONTACT INFORMATION

MIDDLE SCHOOL ADMINISTRATION

Mr. Kevin Welch, Interim Principal
kevin.welch@wpsk12.com

Mr. Daniel Faircloth, Assistant
Principal daniel.Faircloth@wpsk12.com

Dr. Jeanette Quirk, Assistant Principal
jeanette.quirk@wpsk12.com

OFFICE STAFF

978-694-6080

Mrs. Susan Mann
Mrs. Patti Murray
Mrs. Siobhan O'Flaherty

SCHOOL NURSES

978-694-6080

Ms. Lori Trites
lori.trites@wpsk12.com

Ms. Janice Bacon
janice.bacon@wpsk12.com

GUIDANCE DEPARTMENT

978-694-6080

Mrs. Marie Cahalane, Team Leader
marie.cahalane@wpsk12.com

Mrs. Debra Hornung
debra.hornung@wpsk12.com

Ms. Kelly Laroche
kelly.laroche@wpsk12.com

Ms. Julie Norton
julie.norton@wpsk12.com

TBA, School Resource Officer

PSYCHOLOGICAL SERVICES

978-694-6080

Ms. Marissa Bellio
marissa.bellio@wpsk12.com

Ms. Sara Rollins
sara.rollins@wpsk12.com

CHAIN OF COMMUNICATION

WHO DO I CALL WITH A QUESTION OR SUGGESTION?

See Appendix A for District Wide Chain of Communication

STEP 1a – Classroom Teacher, Special Education Teacher or Related Service Provider; if not resolved...

STEP 1b – If appropriate, School Guidance Counselor or Psychologist

STEP 2 – Curriculum Team Leader/Liaison

STEP 3 – Building Administrator

STEP 4 – Assistant Superintendent of Schools

STEP 5 – Superintendent of Schools

504 Plans

STEP 1 – Classroom Teacher

STEP 2 – Designated Building 504 Coordinator

STEP 3 – Building Administrator

STEP 4 – District 504 Coordinator

STEP 5 – Superintendent of Schools

Special Education

STEP 1 – Teacher, Special Education Teacher, Related Service Provider; if not resolved...

STEP 2 – Liaison; if not resolved...

STEP 3 – Special Education Curriculum Team Leader; if not resolved...

STEP 4 – Building Administrator; if not resolved

STEP 5 – Assistant Superintendent; if not resolved...

STEP 6 – Superintendent of Schools

Medical Concerns

STEP 1 – School Nurse; if not resolved...

STEP 2 – Nurse Leader; if not resolved...

STEP 3 – Building Administrator; if not resolved...

STEP 4 – Director of Finance & Administration; if not resolved...

STEP 5 – Superintendent of Schools

Guidance Department

STEP 1 – Guidance Counselor; if not resolved...

STEP 2 – Guidance Curriculum Team Leader; if not resolved...

STEP 3 – Building Administrator; if not resolved...

STEP 4 – Assistant Superintendent of Schools; if not resolved...

STEP 5 – Superintendent of Schools

OPEN HOUSE

The Middle School Open House is scheduled near the beginning of the school year. Please check the Middle School calendar located on our webpage. The Open House is an opportunity for parents to meet their child's teachers and receive information regarding the Middle School curriculum.

HOME/SCHOOL COMMUNICATION

There are ample ways to communicate between home and school. Teachers and staff may be contacted through phone, or e-mail. Teachers frequently post school assignments, projects and notice of upcoming tests and quizzes on their Google Classroom. Parents and students can view updated grade posting in the Aspen Family and Student Portal:

<https://ma-wilmington.myfollett.com/aspen/>.

The Wilmington Public School Office of Information Technology assigns each family and student user information for the initial log-in. For additional information and FAQs, please visit the help web site, *http://www.wpsk12.com/Aspen_info.htm*. The school website may be accessed through the Wilmington Public School website at *www.wpsk12.com*. The website includes teacher e-mail addresses and school phone numbers in the Staff Directory.

STUDENT TEAMS

All students and teachers in Wilmington Middle School are assigned to teams within the school. The students are teamed by three houses per grade level. Students attend the four core academic classes of English Language Arts (ELA), Math, Social Studies, and Science based on team placement. Teaming creates a smaller cohort of students within the grade level population that allows interdisciplinary instruction, teacher collaboration, and strong home/school communication.

SCHOOL VOLUNTEERS

It is the policy of the School Committee to encourage volunteer efforts in the schools. Parents/guardians, business representatives, senior citizens, and other community volunteers are recognized as important sources of support and expertise to enhance the instructional program and vital communication links with the community. The volunteer program will be coordinated in cooperation with building administrators. Per School Committee policy all volunteers must have a current CORI check on file See Appendix A for Form

PARENT ADVISORY COUNCIL (PAC)

Parents, teachers, and administrators meet monthly to discuss parent support of curricular and co-curricular activities. Parents will receive information about the location and time of these meetings and are encouraged to attend and participate.

SCHOOL ADVISORY COUNCIL (SAC)

The Education Reform Act of 1993, specifically SECTION 53, provides for the formation of a school council at each public school in the state. The councils are made up of an equal number of teachers and parents to be elected by their representative group. Other members can be drawn from municipal government, business, or other interested groups.

This Council works in an advisory capacity with the school principal to review and revise school goals. Some responsibilities are:

1. Developing educational goals for the school that are consistent with local school district and statewide students' performance standards.
2. reviewing the annual school budget
3. formulating the School Improvement Plan

If you are interested in volunteering to serve on the Council, please call the main office (978-694-6080) and ask to speak with one of our secretaries.

SCHOOL CALENDAR

Throughout the school year all dates are subject to change due to unforeseen circumstances such as frequent snow days or delays due to inclement weather. The most up-to-date versions of the school calendar can be found in Aspen or on the Wilmington Middle School website: <https://www.wpsk12.com/>

SCHOOL HOURS

The school day at the Wilmington Middle School begins at 7:20 a.m. and ends at 1:40 p.m. The staff is on duty at 7:00 a.m. to supervise early bus students. Students may report to their assigned homeroom at 7:10 a.m. Students will not be admitted into the building prior to 7:00 a.m., as there is no supervision available before then.

Grade 6						
Time	Blue Day 1	White Day 2	Blue Day 3	White Day 4	Blue Day 5	White Day 6
7:20-7:27	Home Room	Home Room	Home Room	Home Room	Home Room	Home Room
7:27-8:16	A	B	C - UA	A	B	C - UA
8:16-9:05	B	C - UA	A	B	C - UA	A
9:05-9:54	C - UA	A	B	C - UA	A	B
9:54-10:24	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
10:24-11:13	D	D	D	D	D	D
11:13-12:02	E	F	G - UA	E	F	G - UA
12:02-12:51	F	G - UA	E	F	G - UA	E
12:51-1:40	G - UA	E	F	G - UA	E	F

Grade 7						
Time	Blue Day 1	White Day 2	Blue Day 3	White Day 4	Blue Day 5	White Day 6
7:20-7:27	Home Room	Home Room	Home Room	Home Room	Home Room	Home Room
7:27-8:16	A	B - UA	C	A	B - UA	C
8:16-9:05	B - UA	C	A	B - UA	C	A
9:05-9:54	C	A	B - UA	C	A	B - UA
9:54-10:43	D	D	D	D	D	D
10:43-11:13	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
11:13-12:02	E	F - UA	G	E	F - UA	G
12:02-12:51	F - UA	G	E	F - UA	G	E
12:51-1:40	G	E	F - UA	G	E	F - UA

Grade 8						
Time	Blue Day 1	White Day 2	Blue Day 3	White Day 4	Blue Day 5	White Day 6
7:20-7:27	Home Room	Home Room	Home Room	Home Room	Home Room	Home Room
7:27-8:16	A - UA	B	C	A - UA	B	C
8:16-9:05	B	C	A - UA	B	C	A - UA
9:05-9:54	C	A - UA	B	C	A - UA	B
9:54-10:43	D	D	D	D	D	D
10:43-11:32	E - UA	F	G	E - UA	F	G
11:32-12:02	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:02-12:51	F	G	E - UA	F	G	E - UA
12:51-1:40	G	E - UA	F	G	E - UA	F

DAILY ROUTINE

- **Pledge of Allegiance**

A flag shall be displayed in each assembly hall and in each classroom. Each school day will begin with the Pledge of Allegiance to the flag.

- **Moment of Silence**

Massachusetts General Laws C 71, section 1A, reads as follows:

"At the commencement of the first class of each day in all public schools, the teacher in charge of the room in which each such class is held shall announce that a period of silence not to exceed one minute in duration shall be observed for meditation or prayer, and during any such period silence shall be maintained and no activities engaged in."

DISMISSAL PROCEDURE

On regular school days, WMS students are dismissed from school at 1:40PM. On Early Release Days, students are dismissed at 10:40AM. At dismissal, students proceed directly from their last class to their after-school activities or exit the building. Bus riders exit through the front door. Walkers and car-riders exit through the Challenger Hall door at the left side of the building.

WMS students are responsible for ensuring that they gather their belongings and board their assigned school buses in a timely fashion. Any student who misses their bus, may use the telephone in the office to inform their parents/guardians about the missed bus so they can arrange for a ride or get permission to walk home. Any students who are staying after school hours for any reason are responsible for their own transportation.

EARLY RELEASE SCHEDULE

On the Middle School's scheduled early release days students will be dismissed at 10:40 a.m. Students typically attend all scheduled class with an abbreviated meeting time. There are no lunches served on early release days. There will be no afterschool activities scheduled on early release days unless an individual club or organization notifies the group.

SCHOOL DELAYS AND CANCELLATIONS

It is the policy of the school department to close school only in case of extreme weather or travel conditions. In certain situations, the need for a two-hour delay may be necessary rather than canceling school for the entire day. Dismissal on such days would be at the regular time.

In stormy weather the decision of *No School*, a *Two-hour Delayed Opening*, or *Regular Session* will be made by the Superintendent of Schools. This decision is made after consultation with public safety staff, public works staff, and school officials from neighboring towns.

Announcements relative to the closing or delayed opening of schools will be made as follows:

Automated Phone Call—An Automated message will be sent out by the Superintendent. Please verify contact information in Aspen.

Television—Channels 4, 5, and 7

Radio—WRKO–AM 680 and WBZ–AM 1030

NOTE: Parents and pupils are requested to refrain from telephoning the Fire, Police or School Department about information on school cancellation. Instead, please listen to the announcement on one of the above listed outlets.

Parents should verify their contact information is correct and up to date in ASPEN to ensure they will receive automated calls and information.

EARLY DISMISSAL

On days where weather conditions are expected to cause significant delays in transporting students' home at the end of the school day, the Superintendent may call for an early dismissal. If this occurs, parents will be notified via a telephone message through the notification system. The purpose of calling this dismissal is to provide additional time for buses to complete their routes before dusk.

TRANSPORTATION

BIKES/SCOOTERS/WALKERS

If a student's parents allow them to walk, or ride their bike or scooter to school, they must assume the responsibility that they will travel safely to and from school. If a student rides a bicycle or scooter to school, it should be parked and locked securely by the side door. Wilmington Middle School does not take responsibility for bicycles that are lost or damaged while on school property.

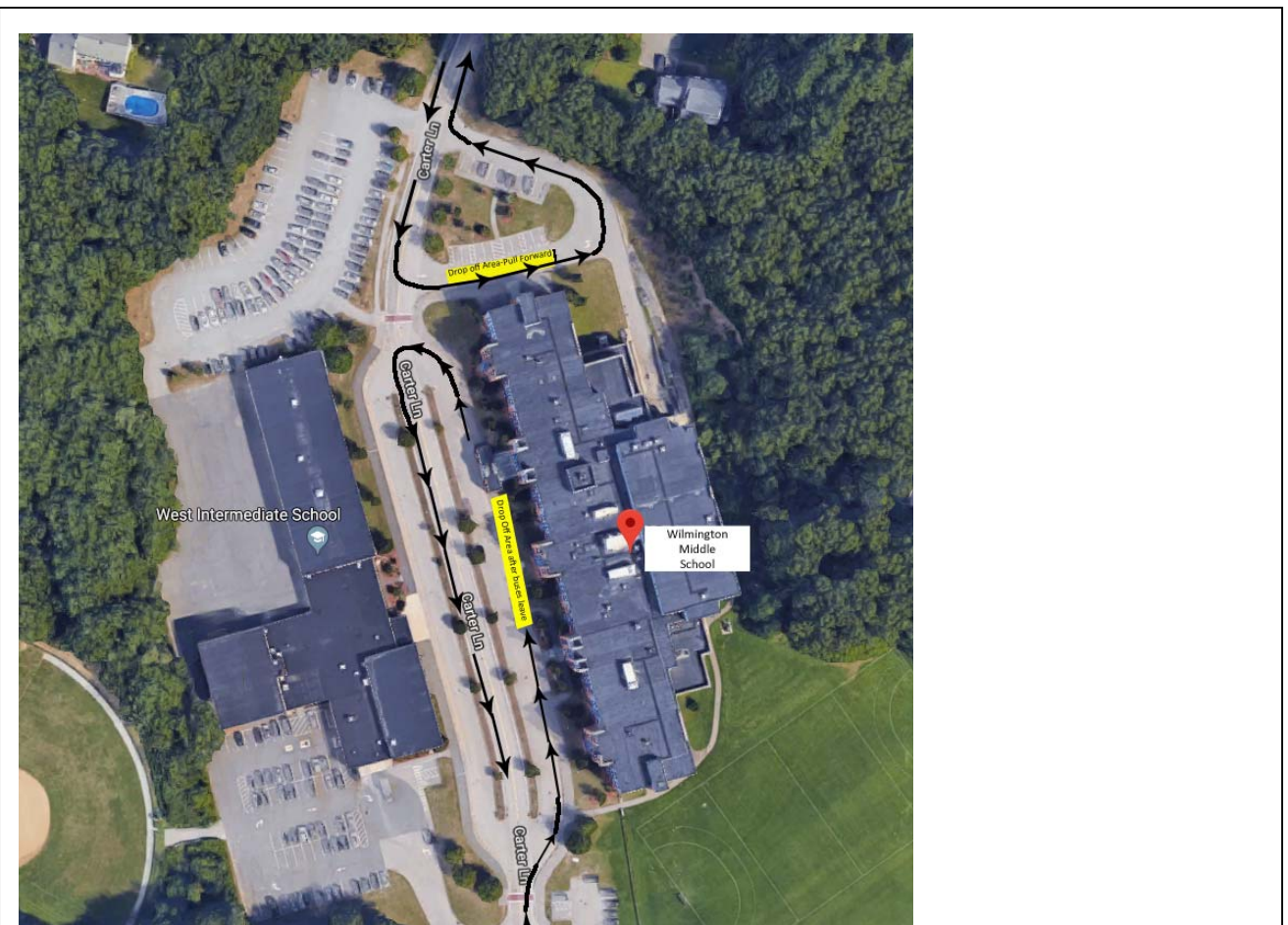
CAR RIDERS

Students arriving prior to 7:05 (before the buses have cleared the building), should be dropped off at the side door of the building.

When the buses have cleared the front of the building (approximately 7:05):

Cars coming from the Boutwell Street should pull up in front of the school as far as possible and drop children off in front along the entire length of sidewalk on the main entrance side of the school. Cars should then loop around taking a left and exit out the Boutwell side back the way you came. This eliminates cars driving through the area where the crossing guard stands.

Cars coming from the Shawsheen Avenue side of Carter lane should pull into the drop off circle at the side of the school as has been past practice. Pull as far forward as possible (we hope to fit 5 – 6 cars at a time). Cars should then exit back out Carter lane taking a right and head toward Shawsheen Avenue. Taking a right will allow traffic to keep flowing and eliminate cars driving through the area where the crossing guard stands.



SCHOOL BUS

The School Committee and its staff share with students and parents the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

Students who leave the Wilmington Middle School campus for any reason other than a school sponsored event or excused dismissal may forfeit their ability to use the school bus on that day.

Parents and students will be informed of these regulations at the beginning of each school year, and parents will be asked to return signed forms indicating that the regulations have been received and read. The regulations are as follows:

Loading and Unloading at Bus Stop

1. Riders must be on time. Bus drivers will not wait.
2. Riders will enter or leave the bus at regular stops only.
3. Orderly behavior and respect for private property will be required.
4. Instructions and directions of the driver must be followed by the riders when entering or leaving the bus.

Required Conduct aboard the Bus

Riders must remain in seats or in place and respectful of others when the bus is in motion. The following behaviors are prohibited:

1. Whistling and shouting
2. Profanity and obscene language
3. Smoking
4. Pushing or wrestling
5. Annoying other passengers or disturbing their possessions
6. Talking to the driver
7. Throwing objects within the bus or out of windows
8. Climbing over seats
9. Opening or closing windows
10. Leaning out of windows
11. Littering the bus

Parents will be held responsible for any defacing or damaging of the bus.

Procedures for Misconduct aboard Bus

1. In case of any misconduct on a bus, the incident will be reported on the proper form to the school Assistant Principal. The Assistant Principal will report the incident in writing to the parent concerned, with a copy to the Principal and Superintendent.

2. In case of a repetition by the same student, the Principal will suspend the student's transportation privileges with written notice to the parent to report at once with the child to the Superintendent's office.
3. After a second offense and a conference with the Superintendent, if a third such incident occurs, bus privileges will be denied the student and the responsibility for transportation will then rest with the parent.

Use of Videos from School Buses

Cameras may be used to monitor students' behavior on buses in order to promote the safe transportation of students. Videotapes of students riding on buses may be used to foster security, promote students' safety, and monitor student misconduct.

The superintendent or her designee shall review any videotape if any misconduct is alleged.

Parents and students are not permitted to review the videotapes.

Students who are being dropped off or picked up by car must use the side entrance near the Challenger wing. We ask that parents please remember safety during morning drop off and afternoon pick up. Parents should not drop off in the larger parking lots, or street. We cannot have areas where students are walking where cars are pulling in and out. We must use the car rider door for safety, delivering students on to the sidewalk. Please do not drop off students before 7:00 AM.

File: EEAA

STUDENT RIGHTS AND RESPONSIBILITIES

ATTENDANCE

ARRIVAL ON SCHOOL GROUNDS

Upon arrival on school grounds in the morning, whether by bus, by car, by foot or by bicycle, students may not leave school grounds.

ATTENDING SCHOOL

If students are absent from school without legitimate reason, they are truant. The following steps will be taken (please refer to Student Discipline Rubric):

1. Parents must accompany their children to school for a re-admittance conference with an administrator.
2. Students will be required to attend daily detention until all time missed is made up.
3. Students will be responsible for making up all work missed.
4. Repeated instances of truancy will result in a meeting with the Juvenile Police Officer and the Probation Officer for possible court referral.

Students have the responsibility to be in school and in class on time. Students are to attend all classes and assigned activities. Students are to be present and accounted for at all times during the school day. More specifically (please refer to Student Discipline Rubric):

1. Students may not be absent from school except for reasons of health or family emergency.
2. Students may not leave school during the regularly scheduled school day without being dismissed by a school authority.
3. Students may not be consistently late to school.
4. Students may not be late to class or a scheduled activity.
5. Students may not skip class
6. Students may not refuse to remain after school for discipline or extra help.

ABSENCE PROCEDURE

The student's parent/guardian must call the school on each day of absence (978) 694-6060.

When a student returns to school after an absence he/she must present appropriate documentation/ **absence note** (signed by a parent/guardian) to the Main Office. Absence notes must be filed in the Assistant Principal's Office. **A student's absence note will**

not be accepted after one week from the day the student returns. Absence notes that are written weeks after the date of absence and give general approval to blocks of absences will not be accepted. Absence notes must specify one of the above excused reasons. General notes will be considered unexcused. All absence notes must be written and signed by a parent or legal guardian. No student handwritten notes with only a parent or legal guardian signature will be accepted. All notes must include the phone number of a parent or legal guardian.

Please refer to Policy JH - STUDENT ABSENCES AND EXCUSES

TARDINESS

No student should be in the hallways before 7:10 am. Students in the seventh and eighth grade arriving between 7:00 and 7:10 am must report to the cafeteria, sixth graders will report to the auditorium. All students must be in their homerooms by the 7:20 bell to be considered on time. If a student is not in his or her homeroom by 7:20 a.m. then the student is considered tardy and must report to the office for a late pass. The student will then accrue an unexcused tardy. Once a student accrues 3 unexcused tardies per marking period, they will receive an Office Detention and their parent/guardian will be notified. For each additional tardy violation, the student will receive an Office Detention and must be accompanied to school by a parent. If a student accrues a fifth unexcused tardy, the student will meet with school administration to sign a contract to address the situation.

START Program

Wilmington Middle School participates in the START (School Truancy and Attendance Review Teams) Program. START is a collaborative initiative, involving representatives of the Wilmington Public Schools, the Wilmington Police Department, the Middlesex District Attorney's Office, Project Alliance, Middlesex Partnerships for Youth, Inc., the Department of Children and Family Services, Middlesex Juvenile Court, and Middlesex Juvenile Probation.

START, a voluntary program, is designed to identify and assist students who are exhibiting a poor pattern of attendance. The START team is a free service and consists of a group of individuals from the above mentioned agencies who are available to meet with parents and their children to develop a plan of action that will lead to improved attendance. It is also anticipated that this intervention will help to divert families from formal involvement with the court system and/or social services, which in many cases is where chronic absenteeism leads.

If a student has five unexcused absences, the parent or guardian will be notified with a warning letter. If the student absences continue to exceed ten unexcused absences, a meeting will be requested to discuss the absences.

If a student has five unexcused tardies in a quarter, the parent or guardian will be notified with a warning letter. If the student tardies continue to exceed ten unexcused tardies, a meeting will be requested to discuss the tardies.

TARDINESS POLICY

The following is a School Committee policy:

1. A student who incurs an unexcused tardy may not participate in any co-curricular activities or events (practices, games, rehearsals, meetings, dances, concerts, etc.) that day. [Only a doctor's note will be accepted as an excused tardy.]
2. On the fourth school tardy, a parent must accompany the student to school and sign the student in with the Assistant Principal.
3. On the fifth school tardy, the parent and student will meet with an administrator to set up and sign a contract, which will address the consequences of any future tardiness.

DISMISSALS

Dismissals from school for important reasons should be requested in writing in advance. If a student is to be dismissed, a written request, including a phone number for verification from the parent or guardian should be brought in **on the morning of the day in question no later than 8:00 AM** to the secretary at the Main Office counter. All dismissal notes must be written and signed by a parent or legal guardian. No student handwritten notes with only a parent or legal guardian signature will be accepted. All notes must include the phone number of a parent or legal guardian. At the time of the early dismissal, it is the student's responsibility to **sign out with the security monitor.** Any student who fails to do so will be given one (1) night of detention. Students who are dismissed and return to school that same day must report to the office in order to be readmitted to class. If possible, dental and medical appointments should not be scheduled during the school day.

Because of our liability responsibilities, telephone requests for dismissals will not be honored, unless positive identification can be made. Brothers, sisters, aunts, uncles, etc. will not be allowed to dismiss Wilmington High School students from school during school hours or supervised school activities unless they can prove they have legal custody of that young person. Any student leaving school grounds without authorization at any time during the school day will be considered truant.

In cases of illness, the School Nurse must approve dismissals. All students who are ill must see the nurse who will make the determination for dismissal due to illness. Students must not text message parents to be dismissed. Student dismissal by parent and not the School Nurse is considered an unexcused dismissal.

Students who are dismissed before 10:30 AM and do not return will be marked as absent.

VACATION TRIPS

Absences due to vacation trips are considered unexcused.

Parents should consult the school calendar prior to making vacation plans. Parents are strongly discouraged from taking their children out of school for family vacations

because valuable classroom instruction time can never be replaced by make-up assignments.

When parents decide to take their children out of school for vacations, they must notify the school of their intentions. Because such extended absences are not excused, teachers are not expected to provide make up work or special assignments prior to these vacations. Teachers are not expected to provide special tutoring for those students whose parents take them on vacation during school time.

When students return from such vacations, they should contact their homework buddies to find out which assignments they missed. Within five days of return to class, students should complete all assignments, projects and papers and remain after school to make up all quizzes and tests.

LEAVING SCHOOL WITHOUT PERMISSION

Students may not leave the building unless they have permission from an administrator. Leaving the building without permission is considered truancy and appropriate consequences will be imposed.

CLASSROOM EXPECTATIONS

LATE TO CLASS

Students should pass quickly from one class to the next. Students entering the room after the teacher has started class are late. Any student who is tardy to class should have a note explaining the reason. If the student arrives without a note, then he or she is not to return to the previous teacher for a pass but must go to the office. This will be considered an unexcused tardy. Unexcused tardiness will be assigned one teacher session for each incident.

CELL PHONES

Cell phones are not allowed in classes unless students are specifically requested to have their cell phone for that class. Students are required to store their cell phone in their locked locker during the school day. Violation will result in the student cell phone being confiscated for the day. Multiple violations may require a parent conference and additional discipline.

See Safety and Wellness Section for complete district policy on Electronic Device Use.

DRESS CODE

School Committee Policy:

The responsibility for the dress and appearance of the students will rest with the individual students and parents.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with the requirements for health and safety, and does not cause disorder or disruption.

This does not mean that student, faculty or parent groups may not recommend appropriate dress for school or special occasions. It means that the students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

Wilmington Middle School Guidelines:

The administration of WMS respects the students' rights to choose their manner of dress. However, clothing or accessories that distract or detract from the educational mission of WMS are not allowed. Clothing choices may not pose a safety hazard and must comply with state and local health laws, such as wearing footwear. Head coverings of any kind, including hoods, are not allowed, except for religious or health reasons that are verifiable. All head coverings should be placed in the student's locker and should not be visible during the school day.

Wilmington Middle School is committed to preparing students to become successful and productive members of their community and beyond. We encourage our students to take pride in their personal appearance and, in doing so, set the following expectations of student dress at WMS:

- Students may not wear clothing or accessories that display language, pictures or symbols that are profane, sexually suggestive, endorse products that are illegal, or that promote violence.
- Students may not wear clothing that poses a safety hazard, such as metal chains or spikes.
- Students may not wear excessively short clothing, backless clothing, see-through clothing, strapless tops or other garments that reveal undergarments.

The administration reserves the right to determine the appropriateness of clothing within the expectations provided. Students not meeting these expectations will be required to change their clothing and may be sent home.

FOOD AND BEVERAGES

Students may only consume food and beverages in the school cafeteria unless otherwise given permission by the classroom teacher or administration. Students are only allowed to have water in the classrooms and hallways.

LOCKERS

Each student will be assigned a locker and a lock to use during the school year. If a lock is lost or stolen, the cost is \$5.00 for a replacement. Locks purchased outside of the school building are not allowed on lockers.

Students are responsible for the condition of their lockers. Any damage to one's locker will be paid for by the student.

Students are to ensure their lockers are locked at all times. Students are responsible the contents of their lockers. The administration is not responsible for stolen books, clothing or other articles that may be found missing from your unsecured locker. The school will not replace items taken from a locker. There is no district insurance plan to cover stolen or missing clothing or learning materials.

Students may only use their assigned locker. Lockers may not be shared.

BOOKS

Students will receive many different textbooks and paperback books during the year. It will be their responsibility to take care of the books issued to them. All books, including library books, are their responsibility and must be paid for if lost, damaged, or stolen. If lost books are recovered over the summer, a refund will be issued.

FORGOTTEN ITEMS

If a student forgets an item such as a lunch or a school project, the main office will notify the student that they may pick it up at the office between classes. Classes will not be interrupted to notify a student that they have an item in the office.

LOST AND FOUND

Most teachers maintain a lost and found location in their classroom. If the missing item is not there, additional lost and found boxes are located in the Gym, Cafeteria, and Main Office. Do not bring valuables or large sums of money to school. Teachers do

everything possible to protect property, but the school cannot be responsible for lost or stolen items. Students are expected to use their lockers for their belongings and to secure their lockers with the school assigned lock.

BACKPACKS

Students are encouraged to leave large backpacks and other similar bags in their lockers once they have removed needed items for upcoming classes. Small bags for Chromebooks are allowed but if a bag is causing a distraction or disruption, the student will be asked to place their bag in their locker. Locking bags up will help prevent many problems, such as overcrowded classroom aisles and lost or stolen bags.

FIELD TRIPS

File: IJOA

Field trips are designed to fulfill the Wilmington Public School's curriculum standards and objectives through activities that enhance student learning. Field Trips should be experiences that are not easily reproduced within the school context. The decision to use instructional time for a classroom field trip should be in proportion to the significance and/or number of curricular objectives.

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve, and evaluate field trips and to ensure that all reasonable steps are taken for the safety of the participants. Said guidelines and procedures should be developed by the Administration.

The Administration will establish regulations to assure that:

1. All students have parental permission for trips.
2. All trips are properly supervised.
3. All safety precautions are observed.
4. All trips contribute substantially to the educational program.
5. All students are provided with the necessary accommodations to experience field trip activities.

Only parents or guardians of students who are participating in the field trip or current employees of Wilmington Public Schools shall be permitted to serve as chaperones for any school-sponsored field trip. Exceptions to this may be made by the Superintendent with prior written approval. Exceptions shall only be made if a sufficient number of chaperones who meet the above criteria are not available to allow for proper levels of supervision. All chaperones must be CORI-cleared.

All out-of-state or extended (overnight) trips and excursions, except those required for student participation in tournament competition or contests, must have advance approval of the School Committee. The School Committee will also consider the educational value of the trip in relation to the cost prior to granting initial approval. The School Committee requires that final approval be sought no later than sixty (60) days prior to the scheduled trip dates. The sixty (60) day period is effective upon the date of the Principal's sign-off and subsequent submittal to the Superintendent.

CROSS REF.: JJH, Student Travel

Revision Adopted: May 11, 2016

Field trips will be planned that relate to the classroom studies. Students may be requested to participate in fund raising or to provide fees to supplement costs for these trips.

To ensure the safety of all involved, students who have not met the requirements listed in the Student Discipline Code during the school year may be removed from field trips. The final determination of eligibility for attendance on a field trip rests with the school administration.

ACADEMIC INFORMATION

REPORT CARDS

The report card is a way for teachers to report to students and parents the progress of the student. Students will receive a report card at the end of each quarter. Students need to return the signed report card envelope to their homeroom teacher within three days. End of year report cards will be mailed home.

Grades are as follows:

A+ = 97 – 100	A = 93 – 96	A- = 90 – 92
B+ = 87 – 89	B = 83 – 86	B- = 80 – 82
C+ = 77 – 79	C = 73 – 76	C- = 70 – 72
D+ = 67 – 69	D = 63 – 66	D- = 60 – 62
F = 0 – 59 (Failure)		

MID-TERM PROGRESS REPORTS

Mid-term grades are posted online to the Aspen Student and Family Portal, <https://ma-wilmington.myfollett.com/aspen/> within five days after each mid-term. At any time during the marking period (quarter), a parent may contact teachers by phone or by e-mail to obtain an update on their child's progress/grades.

HONOR ROLL

Students who have achieved all A's will qualify for **High Honors** while students who have achieved A's and B's will qualify for **Honors**. The Honor Roll will be published in local newspapers.

RELEASE OF INFORMATION

The Wilmington School Department continually celebrates student academic achievements and talents. Students are frequently recognized in school newsletters, local newspapers and displays throughout the schools and town buildings. Students' work may also be submitted to local and national contests. If a parent has objections to their child's name being posted or work displayed, a written notification to the Principal must be submitted.

PARENT/TEACHER CONFERENCES

Parents/guardians will have an opportunity once each semester to meet with teachers to discuss their child's progress in their classes. Parents will receive a notice from their child's team which will allow for them to schedule an appointment during those times.

HOMEWORK

Please refer to Policy IKB-E – HOMEWORK POLICY

The purposes of homework are to enhance students' achievement, to help students become self-directed, responsible, and independent learners, and to communicate with

families about what is happening in the classroom. Homework is a shared responsibility among the student, teacher, and family.

Homework may be assigned to be completed outside of the school day for:

- **Practice and Review** - to help students consolidate and master specific content, skills, and processes which have been presented in class.
- **Preparation** - to help students gain the maximum benefits from future lessons.
- **Extension** - to provide students with opportunities to transfer specific processes or concepts to new situations.
- **Creativity** - to require students to integrate many concepts, skills, and processes in order to produce original responses.

Families can expect homework to be:

- Planned and well organized by the teacher
- Consistent with the needs and abilities of students
- Purposeful to students
- Reviewed with feedback given to students in a timely manner

Family Responsibilities:

- Provide encouragement and support; show interest in student's work.
- Assist students in developing good study habits by providing a comfortable, well-lit area free from distractions.
- Provide supplies needed to complete homework assignments.
- Schedule a regular time for homework completion. Question students about their assignments. Monitor homework completion and the efficient use of time.
- Evaluate students' activities to be sure they have sufficient time to study and participate in family or outside activities.
- Encourage students to complete their own homework independently, unless otherwise specified.
- Confer with teachers regarding homework concerns.
- Review teacher comments on homework assignments. Supervise the signing and returning of homework forms, notes, and schedules as required by the teacher.
- Acknowledge responsible homework habits and effort.

Student Responsibilities:

- Understand the homework assignment before leaving school.
- Have a routine location and system to record daily assignments (e.g., planner, assignment book).
- Take home all necessary materials to complete assignments.
- Schedule and organize homework time that is free from distraction and compatible with family and/or after-school activities.
- Complete and return homework on time.
- Confer with teachers regarding homework concerns.

Daily Homework Time Length

It is generally suggested that students in Grades 6-8 have approximately 75-120 minutes of homework per day. Individual students may require less or more time for

assignments. If students are consistently spending significantly longer on assignments, families should consult with the teacher(s).

The guidelines above are appropriate for daily assignments. Homework may also involve long-term projects, products, or performances that serve as a demonstration of student learning. Long-term assignments should be made well in advance of the due date and should include incremental checkpoints or benchmarks to help students complete them successfully.

REQUEST FOR HOMEWORK

In cases of extended illness of **five (5) days** or more, parents should request work assignments by calling their son or daughter's guidance counselor at (978) 694-6080. In the conversation, the possibility of tutoring should be investigated. The assembled work assignments should be picked up in the Guidance Office at the earliest possible time. If there is difficulty-procuring work, parents are encouraged to call the Principal directly at (978) 694-6080.

EXTRA HELP

If students are having difficulty in any class, they should speak with their teacher to make plans to obtain extra help. Teachers are generally available for extra help at least one day a week after school. Extra help will be provided upon request by a student, parent, or may be mandated by the administration if the student is failing any subject area. The classroom teachers will let the students know when they are available for extra help sessions. Students may also speak with their guidance counselor about academic concerns.

SUMMER READING PROGRAM

Summer reading programs at all levels are designed to help students maintain and extend literacy skills over the extended school break. Required summer reading complements the curriculum and will contribute to the first quarter language arts grade. Summer Reading lists are distributed by classroom teachers and posted on the WMS website. The books included in the summer reading program are available at the Wilmington Memorial Library.

PROMOTION/ RETENTION

If a student failed one core subject (language arts, social studies, science, mathematics) for the year, it is recommended that the student attend summer school. Students who fail two or more core subjects are required to attend summer school and to pass those subjects in order to be promoted to the next grade. In the event that the student does not meet the minimum requirements for promotion, the parents and the principal will meet to discuss the most appropriate placement.

SUMMER SCHOOL

Summer school is a six-week program which takes place at Wilmington High School. Costs and schedule can be obtained through the Summer School Coordinator at 978-694-6060.

It is not the intent of the Summer School to allow students a substitute for the rigors of a full academic year course, but to provide a student who had legitimate difficulty during the year to gain credit towards promotion. Students must have been in a course for a full year, passed at least two quarters and achieved a final grade of not less than 50. Summer school guidelines will be set up by the Summer School Director or the High School Principal. Not all courses will be available during the summer school program.

STUDENT PARTICIPATION IN ASSESSMENT PROGRAM

Wilmington Public Schools hereby provides notice to all students and parents that students are responsible for participating in all assessment programs that are a part of measuring their achievement of the curriculum objectives. These assessment programs include all teacher developed tests and exams, the State-mandated Massachusetts Comprehensive Assessment System (MCAS), and any other standardized testing program adopted by the school district. Failure and/or refusal to participate in the administration of required assessments will result in disciplinary action including suspension. Failure and/or refusal to participate include, but are not limited to, filling in booklets with doodling, art work, scribble and /or epithets. Test dates typically fall between March and May.

Please refer to Policy ILBA – STUDENT PARTICIPATION IN ASSESSMENT PROGRAM

STUDENT ACTIVITIES

AFTER SCHOOL ACTIVITIES

Students must leave the building at 1:40 p.m. unless they are staying for after-school activities, extra help, and a teacher session or office detention. Students who stay after school must have permission from their parent and/or guardian allowing them to stay for the activity. Upon completion of the afterschool activity students are expected to leave the building. Students leaving after 2:00 p.m. may be picked up at the main entrance of the building.

STUDENT PROGRAMS

After-School Activities Program

Wilmington Middle School offers a variety of after-school programs for students.

In the past offerings have included Student Council, Peer Mediation, homework club, art, computers, intramural sports, drama, yearbook, dancing, math club, WCTV video production club, ski club, music, and many others. Announcements will be made during the school day. Please check the Middle School web page for updates.

STUDENT SERVICES

MAIN OFFICE

A student's first resource should be their teacher. When a teacher is unable to help they may direct the student to the Main Office for additional assistance.

TELEPHONES

Students may use the classroom telephones with teacher permission/supervision for school purposes. Outside of school hours, the telephone in the main office is available for emergencies.

CAFETERIA PROCEDURES/LUNCH

Students may purchase a school lunch or bring their own from home.

Current lunch menus and prices may be found on the WPS Food Services website at <http://wpsk12.com/about/district/food-services/>.

Students are issued an ID number, to purchase lunch, milk and dessert. Prepayment is available online at www.myschoolbucks.com and directions for using this system is available on the WPS Food Services website mentioned above. When an online account is established, student purchases can be viewed and emails will be received for low balances. There is **NO FEE** for viewing the account online.

If you do not have access to online services, please contact the Food Services office at 978-694-6064 and they will make arrangements to get an invoice to you. The Food Service Department accepts payment in the form of cash or checks. Checks should be written out to WPS Food Services and either mailed to the student's school or sent in with the student.

Balances are always carried forward from school year to school year. Student accounts follow them when they are moving up to another school. WPS Food Services cannot refund money however, when necessary, money can be transferred from one student's account to another student's account.

Parents may choose not to allow their children to purchase dessert with their cards. A letter must be sent to the school to request this process.

WPS Food Services will never deny a child a lunch, however, if the account has a negative balance of \$2.00 or more, the student may be offered an alternative lunch, (sandwich and milk) until his/her account is paid. If a lunch account has a negative balance no a la carte purchases are allowed (i.e. dessert and bottled water).

Free and Reduced Lunch

The Federal Government's Free and Reduced Lunch applications are distributed to all families at the beginning of each academic year. Should a student's need change and he/she and the family require financial assistance; the student may submit an application at any time. Contact the School Food Service Administrator Mary Palen at 978-694-6064 or Mary.Palen@wpsk12.com for an application or download the application at <http://wpsk12.com/about/district/food-services/>.

MEAL CHARGE POLICY

The School Committee is committed to providing students with healthy, nutritious meals each day so they can focus on school work, while also maintaining the financial integrity of meal programs and minimizing any impact on students with meal charges. However, unpaid meal charges place a large financial burden on the school district, as food services is a self-supporting entity within the district. The purpose of this policy is to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program, as well as provide oversight and accountability for the collection of outstanding student meal balances.

The provisions of this policy pertain to regular priced school meals only. The School Committee will provide a regular meal to students who forget or lose their lunch money.

Meal Charges and Balances

Students will pay for meals at the regular rate approved by the School Committee and for their meal status (regular, reduced-price, or free) each day. Payment options will be delineated in student handbooks and provided to parents of incoming students. When a student's account balance enters the negative, students will not be allowed to purchase a la carte items including but not limited to a second entrée, snack, ice cream, or an additional beverage. However, if a student's account balance enters the negative, the student may be offered an alternative lunch (sandwich, milk, fruit, and vegetable) until the student's account is paid in full. The parent/guardian is responsible for any meal charges incurred. If there is a financial hardship, a parent/guardian should contact food services directly to discuss payment options such as an individualized repayment plan.

Payments

Parents/Guardians are responsible for all meal payments to the food service program. Notices of low or deficit balances will be sent directly to parent/guardians via email or regular postal mail at regular intervals during the school year. At no time shall any staff member give payment notices to students unless that student is known to be an emancipated minor who is fully responsible for themselves or over the age of 18. If parent/guardians have issues with student purchases they should contact food services for assistance.

Parents/Guardians may pay for meals in advance. Further details are available on the school district webpage and in student handbooks. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student, whether positive or negative, will be carried over

to the next school year, unless the parent/guardian has requested that a positive balance of funds be transferred to the account of a sibling or another student.

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and those records are available to parents /guardians by setting up an online account (see student handbooks for more details) or by speaking with the school's food service manager. The point of sale system is designed to prevent direct identification of a student's meal status. Parents/guardians will receive automated low-balance emails or mailed notices weekly, if applicable. If notices do not result in payment, parents/guardians will receive a phone call from food services. If the phone call does not result in payment the food service manager shall turn the account over to the business office.

Refunds

Refunds for withdrawn and/or graduating students require a written request (email, postal, or in person) for a refund of any money remaining in their account to be submitted. Graduating students also have the option to transfer funds to a sibling's account or to donate to a student in need with a written request.

Delinquent Accounts/Collections

Failure to maintain up-to-date accounts may result in a delay of a student's fee based extra-curricular school services. All seniors must take care of any outstanding bills through the "Senior sign-out" process before graduating.

The Superintendent shall ensure that there are appropriate and effective collection procedures and internal controls within the school district's business office that meet the requirements of law.

If a student is without meal money on a consistent basis, the administration may investigate the situation more closely and take further action as needed. If financial hardship exists, parents/guardians and families are encouraged to apply for free or reduced price lunches for their child. Each school handbook shall contain detailed instructions for parental/guardians assistance.

Policy Communications

This policy shall be communicated to all staff and families at the beginning of each school year and to families transferring to the district during the year.

LEGAL REFS: MGL 71:72; USDA School Meal Program Guidelines May 2017

CROSS REFS: JQ, Student Fees, Fines & Charges

SOURCE: MASC February 2018

CHECKS RETURNED FOR INSUFFICIENT FUNDS

Occasionally checks that are submitted to the School Department from families to pay for field trips, CARES tuition, and the like, when included as part of a deposit are returned to the Treasurer's Office at Town Hall due to insufficient funds.

If a maker of a check has three (3) occurrences of checks being returned for insufficient funds, all subsequent payments must be made in cash, bank or cashier's check (personal checks will not be accepted).

GUIDANCE SERVICES

The primary purpose of the Guidance Department is to provide counseling for students who may have problems arise during the school year. Counselors can help students with personal difficulties, situations between students, and career and course plans. Counselors are trained to help students evaluate their strengths and weaknesses and thus estimate their potential for success in school subjects and in preparing for goals they may have in mind beyond their high school years.

All subjects discussed are to be kept confidential unless the student requests or consents to the inclusion of another interested person. If a student needs to see a counselor immediately, they should speak with their classroom teacher. Non-urgent appointments can also be made by emailing their counselor.

Students who are applying to private schools and need recommendations and/or transcripts should anticipate a 4-6 week processing period. Please leave time to meet your deadline. For specific questions about the application process, please make an appointment with your counselor.

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records, in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2003 will be destroyed no later than seven years after the student transfers, graduates, or withdraws from the School District. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

NON-CUSTODIAL PARENTS' RIGHTS (General Laws Chapter 71, Section 34H)

As required by G.L. Ch. 71, Sec. 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. The

School District will follow the law and the attachments recommended by the Massachusetts Department of Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their children ("non-custodial parents"). The implementation of this policy will hopefully encourage parents to be involved in and informed about the education of their children, while protecting the rights and safety of all parties.

LIBRARY/MEDIA CENTER

Reading is a crucial skill and one of life's great pleasures.

Education at the Wilmington Middle School is not limited to the textbook and the classroom. The school library/media program provides enhancement and support to the school's curriculum. The center's collection and program are planned to ensure that students become efficient users of information and acquire literary appreciation in their development as lifelong learners.

Research skills taught in the library are location, evaluation, synthesis, organization, and presentation of information. These skills are integrated through the curriculum.

The collection reflects the needs and interests of the diverse school population. It is accessible to all students and staff. The materials available in the library are of varied formats such as books and the Internet. Students are encouraged to read, so a wide collection of fiction and non-fiction is available to them.

The Library/Media Center shall maintain a quiet yet stimulating atmosphere to accommodate the needs of the school population. Students access the library with their teacher's permission during homeroom, lunch or at the end of the day. All materials are checked in and out at the library's circulation desk.

Library/Media Center hours are 7:10-1:40.

HEALTH SERVICES

Essential School Health Services are available in all of our schools. In the event of a serious illness or injury, a parent or guardian will be notified immediately. In the absence of the school nurse, every effort is made to obtain a substitute nurse. On the rare occasion one is not available, the nursing staff will share the responsibility for meeting the medical needs of all students.

Emergency Information

An electronic “Student Emergency Information Form” will be completed by a parent/guardian at the beginning of each school year. For those without computer access, a paper form will be made available. Information requested consists of, but is not limited to, the following:

1. Home telephone number
2. Name and telephone number of physician and dentist
3. Names and telephone numbers of two other persons to contact in case the parent(s)/guardian(s) cannot be reached
4. Parent(s)/Guardian(s) work telephone numbers
5. Authorization to provide medical attention at nearest medical facility if parent(s)/guardian(s) cannot be reached
6. Any current medical conditions, allergies, and medications

This information is extremely important and must be kept up to date. **Please remember to update the electronic Student Emergency Information Form or contact the school nurse for any change in information during the school year.**

An “Emergency Transportation Information Card” is available for sharing your child’s medical information with the bus drivers. Please complete a card annually and send directly to the Transportation Coordinator.

Optional Insurance Coverage

Optional insurance can be purchased by parents to cover their children while in school or over a 24 hour period. Insurance information will be distributed to students during the first week of school.

Accidents/Illness

In case of accident, illness or other emergency, the school will try to immediately locate the parent or person responsible for the child. There may be times when a parent or guardian must dismiss the child at school or provide taxi fare for his/her return home. In the event of an emergency requiring immediate attention, if neither a parent/guardian nor emergency contact can be reached, emergency procedures will be instituted by the school nurse/staff.

Exclusion/Absence from School

To comply with Massachusetts General Laws, Chapter 71, Section 56, if a child is found to be suffering from disease, injury, or illness requiring treatment or further evaluation, the parent/guardian or emergency contact will be notified by the school nurse, principal or designee to request the dismissal of his/her child to seek proper care.

Children may not attend school if they appear to be ill. Any child who presents with a sore throat, severe cold, rash, conjunctivitis, flu, fever, etc. should be kept home. The close proximity of seating in classrooms accelerates the spread of communicable illnesses. **Should your child be ill and remain home, you are asked to notify the school office by phone. Please state the reason for your child's absence for the purposes of tracking illnesses.**

Listed below are some helpful guidelines when your child becomes ill during school or is absent due to illness:

- a. Students should not return to school after an illness accompanied by fever until their temperature has been normal for 24 hours, without the use of fever-reducing medication.
- b. Students who are taking antibiotics due to illness may return to school after 24 hours of antibiotic treatment if they are well enough to participate in school activities.
- c. Parents are reminded to use discretion when sending their child to school with colds, headaches, or stomach disorders. The child may be exposing others and may not benefit educationally himself/herself.
- d. If a student requires medication after returning to school from an illness, please be reminded to follow the medication policy of the Wilmington Public Schools.

Doctor's Notes

For health and safety reasons, communication between the home and school nurse's office is very important. Parents/guardians are responsible for reporting all student injuries and important medical information (fractures, sprains, surgeries, serious illnesses, etc.) to the school nurse as soon as possible. A Doctor's note, indicating physical restrictions or limitations, is **required** for all students returning to school with any activity restricting device, such as crutches, casts, slings, braces, etc.

ADMINISTERING PRESCRIPTION AND NON-PRESCRIPTION MEDICATION TO STUDENTS

Wilmington nursing staff will administer all medication required during the school day (1) under specific written request of the parent/guardian and (2) under the written directive of a prescribing physician. All medication orders are renewable at the beginning of each academic year. Medication to be dispensed should be brought to the nurse's office by a parent/guardian or responsible adult, is limited to a thirty-day supply and must be in the original prescription bottle or manufacturer packaging. All medications are stored in a securely locked cabinet used exclusively for medication in the nurse's office. Children are **not** permitted to have medication in the classroom or on their person, unless permission has been granted for self-administration by a parent/guardian, physician and ***provided the school nurse determines it is safe and appropriate.***

Per the MA Department of Public Health, self-administered of medication is limited to the following and requires a written individualized self-administration health care plan:

1. Students with asthma or other respiratory conditions may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and prescription insulin.
4. Students with life-threatening allergies may self-carry/self-administer prescription Epinephrine.

For short-term prescription medications, i.e., those requiring administration for ten school days or fewer, the pharmacy-labeled container may be used in lieu of a licensed prescriber's order. The written request of a parent/guardian is required.

Investigational new drugs may be administered in the school with (1) a written order by a licensed prescriber, (2) written consent of the parent or guardian, and (3) a pharmacy-labeled container for dispensing or manufacturer packaging. If there is a question, the school nurse may seek consultation and/or approval from the school physician to administer the medication in a school setting.

In accordance with standard nursing practice, the school nurse may refuse to administer or allow to be administered any prescription medication which, based on her/his individual assessment and professional judgment, has the potential to be harmful, dangerous, or inappropriate. In these cases, the parent/guardian and licensed prescriber shall be notified immediately by the school nurse.

Parents or guardians may retrieve prescription and non-prescription medications from the school at any time. Where possible, all unused, discontinued or outdated prescription medications shall be returned to the parent or guardian and the return appropriately documented. In extenuating circumstances, with parental consent when possible, such prescription medications may be destroyed by the school nurse in accordance with any applicable policies of the Massachusetts Department of Public Health, Division of Food and Drugs.

The school district shall, through the district Director of Nursing Services, register for medication delegation with the MA Dept. of Public Health and train school personnel in the use of Epinephrine and medication administration on field trips. In-school medication delegation by unlicensed school personnel is not permitted.

LEGAL REF.: M.G.L. 71:54B

Dept. of Public Health Regulations: 105 CMR 210.00

Medical elevator use

Students who have a Doctor's note requesting elevator use and who are approved by the nursing staff, will be allowed to use the elevator. At the high school, a key will be given by the Main Office for a \$5.00 deposit. The deposit will be returned when the key is returned to the Main Office.

Population-based Health Screenings

Populations-based health screenings are mandated by Massachusetts Department of Public Health (MDPH) and/or the Massachusetts Department of Elementary and Secondary Education for vision, hearing, heights & weights, posture, physicals and substance use. These screenings are performed annually by the school nurse or trained designee for the following grades:

- Vision: All students in grades K through 5, 7 and 10.
- Hearing: All students in grades K through 5, 7 and 10.
- Heights, Weights & Body Mass Index's (BMI's): All students in grades 1, 4, 7 and 10.
- Posture: All students in grades 5 through 9.
- Physicals: All students upon school entry and in grades K, 4, 7, and 10. It is preferred that your child's primary care provider perform physical examinations. New transfer students must provide a physical exam within one year prior to entrance to school or within 30 days after school entry, then at the above intervals.
- Screening, Brief Intervention and Referral for Treatment (SBIRT): All students in grades 7 & 10. Confidential verbal screening for substances using a validated screening tool.

Parents/guardians may 'opt out' of population-based health screenings by providing a written note to the school nurse in advance of the screening.

When a child does not pass vision, hearing or postural screening, a repeat screening is performed. If a child does not pass for the second time, a letter is sent home indicating the findings. A parent/guardian should then initiate an appointment with a doctor and return the findings to the school nurse. All screening results, except for SBIRT, are documented on each student's health record.

Immunizations on all students must be complete for school entry and updated as required by the Massachusetts Department of Public Health. Massachusetts law allows two types of exemption: 1) religious exemption from physical examinations or screenings, upon written request of a parent/guardian and/or 2) medical exemption, upon written request of your child's physician. Students with exemptions may be subject to exclusion during disease outbreaks.

Communicable Disease Control

Contagious diseases are required by law to be reported to the local Board of Health. Kindly report this information to the school nurse in a timely manner. The following rules and regulations, which have been established by the local Department of Public Health, concern the more common communicable diseases. Please contact your child's School Nurse or the Director of Nursing Services for additional information.

Chicken Pox	Until lesions have dried and crusted, or until no new lesions appear, usually by the fifth day	Susceptible students and staff, who are not appropriately immunized or are without laboratory evidence of immunity or a reliable history of chicken pox, shall be excluded from school from the tenth through the 21 st days after their last exposure.
German Measles	No restrictions	No restrictions
Measles	Four days from appearance of rash	No restrictions
Mumps	One week from onset of disease or until all swelling has subsided, whichever is sooner.	No restrictions
Whooping Cough	Three weeks from the beginning of spasmodic cough	No restrictions
Scarlet Fever or Streptococcal Sore Throat	Twenty-four hours with Antibiotic therapy as long as therapy is continued for 10 days. One week of no Antibiotic therapy.	No restrictions

Common Health Problems

Poison Ivy, Poison Oak, etc.

No restrictions. Not contagious but must be under treatment. If rash is weepy, must be covered.

Pediculosis

Transmitted by direct contact. Does not carry disease and is not considered a public health issue. School exclusion and attendance is at the discretion of the school nurse.

Pin Worm

Contagious. Transmitted by hand and airborne dispersal. Treatment required by physician.

Scabies

Contagious. Transmitted by direct contact. Excluded from school until free from infestation.

Rights of Students with AIDS or HIV Infection

If a student has AIDS or is infected with HIV, the virus that causes AIDS, that student has certain rights under the law. Also, the Massachusetts Department of Education and Massachusetts Department of Public Health have a written policy that informs schools how they should act in order to protect those rights. The following is a summary of that policy:

1. Every school age child has the right to a public education.
2. A student with AIDS or HIV infection has the right to keep their medical condition private.
3. If a parent tells someone at school that a student has AIDS or HIV infection, they should not tell other people without that parent's permission.
4. A parent may give people at school permission to tell certain other people that a student has AIDS or HIV infection by saying so in writing.

The Massachusetts General Laws, Chapter III, Section 70F, prohibit health care providers, physicians, and health care facilities (including school-based clinics) from disclosing HIV test results, or even the fact that a test has been performed, without a specific, informed, written consent of the person who has been tested.

Please note: HIV/AIDS information is not considered part of the student health record.

Life-Threatening Food and Other Allergy Policy Statement

It is the policy of the Wilmington School Committee to set age-appropriate guidelines for students and schools within the Wilmington system that minimize the risk for children with life-threatening allergies (LTA) to be exposed to offending allergens that may trigger a life-threatening reaction. Such guidelines shall include: building-based general medical emergency plans, life-threatening allergy emergency plans, individual healthcare plans for all students diagnosed with LTA, appropriate training of staff, availability of medical equipment on site for quick response to life-threatening allergic reactions, and such other guidelines that will ensure that students with LTA can participate fully in school activities without undue fear of harm from exposure to life-threatening allergens.

It is the School Committee's expectation that specific building-based guidelines/actions will take into account the health needs and well-being of all children without discrimination or isolation of any child. It is the School Committee's belief that education and open and informative communication are vital for the creation of an environment with reduced risks for all students and their families. In order to assist children with LTA to assume more individual responsibility for maintaining their safety as they grow, it is the policy of the School Committee that the guidelines shift as children advance through the primary grades and through secondary school.

LIFE THREATENING ALLERGIES

Parent/Student Guidelines

1. **Life-threatening Allergy Notification:** It is important for parents/guardians to communicate their child's medical condition(s) including Life Threatening Allergies to the School Nurse, the Classroom Teacher and C.A.R.E.S. (before and after-school extended day) Program. This will assist the school in being prepared for any potential emergency situations that may arise throughout the year.
2. **Allergy Action Plan:** Allergy Action Plan forms are required to be completed annually before the beginning of the new school year by the parent/guardian and physician or as needed with updated changes as necessary. This form acts as an individualized health care plan, doctor's orders & emergency care plan. It provides critical information necessary to care for the student in the event that an allergen is ingested requiring emergency care. Be sure to include a current picture of your child on the form. Forms may be accessed on the district website under Health Services or the Nurse's page on your child's school website or you may obtain them from any School Nurse.
3. **Emergency Medication:** Per Wilmington Public School Policy, any student requiring medication during the school day should have it delivered by a responsible adult in a prescription &/or manufacturer's labeled container to the school nurse. This is for the safety of your child as well as other students. The student's Epipen(s) and Benadryl (if indicated) should be provided at the beginning of the school year; and must be accompanied by an Allergy Action Plan, as previously noted. Please refrain from sending any medication in a student's back pack. Medication expiration dates should be noted upon delivery at school. It is the parent/guardian's responsibility to replace expired medication in a timely manner. If your child requires an additional Epipen in the classroom, kindly provide the extra medication in a red bag or waist pack. Please note that Wilmington C.A.R.E.S. requires separate medication to be provided for the before and after-school program. The same WPS medication policy applies.

4. **Food Allergy Questionnaire:** The Food Allergy Questionnaire allows parents to provide a brief history of the child's food allergy diagnosis, management, and potential treatment. It is a very helpful reference for the school nurse in planning for your child's care during the school year. Please obtain this form from your child's School Nurse.
5. **Documentation of life-threatening allergies:** Please submit documentation &/or test results of your child's life-threatening allergy from your child's Primary Care Physician or Board Certified Allergist. (This will be done initially at the Kindergarten level and then again when applicable through a student's education in Wilmington Public Schools.) It is important to have clear documentation concerning any medical diagnosis or condition so that the school nurse can be prepared to care for your child while at school. Federal law permits information in your child's health record to be shared with WPS personnel on a 'need to know basis.' This information will also be shared with EMS if there is an emergency. The school nurse will review signs/symptoms of anaphylaxis with teaching staff.
6. **Classroom Education:** A parent/guardian of a student with LTA's is welcome to come into the class to either listen to or participate in a lesson about food allergies. This is on a voluntary basis. In the past, some parents have been very comfortable addressing the classroom regarding food allergies in an age appropriate manner. You may contact the School Nurse if you're available.
7. **Classroom Celebrations:** Only non-food related celebrations will be allowed. Parents/Guardians may consult with teaching staff regarding possible options. Consideration should be made to ensure that non-food related items are safe and age-appropriate.
8. **Lunch & Snacks:**
 - a. Early Childhood Center:
 - *Classrooms* are considered peanut-safe. All snacks sent in from home will be peanut-free and will contain an ingredient label or a list of ingredients.
 - *Cafeteria:* All school lunches served will be peanut-free. Children may bring in peanut butter sandwiches from home and a peanut butter table will be provided.
 - b. Elementary Schools:
 - *Classrooms* that have children with peanut allergies will be considered peanut-safe. If applicable, a letter will be sent home to parents requesting that they provide peanut-free snacks.
 - *Cafeteria:* A peanut-free table will be provided in the lunchroom.
 - c. Middle School:
 - *Classrooms:* Grade 8 only – snacks sent in from home will be parental choice, with consideration for nutritional content and allergen awareness.
 - *Cafeteria:* Upon written parental request, a peanut-free table will be provided in the lunchroom.
 - d. High School:
 - *Classrooms:* no snacks, not applicable
 - *Cafeteria:* Students are responsible for self-management of their LTAs. Wilmington School Food Services will be available to assist students during the process. Note: Wilmington Public School employees cannot be held responsible for companies that change ingredients or manufacturing without notification or proper labeling.
9. **Curriculum Related Activities:** see district protocol
10. **Special Dietary Needs:**
 - a. **Disabilities Requiring Special Dietary Needs:**
Physician's Prescription Required
*Examples include, but are not limited to: Speech/Swallowing problem, Food Anaphylaxis (severe food allergy) **, PKU, Celiac disease.*
**** Signed Allergy Action Plan &/or Epipen Medication orders are acceptable for Physician's Prescription.**
 - A. **Health Services protocol:**
 - Student health information is obtained from the student's Health Record and student's Emergency Card annually by the School Nurse
 - All health conditions concerning food are confidentially shared with Food Services
 - B. **Parent/Student Guidelines:**
 - If child is participating in Food Service program, parents/guardians are encouraged to review lunch menus in advance. Product information containing ingredient information is available on CD from the Food Services Manager & Administrator of Food Services
 - Student education for self-management is important. As children grow and develop, they should be encouraged to read labels or ask about ingredients at lunch. Medical alert identification is highly recommended.
 - It is the parent/guardian responsibility to notify Health Services of all student health conditions and to provide proper documentation from the child's physician. When health conditions change, Health Services should be notified as soon as possible.
 - C. **Food Services protocol:**

- Student dietary restrictions are entered into Point of Sale (POS) system as an Alert
- During lunch, all attempts will be made to assist students with safe choices.
- Wilmington Public School employees cannot be held responsible for companies that change ingredients or manufacturing without notification or proper labeling.

b. Non-Disability:

USDA does not require schools to serve special meals

- *Food intolerances, Non-anaphylaxis food allergy, Diabetes, Obesity, High Cholesterol, Food Restrictions by Parental Choice*

- Field Trips:** Field trips will be chosen carefully and no child will be excluded from a field trip due to the potential of unavoidable allergen exposure. A clear plan to activate Emergency Medical Services (911) will be followed in accordance with the student's AAP. Emergency medication(s) and an allergy action plan will accompany the allergic student on all field trips. A parent may be asked to attend the field trip. If the parent/guardian of the LTA student is not available to attend, the student will automatically be placed with an EpiPen-trained teacher/designee. No sharing of food or utensils will be allowed; and no eating will be allowed on the bus per transportation guidelines (see part 11).
- Transportation:** The parent/guardian of a student with LTA's are encouraged to complete a Transportation Emergency Card at the beginning of each school year. This card may be obtained from the school nurse. It is the parent's responsibility to complete the card and deliver it to the Transportation Coordinator. The Transportation Coordinator will review the card before handing it over to the appropriate bus driver. In the event that the student indicates he/she is having an allergic reaction while riding the bus to or from school, the bus driver will stop the bus to call for emergency help in accordance with the bus company policy. Having a Transportation card on file will assist the bus driver to readily identify that your child has a history of an LTA. Eating is not allowed on the bus, per the school district policy. Parents/guardians are also encouraged to verbally notify the bus driver of your child's life-threatening allergy on the first day of school.
- Educate Child in Self-Management of His/Her Food Allergy:** All students with LTA's should be encouraged to learn about his/her food allergy, how to recognize symptoms and how to ask for help if an allergen has been ingested. Parents/Guardians play an important role in preparing students to be ready for school. It's important to teach your child to not share food in school or on the school bus and to only eat what a parent/guardian allows. When in doubt, the student should be taught to speak to an adult. Children with life-threatening allergies are encouraged to wear a medical alert bracelet/pendant.
- Review 504 Accommodation Plan:**
 - A 504 Plan is an accommodation plan for any student who has a "physical or mental impairment that substantially limits one or more major life activities, has a record of such or is regarded as having such an impairment" so that s/he may access FAPE (Free Appropriate Public Education). The school **may** prepare and maintain such a plan in conjunction with the student's parent/guardian and primary care provider/allergist, if applicable.
 - The school nurse and school principal/designee in conjunction with the student's parent(s)/guardian(s) and the primary care provider/allergist, will help prepare a 504 Plan, if applicable, and an AAP for any student identified with an allergy that substantially limits a major life function. The 504 Plan and AAP will be updated and reviewed annually by the school nurse, the principal, the student's parent(s) and primary care provider and/or allergist.
 - The 504 Plan (if applicable) and AAP will be available in the nurse's office and student's classroom.
 - Photographs of students with life threatening allergies (LTA) should be provided by parent/guardian and attached to the 504 Plan and/or AAP.
- Grade 1 Transition Program:** Toward the end of the kindergarten school year, children with LTAs and their parent/guardian will be invited to attend a Food Allergy Transition Visit at the elementary school where the child will attend first grade, either the Shawsheen Elementary School or Woburn Street School. This visit is held during the school day and will provide both the student and the parent with an opportunity to meet and speak with the school nurse and food services staff. Classroom and lunch room procedures will be reviewed and a tour of the cafeteria will be provided. All children and their parent/guardian are encouraged to attend.
- Grade 6 Transition:** As students transition to the Middle School, they will accept more responsibility for self-management of their LTAs. In an effort to assist students in making safe choices, most common food allergens will be posted. Wilmington School Food Services will be available to assist students during the process. Note: Wilmington Public School employees cannot be held responsible for companies that change ingredients or manufacturing without notification or proper labeling.
- Latex Allergies:** Latex allergies may also cause an anaphylactic reaction. In order to prevent a severe reaction, it is important to avoid exposure in the school environment. The following items are not allowed: Rubber Balloons and Tennis Balls sliced open and applied to chair legs, and other items as determined by the school nurse. If your child has an allergy to Latex, please contact the school nurse to develop a plan of care.

References:

Accommodating Children with Special Dietary Needs in the School Nutrition Program, USDA, 2001

Food Allergy and Anaphylaxis Network, <http://www.foodallergy.org>

Managing Life Threatening Food Allergies in School, MA DESE, 2002 *MA Comprehensive School Health Manual*, MDPH, 2007

CONCUSSION POLICY

Wilmington Middle School follows the prescribed State of Massachusetts Athletics Concussion Policy. The policy is designed to be a comprehensive program that has a focus of prevention, management and return to activity procedures for any student who incurs a brain injury. Please refer to the Student Handbook Appendix for the full Wilmington Middle School Concussion outline and policy.

HEALTH RECORDS

In accordance with the MA Department of Elementary and Secondary Education, 603 CMR 23.06 policy on Temporary Records: the temporary record shall consist of all the information in the student record which is not contained in the transcript. Such information shall include health records, standardized test results, class rank, extracurricular activities and evaluations by teachers, counselors and other school staff. Upon transferring, the temporary record must be transferred to the student's new school in accordance with paragraph 23.07 of the above regulation. The school district is authorized to send student health records directly to public schools without the consent of the student or parent. The school district must obtain consent to send information to private schools. School Health Records should be placed in a sealed envelope, marked 'confidential medical information – attention school nurse' and placed with the entire student record for mailing to the new school.

SBIRT: Screening, Brief Intervention, and Referral to Treatment

It is the policy of the Wilmington Public Schools to distribute all temporary health records to graduating seniors. Any Massachusetts School Health Records retained by the Wilmington Public Schools must be destroyed no later than 7 years after the student transfers, withdraws or graduates.

Please note: The above Wilmington School Health policy information does not include all possible illnesses or health concerns. Should you need further information, please consult with your child's school nurse.

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

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

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

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

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

Grades to be screened: Per the Department of Elementary and Secondary Education and in consultation with the MA Department of Public Health, one middle school grade and one high school grade will be screened

Consent: Parents/Guardians will be notified of SBIRT screenings in advance and given the opportunity to opt their child out of the screening through passive consent. Students are allowed to self-opt out at any time before or during the screening.

Confidentiality: Any statement, response or disclosure made by a pupil during a verbal substance use disorder screening shall be considered confidential information and shall not be disclosed by a person receiving the statement, response or disclosure to any other person without the prior written consent of the pupil, except in cases of immediate medical emergency or a disclosure is otherwise required by state law. Such consent shall be documented on a form approved by the department of public health and shall not be subject to discovery or subpoena in any civil, criminal, legislative or administrative proceeding. No record of any statement, response or disclosure shall be made in any form, written, electronic or otherwise, that includes information identifying the pupil.

The Director of Nursing Services will be designated as the SBIRT Coordinator for the district.

REF: Bill H.4056 An Act Relative to Substance Use, Treatment, Education and Prevention <http://www.masbirt.org/>

SAFETY AND WELLNESS

Wilmington Public Schools are committed to providing a school community that is safe and healthy for all members. This section focuses on the promotion of wellness and safety and expected student behavior to support a secure and productive learning environment.

EMERGENCY DRILLS

Emergency drills are performed so that in the event of an actual emergency, students and staff will be prepared. Drills may be conducted once each month during the school year. It must be assumed that all fire alarms mean an actual fire and students and staff are to respond immediately. Emergency drill instructions are posted in every classroom. It is important that students adhere to these instructions and leave by the designated exit as quickly as possible without running and without talking. Once outside, students must report to their classroom teacher for attendance purposes. When the fire alarm sounds, everyone, without exception, is to leave the building.

In addition to fire drills, several other types of drills may be practiced throughout the school year. Each drill involves a protocol. These protocols are:

- shelter in place
- lockdown
- A.L.i.C.E.

These protocols are explained to staff and students at the start of each school year.

SEARCHES OF STUDENTS AND SCHOOL PROPERTY

The right of inspection of a student or students' school lockers is inherent in the authority granted school committees and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property. Students should not have any expectation of privacy in school property, including but not limited to, school lockers.

Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools.

Searches by school officials of students' automobiles or the student will be conducted in a way that protects the students' rights consistent with the responsibility of the school system to provide an atmosphere conducive to the educational process.

USE OF DOGS TO SEARCH SCHOOL PROPERTY

The Wilmington School Committee shall permit the administration to invite law enforcement agencies or other qualified agencies or individuals to search school property with dogs when necessary to protect the health and safety of students, employees, or property. Searches may be conducted for the purpose of detecting the presence of illegal substances or contraband, including but not limited to alcohol and/or drugs. The use of trained detection dogs is subject to the following:

1. The administration shall authorize the search and the Principal or his/her designee shall be present while the search is taking place.

2. Parents and students shall be notified of this policy through its inclusion in the student / parent handbook.
3. Once notification has been given to parents and students, through the inclusion of the policies in the student and/or parent handbook, the school district will have met its obligation to advertise the searches. Additional notices need not be given and actual times or dates of planned searches need not be released in advance.
4. All school property such as lockers, classrooms, parking areas and storage areas may be searched.
5. Individual(s) shall not be subjected to a search by dogs.
6. Only the dog's official handler will determine what constitutes an alert by the dog. If the dog alerts on a particular item or place, that item or place will be searched by the School Administration. If anything is found the student shall be called to the area or office by the administration. If a dog alerts on a locked or unlocked vehicle, the student who brought onto district property shall be asked to unlock it for inspection.
7. Law enforcement agencies will be given full authorization to investigate and prosecute any person(s) found to be responsible for illegal substance(s) on school property.

STUDENTS SEEKING VOLUNTARY DRUG/ALCOHOL ASSISTANCE

The school will provide, without penalties, assistance to any student voluntarily seeking drug and alcohol treatment or advice. If a student voluntarily seeks information or assistance about illegal substance use and has not been apprehended for any such violation by school authorities, staff will immediately consider the best possible means of helping the student, including the use of members of the school staff, pupil personnel services, team conferences or private and community resources. Parents are an important factor in helping the individual student and could be involved as soon as it is considered to be appropriate.

NONDISCRIMINATION

Public schools have the responsibility to overcome, as far as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider in all the decisions made within the school system the potential benefits or adverse consequences that those decisions might have on the human

relations aspects of all segments of society.

6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business. No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation or disability. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation or disability, their complaint should be registered with the Title IX compliance officer.

LEGAL REFS: Title VI, Civil Rights Act of 1964
 Title VII, Civil Rights Act of 1964, as amended by the Equal
 Employment Opportunity Act of 1972
 Executive Order 11246, as amended by E.O. 11375
 Equal Pay Act, as amended by the Education Amendments of 1972
 Title IX, Education Amendments of 1972
 Rehabilitation Act of 1973
 Education for All Handicapped Children Act of 1975
 M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
 M.G.L. 76:5; Amended 1993
 M.G.L.76:16 (Chapter 622 of the Acts of 1971)
 Board of Education Chapter 622 Regulations Pertaining to Access
 to Equal Educational Opportunity, adopted 6/24/75, as
 amended 10/24/78
 Board of Education 603 CMR 26:00
 Board of Education Chapter 766 Regulations, adopted 10/74, as
 amended through 3/28/78

CROSS REFS: ACA- ACE, Subcategories for Nondiscrimination
 GBA, Equal Opportunity Employment
 JB, Equal Educational Opportunities

Revision adopted: May 11, 2016

DISCRIMINATION AND HARASSMENT GRIEVANCE PROCEDURES

The Wilmington Public School system is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, gender identity, age or disability. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. The Wilmington Public Schools requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

Definitions

For the purposes of this procedure:

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

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

reasonable person of the same age, gender, and experience as the alleged victim, and under similar circumstances.

Harassment and Retaliation Prohibited

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

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

How to make a complaint

- A. Any student who believes that he/she has been discriminated against or harassed should report their concern promptly to any teacher, guidance counselor, nurse, building administrator, or central office administrator. The school staff member should then report the concern to the school principal or Civil Rights Coordinator. If the school principal receives the report, either verbally or written, he or she will notify the Civil Rights Coordinator of the Complaint. Students or employees who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal.
- B. Any employee or other person who believes that he/she has been discriminated against or harassed should report the incident to the building principal, assistant principal, his/her department chair or his/her supervisor. Additionally, the employee may, if applicable, request union/association representation to assist him/her through the complaint process. Employees may also file complaints directly to the Human Resources Administrator.
- C. District staff is expected to report possible incidents of discrimination or harassment of students and fellow employees. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students or employees which have allegedly occurred on school grounds, at school related events, or actions which occurred outside of school but possibly create a hostile environment for a student or employee while he/she is at school.

Complaint Handling and Investigation

- A. The school principal shall promptly inform the relevant Civil Rights Coordinator and the person(s) who is the subject of the Complaint that a Complaint has been received.
- B. When a complaint of discrimination or harassment is alleged, the person making the allegations will be encouraged to write out a description of the allegations and the impact the alleged conduct has had on him or her (*See Complaint and Reporting Forms at Appendix A and B*). If the complainant or reporter is a student and the student chooses not to fill out a written report, the person

accepting the complaint shall listen to the student and complete the complaint or reporter form for the student.

- C. After notifying the appropriate Civil Rights Coordinator, the school principal or designee may pursue an informal resolution of the Complaint with the agreement of the parties involved. Informal resolution is optional, and the Complainant may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.
- D. Under the formal resolution procedure, the complaint will be investigated by the school principal or other individual designated by the school principal or the Civil Rights Coordinator. The investigator will gather evidence to determine whether, by a preponderance of the evidence, discrimination against or harassment has occurred. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Superintendent should be submitted to the School Committee Chair, who will consult with legal counsel concerning handling the investigation of the Complaint.
 - 1. The Complainant shall have the opportunity to identify witnesses and provide other relevant evidence to the investigator.
 - 2. The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
 - 3. The privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.
 - 4. The investigator will keep a written record of the investigation process.
 - 5. The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
 - 6. The investigation and the notification of the outcome to the complainant and the subject of the complaint shall be completed within fifteen (15) school days of the date of the receipt of the Complaint.
 - 7. The investigator may extend the investigation period beyond fifteen (15) school days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the investigator extends the investigation, he or she will notify the Complainant of the extension.
 - 8. If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame, but may extend the investigation period to account for the

availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant of the extension and make reasonable efforts to interview the witnesses during the summer vacation period.

9. Nothing in this procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the fifteen (15) school days described above.

- E. If the investigator determines that discrimination or harassment has occurred, he/she shall take steps to eliminate the discriminatory or harassing environment, which may include but is not limited to determining what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any; and determining what corrective and/or remedial steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment, and to correct its discriminatory effects if appropriate.
- F. The investigator will inform the alleged target of the discrimination and/or harassment and the person(s) who was the subject of the complaint of the results of the investigation (in accordance with applicable state and federal privacy laws) within fifteen (15) school days of receipt of the Complaint, unless the investigation is extended under the provisions described above. This notice of the outcome of the investigation must inform the complainant as to whether or not the investigation determined that the conduct occurred, any individual remedies offered or provided to the complainant or any sanctions imposed on the perpetrator that directly relate to the complainant (e.g., stay away order or no contact order), and other steps the school has taken to eliminate the hostile environment, if one has been found to exist, and prevent recurrence. The perpetrator should not be notified of the individual remedies offered or provided to the complainant (e.g., counseling; alternative classes, etc.).
- G. If the Complainant or the student's parents/legal guardians are dissatisfied with the results of the investigation, an appeal may be made to the Civil Rights Coordinator within ten (10) school days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The Civil Rights Coordinator shall review the investigation and may conduct further investigation if deemed appropriate. Within five (5) school days of receipt of any such appeal, the Civil Rights Coordinator shall decide whether or not to reopen the investigation, uphold the principal or designee's determination, or reverse the principal or designee's determination. The Civil Rights Coordinator shall provide written notification of that determination to both the Complainant and the accused. The Civil Rights Coordinator's decision shall be final, subject to further written appeal to the Superintendent within five (5) days of receipt of the decision of the Civil Rights Coordinator.

H. WPS Civil Rights Coordinators are:

Employees: Human Resources Administrator
Wilmington Public Schools
161 Church Street
Wilmington, Massachusetts 01887
978-694-6000

Students: Director of Student Support Services
Wilmington Public Schools
182 Wildwood Street
Wilmington, Massachusetts 01887
978-694-6032

Students and employees are encouraged to utilize the District's Complaint Procedure. However, students and employees are hereby notified that they also have the right to report complaints to:

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

Program Quality Assurance Services
Massachusetts Department of Elementary and Secondary
Education
75 Pleasant Street, Malden, MA 02148-4906
Telephone: 781-338-3700
TTY: N.E.T. Relay: 1-800-439-2370
FAX: 781-338-3710

Adopted by the Wilmington School Committee on May 11, 2016

HAZING

The Wilmington School Committee's disciplinary policy for violation of Massachusetts General Law Chapter 269 (Hazing Statutes) sections 17, 18 and/or 19, will result in five (5) days out of school suspension plus removal from the activity in question. The statutes are described in detail below.

Massachusetts General Law Ch.269, s. 17. Crime of Hazing; Definition: Penalty

Whoever is a Principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars (\$3,000.) or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

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

Notwithstanding any other provision of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Added by St. 1985, c536; amended by St. 1987, c665.

Massachusetts General Law Ch. 269, s. 18. Duty to Report Hazing:

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more one thousand dollars (\$1,000.00). Added by St. 1985, c536; amended by St. 1985, c665.

Massachusetts General Law Ch. 269 s. 19. Hazing Statutes to Be Provided; Statement of Compliance and Discipline Policy Required:

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

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, or applicants for membership. It shall be the duty of each such group, team, or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgment stating that

such group, team, or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

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

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institutions policies to its students. The board of regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution, which fails to make such report. Added by St. 1985, c 536; amended by St. L 987, c 665.

SPECIAL STATEMENT ON FIGHTING

“Defending one’s self” is not considered an acceptable excuse for fighting. A fight starts well before the first physical contact is made. Many times the preliminary actions involve a verbal exchange. A person who considers himself in need of defending should see a teacher, administrator, or other adult first. Throwing punches in retaliation is not recognized as defending oneself. An acceptable defensive posture involves only blocking blow.

BULLYING/CYBERBULLYING

Bullying takes place when a stronger or more emotionally or socially powerful individual intentionally and repeatedly hurts, threatens, or torments a more vulnerable individual.

Bullying:

- is deliberate.
- happens repeatedly.
- represents a marked imbalance of power between bully and victim.

Bullying is a one-sided, unfair match. Bullying, therefore, is different from a single incident of teasing. It is, in fact, an abuse of power. Bullying also differs from play, and from the normal conflicts of childhood. When two children of approximately equal strength or power are engaged in a fight, it is not bullying. Thus, although all acts of bullying are aggressive, not all aggressive acts are bullying. Bullying can occur face to face or it can happen behind one's back, especially through cyberbullying. Cyberbullying is defined as willful and repeated harm inflicted through the medium of any electronic

devices. Bullying can be short-term or it can last a long time. Bullying can be done by an individual or by a group.

If a student feels that s/he is being bullied, it is important to tell a trusted adult, a parent, teacher, counselor, principal, or nurse, who can help him/her.

BULLYING POLICY

The Wilmington Public School System is committed to making our learning environment a safe and caring place for all students. We will treat each other with respect and we will refuse to tolerate bullying in any form in our district. Students in our district are being taught through prevention programs to identify, refuse to tolerate, cope with, and report bullying behavior. In each school, interventions for students who engage in bullying behaviors will be clearly outlined and behaviors will be assessed on a continuum from mild to severe that is appropriate to the developmental level of the student(s).

“Bullying means the severe or repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of:

- (i) causing physical or emotional harm to the other student or damage to the other student’s property;
- (ii) placing the other student in reasonable fear of harm to himself or of damage to his property;
- (iii) creating a hostile environment at school for the other student;
- (iv) infringing on the rights of the other students at school; or
- (v) materially and substantially disrupting the education process or the orderly operation of a school.”

“**Cyber-bullying**” means bullying through the use of technology or any electronic means.

“**Perpetrator**” means the student/staff member who engages in bullying or retaliation.

“**Victim**” means the student/staff member who has been bullied or retaliated against

“**School grounds**” means property on which a school building or facility is located; or property that is owned, leased or used by a school district, for any school-sponsored activities, functions, programs, instruction or training.

The use of the term bullying in this section shall include cyber-bullying.

Bullying is prohibited on school grounds, at school-sponsored or school-related activities, functions or programs whether on or off school grounds; at school bus stops; on school buses or other vehicles owned, leased or used by a district or school; or through the use of technology or an electronic device owned, leased or used by the school district. Bullying is also 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 a district or school if the act or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Like harassment, bullying situations take into account the perception of the victim and not just the individual or group action.

The Wilmington Public Schools recognizes that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.

Examples of bullying may occur in various environments such as the bus, gym, sport fields, bathroom, locker room, classroom, hallway, internet, playground, cafeteria, and may include, but are not limited to:

- Intentionally hurting someone physically by hitting, kicking, tripping, pushing, and so on.
- Embarrassing someone on purpose.
- Stealing or purposely damaging another person's things.
- Ganging up on someone.
- Saying something hurtful using various forms of media, including but not limited to, print, text messaging, email and instant messaging, **social networks**, audio and/or video systems and technologies.
- Teasing someone in a hurtful way.
- Using put-downs, such as insulting someone's differences.
- Threatening or intimidating someone into a particular action.
- Spreading rumors about someone on purpose to be hurtful.
- Leaving someone out on purpose.
- Trying to get other students to exclude someone.

Staff in our district will do the following things to prevent bullying and help children feel safe at school:

- Supervise students according to building expectations.
- Intervene safely and effectively in all bullying situations.
- Integrate bullying prevention into the culture of each school.
 - Post Anti-Bullying Policy
 - Provide parent and staff training
 - Provide student training
- Respond quickly and sensitively to bullying reports.
- Take seriously families' and students' concerns about bullying.

- Look into all reported bullying incidents.
- Assign consequences for bullying based on the school discipline code.
- Provide immediate consequences for retaliation against students who report bullying.
- Respond to bullying situations on an individual, case-by-case basis.
- Dependent upon the level of bullying behavior, notify and/or involve police.

Students in our district will do the following things to prevent bullying:

- Treat each other respectfully.
- Refuse to bully others.
- Refuse to stand by and let others be bullied.
- Refuse to watch, laugh, or join in when someone is being bullied.
- Try to include everyone, especially those who are often left out.
- Report bullying to an adult.

The **School Committee** encourages parents to immediately report bullying to school administrators. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying is prohibited.

This policy is designed to disrupt a negative pattern of bullying behavior. It is an integrated approach which incorporates disciplinary action, behavior management, preventative education, and restorative justice (a balanced approach to the needs of the victim, wrongdoer, and community through processes that preserve the safety and dignity of all).

The School Committee expects administrators to make clear to students and staff that bullying will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students, and termination for employees.

The superintendent has developed administrative guidelines and procedures for implementation of this policy, which include:

- A student complaint process,
- A reporting process for staff,
- An investigation process,
- A process for communication with parents/guardians, and
- Recordkeeping and reporting.

The Wilmington Public Schools Bullying Prevention and Intervention Plan, as well as incident reporting forms, can be found on the district website at <http://wpsk12.com/about/plans-reports-surveys/bullying-prevention/>.

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

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 will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
8. Migratory children living in conditions described in the previous examples.

The superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

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 resident 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.

STATEMENT ON SOCIAL NETWORKING & ELECTRONIC COMMUNICATIONS

The administrators, faculty and School Council recommend that middle school students not use user generated data sites such as Facebook, Buzz, gaming sites, etc. Students are not yet mature enough to handle the difficulties that may be presented through interactions on these sites. Most social networking sites strongly discourage use of their sites by children under the age of fourteen. We further recommend that parents monitor their child's use of electronic communications, such as texting, email, and instant messaging. If a student is communicating through the use of technology and views anything that makes him/her feel uncomfortable she/he should immediately leave that site. Parents should notify the site provider immediately. Please also report this to the local police department, especially if your child is being threatened or harassed. If there is a specific threat mentioned regarding your child at the middle school, please report the incident to the Principal or the Assistant Principal.

ELECTRONIC DEVICE USE POLICY

1. Purpose

The purpose of this policy is to outline the proper use of electronic devices by students in school or any educational setting. The Wilmington Public Schools (WPS) believe that a rounded education is one that incorporates the use of technology to support and enhance the curriculum. We want to encourage life-long learners who use critical thinking skills to efficiently and appropriately discern information and media on a global and local scale with respect for ethics and safety. To that end, we want our students to learn with a variety of tools that are available to them, including electronic devices.

2. General Statement of Policy

This policy provides an explanation, purpose and definition of acceptable technology use in the classroom and other learning environments by students in the elementary, intermediate and secondary levels. This policy is to be followed/used in conjunction with the District Acceptable Use Policy (AUP) and the District Social Media Policy (SMP) which outline acceptable use by all parties, including students.

3. Implementation of this Policy

The Superintendent of Schools, or his/her designee(s), shall develop and implement administrative regulations, procedures, terms and conditions for use, and user agreements consistent with the purposes and mission of the WPS, as well as with applicable laws and this policy. The review and update of this policy will be done annually by the Superintendent of Schools and the IT Director. The implementation of this policy will be conducted at the classroom/school level by teachers and administrators.

4. Definitions

Student: Any individual currently enrolled in the WPS

The District: The Wilmington Public Schools and its staff

Staff: All employees of the WPS and any contractor or individual employed by a contractor who provides services in or to the WPS

Devices: Any District-owned or leased electronic device, student or staff-owned electronic device, or any electronic device being used on school grounds or on the school's network. Examples include but are not limited to: mobile phones, smart phones, tablets, laptops, computers, Chromebooks, MP3 players, any electronic device with a screen or any device that connects to the network via wireless or wired or has a Bluetooth or other radio connection to another device.

5. Proper Use

A. Students may use devices at any time and in any building, classroom or setting unless a staff member has specifically prohibited the student(s) from using the device(s). Classroom teachers have the right to allow or disallow the use of devices during instructional or examination/assessment time, not otherwise specified on an educational plan. (Instructional time includes classroom time, assemblies, or any other time which is monitored by a teacher.)

- B. Teaching staff should be aware that many students will choose to use their device(s) for normal classroom functions and that their learning experience is enhanced by using these tools. Universal prohibition of device use in a classroom at all times or for an entire course should be considered unreasonable and detrimental to the learning methods of some students. In the environment of 1:1 computing and learning, it will also be impractical for students to not use device(s) for the many educational enhancements that they offer.

Examples of acceptable use include but are not limited to:

- A Web search for classroom or related subject matter information.
- The use of any application (app) pertaining to, or related to, the current classroom subject such as but not limited to the use of any Google Apps for Education (GAfE) application.
- The reading of digital text or textbook on a device.
- Connecting through social media or a “back-channel” discussion or chat initiated by the classroom teacher.
- Asking appropriate questions of the teacher or others digitally through a learning management system or other platform.
- Taking an assessment as instructed by the teacher.
- Taking notes on the subject being discussed.
- Any accommodation made for a student on an Individual Education Plan (IEP) or a 504 Plan.

- C. When inappropriate or disruptive use of a student-operated electronic device is suspected, teachers should ask that a student put the device in the student’s desk, school bag or locker for the remainder of the period. If the student refuses, a teacher reserves the right to confiscate said device for the length of a class period. Students who fail to abide by that teacher’s direction may be subject to discipline as outlined in the Student Handbook. Electronic devices should be considered a tool that the student may need to accomplish his/her schoolwork during the day just like a textbook or a notebook. Confiscation of a device may adversely affect that student’s ability to participate in other classes or simply put him/her at a disadvantage and prohibit the student from accessing the curriculum in other classes.

Examples of inappropriate or disruptive uses include but are not limited to:

1. Cheating or academic dishonesty. Students found in violation of academic honesty are subject to the consequences of cheating and plagiarism in his/her school’s student handbook. Devices are not to be used during testing unless students are instructed to do so by the teacher or by an education plan.
2. Taking photos, recording video or audio of another person(s) (all persons including but not limited to students, teachers, substitute teachers, administrators) without gaining consent from that person(s) and unless it has been established beforehand as part of an assigned project and which

will be monitored by a WPS staff member. Furthermore, students should not post anything online of another person without prior consent.

3. Taking pictures, recording audio or video in locker rooms or bathrooms.
 4. Checking or responding to personal phone calls, emails, texts, social media applications, chats, messages etc. during class time.
 5. Listening to music or watching a video without headphones (unless directed by the teacher). Headphones must be utilized in a manner in which it does not prevent a student from missing key instruction, curriculum or emergency announcements.
- D. All devices should be set to 'vibrate' or 'silent' during class, unless otherwise directed.
- E. Students should always practice good digital citizenship and be mindful of how they use their devices with respect to ethics and consideration for their fellow students and staff/visitors of WPS. Teachers will provide a lesson on digital citizenship and provide expectations for device-use to students in some form (e.g. syllabus, written on the board, rules poster) at the start of a course. Along with expectations, a clear understanding of consequences for misuse should be provided to students in the syllabus and posted in the classroom.

Revision Adopted by the School Committee: February 24, 2016

ACCEPTABLE USE POLICY

1. Purpose

- a. The purpose of the Acceptable Use Policy (AUP) is to establish the acceptable use of information technologies in the Wilmington Public Schools (WPS) in order to benefit the students, parents and staff of Wilmington and better our learning community. WPS encourages the use of information technology in our schools and the public at large. The District believes that the understanding and proper use of these technologies enhance learning and help our student population develop into productive and responsible citizens. Understanding information technologies can help to create lifelong learners who conduct themselves responsibly and ethically. These technologies will be used to increase efficiency, collaboration, communication, critical thinking and creativity.

2. General Statement of Policy

- a. This policy will provide an explanation, purpose and definition of acceptable use by students, parents and staff of the WPS community. This policy is required to be read prior to using or accessing any information technology in the District. Additionally, staff must sign the (AUP) form and submit it to the WPS administrative office annually before accessing any information technology prior to the beginning of the new school year. Parents and students must check the box indicating that they have read this policy in the student handbook in the online student contact update form in the Aspen Parent Portal annually.

3. Implementation of this Policy

- a. The Superintendent of Schools or his/her designee(s), shall develop and implement administrative regulations, procedures, terms and conditions for use and user agreements consistent with the purposes and mission of the WPS as well as with applicable laws and this policy. The review and update of this policy will be done annually by the Superintendent of Schools and the IT Director.

4. Definitions

- a. **Electronic Communication:** Any communication or interaction which occurs through electronic means. Electronic communications include communications that have no specific intended recipient (e.g., posting a blog entry or status update on a publicly visible website, depending on privacy settings, which may be viewed by the public or users of that website).
- b. **Student:** Any individual currently enrolled in the WPS.
- c. **The District:** The Wilmington Public Schools and its staff.
- d. **The Committee:** The Wilmington School Committee and its members.
- e. **Staff:** All employees of the WPS and any contractor or individual employed by a contractor who provides services in or to the WPS.
- f. **Information Technology:** The WPS Network Infrastructure, wireless network, hardware, software, systems, electronic devices, computers, peripherals, website, electronic documents and files, storage devices, data, Internet, digital resources, blogs, podcasting, telephone including Voice over Internet Protocol (VoIP), email or any other device or equipment used to access, store, manipulate or transmit data.

- g. **Users:** Any person using the District's information technologies
- h. **Devices:** Any District-owned or leased device, students or staff-owned device or any device being used on school grounds or on the school's network

5. Unacceptable Uses

- a. Users will not use the District's electronic technologies to access, review, upload, download, store, print, post, receive, transmit or distribute:
 - i. Pornographic, obscene or sexually explicit material or other visual depictions that are harmful to minors;
 - ii. Obscene, abusive, profane, lewd, vulgar, rude, inflammatory, libelous, threatening, disrespectful, or sexually explicit language;
 - iii. Materials that use language or images that are inappropriate in the educational setting or disruptive to the educational process;
 - iv. Information or materials that could cause damage or danger of disruption to the educational process;
 - v. Materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination, or any other material that would violate any law.
 - vi. Online shopping or ordering for personal purposes.
 - vii. Personal photos, videos, files or music not related to educational purposes for any extended length of time with the exception of those stored in the apps provided by the District's Google Apps for Education
- b. Users will not use the District's electronic technologies to knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
- c. Users will not use the District's electronic technologies to engage in any illegal act or violate any local, state or federal statute or law.
- d. Users will not use the District's electronic technologies for political campaigning.
- e. Users will not physically or electronically vandalize District technologies nor use the District's electronic technologies to vandalize, damage or disable the property of another person or organization.
 - i. Users will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means.
 - ii. Users will not tamper with, modify or change the District's electronic technologies software, hardware or wiring or take any action to violate the District's security system.
 - iii. Users will not use the District's electronic technologies in such a way as to disrupt the use of the system by other users.
 - iv. Users may not add or remove any software from District-owned computers or devices nor modify the equipment, software configuration, or environment without prior expressed written permission from the Superintendent of Schools and/or his/her

designee. [All electronic technology requests must go through the District's Office of Information Technology Work Order System.]

- f. Users will not use the District's electronic technologies to gain unauthorized access (hacking) to information resources or to access another person's materials, information or files without the implied or direct permission of that person.
- g. Users will not attempt to gain unauthorized access to the District's electronic technologies or any other system through the District's electronic technologies. Users will not attempt to logon through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user. Access through any means other than an individual's user logon and password is not permitted.
- h. Users will not use the District's electronic technologies to post information in public access areas regarding private information about another person. Private information includes personal contact information about themselves or other persons, or other personally identifiable information including, but not limited to, addresses, telephone numbers, identification numbers, account numbers, access codes or passwords, labeled photographs or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
- i. Messages, files and records on the District's electronic technologies may not be encrypted in such a way that the Office of Information Technology cannot access them and without the permission of appropriate administrative school authorities.
- j. Users will not use the District's electronic technologies in any way that may violate trademark or copyright laws or usage licensing agreements:
 - i. Users will not use another person's property without the person's prior approval or proper citation;
 - ii. Users will not load, download or exchange pirated software or copy software to or from any school computer including freeware and shareware;
 - iii. Users will not plagiarize works they find on the Internet or other information resources.
- k. Users will not use the District's electronic technologies for unauthorized commercial purposes or for personal financial gain unrelated to the mission of the District. Users will not use the District's electronic technologies to offer or provide goods or services or for product advertisement, except as authorized by the District administration.
- l. The District does not support personal hardware or software. Users will not install any personal hardware or software on any district-owned systems including but not limited to printers, wireless access points or switches. Users will not use district resources, Internet access or network via hardwire connection to the District network infrastructure. Users will not connect their home PC or Laptop to the wall plate network jack in any building for Internet access.
- m. Users will not use online proxy services to negate or otherwise bypass District Internet content filtering.

- n. There are many people and systems dependent upon a proper and optimal performance level of the network infrastructure. Frivolous, excessive and inappropriate use of these network resources by one or a few individuals should not compromise the performance for other individuals and will operate with consideration for all who use the shared resources. The District may need to put quotas on storage or bandwidth as well as block websites or other online resources in order to maintain fairness of resource allocation for all district users.
 - o. Users are required to keep their passwords private and secured. Failure to do so could result in the unauthorized access of sensitive District data. Users who do not secure their passwords could have their access to systems, temporarily or permanently removed, or suspended and face disciplinary action. Examples of insecure storage of passwords include writing a password on a piece of paper attached to a monitor, under a keyboard, or pinned to a wall.
- 6. Children's Online Privacy Protection Act (COPPA)**
- a. Congress enacted the Children's Online Privacy Protection Act (COPPA) in 1998 (U.S.Code §6501, et seq. (COPPA) , 1998). COPPA required the Federal Trade Commission to issue and enforce regulations concerning children's online privacy. The Commission's original COPPA Rule became effective on April 21, 2000. The Commission issued an amended Rule on December 19, 2012 that became effective on July 1, 2013.
 - b. WPS works diligently to comply with COPPA requirements. WPS does not collect student personal information in order to transmit such information directly to online entities for the purpose of creating web-based accounts.
- 7. Public Records**
- a. The law requires public employees who send, receive or maintain records in their capacity as public employees, to retain, disclose and dispose of such records in compliance with strict provisions of the public records law (Massachusetts General Laws, Current). This law applies whether or not the record is in the form of a paper document or an electronic communication. When staff communicate through school-based resources, such as staff e-mail or school-sponsored web pages, such records are retained and archived through the school's information technology department. If, however, a teacher communicates outside of these resources, such information is not retained. The burden to comply with public records laws falls on the educator when using personal e-mail or social network accounts to communicate with students and/or parents and guardians on work-related issues.
- 8. Content Filtering**
- a. The WPS uses hardware and software designed to block access to certain sites and filter content as required by the Children's Internet Protection Act (CIPA) (U.S. Code, 2000). WPS is aware that not all inappropriate information can be filtered and the district will make an effort to correct any known gaps in the filtering of information without unduly inhibiting the educational use of age-appropriate content by staff and students. Users will inform teachers or administrators of any inadvertent access to

inappropriate material, in order that there is appropriate modification of the filtering profile. WPS educates students about appropriate online behavior, including how to interact with other individuals with regard to ethics, safety, security, responsibility and sensitivity. WPS provides these educational opportunities as part of the WPS K-12 Information and Digital Literacy Goals and in line with the Massachusetts Technology Literacy Standards and Expectations (Massachusetts Department of Elementary and Secondary Education, 2008).

9. Monitoring and Limited Expectation of Privacy

- a. By authorizing use of the School District electronic technologies, the District does not relinquish control over content or data transmitted or stored on the network or contained in files. Users should have no expectation of privacy in the contents of personal files on the District's electronic technologies.
- b. The WPS monitors the use of the school department's network to protect the integrity and optimal operation of all computer and system networks.
- c. The WPS will cooperate with copyright protection agencies investigating copyright infringement by users of the computer systems and network of the WPS.
- d. Technicians and computer system administrators maintain full access rights to all storage devices, and may need to access/manage such storage devices as part of their duties.
- e. Routine maintenance and monitoring of the system may lead to discovery that a user has or is violating the WPS Technology Acceptable Use Policy, other school committee policies, state laws, or federal laws.
- f. Search of particular files of a user may be conducted at any time but shall ordinarily be the result of a reasonable suspicion that a user has violated the law or WPS Policies. In such circumstances, the investigation shall be conducted in order to determine the nature and extent of the alleged policy violation.
- g. The District will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with School District policies conducted through the District's electronic technologies.

10. Limitation on School District Liability

- a. Use of the District's educational technologies is at the user's own risk and is provided on an "as is, as available" basis. The District will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on the District's systems or for delays or changes in or interruptions of service, corruption in delivery or non-deliveries of information or materials, regardless of the cause. The District is not responsible for the accuracy or quality of any advice or information obtained through or stored on the District's electronic technologies. The District will not be responsible for financial obligations arising through unauthorized use of the District's educational technologies or the Internet.

11. Violations of this Acceptable Use Policy

- a. Violations of this policy may have disciplinary repercussions, including:

- i. Suspension of network, technology, or computer privileges
 - ii. Notification to parents
 - iii. Detention or suspension from school and school-related activities
 - iv. Legal action and/or prosecution
 - v. Termination of employment for cause
- b. Works Cited**
 - i. Massachusetts Department of Elementary and Secondary Education. (2008, April 29). <http://www.doe.mass.edu/odl/student.html>. Retrieved from Massachusetts Department of Elementary and Secondary Education: <http://www.doe.mass.edu/odl/standards/itstand.pdf>
 - ii. Massachusetts General Laws. (Current). Public Records Law G.L. Chapter 66. *Massachusetts General Laws*. MA, United States.
 - iii. U.S. Code. (2000, December 21). Children's Internet Protection Act, 47 U.S.C. §254 (CIPA).
 - iv. U.S.Code §6501, et seq. (COPPA) . (1998). Children's Online Privacy Protection Act, 15 U.S.C. §6501, et seq. (COPPA) .
- c. Legal References**
 - i. 17 U.S.C. § 101 et. seq. (Copyrights)
 - ii. 15 U.S.C. § 6501 et. seq.
 - iii. Children's Internet Protection Act of 2000 (CIPA) 47 U.S.C. § 254
 - iv. 47 C.F.R. § 54.520 (FCC rules implementing CIPA)
 - v. Title III of the Elementary and Secondary Education Act of 1965, 20
 - vi. U.S.C. §1601, et seq., as amended.
- d. Acknowledgements:**
 - i. Burlington Public Schools Acceptable Use Policy. (2013, July) http://www.burlington.org/departments/schools/burlington_public_schools/docs/BPS_AUP_2013.pdf
- e. Minnetonka, MN Public Schools Electronic Technologies Acceptable Use Policy (2012, May 3) <https://www.minnetonka.k12.mn.us/policies/524.pdf>
- f. Longmeadow Public Schools Acceptable Use Policy Draft (2013, April 8) <http://www.longmeadow.k12.ma.us/news/draftacceptableusepolicy>
- g. Triton Regional School District Acceptable Use Policy. (2014, April 30) <http://www.trsd.net/wpfb-file/jre1048-acceptable-use-policy-agreement-pdf-4/>

Revision adopted: September 23, 2015

SOCIAL MEDIA POLICY

1. Purpose:

The Wilmington School Committee (the “Committee”) recognizes the increasing importance of electronic communication and social media for social interaction and education. As the Wilmington Public Schools (the “WPS”) continues working to provide a 21st century education which prepares students for life in a global economy, it has become apparent that we need to move ahead with both enthusiasm and caution. With the expansion of means and ease of communication comes a heightened concern for student safety and well-being.

While the Committee sees the value of social media and electronic communication, the Committee also recognizes that the opportunity for impropriety is increased through this ease of access. This accessibility can provide a forum for cyber bullying, inappropriate behavior, and other potential dangers. The Committee finds that the rapid progress of technology leaves it and the District frequently facing new challenges regarding social media and electronic communication.

The Committee is charged with ensuring our schools’ educational environments are safe and conducive to learning. Recognizing this, the Committee has adopted this policy.

2. Definitions:

Social Media: Any medium hosted on the Internet, on which interactions between students, or between the staff of the WPS and students can be conducted. This includes, but is not limited to, web- and mobile-based technologies that support interactive communication between organizations, communities, and individuals that allow the creation and exchange of user-generated content. Social media technologies take on many different forms including, but not limited to, on-line magazines, Internet forums, weblogs, social blogs, microblogs, wikis, social networks, podcasts, photographs or pictures, video, rating and social bookmarking, and message boards. Examples of social media websites include, but are not limited to, Facebook, Twitter, Flickr, Instagram, Snapchat, YouTube, MySpace, Wiki and Wikipedia.

Electronic Communication: Any communication or interaction which occurs through electronic means. Such electronic means include, but are not limited to, computers, tablets, cellular devices, so-called “smart phones”, and Internet capable MP3 players, etc. Such communications and interactions include, but are not limited to, email, texts, posts on social media websites (including text, video and audio), private messages on social media websites, instant messages, video chat, and blogs, etc. Electronic communications include communications that have no specific intended recipient (i.e., posting a “status” on Facebook that, depending on privacy settings, may be viewed by a group of users).

Student: Any individual currently enrolled in the WPS.

Prohibited Conduct: Staff shall not engage in the following types of conduct, which are strictly prohibited. The following are examples of conduct only and are not intended to be all inclusive. Any conduct which is similar to that listed below is likewise prohibited.

- a. Fraternization with students using any social media or electronic communication. Staff may not invite/accept current WPS student as “friends” on social media websites. Classroom participation on educational websites or professional pages (described herein) for

instructional purposes is permitted with prior approval of the principal or his/her designee.

- b. Electronic communication to students of content of a sexual or other inappropriate nature. This includes posts on social media websites that are publicly visible or accessible, and/or visible or accessible to any student or group of students.
- c. Electronic communication to a student(s) of content advocating the use of alcohol, drugs, and/or other illicit or illegal activities between students and staff. This includes posts on social media websites that are publicly visible or accessible, and/or visible or accessible to any student or group of students.
- d. Electronic communication to students of content encouraging or constituting hazing or bullying. This includes posts on social media websites that are publicly visible or accessible, and/or visible or accessible to any student or group of students.
- e. Electronic communication of private information regarding students or other staff, including, but not limited to, student record information, private cell phone numbers, private photos and pictures, and private email addresses. This includes posts on social media websites that are publicly visible or accessible, and/or visible or accessible to any student or group of students.

The District: The Wilmington Public Schools and its staff.

The Committee: The Wilmington School Committee and its members.

Staff: All employees of the WPS and any contractor or individual employed by a contractor who provides services in or to the WPS.

Section 1. Statement to WPS Staff

The Committee recognizes that social media and electronic communication have valuable functionality both in and outside of the classroom. This policy is not intended to limit any staff member's right to speak publicly as a citizen on matters of public concern, or to communicate with fellow union members on workplace issues, so long as such communication adheres to appropriate time, place, and manner restrictions and does not interfere with the performance of job duties.

Notwithstanding this, when staff members speak through social media on matters concerning their work, they are speaking as employees and, as such, restrictions may be placed upon their freedom to express themselves. Staff members are role models, not students' friends, and should always conduct themselves in accordance with this understanding.

Section 2. Responsibilities of the Committee, the Superintendent, and the Administration

a. Responsibilities of the Committee

- 1. The Committee is responsible for maintaining, implementing, and updating this policy.

2. The Committee will support the efforts of the Superintendent and the Administration to act upon this policy in a timely manner.
 3. The Committee will require the Superintendent to periodically report upon the results, consequences, and concerns related to this policy.
 4. When necessary, the Committee will update this policy, pursuant to the recommendations of the Superintendent or other relevant parties.
- b. Responsibilities of the Superintendent and the Administration
1. The Superintendent of Schools will develop and maintain an Acceptable Use Policy (AUP). It will be the responsibility of the Superintendent to work with representatives from the staff to review this policy annually and propose updates when appropriate.
 2. The Superintendent and the Administration retain the right to monitor all activity on district related social media, all activity on WPS owned equipment (i.e., computers, tablets, etc.), and all activity on WPS's network for the purpose of maintaining the safety of students and staff and to ensure that this policy is followed by all staff members.
 3. The Superintendent and the Administration will have all staff read and review this policy at the beginning of each school year.

Section 3. Communication Media

a. Cellular Telephones and Text Messaging

Background:

Staff employed by Wilmington Public Schools are charged with, among many things, maintaining a safe educational environment for students. Although staff members should not generally provide their personal contact information such as cellular and home telephone numbers, there are limited instances described herein where it may be appropriate to give out this information. Staff who lead school sponsored trips or organize events that require travel are expected to maintain a line of communication with students and parents and may do so by providing their personal cell phone number to student participants and/or their parents. The purpose of this limited exchange of personal information is to protect student safety during travel. Upon request, a staff member leading school sponsored trips or organized events may also obtain a district cell phone for temporary use.

Procedures:

1. Prior to providing any student with his/her home and/or personal cell phone number, a staff member shall inform the school's principal or his/her designee and obtain prior authorization.
2. Staff members shall communicate to students and their parents that the staff member's personal cell phone number is being provided for educational, informational, or safety purposes only.
3. Staff members who provide students with personal contact information shall explain the limited reason it is being provided and shall report any unauthorized use of this information by students, or parents/guardians (i.e., a student contacts the staff member

via personal cell phone for an unauthorized purpose) to the principal or his/her designee immediately.

b. Email Communication

Background:

Email communication has become a standard way of conveying information between parties. Email communication refers to any electronic mail or messaging done over the Internet.

Procedures:

1. Staff may communicate with students, staff, parents, PTO's, , and members of the community through district owned email addresses regarding issues pertaining to their role as employees of the WPS. Other professional communication may include blogs, wikis, webpages, virtual classrooms and similar forums. All communication is to remain professional in nature at all times.
2. Staff shall not provide their personal email addresses to students.
3. Staff teaching in grade levels 4 through 12 shall not request students' personal email addresses, nor shall they intentionally direct any communications to personal email addresses provided by students. District owned email addresses have been provided to students in grade levels 4-12 and all email communication between staff and these students shall be directed through district owned email addresses.
4. Staff of all schools whose students have received e-mail addresses shall notify parents that the WPS has provided students with school email addresses as part of the curriculum. Parents must be informed that their child is to use the email address assigned. District email accounts for students in any grade are only to be used to communicate with WPS students and staff, not with the public at large.
5. All email communication sent from a public entity (i.e., using a WPS owned computer, network, email address, etc.) are part of the public record, may be disclosed, and may be monitored by the District for any reason without notice. Users of district-owned email addresses and networks should have no expectation of privacy in the content of communications on district-owned email addresses.

c. Social Media, Webpages, and Applications

The increased proliferation of social media has provided the WPS with the opportunity to utilize these websites and applications as educational tools. It is a goal of the District's strategic plan to engage students through both traditional media as well as through the use of technological immersion, creating 21st century global citizens. Our goal is to integrate technology with the curriculum through modeling best practices, mentoring, using study groups, developing online formats and creating and updating technology related policies.

The Wilmington Public Schools utilizes tablet based technology in many schools. Recognizing that some applications or "apps" may have social networking properties, the use of any application where students must register personal information must be documented with the principal or his/her designee and the Director of Technology. COPPA law prohibits the use of services which require personal information of children under 13. The use of social media, webpages and applications by staff and students

together shall be strictly for educational purposes only. Personal communication between students and staff via social media, webpages and applications shall be limited to educational purposes.

d. Use of Photographs

1. Staff shall not use, copy, disseminate or share in any manner, including via social media, photos or videos of students where the parent(s) or legal guardian(s) has selected to opt out by completing and submitting the form for the Privacy Law in the online Student Contact Update application in the Aspen Parent Portal. This information is available to staff from your school's main office.
2. Staff must keep in mind that videos and images of students may constitute "student records" within the meaning of federal and state law.
3. Staff shall not identify students by their full name in any photograph at any time.

e. Social Networking Websites.

1. An employee's use of any social networking site and an employee's postings, displays, or communications on any social media network must comply with all state and federal laws and any applicable District policies as well as adhere to the Children's Internet Protection Act (CIPA).
2. Staff wishing to use a social media profile for both personal and educational purposes must maintain separate personal and professional work profiles.
3. Staff shall not "friend", follow, message, or engage students in any way on social media websites via their personal accounts.
4. Staff shall use privacy settings on individual social media websites to prohibit access by students and parents to their personal social networking pages. There is now case law that confirms that a failure to understand the way a communication system operates is no excuse for professional misuse (Sumien v. CareFlite, 2012). Staff will be responsible should any information that is intended to be private becomes public due to a lack of understanding of the privacy features of the social network used or a failure to use such features competently.
5. Staff may only create professional social media accounts (i.e., accounts used exclusively for educational purposes) on district approved websites and platforms. The direct link to these pages must be provided to the principal or his/her designee and to the WPS Director of IT once it is created. The Director of IT will provide staff with a list of approved websites and platforms at the beginning of each school year and an updated list as needed.
6. Staff shall not communicate with students via the direct messaging feature of any social media site, but rather only communicate through district provided email accounts or social media posts that are publicly accessible via the staff member's professional account on a district approved website or platform.
7. Staff shall report any inappropriate use of these sites by students to their district administrator immediately.
8. Staff must cite links to all sources of information from third parties posted on professional social media webpages.

9. Staff must notify parents of the use of professional accounts on social media sites, and provide students who are unable to access content hosted on these sites with the relevant information necessary for participation in the class through other means (i.e., hand-outs, email, etc.).
10. Staff members' who have children currently enrolled in the WPS may use their personal social media accounts to connect with their child or children.

f. Blogs, Wikis, Class Pages, etc.

1. Staff may use blogs, wikis, or any other website for instructional purposes, including but not limited to homework pages and blog pages.
2. Staff shall provide the web address of his/her page to the principal or his/her designee before disseminating the address to students.
3. Staff shall identify students only by their first names on these pages.
4. Staff shall notify parents of the use of these pages and provide students who do not have access with alternative means of obtaining the information provided over these pages (i.e., hand-outs, email, etc.).
5. Staff shall cite all sources of content they provide on these pages and comply with applicable copyright laws and other applicable intellectual property laws.

Section 4. Public Records Law and Copyright Protection

The Attorney General of the Commonwealth of Massachusetts has determined that any document created or received by a public employee in his or her capacity as such is subject to retention and perhaps disclosure under the public records law.

- a. Staff shall not delete any message posted on a social media site, webpage, blog, homework page, etc.
- b. Staff shall comply with applicable copyright laws when posting information produced by another person or entity and shall cite all third-party sources of information posted or shared.
- c. Use by a staff member of his/her personal e-mail rather than school e-mail does not shield such e-mail from the provisions of the public records law or from discovery in litigation. The staff member should forward copies of any such emails or online communications to his or her school-based email account so that it can be properly retained and archived in compliance with the requirements of public records law. In order to respect privacy, a student's name should be avoided in any communications that includes sensitive information about students.

Section 5. Student and Staff Conduct

The district has multiple policies regarding student and staff conduct which overlap with this policy. The Committee and Administration recognize that the use of electronic communication technology in an educational setting presents new challenges to appropriate student and staff conduct. However, behavioral expectations will not be diminished in these settings and appropriate professional boundaries shall be maintained at all times and through all means of communications. As such, the District retains the right to moderate and restrict student and staff use on District related pages. The Committee and the Administration expect staff and students to maintain the same level of

decorum in electronic communications, including the use of social media, as in face-to-face interactions. This policy is intended to supplement existing policies, not to supersede them.

a. Bullying and Cyber Bullying

The Committee and WPS are committed to maintaining a safe learning environment for all students. With regard to bullying, please see Policy Section JICFB - Bullying Prevention, and, in particular, references to cyber bullying. Cyber bullying of any kind will not be tolerated.

b. Acceptable Use of School Equipment and Networks

The Committee and WPS are committed to maintaining the security of WPS networks, the quality of WPS equipment, and the privacy of WPS students. This policy is supplementary to, and not a substitute for, the WPS Acceptable Use Policy, which governs use of the school district's technology resources.

c. Student Manuals

At the beginning of each school year the building administrator shall post the student handbooks which detail the expectations of behavior for WPS students and set rules for student conduct on the school's website. Nothing contained in this Policy shall diminish those expectations and rules. The on-line behavior of both students and staff shall reflect the same standards as those used for face-to-face communications at the WPS.

Section 6. Discipline

The Superintendent or assigned designees may conduct internet searches to determine whether staff members have used social media in ways that violate this Policy. If a violation of the Policy is determined to have occurred, the Superintendent or assigned designee shall bring the violation to the attention of the staff member and shall consider and apply disciplinary measures up to and including termination. The disciplinary process for staff shall proceed in accordance with any applicable collective bargaining agreement under which the staff member is covered, as applicable.

The WPS and the Committee disclaim all liability for the content of materials that users access on Social Media, for damages suffered in the course of or as a result of social media use, and for any related consequences. The WPS shall not be responsible for any unauthorized use of the District's network, including any and all unauthorized costs, financial obligations, fees, charges, or purchases.

References:

Massachusetts General Laws. (Current). Public Records Law G.L. Chapter 66.

Massachusetts General Laws. MA, United States.

U.S. Code. (2000, December 21). Children's Internet Protection Act, 47 U.S.C. §254 (CIPA).

U.S. Code §6501, et seq. (COPPA). (1998). Children's Online Privacy Protection Act, 15 U.S.C. §6501, et seq. (COPPA).

17 U.S.C. § 101 et. seq. (Copyrights)

15 U.S.C. § 6501 et. seq.

Children's Internet Protection Act of 2000 (CIPA) 47 U.S.C. § 254

47 C.F.R. § 54.520 (FCC rules implementing CIPA)

Title III of the Elementary and Secondary Education Act of 1965, 20

U.S.C. §1601, et seq., as amended.

Acknowledgements:

Longmeadow Public Schools Acceptable Use Policy Draft (2013, April 8)

<http://www.longmeadow.k12.ma.us/news/draftacceptableusepolicy>

Triton Regional School District Acceptable Use Policy. (2014, April 30)

<http://www.trsd.net/wpfb-file/jre1048-acceptable-use-policy-agreement-pdf-4/>

Revision Adopted: 2/10/2016

STUDENT DISCIPLINE

All rules and regulations are in full effect at all school-sponsored and school related events.

Our intent for this section of the Student/Parent Handbook is to inform all stakeholders of the statutory responsibility necessary to maintain a positive learning environment where all feel safe, secure, and respected. This section of the handbook includes a code of discipline which is written in the best interest of our students. We hope to ensure each student's protection and personal growth and balance students' rights with the school's right to maintain safety and order. The administration and staff at Wilmington Middle School is committed to working with students and their families with planning interventions when necessary and provide consistent procedures which promote problem solving and behavioral planning.

DISCIPLINARY POLICIES

MIDDLE SCHOOL DISCIPLINE POLICY

Wilmington Middle School shall, as part of the overall mission:

- a. Ensure the safety of students, staff and citizens
- b. Establish conditions conducive to all children learning
- c. Develop an understanding within students that they are responsible for their own behavior and its consequences
- d. Assign consequences that are a meaningful deterrent to the student and will result in the student making better behavioral choices in the future.

Judgment as to whether an offense is minor or major rests with the school Principal.

BEHAVIOR TO AND FROM SCHOOL AND AT SCHOOL RELATED ACTIVITIES

Wilmington Middle School students are accountable for their behavior on the way to and from school, including bus stops. This applies both to students who are transported by bus or who provide their own transportation. Students are also accountable for their behavior at school-related activities, whether they are held on school grounds or not. If a problem should occur, school officials will make a determination as to whether it is (1) a school related problem, (2) requires referral to civil authorities, or (3) both. If it is a school related problem, then the Wilmington Middle School Parent/ Student Handbook will apply.

SPECIAL EDUCATION STUDENT DISCIPLINE

All students are expected to meet the requirements for behavior as set forth in this handbook and to abide by the Wilmington Middle School's code of conduct. The disciplining of students with disabilities is governed by Federal and State Special Education laws and regulations. Specifically, these laws include the Individuals with Disabilities Act, 20 U.S.C. 1401 et seq., its implementing regulations 34C.F.R. 300 et seq. and Massachusetts General Laws, Chapter 71B and its implementing regulations. Students with disabilities who violate school rules may be removed from their current educational placement for up to ten (10) school days per year, to the extent that such a

removal would be applied to students without disabilities, without a prior determination as to whether the misconduct is related to the student's disability. 47 A change in the educational placement of a student with a disability may be ordered to an appropriate Interim Alternative Education Setting (I.A.E.S.) that provides the students with a free appropriate public education for the same amount of time that a student without a disability would be subject to discipline, but not for more than forty-five (45) calendar days if the student: 1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function. 2. Knowingly possesses or uses illegal drugs at school, a school function or a school sponsored event. 3. Sells or solicits the sale of a controlled substance while at school, a school function, or school sponsored event. At any point that school personnel remove a student from his/her current educational placement for more than ten (10) days in any school year, it constitutes a change in placement. A change in placement carries certain procedural protections under Individuals with Disabilities Act. If the school did not conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan for the student prior to the behavior that resulted in the discipline, the school will convene a Team meeting to develop an assessment plan to address the behavior or if the student already has a behavioral intervention plan, the Team shall review the plan and revise it if necessary to address the behavior. This will include a review by the Team of the relationship between the student's disability and the behavior subject to the disciplinary action. (Manifestation Determination) Please refer to IDEA; MGL 71B Information on Special Education Parents' Rights is available by visiting <http://www.doe.mass.edu/sped/parents.html?section=sped-idea>.

DUE PROCESS

Prior to a student's suspension from school, an administrator will conduct a Hearing, which shall consist of the following elements:

1. Tell the student the specific rule he/she has broken.
2. If the student denies breaking the rule, explain why the administrator believes the student did break the rule.
3. Give the student his/her chance to tell their interpretation of what happened.

The formality of the Hearing will depend upon the circumstances and the length of the suspension. Where additional process is required, it will be provided. However, the Hearing will take place as soon as possible and generally no later than one (1) day after the event causing the suspension or when the administration becomes aware of the event that causes the suspension. A Hearing may be postponed if the student is not acting in a calm or reasonable manner, or if the safety and health of staff and students at the High School is compromised in any way.

DISCIPLINE LEVELS

Level I—Teacher Session/Classroom Consequence

Students who violate the School's rules and regulations concerning classroom or school-wide behavior and are asked by a teacher to remain after school are required to do so.

Teachers are responsible for detained students when detained. After school sessions are assigned by a staff member. If a student does not show up, the teacher will inform an administrator. The student will receive an office referral, in addition to the session, both of which must be served. Staff may also assign appropriate classroom consequences that will happen during the school day.

Examples of reasons for teacher sessions/classroom consequence are:

- no homework, unprepared for class
- repeated failure to lock locker or use of a locker not assigned to the student □
insubordination to staff member
- fooling around in class
- chewing gum or eating candy
- unexcused tardiness to class

Level II —Office Referral

Office Detention, if assigned, is held after school from 1:40 pm to 2:40.

Students are expected to work quietly on homework assignments. Students are assigned office detention for tardiness to school, inappropriate conduct, and violation of school rules or failure to report for a teacher session.

Examples of reasons for office detentions are:

- repeated disruptive classroom behavior
- failure to attend teacher sessions/c
- inappropriate cafeteria behavior

Failure to attend assigned office detentions will result in additional administrative action.

Students who owe office detentions may not participate in any co-curricular (after-school or evening) activity. A student who will be attending an office detention must return the signed white slip to the administration table during lunch period on the day of the detention. If a student does not turn in his or her white slip then a phone call will be made to the parent.

Level III —In-School Suspension

The student will study and perform all the requirements of his or her classes while on in-school suspension. In-school suspension will be served during the school day under the supervision of a school administrator. The student will return his work to his respective teachers the following day.

Level IV Out of School Suspension

Students suspended from school are restricted from school grounds and may not participate in any school event or activity. Anyone who is on out-of-school suspension and returns to any part of the campus is guilty of trespassing, and can be prosecuted. When a student is suspended from school, the rules governing absence apply. To be readmitted to school, a conference with an administrator, parents/guardian and the student will be held.

Level V —Exclusion/Expulsion

In certain circumstances, the Principal may refer students to the Superintendent for exclusion from school.

Students may be allowed to make academic progress, consistent with statutory requirement.

SUSPENSION

In order to ensure the safety, rights and security of the total school population, an administrator has the right given by state statutes, local ordinances, and school policies, to suspend a student at any time for serious offenses. Suspended students are ineligible to participate in any school sponsored activity until re-admitted from the suspension. An administrator will determine if a student who has been suspended is eligible to participate in field trips.

Students who are suspended may not come on to school property during their suspension (except for purposes of hearings or counseling) under trespass legislation Section 120 MGL 266.

When a student presents an immediate threat to staff, students, himself/herself or clearly endangers the school environment, the suspension will be effective immediately, subject to all statutory requirements. The hearing to discuss the incident will be held within a reasonable period of time, usually the next school day.

Oral and written notice will be provided to both the student and the parent of the allegation of infraction that may result in a suspension, and the student and parent have the right to a hearing. A parent conference will be necessary to re-admit the student to the school after the suspension. The parent must call to set up an appointment for the re-entry. The student will not be admitted to class without this re-entry meeting. In addition, the student will not be admitted to class if the administrator determines at this re-entry meeting that the student is not ready to attend school and follow school rules.

DISCIPLINE INFRACTIONS/RESPONSES

The following chart is designed as a quick reference guide for most disciplinary infractions. Please see the “Disciplinary Policies” section for any infractions not included in the chart.

ISS = In-School-Suspension OSS = Out-of School Suspension		
Infraction	Example/Definition	Actions
Assault-Student	Physical attack on another student or threat of imminent harm	1st offense-1 days OSS 2nd offense-3 days OSS 3rd offense-8 days OSS

Assault-Staff Member	Physical attack on a staff member or threat of imminent harm	OSS 10 days, expulsion hearing
School Threat	By phone, email, written, verbal or any other means	10 days OSS, police notified, expulsion hearing
Bullying/Cyberbullying	See Bullying/Cyberbullying	1st offense-1 day ISS 2nd offense-3 days OSS 3rd offense-5 days OSS
Bus Violation	May include swearing, yelling, or any other activity that creates an unsafe environment for the driver or any students on the bus	1st offense-1-2 detentions, 2nd offense-1 day ISS, 1 week bus suspension 3rd offense-1 day OSS, permanent bus suspension
Class Disruption	Any act that impedes the learning or teaching in a class	1st offense-1 detentions 2nd offense-3-5 detentions, parent conference? with teacher 3rd offense-1 day ISS, parent conference with teacher
Drug/Alcohol Possession or Use	See Chemical Health Policy	1st offense-5 days OSS 2nd offense-10 days OSS 3rd offense-10 days OSS
Drug/Alcohol Paraphernalia Possession	See Chemical Health Policy,	1st offense-3 days OSS 2nd offense-5 days OSS 3rd offense-10 days OSS
Smoking/ Tobacco Violation (WPS	See Chemical Health Policy,	1st offense-1 day ISS 2nd offense-2 day ISS

Tobacco Policy)		3rd offense-2 days OSS
Electronic Device Policy Violation	See Electronic Device Policy,	1st offense-loss of device for remainder of the day 2nd offense- loss of device for remainder of the day-1 Detention 3rd offense- loss of device for remainder of the day-3 Detentions, parent conference
Academic dishonesty including Electronic. Device misuse	Cheating Plagiarism	1st offense-Teacher notifies parent/guardian, student retakes assignment.- 2 detentions 2nd offense-Teacher notifies parent/guardian and administration, zero credit for work— 2 detentions 3rd offense- Teacher notifies parent/guardian and administration, zero credit for work— 5 detentions
Skiping Class	Present in school, but absent from class without a documented excuse from an administrator or counselor member	1st offense-1 day ISS 2nd offense-2 day ISS 3rd offense-2 days OSS
Skiping detentions	Not attending office detention as assigned by an administrator	1st offense-1 day ISS 2nd offense-1 day OSS 3rd offense-2 days OSS
Disrespect toward staff	Behavior or speech which shows a lack of respect for any staff member (Ex.: inappropriate language in class, failing to follow instructions from staff)	1st offense-1 detentions 2nd offense-3-5 detentions, parent conference with staff 3rd offense-1 day OSS, parent conference with staff
Forgery	Generating any piece of paper or electronic correspondence in the	1st offense-1 detentions 2nd offense-2 detentions,

	name of another person (Ex.: fake dismissal note, email in parent's name)	parent conference 3rd offense-1 day ISS, parent conference
Failure to identify	Not giving name or giving a false name when asked by a staff member	1st offense-2 detentions, parent conference 2nd offense-1 day ISS 3rd offense-1 day OSS
Fighting	Engaging in a mutual physical altercation with another student. Any aggressive physical contact is considered fighting (Ex.: one student pushes another and the pushed student hits back, both are fighting)	1st offense-1 days OSS 2nd offense-3 days OSS 3rd offense-5-10 days OSS
Possession/Use of Weapon	Possession of any dangerous weapon, including, but not limited to, a gun or knife	OSS 10 days, expulsion hearing
Profanity	Use of profane words toward students	1st offense-1 day ISS 2nd offense-3 days ISS 3rd offense-3 days OSS
Profanity toward staff	Use of profane words toward a staff member	1st offense-1 days OSS 2nd offense-3 days OSS 3rd offense-5 days OSS
Harassment	See Discrimination/Harassment Procedure,	1st offense-3 days OSS 2nd offense-5 days OSS 3rd offense-10 days OSS
Hazing	See Hazing policy,	1st offense-3 days OSS 2nd offense-5 days OSS 3rd offense-10 days OSS

Inappropriate behavior	Any behavior, not defined elsewhere, that is disruptive to the classroom or school environment, or makes a staff member or student feel uncomfortable (Ex.: yelling in the hallway, throwing food in the cafeteria)	All consequences for these offenses will be determined by school administration, based on the severity of the action and its outcome.
Inappropriate contact	Hitting, poking, punching, wrestling, rough-housing, etc., with friends during school is inappropriate behavior	All consequences for these offenses will be determined by school administration, based on the severity of the action and its outcome.
Acceptable Use Policy Violation	See Acceptable Use Policy,	See Acceptable Use Policy,
Leaving School	See “Truancy”	1st offense-1 day ISS 2nd offense-3 days ISS 3rd offense-5 days iSS
Removal from ISS	Being removed from ISS from disruptive behavior, leaving ISS	1st offense-1 days OSS 2nd offense-2 days OSS 3rd offense-3 days OSS
Smoking/Tobacco/ E-Smoker violation	See Smoking/Tobacco/E-Smoker policy,	1st offense-1 day ISS 2nd offense-3 days ISS 3rd offense-3 days OSS
Tardy violations	See Tardy policy,	See Tardy policy,
Theft	Taking of any items that is not owned by the offender	1st offense-1 days ISS, conference with SRO

		2nd offense-2 days OSS, conference with SRO 3rd offense-5 days OSS, conference with SRO
Truancy	Failing to attend school without the awareness of parent/guardian or school personnel	1st offense-1 day ISS 2nd offense-2 days ISS 3rd offense--1 day OSS
Vandalism/Destruction of Property	Purposeful destruction of school or town property	1st offense-3-5 detentions, restitution 2nd offense-2 days ISS, restitution 3rd offense-5 days OSS, restitution

MASSACHUSETTS GENERAL LAWS

CHAPTER 71 SECTION 37H

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

- a. Any student who is found on school premises or at school sponsored or school related events, including athletic games, in possession of a dangerous weapon, including but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- b. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school sponsored or school related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- c. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than

expel a student who has been determined by the principal to have violated either paragraph (s) or (b); provided, however, that any principal who decides that said student should be suspended shall state in writing to the school committee his reasons for choosing the suspension instead of the expulsion as the most appropriate remedy. In this statement, the principal shall represent that, in his opinion, the continued presence of this student in the school will not pose a threat to the safety, security, and welfare of the other students and staff in the school.

- d. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.
- f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.
- g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

SECTION 37H ½: notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventh-six:

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

notification of the charges and reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

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

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate education program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

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

- recommendation for outside counseling/therapy
- community service
- referral to school psychologist
- notification to probation department (when appropriate)
- filing of CRA (Child Requiring Assistance) petition with court
- conference: student, administrator, juvenile officer, parent

- out-of-school suspension (1-10 days)
- restitution for theft or vandalism of property
- criminal complaint (when appropriate)
- expulsion

SECTION 37H ^{3/4} (1) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H ^{1/2}.

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

(3) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian at that meeting.

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

(5) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the

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

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



Criminal Offender Record Information (CORI) Acknowledgement Form

To be used by organizations conducting CORI checks for employment, volunteer, subcontractor, licensing, and housing purposes.

_____ Wilmington Public Schools _____ is registered under the
(Organization)

provisions of M.G.L. c.6, § 172 to receive CORI for the purpose of screening current and otherwise qualified prospective employees, subcontractors, volunteers, license applicants, current licensees, and applicants for the rental or lease of housing.

As a prospective or current employee, subcontractor, volunteer, license applicant, current licensee, or applicant for the rental or lease of housing, I understand that a CORI check will be submitted for my personal information to the DCJIS. I hereby acknowledge and provide permission to _____ Wilmington Public Schools _____
(Organization)

to submit a CORI check for my information to the DCJIS. This authorization is valid for one year from the date of my signature. I may withdraw this authorization at any time by providing _____ Wilmington Public Schools _____
(Organization)

with written notice of my intent to withdraw consent to a CORI check.

FOR EMPLOYMENT, VOLUNTEER, AND LICENSING PURPOSES ONLY:

The _____ Wilmington Public Schools _____ may conduct
(Organization)
subsequent CORI checks within one year of the date this Form was signed by me, provided, however, that
_____ Wilmington Public Schools _____, must first provide me
(Organization)
with written notice of this check.

By signing below, I provide my consent to a CORI check and affirm that the information provided on Page 2 of this Acknowledgement Form is true and accurate.

Signature of CORI Subject

Date

Position/Volunteer: _____

School (circle one): WHS WMS NI WI SH WO BO WW

Phone #: _____



THE COMMONWEALTH OF MASSACHUSETTS
EXECUTIVE OFFICE OF PUBLIC SAFETY AND SECURITY
Department of Criminal Justice Information Services
200 Arlington Street, Suite 2200, Chelsea, MA 02150
TEL: 617-660-4640 | TTY: 617-660-4606 | FAX: 617-660-5973
MASS.GOV/CJIS



SUBJECT INFORMATION

Please complete this section using the information of the person whose CORI you are requesting.
The fields marked with an asterisk (*) are required fields.

* First Name: _____ Middle Initial: _____

* Last Name: _____ Suffix (Jr., Sr., etc.): _____

Former Last Name 1: _____

Former Last Name 2: _____

Former Last Name 3: _____

Former Last Name 4: _____

* Date of Birth (MM/DD/YYYY): _____ Place of Birth: _____

* Last **SIX** digits of Social Security Number: _____ -- _____ ☐ No Social Security Number

Sex: _____ Height: _____ ft. _____ in. Eye Color: _____ Race: _____

Driver's License or ID Number: _____ State of Issue: _____

Father's Full Name: _____

Mother's Full Name: _____

Current Address

* Street Address: _____

Apt. # or Suite: _____ *City: _____ *State: _____ *Zip: _____

SUBJECT VERIFICATION

The above information was verified by reviewing the following form(s) of government-issued identification:

Verified by:

Print Name of Verifying Employee

Signature of Verifying Employee

Date



Incident Report Form

“Bullying means the severe or repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of:

- (i) causing physical or emotional harm to the other student or damage to the other student’s property;
- (ii) placing the other student in reasonable fear of harm to himself or of damage to his property;
- (iii) creating a hostile environment at school for the other student;
- (iv) infringing on the rights of the other students at school; or
- (v) materially and substantially disrupting the education process or the orderly operation of a school.”

Person Completing Form:	Today’s
Date:	
Date and Time of Incident:	
Where did the incident happen?	
<input type="checkbox"/> On school property <input type="checkbox"/> On a school bus <input type="checkbox"/> At a school sponsored activity/event <input type="checkbox"/> On the way to/from school <input type="checkbox"/> At bus stop <input type="checkbox"/> Online <input type="checkbox"/> Other	
Who Reported the Incident:	
Name _____	
<input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Close adult relative <input type="checkbox"/> Teacher <input type="checkbox"/> Staff/other <input type="checkbox"/> Student	
Student(s) Involved:	
Name of student victim: _____	Grade: School:
Name of alleged offender(s) if known: _____	Grade: School:
Name of witness(es): _____	Grade: School:

Details of Incident: Please be as specific as possible. (Please attach a separate sheet and/or other reports/documentation if necessary)

To your knowledge, has this occurred before?

☐ Yes ☐ No

Are there immediate safety concerns?

☐ Yes ☐ No

CHAIN OF COMMUNICATION

WHO DO I CALL WITH A QUESTION OR SUGGESTION?

The Wilmington Public School District has developed communication protocols to promote direct, open and respectful interactions so that problems and concerns can be worked out quickly and efficiently. The communication protocol starts with the staff member closest to the situation, as that person will usually have the most information. Appropriate communication channels for a variety of topics are listed below. Please refer to individual school and department websites for contact information.

Classroom Issues Involving an Individual Child

(classroom procedures, behavior, grades, schedule, etc.)

OR

Curriculum and Instruction

Administration (subject matter being taught, teaching strategies, textbooks and materials used, etc.)

For Preschool-Kindergarten:

STEP 1 – Classroom Teacher, Special Education Teacher or Related Service Provider; if not resolved...

STEP 2 – Head Teacher; if not resolved...

STEP 3 – Building Administrator; if not resolved...

STEP 4 – Superintendent of Schools

For Grades 1-3:

STEP 1a – Classroom Teacher, Special Education Teacher or Related Service Provider; if not resolved...

STEP 1b – If appropriate – School Guidance Counselor or Psychologist; if not resolved...

STEP 2 – Building Administrator; if not resolved...

STEP 3 – Superintendent of Schools

For Grades 4-5:

STEP 1a – Classroom Teacher, Special Education Teacher or Related Service Provider; if not resolved...

STEP 1b – If appropriate – School Guidance Counselor or Psychologist; if not resolved...

STEP 2 – Building Administrator; if not resolved...

STEP 3 – Superintendent of Schools

(Preschool-5) Issues & Questions:

Coordinator of ELA – Woburn Street School

Coordinator of Mathematics – West Intermediate

Grades 6-12:

STEP 1a – Classroom Teacher, Special Education Teacher or Related Service Provider; if not resolved...

STEP 1b – If appropriate, School Guidance Counselor or Psychologist

STEP 2 – Curriculum Team Leader/Liaison

STEP 3 – Building Administrator

STEP 4 – Assistant Superintendent of Schools

STEP 5 – Superintendent of Schools

504 Plans:

STEP 1 – Classroom Teacher

STEP 2 – Designated Building 504 Coordinator

STEP 3 – Building Administrator

STEP 4 – District 504 Coordinator

STEP 5 – Superintendent of Schools

Special Education

Preschool-Kindergarten:

STEP 1 – Teacher, Special Education Teacher, Related Services Provider; if not resolved...

STEP 2 – Head Teacher; if not resolved...

STEP 3 – Building Administrator; if not resolved...

STEP 4 – Team Chairperson; if not resolved...

STEP 5 – Administrator of Special Education; if not resolved...

STEP 6 – Superintendent of Schools

For Grades 1-3:

STEP 1 – Teacher, Special Education Teacher, Related Service Provider; if not resolved...

STEP 2 – Building Administrator; if not resolved...

STEP 3 – Team Chairperson; if not resolved...

STEP 4 – Administrator of Special Education; if not resolved...

STEP 5 – Superintendent of Schools

For Grades 4-5:

STEP 1 – Teacher, Special Education Teacher, Related Service Provider; if not resolved...

STEP 2 – Building Administrator; if not resolved...

STEP 3 – Team Chairperson; if not resolved...

STEP 4 – Administrator of Special Education; if not resolved...

STEP 5 – Superintendent of Schools

For Grades 6-12:

STEP 1 – Teacher, Special Education Teacher, Related Service Provider; if not resolved...

STEP 2 – Liaison; if not resolved...

STEP 3 – Special Education Curriculum Team Leader; if not resolved...

STEP 4 – Building Administrator; if not resolved

STEP 5 – Assistant Superintendent; if not resolved...

STEP 6 – Superintendent of Schools

Medical Concerns

STEP 1 – School Nurse; if not resolved...

STEP 2 – Nurse Leader; if not resolved...

STEP 3 – Building Administrator; if not resolved...

STEP 4 – Director of Finance & Administration; if not resolved...

STEP 5 – Superintendent of Schools

Guidance Department

For Grades 6-12:

STEP 1 – Guidance Counselor; if not resolved...

STEP 2 – Guidance Curriculum Team Leader; if not resolved...

STEP 3 – Building Administrator; if not resolved...

STEP 4 – Assistant Superintendent of Schools; if not resolved...

STEP 5 – Superintendent of Schools

Transportation

STEP 1 – Bus Incidents: Building Administrator

STEP 2 – Bus Safety, Pick Up, and Drop Off Questions: Transportation Coordinator; if not resolved...

STEP 3 – Director of Finance & Administration; if not resolved...

STEP 4 – Superintendent of Schools

Athletics

For Grades 9-12:

STEP 1 – Coach; if not resolved...

STEP 2 – Athletic Director; if not resolved...

STEP 3 – Building Administrator; if not resolved...

STEP 4 – Assistant Superintendent; if not resolved...

STEP 5 – Superintendent of Schools

C.A.R.E.S.

For Grades K-5:

STEP 1 – Site Coordinator; if not resolved...

STEP 2 – Director of C.A.R.E.S.; if not resolved...

STEP 3 – Director of Finance & Administration; if not resolved...

STEP 4 – Superintendent of Schools

Food Service

STEP 1 – Food Service Manager at School; if not resolved...

STEP 2 – Administrator of Food Services; if not resolved...

STEP 3 – Director of Finance & Administration; if not resolved...

STEP 4 – Superintendent of School

WHS STUDENT/PARENT HANDBOOK

REVISIONS for 2018-2019

1. Statement added regarding earbuds/headphones (p. 25):

Earbud use at any other time (passing time, lunch) is restricted to one ear. Headphones covering both ears is never permitted. These restrictions are for the safety of our students.

2. Listed specific consequences for being tardy to school (p. 40):

1. On the third unexcused tardy, parents will be notified and the student will receive a verbal warning indicating that future unexcused tardies **will** result in additional consequences.
 - 4th unexcused tardy 1 detention (to be served day of)
 - 5th unexcused tardy parent phone call and 2 detentions
 - 6th unexcused tardy parent phone call and 3 detentions

On the **seventh** unexcused tardy, the parent and student will meet with an administrator to formulate and plan which will address the consequences of any future tardiness.

3. Statement added regarding being prepared for class with Chromebook (p. 50):

PREPARED FOR CLASS

Requirements for what a student must have in order to be prepared for class is usually communicated by individual teachers. Since all ninth, tenth and eleventh grade students are now equipped with a Chromebook, this is a required learning tool and students must have their Chromebooks with them for every class. Each teacher will inform students of the consequence when the student is not prepared with a Chromebook

4. Added specific infractions to the Chart (p. 58 – 60):

Physical Altercation	Minor physical altercation- pushing, shoving, inappropriate physical contact	1st offense-1 day OSS 2nd offense-2days OSS 3rd offense-3 days OSS
Verbal Assault/Threat	Verbal attack on another student or threat of imminent harm	1st offense-5 days OSS 2nd offense-8 days OSS 3rd offense-8 days OSS
Class cut / Leaving class early without pass/permission	Present in school, but absent from class without a documented excuse from an administrator or counselor	1st offense-2 detentions 2nd offense-1 day ISS 3rd offense-2 days ISS

	member, leaving class early without a pass	
Without pass	Out of class without pass, hallway without pass / unauthorized area	1st offense-1 day detention 2nd offense-2 days detention 3rd offense-2 day ISS
Skipping lunch block	Unauthorized area during lunch block- <i>students should use restrooms closest to cafeteria during lunch</i>	1st offense-1 day detention 2nd offense-2 days detention 3rd offense-2 day ISS
Violating Interdisciplinary block (W2) protocols	Not following W2 expectations	1st offense-1 day detention 2nd offense-2 days detention 3rd offense-2 day ISS & loss of W2 privileges
Building Safety Violation	Admitting unauthorized person(s) into building, using unauthorized entrance/exit during school hours, any action to compromises student/building safety	1st offense-2 days OSS 2nd offense-3 days OSS 3rd offense-5 days OSS
Verbal Assault- Staff Member	See MGL, ch. 71, sec 37H	OSS 10 days, expulsion hearing (See MGL ch. 71, sec 37H)
Verbal Threat- Staff Member	See MGL, ch. 71, sec 37H	OSS 10 days, expulsion hearing (See MGL ch. 71, sec 37H)

5. Added statement addressing excessive conduct violations (p. 61):

SPECIAL STATEMENT REGARDING EXCESSIVE CONDUCT VIOLATIONS

Any student who has an excessive number of violations of the student code of conduct for any reason may be suspended, excluded, or barred from participating in any or all school-related or school-sponsored activities including but, not limited to, athletic contests, dances, proms, graduation, or field trips. Suspensions, barring, or exclusions from school-sponsored or school-related activities as a result of these violations will be made solely by the administration.

PLEASE NOTE:

- Updates to the Homework Policy will be added once approved
- We are re-examining our Attendance policy and will consult with Dr. Brand regarding possible changes
- We are also re-examining our policy regarding vaping and, in particular, vapes, and will consult with Dr. Brand regarding possible adjustments

Wilmington High School

Student / Parent Handbook

2018-2019



<http://wpsk12.com/whs/>
159 Church Street
Wilmington, Massachusetts 01887
Wilmington Public Schools

Central Administration

Superintendent – Dr. Glenn Brand

Assistant Superintendent – Dr. Brian Reagan

Assistant Superintendent of Administration and Finance – Paul Ruggiero

Director of Student Support Services – Alice LeGrand-Brown

School Committee Members

Julie Broussard, Chairperson

Jennifer Bryson, Vice Chairperson

Mary Jane Byrnes

Thomas Talbot

Steve Bjork

David Ragsdale

High School Administration

Linda Peters, Principal

Christopher Phillips, Assistant Principal

Jonathan Merenda, Assistant Principal

Notice of Non-Discrimination

All educational and non-academic programs, activities and employment opportunities at Wilmington Public Schools are offered without regard to race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, homelessness, age and/or disability, and any other class or characteristic protected by law.

Policy on Discrimination:

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business. No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin, sexual orientation, gender identity or disability. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, religion, national origin, sexual orientation, gender identity or disability, their complaint should be registered with the Title IX compliance officer, Mrs. Alice LeGrand-Brown, (978) 694-6032.

Table of Contents

Principal's Message	6
Mission Statement (Academic, Social, Civic Expectations) WHS Expectations - Respect	
General Information.....	8
Contact Information School Calendar Daily Routine Pledge of Allegiance Moment of Silence Daily Schedule Early Release Schedule	School Delays and Cancellations Delayed Opening Schedule
Safety and Wellness	10
Emergency Drills Searches of Students and School Property Use of Dogs to Search School Property Students Seeking Drug/Alcohol Assistance Nondiscrimination Discrimination and Harassment Hazing	Bullying Policy Homeless Students Pregnant Students Electronic Device Use Policy Acceptable Use Policy Social Media Policy
Student Rights and Responsibilities.....	38
Attendance Policy Excused Absence Unexcused Absence Absence Procedure and Absence Notes Loss of Credit Dismissals Tardiness to School Tardiness to Class Make-Up Assignments Due to Absence	Dress Code Student Identification Cards Lockers Books Items Dropped Off Release of Information Student Publications Student Participation in Assessment Program Academic Integrity
Academic Information.....	45
Graduation Requirements Community Service Grades and Report Cards Honor Roll Rank in Class Withdrawals	Homework Extra Help Required Summer Assignments Summer School Final Exam Exemption National Honor Society

Student Discipline 53

Disciplinary Policies	Cafeteria Regulations
Due Process	Drug and Alcohol Abuse Policy
Discipline Levels	Smoking/Tobacco Policy
Discipline Infractions/Responses	Special Education Student Discipline

Student Services 71

Cafeteria	Health Services (cont.)
Lunch Procedures	Doctor's Notes
Free and Reduced Lunch	Medication Policy
Checks Returned for Insufficient Funds	Medical Elevator Use
Guidance and Counseling Services	Health Screenings
Student Records	Communicable Disease Control
Library-Media Center	Common Health Problems
Health Services	Rights of Students with AIDS or HIV Infection
Emergency Information	Life-Threatening Food/Other Allergy Policy Statement
Optional Insurance Coverage	Health Records
Accidents / Illness	
Exclusion / Absence from School	

Transportation 81

Bicycles	School Bus
Student Drop Off / Pick Up	Student Parking

Student Activities / Athletics 84

Eligibility for All Extracurricular Activities
Extracurricular participation and attendance expectations
Athletics
Clubs – Extracurricular Activities
Fundraising

Appendix

Appendix A: School Expectations	89
WHS Academic, Social, and Civic Expectations Rubrics	
Truancy and Attendance Expectations	
Appendix B: On Line Resources	93
Appendix C: Chain of Command.....	95

PRINCIPAL'S MESSAGE

Welcome to Wilmington High School! This handbook is your guide to many of the policies and procedures that are currently in place at our school. The entire WHS learning community is committed to making your experience here an academic, civic, and social success. We are a family and your teachers, administrators, and parents are your cheerleaders and will work with you to graduate from WHS and become productive citizens. Make this journey count. Challenge yourself to succeed in areas in which you have struggled and take advantage of what WHS has to offer.

WHS Mission Statement

Wilmington High School will provide a student-centered education that promotes academic, personal, and social growth and achievement for all learners. Our school, with the support of the community, will ensure a learning environment that includes a challenging, quality standards-based curriculum, varied technological tools, current instructional materials and resources, up-to-date facilities and a safe and respectful environment. It is our goal that the students leave WHS with the appreciation for learning, and are capable of living and working in a global society. (Adopted by faculty 9/10/2007)

Academic Expectations

Effective Communicators, who receive, interpret, and convey knowledge and ideas clearly and purposefully in a variety of modes.

Innovative Problem Solvers, who use inductive and deductive reasoning to address current and emerging issues, organize and analyze information, and pursue promising solutions with flexibility.

Self-Directed Learners, who understand themselves, make informed choices concerning their cognitive, physical, and emotional well-being; and monitor and accept responsibility for their continuous learning.

Social Expectations

Skilled Leaders, who use interpersonal and leadership skills to work effectively with peers and groups to accomplish common goals.

Cultured individuals, who understand, appreciate and respond to the aesthetics of the arts, literature, and the natural world.

Civic Expectations

Community Contributors, who contribute actively to the good of their local and global environments.

WHS EXPECTATIONS

R E S P E C T	IN THE CLASSROOM	IN THE CORRIDORS	IN THE CAFETERIA
	<ul style="list-style-type: none"> • Student are comfortable taking risks • Collaboration: all students and teachers working together toward a common goal • Students offer and accept help from each other • Students feel comfortable seeking help • Kindness, compassion and empathy are obvious • Students and teachers are prepared daily • Off task behaviors are limited • Both teacher and students put forward best efforts • Everyone's voice is valued and heard • Learning is the responsibility of both students and teachers • Students ask questions and engage themselves in the learning process • Respectful language is used at all times • Expectations are clear and adhered to by all • Proper dress and decorum • Listen & hear • Mistakes are allowed • Perseverance • Teachers & students arrive on time 	<ul style="list-style-type: none"> • Language is appropriate • Trash is disposed of • Speaking at a reasonable volume level • Respect for personal space • Walking not blocking • Kindness, compassion and empathy are obvious 	<ul style="list-style-type: none"> • Language is appropriate • Dining etiquette and proper manners are demonstrated • Voice volume is reasonable • Respect for personal space • Trash and unconsumed food are properly disposed of • Kindness, compassion, and empathy are obvious • Students do not leave without permission

GENERAL INFORMATION

CONTACT INFORMATION

The telephone number of the Main Office of Wilmington High school is 978-694-6060.

SCHOOL CALENDAR

The most up-to-date versions of the school calendar can be found in Aspen or the Wilmington High School website: <http://wpsk12.com/>.

DAILY ROUTINE

- **Pledge of Allegiance**

A flag shall be displayed in each assembly hall and in each classroom. Each school day will begin with the Pledge of Allegiance to the flag.

- **Moment of Silence**

Massachusetts General Laws C 71, s 1A, reads as follows:

"At the commencement of the first class of each day in all public schools, the teacher in charge of the room in which each such class is held shall announce that a period of silence not to exceed one minute in duration shall be observed for meditation or prayer, and during any such period silence shall be maintained and no activities engaged in."

- **Daily Schedule**

Wilmington High School operates on a four-block schedule of alternating Blue and White days. The blocks on both Blue and White days occur at the times listed below:

BLOCK	TIME	LENGTH
1	7:40 – 9:04	84
2	9:09 – 10:33	84
3/LUNCH	10:38 – 11:08	LUNCH A 30
	11:12 – 12:36	84
	10:38 – 11:20	42
	11:22 – 11:52	LUNCH B 30
	11:54 – 12:36	42
	10:38 – 12:02	84
	12:06 – 12:36	LUNCH C 30
4	12:41 – 2:05	84

Decisions may be made to rotate all or some blocks on each day.

EARLY RELEASE SCHEDULE

If a CIT day falls on BLUE DAY, we will shorten the four classes that meet on Blue Day. If a CIT day falls on a WHITE DAY, we will shorten the three classes that meet on White Day.

CIT – BLUE DAY

PERIOD	TIME
B1	7:40 – 8:27
B2	8:32 – 9:19
B3	9:24 – 10:11
B4	10:16 – 11:05

CIT – WHITE DAY

PERIOD	TIME
W1	7:40 – 8:45
W3	8:50 – 9:55
W4	10:00 – 11:05

SCHOOL DELAYS AND CANCELLATIONS

The decision to delay or cancel school is made by the Superintendent of Schools after consultation with public safety staff, public works staff, and school officials from neighboring towns. Factors which are considered when making a decision include: existing and predicted weather conditions, driving, traffic, and parking conditions that would make the operation of schools difficult, and the school department's ability to effectively supervise students. For "delayed openings" all school schedules are delayed for two (2) hours. That includes the bus stop times as well as school starting time.

The decision to cancel or delay school for the day is made as early as possible. Parents will receive a telephone call through Blackboard informing them of such a decision. Information may also be obtained from the following sources:

Boston's Channel 7

Boston's Channel 5

Boston's Channel 4

Wilmington Public Schools Website

WRKO Radio AM/680

WBZ Radio AM/1030

For Text message/cell phone notification, sign up using Channel 7's notification service.

Finally, in the event that schools are not closed, the final decision concerning school attendance on stormy days must rest with each individual parent based on local safety factors they feel comfortable with.

Delayed Opening Schedule

For a delayed opening whether it is a BLUE DAY or a WHITE DAY the schedule will be the following:

2 HOUR DELAY – BLUE DAY

PERIOD	TIME
B1	9:40 – 10:33
B3	10:38 – 12:36
B2	12:41 – 1:20
B4	1:25 – 2:05

2 - HOUR DELAY – WHITE DAY

PERIOD	TIME
W1	9:40 – 10:33
W3	10:38 – 12:36
W4	12:41 – 2:05

Adjustments may be made to these schedules. Teachers, parents, and students will be notified in advance of any possible adjustment.

SAFETY AND WELLNESS

Wilmington Public Schools are committed to providing a school community that is safe and healthy for all members. This section focuses on the promotion of wellness and safety and expected student behavior to support a secure and productive learning environment.

EMERGENCY DRILLS

Emergency drills are performed so that in the event of an actual emergency, students and staff will be prepared. Drills may be conducted once each month during the school year. It must be assumed that all fire alarms mean an actual fire and students and staff are to respond immediately. Emergency drill instructions are posted in every classroom. It is important that students adhere to these instructions and leave by the designated exit as quickly as possible without running and without talking. Once outside, students must report to their classroom teacher for attendance purposes. When the fire alarm sounds, everyone, without exception, is to leave the building.

In addition to fire drills, several other types of drills may be practiced throughout the school year. Each drill involves a protocol. These protocols are;

- shelter in place
- lockdown
- A.L.i.C.E.

These protocols are explained to staff and students at the start of each school year.

SEARCHES OF STUDENTS AND SCHOOL PROPERTY

The right of inspection of a student or students' school lockers is inherent in the authority granted school committees and administrators. This authority may be exercised as needed in the interest of safeguarding children, their own and school property. Students should not have any expectation of privacy in school property, including but not limited to, school lockers.

Nevertheless, exercise of that authority by school officials places unusual demands upon their judgment so as to protect each child's constitutional rights to personal privacy and protection from coercion and to act in the best interest of all students and the schools.

Searches by school officials of students' automobiles or the student will be conducted in a way that protects the students' rights consistent with the responsibility of the school system to provide an atmosphere conducive to the educational process.

USE OF DOGS TO SEARCH SCHOOL PROPERTY

The Wilmington School Committee shall permit the administration to invite law enforcement agencies or other qualified agencies or individuals to search school property with dogs when necessary to protect the health and safety of students, employees, or property. Searches may be conducted for the purpose of detecting the presence of illegal substances or contraband, including but not limited to alcohol and/or drugs. The use of trained detection dogs is subject to the following:

1. The administration shall authorize the search and the Principal or his/her designee shall be present while the search is taking place.
2. Parents and students shall be notified of this policy through its inclusion in the student / parent handbook.
3. Once notification has been given to parents and students, through the inclusion of the policies in the student and/or parent handbook, the school district will have met its obligation to advertise the searches. Additional notices need not be given and actual times or dates of planned searches need not be released in advance.

4. All school property such as lockers, classrooms, parking areas and storage areas may be searched.
5. Individual(s) shall not be subjected to a search by dogs.
6. Only the dog's official handler will determine what constitutes an alert by the dog. If the dog alerts on a particular item or place, that item or place will be searched by the School Administration. If anything is found the student shall be called to the area or office by the administration. If a dog alerts on a locked or unlocked vehicle, the student who brought onto district property shall be asked to unlock it for inspection.
7. Law enforcement agencies will be given full authorization to investigate and prosecute any person(s) found to be responsible for illegal substance(s) on school property.

STUDENTS SEEKING VOLUNTARY DRUG/ALCOHOL ASSISTANCE

The school will provide, without penalties, assistance to any student voluntarily seeking drug and alcohol treatment or advice. If a student voluntarily seeks information or assistance about illegal substance use, and has not been apprehended for any such violation by school authorities, staff will immediately consider the best possible means of helping the student, including the use of members of the school staff, pupil personnel services, team conferences or private and community resources. Parents are an important factor in helping the individual student and could be involved as soon as it is considered to be appropriate.

NONDISCRIMINATION

Public schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

1. Promote the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.
2. Encourage positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.
3. Work toward a more integrated society and to enlist the support of individuals as well as groups and agencies, both private and governmental, in such an effort.
4. Use all appropriate communication and action techniques to air and reduce the grievances of individuals and groups.
5. Carefully consider in all the decisions made within the school system the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
6. Initiate a process of reviewing policies and practices of the school system in order to achieve to the greatest extent possible the objectives of this statement.

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business. No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation or disability. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation or disability, their complaint should be registered with the Title IX compliance officer.

LEGAL REFS: Title VI, Civil Rights Act of 1964
 Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
 Executive Order 11246, as amended by E.O. 11375
 Equal Pay Act, as amended by the Education Amendments of 1972
 Title IX, Education Amendments of 1972

Rehabilitation Act of 1973
Education for All Handicapped Children Act of 1975
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
M.G.L. 76:5; Amended 1993
M.G.L.76:16 (Chapter 622 of the Acts of 1971)
Board of Education Chapter 622 Regulations Pertaining to Access to Equal
Educational Opportunity, adopted 6/24/75, as amended 10/24/78
Board of Education 603 CMR 26:00
Board of Education Chapter 766 Regulations, adopted 10/74, as amended
through 3/28/78

CROSS REFS: ACA- ACE, Subcategories for Nondiscrimination
GBA, Equal Opportunity Employment
JB, Equal Educational Opportunities

Revision adopted: May 11, 2016

DISCRIMINATION AND HARASSMENT GRIEVANCE PROCEDURES

The Wilmington Public School system is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, gender identity, age or disability. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. The Wilmington Public Schools requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

Definitions

For the purposes of this procedure:

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

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

Harassment and Retaliation Prohibited

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

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

How to make a complaint

- A. Any student who believes that he/she has been discriminated against or harassed should report their concern promptly to any teacher, guidance counselor, nurse, building administrator, or central office administrator. The school staff member should then report the concern to the school principal or Civil Rights Coordinator. If the school principal receives the report, either verbally or written, he or she will notify the Civil Rights Coordinator of the Complaint. Students or employees who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal.
- B. Any employee or other person who believes that he/she has been discriminated against or harassed should report the incident to the building principal, assistant principal, his/her department chair or his/her supervisor. Additionally, the employee may, if applicable, request union/association representation to assist him/her through the complaint process. Employees may also file complaints directly to the Human Resources Administrator.
- C. District staff is expected to report possible incidents of discrimination or harassment of students and fellow employees. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students or employees which have allegedly occurred on school grounds, at school related events, or actions which occurred outside of school but possibly create a hostile environment for a student or employee while he/she is at school.

Complaint Handling and Investigation

- A. The school principal shall promptly inform the relevant Civil Rights Coordinator and the person(s) who is the subject of the Complaint that a Complaint has been received.
- B. When a complaint of discrimination or harassment is alleged, the person making the allegations will be encouraged to write out a description of the allegations and the impact the alleged conduct has had on him or her (*See Complaint and Reporting Forms at Appendix A and B*). If the complainant or reporter is a student and the student chooses not to fill out a written report, the person accepting the complaint shall listen to the student and complete the complaint or reporter form for the student.
- C. After notifying the appropriate Civil Rights Coordinator, the school principal or designee may pursue an informal resolution of the Complaint with the agreement of the parties

involved. Informal resolution is optional, and the Complainant may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.

- D. Under the formal resolution procedure, the complaint will be investigated by the school principal or other individual designated by the school principal or the Civil Rights Coordinator. The investigator will gather evidence to determine whether, by a preponderance of the evidence, discrimination against or harassment has occurred. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Superintendent should be submitted to the School Committee Chair, who will consult with legal counsel concerning handling the investigation of the Complaint.
1. The Complainant shall have the opportunity to identify witnesses and provide other relevant evidence to the investigator.
 2. The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
 3. The privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.
 4. The investigator will keep a written record of the investigation process.
 5. The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
 6. The investigation and the notification of the outcome to the complainant and the subject of the complaint shall be completed within fifteen (15) school days of the date of the receipt of the Complaint.
 7. The investigator may extend the investigation period beyond fifteen (15) school days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the investigator extends the investigation, he or she will notify the Complainant of the extension.
 8. If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame, but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant of the extension and make reasonable efforts to interview the witnesses during the summer vacation period.
 9. Nothing in this procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the fifteen (15) school days described above.
- E. If the investigator determines that discrimination or harassment has occurred, he/she shall take steps to eliminate the discriminatory or harassing environment, which may include but is not limited to determining what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any; and determining what corrective and/or remedial steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment, and to correct its discriminatory effects if appropriate.

- F. The investigator will inform the alleged target of the discrimination and/or harassment and the person(s) who was the subject of the complaint of the results of the investigation (in accordance with applicable state and federal privacy laws) within fifteen (15) school days of receipt of the Complaint, unless the investigation is extended under the provisions described above. This notice of the outcome of the investigation must inform the complainant as to whether or not the investigation determined that the conduct occurred, any individual remedies offered or provided to the complainant or any sanctions imposed on the perpetrator that directly relate to the complainant (e.g., stay away order or no contact order), and other steps the school has taken to eliminate the hostile environment, if one has been found to exist, and prevent recurrence. The perpetrator should not be notified of the individual remedies offered or provided to the complainant (e.g., counseling; alternative classes, etc.).
- G. If the Complainant or the student's parents/legal guardians are dissatisfied with the results of the investigation, an appeal may be made to the Civil Rights Coordinator within ten (10) school days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The Civil Rights Coordinator shall review the investigation and may conduct further investigation if deemed appropriate. Within five (5) school days of receipt of any such appeal, the Civil Rights Coordinator shall decide whether or not to reopen the investigation, uphold the principal or designee's determination, or reverse the principal or designee's determination. The Civil Rights Coordinator shall provide written notification of that determination to both the Complainant and the accused. The Civil Rights Coordinator's decision shall be final, subject to further written appeal to the Superintendent within five (5) days of receipt of the decision of the Civil Rights Coordinator.

H. WPS Civil Rights Coordinators are:

Employees: Human Resources Administrator
Wilmington Public Schools
161 Church Street
Wilmington, Massachusetts 01887
978-694-6000

Students: Director of Student Support Services
Wilmington Public Schools
182 Wildwood Street
Wilmington, Massachusetts 01887
978-694-6032

Students and employees are encouraged to utilize the District's Complaint Procedure. However, students and employees are hereby notified that they also have the right to report complaints to:

The United States Department of Education
Office for Civil Rights
5 Post Office Square, 8th Floor
Boston, Massachusetts 02110-1491

Telephone: (617) 289-0111

Fax: 617-289-0150

TDD: 877-521-2172 or

Program Quality Assurance Services

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, MA 02148-4906

Telephone: 781-338-3700

TTY: N.E.T. Relay: 1-800-439-2370

FAX: 781-338-3710

Adopted by the Wilmington School Committee on May 11, 2016

HAZING

The Wilmington School Committee's disciplinary policy for violation of Massachusetts General Law Chapter 269 (Hazing Statutes) sections 17, 18 and/or 19, will result in five (5) days out of school suspension plus removal from the activity in question. The statutes are described in detail below.

Massachusetts General Law Ch.269, s. 17. Crime of Hazing; Definition: Penalty

Whoever is a Principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars (\$3,000.) or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

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

Notwithstanding any other provision of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Added by St.1985, c536; amended by St.1987,c665.

Massachusetts General Law Ch. 269, s. 18. Duty to Report Hazing:

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more one thousand dollars (\$1,000.00). Added by St.1985, c536; amended by St.1985, c665.

Massachusetts General Law Ch. 269 s. 19. Hazing Statutes to Be Provided; Statement of Compliance and Discipline Policy Required:

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

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

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

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institutions policies to its students. The board of regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution, which fails to make such report. Added by St.1985, c 536; amended by St. L 987, c 665.

BULLYING POLICY

The Wilmington Public School System is committed to making our learning environment a safe and caring place for all students. We will treat each other with respect and we will refuse to tolerate bullying in any form in our district. Students in our district are being taught through prevention programs to identify, refuse to tolerate, cope with, and report bullying behavior. In each school, interventions for students who engage in bullying behaviors will be clearly outlined and behaviors will be assessed on a continuum from mild to severe that is appropriate to the developmental level of the student(s).

“Bullying means the severe or repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of:

- (i) causing physical or emotional harm to the other student or damage to the other student’s property;
- (ii) placing the other student in reasonable fear of harm to himself or of damage to his property;
- (iii) creating a hostile environment at school for the other student;
- (iv) infringing on the rights of the other students at school; or
- (v) materially and substantially disrupting the education process or the orderly operation of a school.”

“**Cyber-bullying**” means bullying through the use of technology or any electronic means.

“**Perpetrator**” means the student/staff member who engages in bullying or retaliation.

“**Victim**” means the student/staff member who has been bullied or retaliated against

“**School grounds**” means property on which a school building or facility is located; or property that is owned, leased or used by a school district, for any school-sponsored activities, functions, programs, instruction or training.

The use of the term bullying in this section shall include cyber-bullying.

Bullying is prohibited on school grounds, at school-sponsored or school-related activities, functions or programs whether on or off school grounds; at school bus stops; on school buses or other vehicles owned, leased or used

by a district or school; or through the use of technology or an electronic device owned, leased or used by the school district. Bullying is also 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 a district or school if the act or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school, or materially and substantially disrupt the education process or the orderly operation of a school.

Like harassment, bullying situations take into account the perception of the victim and not just the individual or group action.

The Wilmington Public Schools recognizes that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.

Examples of bullying may occur in various environments such as the bus, gym, sport fields, bathroom, locker room, classroom, hallway, internet, playground, cafeteria, and may include, but are not limited to:

- Intentionally hurting someone physically by hitting, kicking, tripping, pushing, and so on.
- Embarrassing someone on purpose.
- Stealing or purposely damaging another person's things.
- Ganging up on someone.
- Saying something hurtful using various forms of media, including but not limited to, print, text messaging, email and instant messaging, **social networks**, audio and/or video systems and technologies.
- Teasing someone in a hurtful way.
- Using put-downs, such as insulting someone's differences.
- Threatening or intimidating someone into a particular action.
- Spreading rumors about someone on purpose to be hurtful.
- Leaving someone out on purpose.
- Trying to get other students to exclude someone.

Staff in our district will do the following things to prevent bullying and help children feel safe at school:

- Supervise students according to building expectations.
- Intervene safely and effectively in all bullying situations.
- Integrate bullying prevention into the culture of each school.
 - Post Anti-Bullying Policy
 - Provide parent and staff training
 - Provide student training
- Respond quickly and sensitively to bullying reports.
- Take seriously families' and students' concerns about bullying.
- Look into all reported bullying incidents.
- Assign consequences for bullying based on the school discipline code.
- Provide immediate consequences for retaliation against students who report bullying.
- Respond to bullying situations on an individual, case-by-case basis.
- Dependent upon the level of bullying behavior, notify and/or involve police.

Students in our district will do the following things to prevent bullying:

- Treat each other respectfully.
- Refuse to bully others.
- Refuse to stand by and let others be bullied.
- Refuse to watch, laugh, or join in when someone is being bullied.
- Try to include everyone, especially those who are often left out.
- Report bullying to an adult.

The **School Committee** encourages parents to immediately report bullying to school administrators. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying is prohibited.

This policy is designed to disrupt a negative pattern of bullying behavior. It is an integrated approach which incorporates disciplinary action, behavior management, preventative education, and restorative justice (a balanced approach to the needs of the victim, wrongdoer, and community through processes that preserve the safety and dignity of all).

The School Committee expects administrators to make clear to students and staff that bullying will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students, and termination for employees.

The superintendent has developed administrative guidelines and procedures for implementation of this policy, which include:

- A student complaint process,
- A reporting process for staff,
- An investigation process,
- A process for communication with parents/guardians, and
- Recordkeeping and reporting.

The Wilmington Public Schools Bullying Prevention and Intervention Plan, as well as incident reporting forms, can be found on the district website at <http://wpsk12.com/about/plans-reports-surveys/bullying-prevention/>.

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

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 will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;

5. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
8. Migratory children living in conditions described in the previous examples.

The superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

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 resident 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.

PREGNANT STUDENTS

In accordance with state and federal laws, Wilmington High School does not discriminate against or exclude students from its educational programs or activities, including classes and extracurricular activities, on the basis of the student's pregnancy, childbirth, or recovery. Exceptions will be made only when a physician expressly prohibits the student's participation. The pregnant student must obtain the certification of a physician that the student is physically and emotionally able to continue in school only to the extent that such certification is

required for all students for other physical or emotional conditions requiring the attention of a physician. As with any student with temporary medical conditions, the high school will provide reasonable accommodations for pregnant students with medical conditions relating to pregnancy. A student may take a leave of absence relating to pregnancy and childbirth for any period of time prescribed as medically necessary by the student's physician. The student will be reinstated following the return from a leave.

ELECTRONIC DEVICE USE POLICY

1. Purpose

The purpose of this policy is to outline the proper use of electronic devices by students in school or any educational setting. The Wilmington Public Schools (WPS) believe that a rounded education is one that incorporates the use of technology to support and enhance the curriculum. We want to encourage life-long learners who use critical thinking skills to efficiently and appropriately discern information and media on a global and local scale with respect for ethics and safety. To that end, we want our students to learn with a variety of tools that are available to them, including electronic devices.

2. General Statement of Policy

This policy provides an explanation, purpose and definition of acceptable technology use in the classroom and other learning environments by students in the elementary, intermediate and secondary levels. This policy is to be followed/used in conjunction with the District Acceptable Use Policy (AUP) and the District Social Media Policy (SMP) which outline acceptable use by all parties, including students.

3. Implementation of this Policy

The Superintendent of Schools, or his/her designee(s), shall develop and implement administrative regulations, procedures, terms and conditions for use, and user agreements consistent with the purposes and mission of the WPS, as well as with applicable laws and this policy. The review and update of this policy will be done annually by the Superintendent of Schools and the IT Director. The implementation of this policy will be conducted at the classroom/school level by teachers and administrators.

4. Definitions

Student: Any individual currently enrolled in the WPS

The District: The Wilmington Public Schools and its staff

Staff: All employees of the WPS and any contractor or individual employed by a contractor who provides services in or to the WPS

Devices: Any District-owned or leased electronic device, student or staff-owned electronic device, or any electronic device being used on school grounds or on the school's network. Examples include but are not limited to: mobile phones, smart phones, tablets, laptops, computers, Chromebooks, MP3 players, any electronic device with a screen or any device that connects to the network via wireless or wired or has a Bluetooth or other radio connection to another device.

5. Proper Use

- A. Students may use devices at any time and in any building, classroom or setting unless a staff member has specifically prohibited the student(s) from using the device(s). Classroom teachers have the right to allow or disallow the use of devices during instructional or examination/assessment time, not otherwise specified on an educational plan. (Instructional time includes classroom time, assemblies, or any other time which is monitored by a teacher.)
- B. Teaching staff should be aware that many students will choose to use their device(s) for normal classroom functions and that their learning experience is enhanced by using these tools. Universal prohibition of device use in a classroom at all times or for an entire course should be considered unreasonable and detrimental to the learning methods of some students. In the environment of 1:1 computing and learning, it will also be impractical for students to not use device(s) for the many educational enhancements that they offer.

Examples of acceptable use include but are not limited to:

- A Web search for classroom or related subject matter information.
 - The use of any application (app) pertaining to, or related to, the current classroom subject such as but not limited to the use of any Google Apps for Education (GAfE) application.
 - The reading of digital text or textbook on a device.
 - Connecting through social media or a “back-channel” discussion or chat initiated by the classroom teacher.
 - Asking appropriate questions of the teacher or others digitally through a learning management system or other platform.
 - Taking an assessment as instructed by the teacher.
 - Taking notes on the subject being discussed.
 - Any accommodation made for a student on an Individual Education Plan (IEP) or a 504 Plan.
- C. When inappropriate or disruptive use of a student-operated electronic device is suspected, teachers should ask that a student put the device in the student’s desk, school bag or locker for the remainder of the period. If the student refuses, a teacher reserves the right to confiscate said device for the length of a class period. Students who fail to abide by that teacher’s direction may be subject to discipline as outlined in the Student Handbook. Electronic devices should be considered a tool that the student may need to accomplish his/her schoolwork during the day just like a textbook or a notebook. Confiscation of a device may adversely affect that student’s ability to participate in other classes or simply put him/her at a disadvantage and prohibit the student from accessing the curriculum in other classes.

Examples of inappropriate or disruptive uses include but are not limited to:

1. Cheating or academic dishonesty. Students found in violation of academic honesty are subject to the consequences of cheating and plagiarism in his/her school’s student handbook. Devices are not to be used during testing unless students are instructed to do so by the teacher or by an education plan.
2. Taking photos, recording video or audio of another person(s) (all persons including but not limited to students, teachers, substitute teachers, administrators) without gaining consent from that person(s) and unless it has been established beforehand as part of an assigned project and which will be monitored by a WPS staff member. Furthermore, students should not post anything online of another person without prior consent.

3. Taking pictures, recording audio or video in locker rooms or bathrooms.
4. Checking or responding to personal phone calls, emails, texts, social media applications, chats, messages etc. during class time.
5. Listening to music or watching a video without headphones (unless directed by the teacher). Headphones must be utilized in a manner in which it does not prevent a student from missing key instruction, curriculum or emergency announcements.

D. All devices should be set to 'vibrate' or 'silent' during class, unless otherwise directed.

E. Students should always practice good digital citizenship and be mindful of how they use their devices with respect to ethics and consideration for their fellow students and staff/visitors of WPS. Teachers will provide a lesson on digital citizenship and provide expectations for device-use to students in some form (e.g. syllabus, written on the board, rules poster) at the start of a course. Along with expectations, a clear understanding of consequences for misuse should be provided to students in the syllabus and posted in the classroom.

Revision Adopted by the School Committee: February 24, 2016

WHS Addendum

Earbuds and headphones connected to any electronic device may not be used in classrooms during instructional time unless they are required by the teacher.

Earbud use at any other time (passing time, lunch) is restricted to one ear. Headphones covering both ears is never permitted. These restrictions are for the safety of our students.

Any student who uses an electronic device in an unlawful manner or who unlawfully shares inappropriate materials via phones, email, social media, or other electronic means may be subject to severe disciplinary action, including, but not limited to, ten days of out-of-school suspension, daily confiscation of electronic devices for the remainder of the school year, and/or any other disciplinary action as deemed appropriate by school administration.

ACCEPTABLE USE POLICY

1. Purpose

The purpose of the Acceptable Use Policy (AUP) is to establish the acceptable use of information technologies in the Wilmington Public Schools (WPS) in order to benefit the students, parents and staff of Wilmington and better our learning community. WPS encourages the use of information technology in our schools and the public at large. The District believes that the understanding and proper use of these technologies enhance learning and help our student population develop into productive and responsible citizens. Understanding information technologies can help to create lifelong learners who conduct themselves responsibly and ethically. These technologies will be used to increase efficiency, collaboration, communication, critical thinking and creativity.

2. General Statement of Policy

This policy will provide an explanation, purpose and definition of acceptable use by students, parents and staff of the WPS community. This policy is required to be read prior to using or accessing any information technology in the District. Additionally, staff must sign the (AUP) form and submit it to the WPS administrative office annually before accessing any information technology prior to the beginning of the new school year. Parents and students must check the box indicating that they have read this policy in the student handbook in the online student contact update form in the Aspen Parent Portal annually.

3. Implementation of this Policy

The Superintendent of Schools or his/her designee(s), shall develop and implement administrative regulations, procedures, terms and conditions for use and user agreements consistent with the purposes and mission of the WPS as well as with applicable laws and this policy. The review and update of this policy will be done annually by the Superintendent of Schools and the IT Director.

4. Definitions

Electronic Communication: Any communication or interaction which occurs through electronic means.

Electronic communications include communications that have no specific intended recipient (e.g., posting a blog entry or status update on a publicly visible website, depending on privacy settings, which may be viewed by the public or users of that website).

Student: Any individual currently enrolled in the WPS.

The District: The Wilmington Public Schools and its staff.

The Committee: The Wilmington School Committee and its members.

Staff: All employees of the WPS and any contractor or individual employed by a contractor who provides services in or to the WPS.

Information Technology: The WPS Network Infrastructure, wireless network, hardware, software, systems, electronic devices, computers, peripherals, website, electronic documents and files, storage devices, data, Internet, digital resources, blogs, podcasting, telephone including Voice over Internet Protocol (VoIP), email or any other device or equipment used to access, store, manipulate or transmit data.

Users: Any person using the District's information technologies

Devices: Any District-owned or leased device, students or staff-owned device or any device being used on school grounds or on the school's network

5. Unacceptable Uses

- a. Users will not use the District's electronic technologies to access, review, upload, download, store, print, post, receive, transmit or distribute:
 - i. Pornographic, obscene or sexually explicit material or other visual depictions that are harmful to minors;

- ii. Obscene, abusive, profane, lewd, vulgar, rude, inflammatory, libelous, threatening, disrespectful, or sexually explicit language;
- iii. Materials that use language or images that are inappropriate in the educational setting or disruptive to the educational process;
- iv. Information or materials that could cause damage or danger of disruption to the educational process;
- v. Materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination, or any other material that would violate any law.
- vi. Online shopping or ordering for personal purposes.
- vii. Personal photos, videos, files or music not related to educational purposes for any extended length of time with the exception of those stored in the apps provided by the District's Google Apps for Education
- b. Users will not use the District's electronic technologies to knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
- c. Users will not use the District's electronic technologies to engage in any illegal act or violate any local, state or federal statute or law.
- d. Users will not use the District's electronic technologies for political campaigning.
- e. Users will not physically or electronically vandalize District technologies nor use the District's electronic technologies to vandalize, damage or disable the property of another person or organization.
 - i. Users will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means.
 - ii. Users will not tamper with, modify or change the District's electronic technologies software, hardware or wiring or take any action to violate the District's security system.
- iii. Users will not use the District's electronic technologies in such a way as to disrupt the use of the system by other users.
- iv. Users may not add or remove any software from District-owned computers or devices nor modify the equipment, software configuration, or environment without prior expressed written permission from the Superintendent of Schools and/or his/her designee. [All electronic technology requests must go through the District's Office of Information Technology Work Order System.]
- f. Users will not use the District's electronic technologies to gain unauthorized access (hacking) to information resources or to access another person's materials, information or files without the implied or direct permission of that person.
- g. Users will not attempt to gain unauthorized access to the District's electronic technologies or any other system through the District's electronic technologies. Users will not attempt to logon through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user. Access through any means other than an individual's user logon and password is not permitted.
- h. Users will not use the District's electronic technologies to post information in public access areas regarding private information about another person. Private information includes personal contact information about themselves or other persons, or other personally identifiable information including, but not limited to, addresses, telephone numbers, identification numbers, account numbers, access codes or passwords, labeled photographs or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
- i. Messages, files and records on the District's electronic technologies may not be encrypted in such a way that the Office of Information Technology cannot access them and without the permission of appropriate administrative school authorities.
- j. Users will not use the District's electronic technologies in any way that may violate trademark or copyright laws or usage licensing agreements:

- i. Users will not use another person's property without the person's prior approval or proper citation;
- ii. Users will not load, download or exchange pirated software or copy software to or from any school computer including freeware and shareware;
- iii. Users will not plagiarize works they find on the Internet or other information resources.
- k. Users will not use the District's electronic technologies for unauthorized commercial purposes or for personal financial gain unrelated to the mission of the District. Users will not use the District's electronic technologies to offer or provide goods or services or for product advertisement, except as authorized by the District administration.
- l. The District does not support personal hardware or software. Users will not install any personal hardware or software on any district-owned systems including but not limited to printers, wireless access points or switches. Users will not use district resources, Internet access or network via hardwire connection to the District network infrastructure. Users will not connect their home PC or Laptop to the wall plate network jack in any building for Internet access.
- m. Users will not use online proxy services to negate or otherwise bypass District Internet content filtering.
- n. There are many people and systems dependent upon a proper and optimal performance level of the network infrastructure. Frivolous, excessive and inappropriate use of these network resources by one or a few individuals should not compromise the performance for other individuals and will operate with consideration for all who use the shared resources. The District may need to put quotas on storage or bandwidth as well as block websites or other online resources in order to maintain fairness of resource allocation for all district users.
- o. Users are required to keep their passwords private and secured. Failure to do so could result in the unauthorized access of sensitive District data. Users who do not secure their passwords could have their access to systems, temporarily or permanently removed, or suspended and face disciplinary action. Examples of insecure storage of passwords include writing a password on a piece of paper attached to a monitor, under a keyboard, or pinned to a wall.

6. Children's Online Privacy Protection Act (COPPA)

Congress enacted the Children's Online Privacy Protection Act (COPPA) in 1998 (U.S.Code §6501, et seq. (COPPA) , 1998). COPPA required the Federal Trade Commission to issue and enforce regulations concerning children's online privacy. The Commission's original COPPA Rule became effective on April 21, 2000. The Commission issued an amended Rule on December 19, 2012 that became effective on July 1, 2013. WPS works diligently to comply with COPPA requirements. WPS does not collect student personal information in order to transmit such information directly to online entities for the purpose of creating web-based accounts.

7. Public Records

The law requires public employees who send, receive or maintain records in their capacity as public employees, to retain, disclose and dispose of such records in compliance with strict provisions of the public records law (Massachusetts General Laws, Current). This law applies whether or not the record is in the form of a paper document or an electronic communication. When staff communicate through school-based resources, such as staff e-mail or school-sponsored web pages, such records are retained and archived through the school's information technology department. If, however, a teacher communicates outside of these resources, such information is not retained. The burden to comply with public records laws falls on the educator when using personal e-mail or social network accounts to communicate with students and/or parents and guardians on work-related issues.

8. Content Filtering

The WPS uses hardware and software designed to block access to certain sites and filter content as required by the Children's Internet Protection Act (CIPA) (U.S. Code, 2000). WPS is aware that not all inappropriate information can be filtered and the district will make an effort to correct any known gaps in the filtering of information without unduly inhibiting the educational use of age-appropriate content by staff and students.

Users will inform teachers or administrators of any inadvertent access to inappropriate material, in order that there is appropriate modification of the filtering profile. WPS educates students about appropriate online behavior, including how to interact with other individuals with regard to ethics, safety, security, responsibility and sensitivity. WPS provides these educational opportunities as part of the WPS K-12 Information and Digital Literacy Goals and in line with the Massachusetts Technology Literacy Standards and Expectations (Massachusetts Department of Elementary and Secondary Education, 2008).

9. Monitoring and Limited Expectation of Privacy

By authorizing use of the School District electronic technologies, the District does not relinquish control over content or data transmitted or stored on the network or contained in files. Users should have no expectation of privacy in the contents of personal files on the District's electronic technologies.

- p. The WPS monitors the use of the school department's network to protect the integrity and optimal operation of all computer and system networks.
- q. The WPS will cooperate with copyright protection agencies investigating copyright infringement by users of the computer systems and network of the WPS.
- r. Technicians and computer system administrators maintain full access rights to all storage devices, and may need to access/manage such storage devices as part of their duties.
- s. Routine maintenance and monitoring of the system may lead to discovery that a user has or is violating the WPS Technology Acceptable Use Policy, other school committee policies, state laws, or federal laws.
- t. Search of particular files of a user may be conducted at any time but shall ordinarily be the result of a reasonable suspicion that a user has violated the law or WPS Policies. In such circumstances, the investigation shall be conducted in order to determine the nature and extent of the alleged policy violation.
- u. The District will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with School District policies conducted through the District's electronic technologies.

10. Limitation on School District Liability

Use of the District's educational technologies is at the user's own risk and is provided on an "as is, as available" basis. The District will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on the District's systems or for delays or changes in or interruptions of service, corruption in delivery or non-deliveries of information or materials, regardless of the cause. The District is not responsible for the accuracy or quality of any advice or information obtained through or stored on the District's electronic technologies. The District will not be responsible for financial obligations arising through unauthorized use of the District's educational technologies or the Internet.

11. Violations of this Acceptable Use Policy

Violations of this policy may have disciplinary repercussions, including:

- Suspension of network, technology, or computer privileges
- Notification to parents
- Detention or suspension from school and school-related activities
- Legal action and/or prosecution
- Termination of employment for cause

Works Cited

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U.S. Code. (2000, December 21). Children’s Internet Protection Act, 47 U.S.C. §254 (CIPA).
U.S.Code §6501, et seq. (COPPA) . (1998). Children’s Online Privacy Protection Act, 15 U.S.C. §6501, et seq. (COPPA) .

Legal References

17 U.S.C. § 101 et. seq. (Copyrights)
15 U.S.C. § 6501 et. seq.
Children’s Internet Protection Act of 2000 (CIPA) 47 U.S.C. § 254
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Title III of the Elementary and Secondary Education Act of 1965, 20
U.S.C. §1601, et seq., as amended.

Acknowledgements:

Burlington Public Schools Acceptable Use Policy. (2013, July)
http://www.burlington.org/departments/schools/burlington_public_schools/docs/BPS_AUP_2013.pdf
Minnetonka, MN Public Schools Electronic Technologies Acceptable Use Policy (2012, May 3)
<https://www.minnetonka.k12.mn.us/policies/524.pdf>
Longmeadow Public Schools Acceptable Use Policy Draft (2013, April 8)
<http://www.longmeadow.k12.ma.us/news/draftacceptableusepolicy>
Triton Regional School District Acceptable Use Policy. (2014, April 30) <http://www.trsd.net/wpfb-file/jre1048-acceptable-use-policy-agreement-pdf-4/>

Revision adopted: September 23, 2015

SOCIAL MEDIA POLICY

1. Purpose:

The Wilmington School Committee (the “Committee”) recognizes the increasing importance of electronic communication and social media for social interaction and education. As the Wilmington Public Schools (the “WPS”) continues working to provide a 21st century education which prepares students for life in a global economy, it has become apparent that we need to move ahead with both enthusiasm and caution. With the expansion of means and ease of communication comes a heightened concern for student safety and well-being.

While the Committee sees the value of social media and electronic communication, the Committee also recognizes that the opportunity for impropriety is increased through this ease of access. This accessibility can provide a forum for cyber bullying, inappropriate behavior, and other potential dangers. The Committee finds that the rapid progress of technology leaves it and the District frequently facing new challenges regarding social media and electronic communication.

The Committee is charged with ensuring our schools’ educational environments are safe and conducive to learning. Recognizing this, the Committee has adopted this policy.

2. Definitions:

Social Media: Any medium hosted on the Internet, on which interactions between students, or between the staff of the WPS and students can be conducted. This includes, but is not limited to, web- and mobile-based technologies that support interactive communication between organizations, communities, and individuals that allow the creation and exchange of user-generated content. Social media technologies take on many different forms including, but not limited to, on-line magazines, Internet forums, weblogs, social blogs, microblogs, wikis, social networks, podcasts, photographs or pictures, video, rating and social bookmarking, and message boards. Examples of social media websites include, but are not limited to, Facebook, Twitter, Flickr, Instagram, Snapchat, YouTube, MySpace, Wiki and Wikipedia.

Electronic Communication: Any communication or interaction which occurs through electronic means. Such electronic means include, but are not limited to, computers, tablets, cellular devices, so-called “smart phones”, and Internet capable MP3 players, etc. Such communications and interactions include, but are not limited to, email, texts, posts on social media websites (including text, video and audio), private messages on social media websites, instant messages, video chat, and blogs, etc. Electronic communications include communications that have no specific intended recipient (i.e., posting a “status” on Facebook that, depending on privacy settings, may be viewed by a group of users).

Student: Any individual currently enrolled in the WPS.

Prohibited Conduct: Staff shall not engage in the following types of conduct, which are strictly prohibited. The following are examples of conduct only and are not intended to be all inclusive. Any conduct which is similar to that listed below is likewise prohibited.

- a. Fraternization with students using any social media or electronic communication. Staff may not invite/accept current WPS student as “friends” on social media websites. Classroom participation on educational websites or professional pages (described herein) for instructional purposes is permitted with prior approval of the principal or his/her designee.

- b. Electronic communication to students of content of a sexual or other inappropriate nature. This includes posts on social media websites that are publicly visible or accessible, and/or visible or accessible to any student or group of students.
- c. Electronic communication to a student(s) of content advocating the use of alcohol, drugs, and/or other illicit or illegal activities between students and staff. This includes posts on social media websites that are publicly visible or accessible, and/or visible or accessible to any student or group of students.
- d. Electronic communication to students of content encouraging or constituting hazing or bullying. This includes posts on social media websites that are publicly visible or accessible, and/or visible or accessible to any student or group of students.
- e. Electronic communication of private information regarding students or other staff, including, but not limited to, student record information, private cell phone numbers, private photos and pictures, and private email addresses. This includes posts on social media websites that are publicly visible or accessible, and/or visible or accessible to any student or group of students.

The District: The Wilmington Public Schools and its staff.

The Committee: The Wilmington School Committee and its members.

Staff: All employees of the WPS and any contractor or individual employed by a contractor who provides services in or to the WPS.

Section 1. Statement to WPS Staff

The Committee recognizes that social media and electronic communication have valuable functionality both in and outside of the classroom. This policy is not intended to limit any staff member's right to speak publicly as a citizen on matters of public concern, or to communicate with fellow union members on workplace issues, so long as such communication adheres to appropriate time, place, and manner restrictions and does not interfere with the performance of job duties.

Notwithstanding this, when staff members speak through social media on matters concerning their work, they are speaking as employees and, as such, restrictions may be placed upon their freedom to express themselves. Staff members are role models, not students' friends, and should always conduct themselves in accordance with this understanding.

Section 2. Responsibilities of the Committee, the Superintendent, and the Administration

a. Responsibilities of the Committee

- 1. The Committee is responsible for maintaining, implementing, and updating this policy.
- 2. The Committee will support the efforts of the Superintendent and the Administration to act upon this policy in a timely manner.
- 3. The Committee will require the Superintendent to periodically report upon the results, consequences, and concerns related to this policy.

4. When necessary, the Committee will update this policy, pursuant to the recommendations of the Superintendent or other relevant parties.

b. Responsibilities of the Superintendent and the Administration

1. The Superintendent of Schools will develop and maintain an Acceptable Use Policy (AUP). It will be the responsibility of the Superintendent to work with representatives from the staff to review this policy annually and propose updates when appropriate.
2. The Superintendent and the Administration retain the right to monitor all activity on district related social media, all activity on WPS owned equipment (i.e., computers, tablets, etc.), and all activity on WPS's network for the purpose of maintaining the safety of students and staff and to ensure that this policy is followed by all staff members.
3. The Superintendent and the Administration will have all staff read and review this policy at the beginning of each school year.

Section 3. Communication Media

a. Cellular Telephones and Text Messaging

Background:

Staff employed by Wilmington Public Schools are charged with, among many things, maintaining a safe educational environment for students. Although staff members should not generally provide their personal contact information such as cellular and home telephone numbers, there are limited instances described herein where it may be appropriate to give out this information. Staff who lead school sponsored trips or organize events that require travel are expected to maintain a line of communication with students and parents and may do so by providing their personal cell phone number to student participants and/or their parents. The purpose of this limited exchange of personal information is to protect student safety during travel. Upon request, a staff member leading school sponsored trips or organized events may also obtain a district cell phone for temporary use.

Procedures:

1. Prior to providing any student with his/her home and/or personal cell phone number, a staff member shall inform the school's principal or his/her designee and obtain prior authorization.
2. Staff members shall communicate to students and their parents that the staff member's personal cell phone number is being provided for educational, informational, or safety purposes only.
3. Staff members who provide students with personal contact information shall explain the limited reason it is being provided and shall report any unauthorized use of this information by students, or parents/guardians (i.e., a student contacts the staff member via personal cell phone for an unauthorized purpose) to the principal or his/her designee immediately.

b. Email Communication

Background:

Email communication has become a standard way of conveying information between parties. Email communication refers to any electronic mail or messaging done over the Internet.

Procedures:

1. Staff may communicate with students, staff, parents, PTO's, , and members of the community through district owned email addresses regarding issues pertaining to their role as employees of the WPS. Other professional communication may include blogs, wikis, webpages, virtual classrooms and similar forums. All communication is to remain professional in nature at all times.
2. Staff shall not provide their personal email addresses to students.
3. Staff teaching in grade levels 4 through 12 shall not request students' personal email addresses, nor shall they intentionally direct any communications to personal email addresses provided by students. District owned email addresses have been provided to students in grade levels 4-12 and all email communication between staff and these students shall be directed through district owned email addresses.
4. Staff of all schools whose students have received e-mail addresses shall notify parents that the WPS has provided students with school email addresses as part of the curriculum. Parents must be informed that their child is to use the email address assigned. District email accounts for students in any grade are only to be used to communicate with WPS students and staff, not with the public at large.
5. All email communication sent from a public entity (i.e., using a WPS owned computer, network, email address, etc.) are part of the public record, may be disclosed, and may be monitored by the District for any reason without notice. Users of district-owned email addresses and networks should have no expectation of privacy in the content of communications on district-owned email addresses.

c. Social Media, Webpages, and Applications

The increased proliferation of social media has provided the WPS with the opportunity to utilize these websites and applications as educational tools. It is a goal of the District's strategic plan to engage students through both traditional media as well as through the use of technological immersion, creating 21st century global citizens. Our goal is to integrate technology with the curriculum through modeling best practices, mentoring, using study groups, developing online formats and creating and updating technology related policies.

The Wilmington Public Schools utilizes tablet based technology in many schools. Recognizing that some applications or "apps" may have social networking properties, the use of any application where students must register personal information must be documented with the principal or his/her designee and the Director of Technology. COPPA law prohibits the use of services which require personal information of children under 13. The use of social media, webpages and applications by staff and students together shall be strictly for educational purposes only. Personal communication between students and staff via social media, webpages and applications shall be limited to educational purposes.

d. Use of Photographs

1. Staff shall not use, copy, disseminate or share in any manner, including via social media, photos or videos of students where the parent(s) or legal guardian(s) has selected to opt out by completing and submitting the

form for the Privacy Law in the online Student Contact Update application in the Aspen Parent Portal. This information is available to staff from your school's main office.

2. Staff must keep in mind that videos and images of students may constitute "student records" within the meaning of federal and state law.
3. Staff shall not identify students by their full name in any photograph at any time.

e. Social Networking Websites.

1. An employee's use of any social networking site and an employee's postings, displays, or communications on any social media network must comply with all state and federal laws and any applicable District policies as well as adhere to the Children's Internet Protection Act (CIPA).
2. Staff wishing to use a social media profile for both personal and educational purposes must maintain separate personal and professional work profiles.
3. Staff shall not "friend", follow, message, or engage students in any way on social media websites via their personal accounts.
4. Staff shall use privacy settings on individual social media websites to prohibit access by students and parents to their personal social networking pages. There is now case law that confirms that a failure to understand the way a communication system operates is no excuse for professional misuse (Sumien v. CareFlite, 2012). Staff will be responsible should any information that is intended to be private becomes public due to a lack of understanding of the privacy features of the social network used or a failure to use such features competently.
5. Staff may only create professional social media accounts (i.e., accounts used exclusively for educational purposes) on district approved websites and platforms. The direct link to these pages must be provided to the principal or his/her designee and to the WPS Director of IT once it is created. The Director of IT will provide staff with a list of approved websites and platforms at the beginning of each school year and an updated list as needed.
6. Staff shall not communicate with students via the direct messaging feature of any social media site, but rather only communicate through district provided email accounts or social media posts that are publicly accessible via the staff member's professional account on a district approved website or platform.
7. Staff shall report any inappropriate use of these sites by students to their district administrator immediately.
8. Staff must cite links to all sources of information from third parties posted on professional social media webpages.
9. Staff must notify parents of the use of professional accounts on social media sites, and provide students who are unable to access content hosted on these sites with the relevant information necessary for participation in the class through other means (i.e., hand-outs, email, etc.).
10. Staff members' who have children currently enrolled in the WPS may use their personal social media accounts to connect with their child or children.

f. Blogs, Wikis, Class Pages, etc.

1. Staff may use blogs, wikis, or any other website for instructional purposes, including but not limited to homework pages and blog pages.
2. Staff shall provide the web address of his/her page to the principal or his/her designee before disseminating the address to students.
3. Staff shall identify students only by their first names on these pages.
4. Staff shall notify parents of the use of these pages and provide students who do not have access with alternative means of obtaining the information provided over these pages (i.e., hand-outs, email, etc.)..
5. Staff shall cite all sources of content they provide on these pages and comply with applicable copyright laws and other applicable intellectual property laws.

Section 4. Public Records Law and Copyright Protection

The Attorney General of the Commonwealth of Massachusetts has determined that any document created or received by a public employee in his or her capacity as such is subject to retention and perhaps disclosure under the public records law.

- a. Staff shall not delete any message posted on a social media site, webpage, blog, homework page, etc.
- b. Staff shall comply with applicable copyright laws when posting information produced by another person or entity and shall cite all third-party sources of information posted or shared.
- c. Use by a staff member of his/her personal e-mail rather than school e-mail does not shield such e-mail from the provisions of the public records law or from discovery in litigation. The staff member should forward copies of any such emails or online communications to his or her school-based email account so that it can be properly retained and archived in compliance with the requirements of public records law. In order to respect privacy, a student's name should be avoided in any communications that includes sensitive information about students.

Section 5. Student and Staff Conduct

The district has multiple policies regarding student and staff conduct which overlap with this policy. The Committee and Administration recognize that the use of electronic communication technology in an educational setting presents new challenges to appropriate student and staff conduct. However, behavioral expectations will not be diminished in these settings and appropriate professional boundaries shall be maintained at all times and through all means of communications. As such, the District retains the right to moderate and restrict student and staff use on District related pages. The Committee and the Administration expect staff and students to maintain the same level of decorum in electronic communications, including the use of social media, as in face-to-face interactions. This policy is intended to supplement existing policies, not to supersede them.

a. Bullying and Cyber Bullying

The Committee and WPS are committed to maintaining a safe learning environment for all students. With regard to bullying, please see Policy Section JICFB - Bullying Prevention, and, in particular, references to cyber bullying. Cyber bullying of any kind will not be tolerated.

b. Acceptable Use of School Equipment and Networks

The Committee and WPS are committed to maintaining the security of WPS networks, the quality of WPS equipment, and the privacy of WPS students. This policy is supplementary to, and not a substitute for, the WPS Acceptable Use Policy, which governs use of the school district's technology resources.

c. Student Manuals

At the beginning of each school year the building administrator shall post the student handbooks which detail the expectations of behavior for WPS students and set rules for student conduct on the school's website. Nothing contained in this Policy shall diminish those expectations and rules. The on-line behavior of both students and staff shall reflect the same standards as those used for face-to-face communications at the WPS.

Section 6. Discipline

The Superintendent or assigned designees may conduct internet searches to determine whether staff members have used social media in ways that violate this Policy. If a violation of the Policy is determined to have occurred, the Superintendent or assigned designee shall bring the violation to the attention of the staff member and shall consider and apply disciplinary measures up to and including termination. The disciplinary process for staff shall proceed in accordance with any applicable collective bargaining agreement under which the staff member is covered, as applicable.

The WPS and the Committee disclaim all liability for the content of materials that users access on Social Media, for damages suffered in the course of or as a result of social media use, and for any related consequences. The WPS shall not be responsible for any unauthorized use of the District's network, including any and all unauthorized costs, financial obligations, fees, charges, or purchases.

References:

Massachusetts General Laws. (Current). Public Records Law G.L. Chapter 66. Massachusetts General Laws. MA, United States.
U.S. Code. (2000, December 21). Children's Internet Protection Act, 47 U.S.C. §254 (CIPA).
U.S. Code §6501, et seq. (COPPA). (1998). Children's Online Privacy Protection Act, 15 U.S.C. §6501, et seq. (COPPA).
17 U.S.C. § 101 et. seq. (Copyrights)
15 U.S.C. § 6501 et. seq.
Children's Internet Protection Act of 2000 (CIPA) 47 U.S.C. § 254
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Title III of the Elementary and Secondary Education Act of 1965, 20 U.S.C. §1601, et seq., as amended.

Acknowledgements:

Longmeadow Public Schools Acceptable Use Policy Draft (2013, April 8)
<http://www.longmeadow.k12.ma.us/news/draftacceptableusepolicy>
Triton Regional School District Acceptable Use Policy. (2014, April 30) <http://www.trsd.net/wpfb-file/jre1048-acceptable-use-policy-agreement-pdf-4/>

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STUDENT RIGHTS AND RESPONSIBILITIES

ATTENDANCE POLICY

Attendance in school and class is the number one factor in a student's success. It is of primary importance in academic achievement and is the top responsibility of every student. The expectation is that each student will attend all of his/her classes on every school day unless he/she has a legitimate reason per the Attendance Policy.

For more information on truancy and attendance, please refer to Appendix A.

Chapters 76 and 77 of the Massachusetts General Laws relating to Education in the Commonwealth of Massachusetts specifically state the responsibility of parents, students, and the school regarding attendance. According to these laws, parents/guardians do not have the option of keeping a student out of school other than the reasons listed below. Even if the absence meets the approval of parents, the administration will make the final determination as to whether it is classified as excused. All absences require appropriate documentation. A school district may excuse up to seven day sessions or fourteen half day sessions in any period of six months. These laws also allow for the following reasons to excuse an absence:

Excused Absence

1. Illness of the student
2. Serious illness or death in the family
3. Family emergency
4. Religious observance
5. Court Appearance/Subpoena/Jury Duty
6. Suspension
7. School sponsored event
8. Documented college visits

Unexcused Absence

Unexcused absences include, but are not limited to:

Appointments (non-emergency)
Working
Class "Skip Day"
Oversleeping
*Truancy
Missed Bus
Car Problems
Class Cutting
Family Vacations
Non-school sponsored extracurricular/team events

The school administration shall be responsible for reviewing attendance records and initiating appropriate actions at the building level to address unexcused student absences and tardiness.

ABSENCE PROCEDURE:

The student's parent/guardian must call the school on each day of absence (978) 694-6060.

When a student returns to school after an absence he/she must present appropriate documentation/ **absence note** (signed by a parent/guardian) to the Main Office. Absence notes must be filed in the Assistant Principal's Office. **A student's absence note will not be accepted after one week from the day the student returns.** Absence notes that are written weeks after the date of absence and give general approval to blocks of absences will not be accepted. Absence notes must specify one of the above excused reasons. General notes will be considered unexcused. All absence notes must be written and signed by a parent or legal guardian. No student handwritten notes with only a parent or legal guardian signature will be accepted. All notes must include the phone number of a parent or legal guardian.

LOSS OF CREDIT DUE TO ABSENCE

Credits for courses are based on the number of days that a class meets. If a student fails to meet an expected number of days for a course or courses due to excessive absences, the student should expect that a loss or reduction in credit may result.

Parents/guardians will be notified of a student's 7th, 8th, and 9th absence from any class. At the 10th absence, a due process meeting with the parents/guardians, guidance counselor, and Assistant Principal will be held in order to discuss the loss/reduction of credit for the course. The purpose of the meeting is to determine if denial/reduction of credit is appropriate based on the circumstances involved. If credit is denied/reduced, options for credit recovery will be made available to the student.

It is not the intention of the administration of Wilmington High School to be unreasonably punitive with the described attendance policy. The purpose of an attendance requirement is to assist every student to be academically successful in any course in which the student is enrolled. We expect our students, their parents/guardians, and the high school to be held accountable for student attendance.

DISMISSALS

Dismissals from school for important reasons should be requested in writing in advance. If a student is to be dismissed, a written request, including a phone number for verification from the parent or guardian should be brought in **on the morning of the day in question no later than 8:00 AM** to the secretary at the Main Office counter. All dismissal notes must be written and signed by a parent or legal guardian. No student handwritten notes with only a parent or legal guardian signature will be accepted. All notes must include the phone number of a parent or legal guardian. At the time of the early dismissal, it is the student's responsibility to **sign out with the security monitor**. Any student who fails to do so will be given one (1) night of detention. Students who are dismissed and return to school that same day must report to the office in order to be readmitted to class. If at all possible, dental and medical appointments should not be scheduled during the school day.

Because of our liability responsibilities, telephone requests for dismissals will not be honored, unless positive identification can be made. Brothers, sisters, aunts, uncles, etc. will not be allowed to dismiss Wilmington High School students from school during school hours or supervised school activities unless they can prove they have legal custody of that young person. Any student leaving school grounds without authorization at any time during the school day will be considered truant.

In cases of illness, dismissals must be approved by the School Nurse. All students who are ill must see the nurse who will make the determination for dismissal due to illness. Students must not text message parents to be

dismissed. Student dismissal by parent and not the School Nurse is considered an unexcused dismissal.

Students who are dismissed before 10:30 AM and do not return will be marked as absent.

TARDINESS to School

Students who are tardy to school are to sign in with the security monitor as you enter the front doors of the building. Students arriving after 8:00 AM without a note will receive a phone call home by security monitor. Students who do not sign in will be subject to one detention. Additional consequences may result if additional offenses of this nature occur.

The following are guidelines which are followed when a student is tardy:

1. A student who incurs an unexcused tardy may not participate in any extracurricular activities or events (practices, games, rehearsals, meetings, dances, concerts etc.) that day. Excusable reasons for tardy follow the same guidelines as excused absences.
2. On the third unexcused tardy, parents will be notified and the student will receive a verbal warning indicating that future unexcused tardies will result in additional consequences.
 - 4th unexcused tardy 1 detention (to be served day of)
 - 5th unexcused tardy parent phone call and 2 detentions
 - 6th unexcused tardy parent phone call and 3 detentions
3. On the seventh unexcused tardy, the parent and student will meet with an administrator to formulate and plan which will address the consequences of any future tardiness.

All tardy notes must be written and signed by a parent or legal guardian. All notes must include the phone number of a parent or legal guardian. Students who are tardy due to a doctor's visit or appointment must bring a note dated on that morning from their doctor's office upon arriving to school.

Students should follow the Make-Up Guidelines below if classes are missed due to a tardy to school. Students who enter school after 10:30 will be marked as Tardy/Absent.

TARDINESS to Class

When a student is tardy to class and cannot justify the tardiness, he/she is subject to the policies and guidelines outlined by the classroom teacher. When a student is repeatedly tardy to class, thereby interfering with instructional process, he/she will be referred to the Assistant Principal for additional disciplinary action.

MAKE-UP PROCEDURES

Absence from School

It is the student's responsibility to make contact with his/her teachers to arrange a plan for making up missed work due to absences from school. Students must contact their teachers within two days of their return from an absence. Every effort should be made to contact a teacher during an absence if the student is able complete the work on any days missed. The plan and timeline for make-up work is determined by the teacher and is communicated to the student. All make-up assignments must be completed by the end of the quarter during which the work has been assigned. Extenuating circumstances may result in an extension for completing make-

up work. A meeting with the teachers, student, guidance counselor, and administrator must take place in order to plan for the extension.

Absence from Class

Students may miss a class due to a variety of reasons (tardiness to school, dismissal from school, field trip, attending a seminar or presentation, emergency meetings). Whether the absence is planned or not, the student is responsible for the work missed during that class.

*Students absent from school or class due to truancy are not allowed make-up privileges.

SUMMARY:

- An absence from school/class impacts a student's performance/achievement.
- Absences from school must be reported according to the procedure outlined in the Attendance Policy.
- Absences may be considered excused or unexcused.
- Students are responsible for making up work missed due to any absence according to the Make-Up Procedures outlined in the Attendance Policy.
- Make-up privileges are not allowed if an absence from school/class is due to truancy.
- Excessive absence may result in loss of credit.

LEAVING SCHOOL WITHOUT PERMISSION

Students may not leave the building unless they have permission from an administrator. Leaving the building without permission is considered truancy and appropriate consequences will be imposed.

DRESS CODE

School Committee Policy:

The responsibility for the dress and appearance of the students will rest with the individual students and parents.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with the requirements for health and safety, and does not cause disorder or disruption.

This does not mean that student, faculty or parent groups may not recommend appropriate dress for school or special occasions. It means that the students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

Wilmington High School Guidelines:

The administration of WHS respects the students' rights to choose his/her manner of dress. However clothing or accessories that distract or detract from the educational mission of WHS are not allowed. Clothing choices may not pose a safety hazard and must comply with state and local health laws, such as wearing footwear. Head coverings of any kind, including hoods, are not allowed, except for religious or health reasons that are verifiable. All head coverings should be placed in the student's locker and should not be visible during the school day.

Wilmington High School is committed to preparing students to become successful and productive members of their community and beyond. We encourage our students to take pride in their personal appearance and, in doing so, set the following expectations of student dress at WHS:

- Students may not wear clothing or accessories that display language, pictures, or symbols that are profane, sexually suggestive, or endorse products that are illegal or that promote violence.
- Students may not wear clothing that poses a safety hazard, such as metal chains or spikes.
- Students may not wear excessively short clothing, backless clothing, see-through clothing, strapless tops or any other garments that reveal shoulders, midriff, cleavage, or undergarments.

The administration reserves the right to determine the appropriateness of clothing within the expectations provided. Students not meeting these expectations will be required to change their clothing and may be sent home.

STUDENT IDENTIFICATION CARDS

Students should carry this card at all times. I.D. cards will be required for admittance to school dances, the library and to check out library books and may be used when purchasing a lunch. Students will be charged a \$5.00 replacement fee for loss or theft of card. Students should see their Assistant Principal for a replacement I.D. card.

LOCKERS

Students are responsible for the cleanliness of the inside and outside of their lockers. Any damage to one's locker will be paid for by the student. **Be sure your locker is locked at all times.** Double check it! **You, not the administration, are responsible for stolen books, clothing or other articles that may be found missing from your unsecured locker.** The school will not replace items taken from a locker. There is no district insurance plan to cover stolen or missing clothing or learning materials. Students under no circumstances are to take up residence in any locker other than that to which they have been assigned.

BOOKS

Students are responsible for the care of all books issued, and must pay at the Main Office for damaged or lost books. **All books must be covered.** The value of a book will be determined by the administration. Anyone failing to return their book in the condition it was received will be billed accordingly. Full payment is expected within 2 weeks of the invoice being sent. Failure to make proper restitution may result in a student not being able to attend school functions including, but not limited to, dances, proms, athletics, band, clubs, etc.

ITEMS DROPPED OFF

Students who forget things at home and have someone drop them off are to pick the items up in the main office. WHS will not be responsible for items that are dropped off.

RELEASE OF INFORMATION

The Wilmington School Department continually celebrates student academic achievements and talents. Students are frequently recognized in school newsletters, local newspapers and displays throughout the schools and town buildings. Students' work may also be submitted to local and national contests. If a parent has

objections to their child's name being posted or work displayed, a written notification to the Principal must be submitted.

STUDENT PUBLICATIONS

Students will enjoy the constitutional rights of freedom of expression. They will have the right to express their views in speech, writing, or through any other medium or form of expression within limitations comparable to those imposed on all citizens but specifically designed for children and youth in a school setting.

The School Committee will encourage student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views.

All student publications will be expected to comply with the rules for responsible journalism. This means that libelous statements, unfounded charges and accusations, obscenity, defamation of persons, false statements, material advocating racial or religious prejudice, hatred, violence, the breaking of laws and school regulations, or materials designed to disrupt the educational process will not be permitted.

The Superintendent will establish guidelines that are in keeping with the above and provide for the review of the content of all student publications prior to their distribution.

Review of content prior to publication is not censorship but part of the educational process as this concerns student publications. It can be pointed out to students, as it frequently is to journalists, that a publisher (in this case, the school system) enjoys freedom to determine what it will and will not publish.

Distribution of Literature

Students have a right to the distribution of literature on school grounds and in school buildings, except that the Principal may prohibit the distribution in school buildings of a specific issue or publication if it does not comply with rules for responsible journalism. The Principal may require that no literature be distributed unless a copy is submitted to him/her in advance.

The Principal will reasonably regulate the time, place, and manner of distribution of literature.

STUDENT PARTICIPATION IN ASSESSMENT PROGRAM

Wilmington Public Schools hereby provides notice to all students and parents that students are responsible for participating in all assessment programs that are a part of measuring their achievement of the curriculum objectives. These assessment programs include all teacher developed tests and exams, the State-mandated Massachusetts Comprehensive Assessment System (MCAS) and any other standardized testing program adopted by the school district. Failure and/or refusal to participate in the administration of required assessments will result in disciplinary action including suspension. Failure and/or refusal to participate include, but are not limited to, filling in booklets with doodling, art work, scribble and /or epithets.

ACADEMIC INTEGRITY

In order to achieve the academic expectations of the Wilmington High School Mission Statement, students must take responsibility for their own education. Honesty and integrity are essential to that achievement. Cheating and plagiarism undermine the educational process and deny students the opportunity to maximize their learning potential.

Cheating is defined as obtaining an unfair advantage in completing academic work.

Examples of cheating include but are not limited to:

1. Copying another student's homework, papers, projects, or ideas.
2. Using unauthorized books, calculators, notebooks, "cheat sheets," or other resources during an exam or to complete an assignment.
3. Using unauthorized electronic resources (cell phones, text messages, iPods, etc.) to access information during exams.
4. Copying or allowing another student to copy answers during a test, quiz, or exam.
5. Any form of communication during an assessment.

Plagiarism occurs when a student copies information and/or ideas from another source, fails to give credit to that source, and passes the information and/or ideas off as his/her own.

Examples of plagiarism include but are not limited to:

1. Direct copying, cutting, or pasting of text, pictures, or ideas from books, articles, internet resources, instant messages, or emails.
2. Failure to cite quoted material or paraphrased material.
3. Use of false data or citations.
4. Buying research papers or paying someone to write research papers and submitting them as original work.
5. Allowing someone else to submit your work as their own.
6. Using any type of translator for assignments meant to assess students' knowledge of a foreign language

Consequences of Cheating and Plagiarism

First offense:

- The student will receive a zero for the assignment and will not be given an opportunity to redo the assignment for credit.
- The teacher will notify the student's parents and the school administration.
- The student will receive two office detentions, and the incident will be documented in the student's disciplinary record.
- The incident will be reported to faculty advisors of any extra-curricular activities in which the student is involved, including National Honor Society and athletics.

Second offense:

- a. The student will receive a zero for the assignment and will not be given an opportunity to redo the assignment for credit.
- b. The teacher will notify the student's parents and the school administration.
- c. The student will receive one day of in-school suspension, and the incident will be documented in the student's disciplinary record.
- d. The incident will be reported to faculty advisors of any extra-curricular activities in which the student is involved, including National Honor Society and athletics.

Third offense:

- The student will receive a zero for the assignment and will not be given an opportunity to redo the assignment for credit.
- The teacher will notify the student's parents and the school administration.

- The student will receive one day of out-of-school suspension, and the incident will be documented in the student's disciplinary record.
- The student will be ineligible for participation in any extra-curricular activities, including National Honor Society and athletics.

Subsequent offenses:

Consequences for subsequent offenses will be at the discretion of high school administration.

FOOD AND BEVERAGES

Food and beverages are allowed in the cafeteria and other designated areas in the building. No food or drink other than water is allowed in the classroom.

ACADEMIC INFORMATION

GRADUATION REQUIREMENTS

To meet graduation requirements, students must earn a total of 120 credits over 4 years, complete 50-hours of community service, and meet all State MCAS competency requirements.

Students must carry 35 credits per year. Course credit is determined by the duration of a course. A course that meets all year carries 5 credits and a course that meet for half a year carries 2.5 credits.

Credits required in each subject area are listed below.

Wilmington High School Credit Requirements (120 Credits over 4 years)	
English	20 Credits
Math	20 Credits
Science	15 Credits
Health Dynamics	10 Credits
Social Studies (10 in US Hist. & 5 in World Hist.)	15 Credits
Managing Your Money	2.5 Credits
Art/Music/Business/Technology Ed/Family & Consumer Science	5 Credits
Electives	32.5 Credits
*Community Service	50 Hours
*(Grade 9 – 10 hrs., Grade 10 – 10 hrs., Grade 11 – 15 hrs., Grade 12 – 15 hrs.)	

A required number of credits must be earned in order for a student to be promoted to the next grade. The credit requirements are listed below:

30 credits by the end of grade 9 to move on to grade 10
60 credits by the end of grade 10 to move on to grade 11
90 credits by the end of grade 11 to move on to grade 12

Fifty hours of community service are required for graduation and will be documented by the Assistant Principals. Grades 9 and 10 are required to complete 10 hours each year. Grades 11 and 12 are required to complete 15 hours each year.

All students must also meet the **Massachusetts Department of Elementary and Secondary Education's MCAS** competency requirement by scoring a 240 or higher on the ELA and Math MCAS and by scoring 220 or higher on the Science and Technology MCAS.

Students who have not fulfilled **all graduation requirements** or who have bills outstanding, or who are guilty of serious and/or excessive disciplinary infractions as defined in the Handbook may not, upon identification by the administration, participate in the graduation exercises.

COMMUNITY SERVICE

All students are required to do a minimum of fifty (50) hours of community service prior to graduation. Community service is recorded on student's end of year report card as a Pass or Fail. Freshmen and sophomores are required to perform a minimum of 10 hours each year. Juniors and seniors are required to perform a minimum of 15 hours each year. Hours may be completed during the school year or during vacation time.

Students are strongly encouraged to view the community service options that are available on the Wilmington High School website. If a student has an idea for community service that is not found on the web site then the student must get prior approval from one of the Assistant Principals before they perform the service. In almost all instances, performing Community Service for the graduation requirement should be carefully pre-planned and organized prior to performing the service.

The following activities may not be counted toward the fifty (50) hours required for graduation:

- Unpaid labor for a private business.
- Services that require students to go 'door to door' in the community. (It is unsafe and cannot be accurately documented.)
- Activities signed-off on by a student's parent or relative.
- Community service completed for National Honor Society
- Community service assigned by school administrators or law enforcement.

Please note that helping a neighbor or family friend must be pre-approved prior to the activity.

Any student who does not complete his/her community service requirement during the school year, must make it up during the summer prior to beginning the next school year. If the community service requirement is not completed by the required date, the grade will remain an "F" and the student will not be able to complete the requirement prior to graduation. If the student is unable to find an opportunity to complete the community service requirement, the administration will provide the student with a school-based service.

Senior Community Service must be completed and the forms handed in to the graduating classes' Assistant Principal by April 15th of the graduating year. Underclassman must have their completed community service forms to their Assistant Principal by the first Friday in June.

GRADES and REPORT CARDS

Report cards are issued four times during the school year to evaluate each student's academic progress and effort in each subject. The Wilmington High School marking system is literal and hereafter listed showing the numerical value of each grade.

A+ = 97 – 100	A = 93 – 96	A- = 90 – 92
B+ = 87 – 89	B = 83 – 86	B- = 80 – 82
C+ = 77 – 79	C = 73 – 76	C- = 70 – 72
D+ = 67 – 69	D = 63 – 66	D- = 60 – 62
F = 0 – 60 (Failure)		

Report cards will be distributed in mid-November, mid-February, mid-April, and five days after the close of school in June. Student's progress may be checked and monitored using Aspen, the online student information system, at any time.

HONOR ROLL

There are two levels of the WHS Honor Roll, High Honor and Honor. To be on the Honor Roll, a student must:

1. Be taking at least thirty (30) credits plus Health Dynamics (unless excused from by the administration).
2. Have an eighty-five (85) or above overall average for the quarter, without any subject being less than an eighty (80).

Students who have achieved all A's will qualify for **High Honors** while students who have achieved A's and B's will qualify for **Honors**. The Honor Roll will be published in local newspapers.

RANK IN CLASS

Rank in class is a clear indicator of where a student stands academically in relation to his or her classmates. In keeping with the recommendations of the National Association of Secondary School Principals and numerous colleges, Wilmington High School has adopted a weighting system to determine class rank.

Class rank is determined by assessing the weights of courses taken at Wilmington High School and/or an approved equivalency program. It is based on the number of courses, course level, and grades received and is computed cumulatively over the four years of a student's academic career. Class rank will be reported at the end of the junior year and quarters 1-3 of the senior year.

A student's rank in class will be governed by the following criteria.

1. All students will be included in the rank in class.
2. Transfer students will be awarded credit/grade points based on three determining factors:
 - i. The course(s) accepted must be a Wilmington High School graduation requirement. No other courses will be included in the rank in class. (Courses not included in class rank determination will be included on the final transcript).
 - ii. The course quality and depth must be equal to the course level being assigned. If not, College (B) level will be assigned. The course level assignment will be made by the Assistant Principal based on the sending schools' course descriptions or other available information.
 - iii. The course(s) accepted must be aligned with the Massachusetts Curriculum Frameworks. Evidence will be required.

3. A student will be eligible for awards of Class Essayist, Salutatorian, and Valedictorian by attending at least six consecutive semesters. Two of those semesters must be during senior year.

WEIGHTED GRADE LEVELS

Numerical Grade	Alpha Grade	AP	HONORS	COLLEGE PREP A	COLLEGE PREP B
A+	97 - 100	4.3	4.0	3.7	3.4
A	93 - 96	4.0	3.7	3.4	3.1
A-	90 - 92	3.7	3.4	3.1	2.8
B+	87 - 89	3.4	3.1	2.8	2.5
B	83 - 86	3.1	2.8	2.5	2.2
B-	80 - 82	2.8	2.5	2.2	1.9
C+	77 - 79	2.5	2.2	1.9	1.6
C	73 - 76	2.2	1.9	1.6	1.3
C-	70 - 72	1.9	1.6	1.3	1.0
D-, D, D+	60 - 69	1.6	1.3	1.0	.7
F	00 - 59	0.0	0.0	0.0	0.0

WITHDRAWALS

Withdrawal from a Course

As a general rule, schedule changes are not honored after the master schedule is complete prior to the end of the previous school year. In the case of certain extenuating circumstances, the Principal, at his/her discretion, may allow a withdrawal. Prior to the end of the second (2nd) week of a course, a student who withdraws from a course will not have it reflected on his/her permanent record. Any withdrawals after that date will be reflected on the student's transcript with a grade of W (withdraw.) Students making a level change in a course will take his/her grades with them and will receive a final grade in the new course. The teacher of record will check this action with the receiving teacher.

For additional information on Course Changes and Placement, please see the Program of Studies.

Withdrawal from School

Any student who desires to withdraw from school must notify his/her Guidance Counselor and the Principal of his/her intentions. No student will be allowed to withdraw until he/she has checked out with all of his/her teachers.

HOMEWORK

The purposes of homework are to enhance students' achievement, to help students become self-directed, responsible, and independent learners, and to communicate with families about what is happening in the classroom. Homework is a shared responsibility among the student, teacher, and family.

Homework may be assigned to be completed outside of the school day for:

- **Practice and Review** - to help students consolidate and master specific content, skills, and processes which have been presented in class.
- **Preparation** - to help students gain the maximum benefits from future lessons.
- **Extension** - to provide students with opportunities to transfer specific processes or concepts to new situations.
- **Creativity** - to require students to integrate many concepts, skills, and processes in order to produce original responses.

Families can expect homework to be:

- Planned and well organized by the teacher
- Consistent with the needs and abilities of students
- Purposeful to students
- Reviewed with feedback given to students in a timely manner

Family Responsibilities:

- Provide encouragement and support; show interest in student's work.
- Assist students in developing good study habits by providing a comfortable, well-lit area free from distractions.
- Provide supplies needed to complete homework assignments.
- Schedule a regular time for homework completion. Question students about their assignments. Monitor homework completion and the efficient use of time.
- Evaluate students' activities to be sure they have sufficient time to study and participate in family or outside activities.
- Encourage students to complete their own homework independently, unless otherwise specified.
- Confer with teachers regarding homework concerns.
- Review teacher comments on homework assignments. Supervise the signing and returning of homework forms, notes, and schedules as required by the teacher.
- Acknowledge responsible homework habits and effort.

Student Responsibilities:

- Understand the homework assignment before leaving school.
- Have a routine location and system to record daily assignments (e.g., planner, assignment book).
- Take home all necessary materials to complete assignments.
- Schedule and organize homework time that is free from distraction and compatible with family and/or after-school activities.
- Complete and return homework on time.
- Confer with teachers regarding homework concerns.

Daily Homework Time Length

It is generally suggested that students in Grades 9-12 have approximately 90-180 minutes of homework per day with an average of 30 minutes per course. Individual students may require less or more time for assignments. If students are consistently spending significantly longer on assignments, families should consult with the teacher(s).

The guidelines above are appropriate for daily assignments. Homework may also involve long-term projects, products, or performances that serve as a demonstration of student learning. Long-term assignments should be made well in advance of the due date and should include incremental checkpoints or benchmarks to help students complete them successfully.

Request for Homework

In cases of extended illness of five (5) days or more, parents should request work assignments by calling their son's or daughter's guidance counselor at (978) 694-6068. In the conversation, the possibility of tutoring should be investigated. The assembled work assignments should be picked up in the Guidance Office at the earliest possible time. If there is difficulty procuring work, parents are encouraged to call the Principal directly at (978) 694-6060.

PREPARED FOR CLASS

Requirements for what a student must have in order to be prepared for class is usually communicated by individual teachers. Since all ninth, tenth and eleventh grade students are now equipped with a Chromebook, this is a required learning tool and students must have their Chromebooks with them for every class. Each teacher will inform students of the consequence when the student is not prepared with a Chromebook.

EXTRA HELP

Any student who needs extra help should ask his or her teacher when extra help sessions are available and schedule accordingly. Parents who feel that their son or daughter needs extra help and is too reserved to make that request are encouraged to call the teacher of the specific course.

REQUIRED SUMMER ASSIGNMENTS

The Wilmington High School English Department requires summer reading assignments of all students. The purpose of this program is to encourage and direct student reading during the summer months. Additionally, students enrolled in Advanced Placement courses are required to complete summer assignments associated with each course. Students will be assessed on and held accountable for their understanding of these assignments for all English and Advanced Placement courses when they return to classes in the fall.

SUMMER SCHOOL

The Wilmington Summer School is an educational program designed primarily to provide remedial and enrichment experiences for Wilmington High students. It is not the intent of the Summer School to allow students a substitute for the rigors of a full academic year course, but to provide a student who had legitimate difficulty during the year to gain credit towards promotion and/or graduation and to give others an enrichment experience. Students must have been in a course for a full year, passed at least two quarters and achieved a final grade of not less than 50. Summer school guidelines will be set up by the Summer School Director or the High School Principal. Not all courses will be available during the summer school program. Courses taken at other schools during the summer must be approved in writing by the Principal.

FINAL EXAMINATION EXEMPTION

Any senior who has at least a cumulative average of a 90% or higher overall (based on four quarters for a full year course; based on two quarters for a half year course) may be exempt from the final exam for that course, as long as the student has no unexcused absences or suspensions. This does not apply to Pass/Fail courses. The exemption is subject to teacher approval.

NATIONAL HONOR SOCIETY

Wilmington High School's chapter of the National Honor Society was established to encourage and recognize students who are outstanding in scholarship, character, leadership and service. The selection of members to our chapter shall be by a majority vote of the WHS Faculty Council.

Eligible students are invited to complete a portfolio and provide supporting evidence to the Faculty Council to support their candidacy for membership. The selection process is open to juniors and seniors who meet the criteria listed below. Selection to the Wilmington High School Chapter of National Honor Society conforms to the guidelines set forth by the National Council.

Scholarship

Juniors who have an average of 88 or better are eligible after the second quarter of their junior year. This average is cumulative since freshman year and includes all grades for courses taken.

Seniors who have attained an average of 88 or better are eligible at the end of the second quarter of their senior year. This average is cumulative since freshman year and includes all grades for courses taken.

Leadership

To meet the leadership criterion for NHS, a student must identify, describe and verify three leadership roles he or she has successfully performed in school or in the community since ninth grade. The student must also provide the name of the adult(s) who supervised him or her during each of the leadership roles listed on the candidate form. Students may list more than three roles, but the minimum requirement includes three verifiable listings to be inducted into the Wilmington High School NHS Chapter.

A student may not be compensated monetarily for their leadership role and may not include any leadership activities that were completed for an academic grade.

Community Service

A minimum of thirty volunteer hours in an ongoing community service project is required for induction to the Wilmington High School Chapter of the National Honor Society. The thirty hour requirement must be in addition to the community service requirement for graduation. Community service includes those actions undertaken by the student that are done with, or on behalf of others without any direct financial or material compensation to the individual performing the service. Please see an NHS Advisor or Guidance Counselor regarding this requirement.

Character

Students must exhibit outstanding character. A person of character demonstrates the following six qualities: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Students of impeccable character demonstrate a willingness to assist classmates, faculty members, and administration.

In order to be inducted to the Wilmington Chapter of the National Honor Society students must:

- have no recorded incident of cheating or intentional dishonesty.
- have no record of skipping classes, excessive tardies or dismissals.
- have not willingly violated school regulations.
- hold no record of civil or criminal offenses within the community.

Students are asked to submit two letters of recommendation as evidence of the character requirements.

Post-Election Requirements

1. All members must maintain an academic average of 88 or better. Failure to do so will result in probation for one term and dismissal after two terms.
2. All members are required to participate in school projects, such as peer tutoring, serving as guides for Parents' Night and Eighth Grade Orientation. Additional chapter projects, which are appropriate and educationally defensible, may be announced at any time during the school year. Members will be required to participate in these activities. Failure to do so will result in probation for one term and dismissal after two terms.

3. All members must continue their participation in school activities and community service projects. Verification of academic averages, leadership, and service will be conducted in November, January, and April by the NHS Advisor to determine continued member eligibility.
4. All members must continue to demonstrate outstanding character. Violations of school or community rules, including academic dishonesty, cheating or plagiarism, will be reported to the Faculty Council and the student may be subject to dismissal from the Chapter.

TIMELINE FOR NATIONAL HONOR SOCIETY

FOR 9th GRADERS: National Honor Society requirements will be with students in the Student Parent Handbook, on the school website, and at the Ice Cream Social. Parents will be informed during Parent Information Evenings and also by email.

FOR 10th GRADERS: In May, sophomores who are interested in applying for NHS are invited to a meeting to learn about the criteria for selection to NHS.

FOR 11th and 12th GRADERS: Juniors and seniors who have a cumulative average of 88 are notified of a meeting explaining the selection process with instructions and the deadline for submitting a portfolio (usually due by mid-March).

PLEASE NOTE:

A separate NHS Handbook will be available on the WPS website which details the portfolio process. The candidate form as well as all forms which require signatures/verification are included in the NHS handbook.

STUDENT DISCIPLINE

All rules and regulations are in full effect at all school-sponsored and school related events.

Our intent for this section of the Student/Parent Handbook is to inform all stakeholders of the statutory responsibility necessary to maintain a positive learning environment where all feel safe, secure, and respected. This section of the handbook includes a code of discipline which is written in the best interest of our students. We hope to ensure each student's protection and personal growth and balance students' rights with the school's right to maintain safety and order. The administration and staff at Wilmington High School is committed to working with students and their families with planning interventions when necessary and provide consistent procedures which promote problem solving and behavioral planning.

DISCIPLINARY POLICIES

Every student who attends Wilmington High School is responsible for knowing and for complying with the disciplinary regulations during school and during all events/activities sponsored by the school. **Any student who violates these regulations is subject to immediate corrective action including but not limited to making restitution, withdrawal of privileges, detention, suspension or expulsion.**

In order to promote positive school citizenship, students should follow all teacher requests in a cooperative manner. It is impossible for teaching and learning to take place without proper order in the classroom or in the school. Many minor first offenses will often result in only a warning. However, students are cautioned not to interpret such warnings as signs of unwillingness on the part of the teachers to enforce school rules. These warnings are, instead, an attempt to allow the students to reevaluate their actions and to develop self-discipline. They let the students know that they have acted inappropriately.

The Principal, Assistant Principal or designee are responsible for the enforcement of the student expectations and regulations of the school. When a disciplinary action is warranted, the Principal, Assistant Principal or designee may consider the seriousness of the incident, past disciplinary record, amount of disruption caused to the school. The Principal, Assistant Principal or designee reserve the right to ultimately decide the disciplinary action when an infraction occurs.

General Guidelines for Compliance with School Regulations:

1. Be where you are supposed to be and do so on time.
2. Cooperate with your teachers and all school personnel.
3. Follow the rules.
4. Get involved.
5. Put your best foot forward at all times.

DUE PROCESS

Prior to a student's suspension from school, an administrator will conduct a Hearing, which shall consist of the following elements:

1. Tell the student the specific rule he/she has broken.
2. If the student denies breaking the rule, explain why the administrator believes the student did break the rule.
3. Give the student his/her chance to tell their interpretation of what happened.

The formality of the Hearing will depend upon the circumstances and the length of the suspension. Where additional process is required, it will be provided. However, the Hearing will take place as soon as possible and generally no later than one (1) day after the event causing the suspension or when the administration becomes aware of the event that causes the suspension. A Hearing may be postponed if the student is not acting in a calm or reasonable manner, or if the safety and health of staff and students at the High School is compromised in any way.

DISCIPLINE LEVELS

Level I - Teacher Detention

Students who violate the School's rules and regulations concerning classroom or school-wide behavior and are asked by a teacher to remain after school are required to do so. Teachers are responsible for detained students when detained.

Level II - Administrative Detention

The High School has a formal after school detention room, which is located in the Main Office. It is conducted as follows:

1. The Detention Room operates Monday through Friday from 2:10 to 2:45 p.m.
2. The Detention Room is conducted as a quiet study period. Anyone removed from detention due to inappropriate behavior will receive 1 day of in-school suspension.
3. Administrative Detention is assigned only by the School's Administrators.
4. Students are assigned to detention for unacceptable patterns of attendance, tardiness or conduct.
5. Students assigned to detention are to report to the Detention Room at the time indicated and for the number of days assigned.
6. Students are to have sufficient materials and books to study and are to cooperate with the Detention Room Supervisor. Students who are not prepared will not be admitted to detention and will be considered to have cut detention.
7. Students will not be admitted after 2:15 p.m. Tardiness to detention will be considered a detention cut.
8. Students who fail to report to detention (cut), will be suspended in school the following day, subject to appropriate notification. A second detention cut will result in out of school detention and a parental conference.
9. Suspension does not eliminate the number of days owed in the Detention Room.
10. Students can be assigned to an extended detention for continued infractions. Extended detention will meet one day per week from 2:15 PM to 5:15 PM.

Level II a – Disciplinary Service

Disciplinary Service can be used by the Administration as a tool for students who do not change behavior when given detentions. Students assigned DS will be assigned to clean-up or other duty after school. Students will be responsible to complete DS within a designated amount of time as deemed appropriate by the assigning Administrator.

Level III - In-School Suspension

In-school suspension means that a student will be assigned to one room for one full day, under the supervision of a person selected for that task. The student will study and perform all the requirements of his or her classes while on in-school suspension. The student will return their work to their respective teachers the following day. Anyone removed from the In-School-Suspension Room for inappropriate behavior may be immediately placed on out-of-school-suspension for the remainder of the day as well as the following day.

Level IV - Suspension (Out Of School) and Parent Conferences

Students suspended from school are restricted from school grounds and may not participate in any school event or activity. Anyone who is on out-of-school suspension and returns to any part of the campus is guilty of trespassing, and can be prosecuted.

When a student is suspended from school, the rules governing absence apply. To be readmitted to school, a conference with one of the Assistant Principals, parents/guardian and the student will be held.

The Principal, Assistant Principal, school and group advisors, the Director of Athletics and coaches have the authority to restrict student participation in any school activity for reasonable cause. The reasons for such actions may range from an unexcused absence, an unexcused tardy or any conduct deemed detrimental to the group, team, activity or school.

Level V - Exclusion/Expulsion

In certain circumstances, the Principal may refer students to the Superintendent for exclusion from school. Students may be allowed to make academic progress, consistent with statutory requirement.

Under Massachusetts General Law Ch. 71 s. 37H, a student may be expelled by the Principal. The statute reads in relevant part:

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

b) Any student who assaults a Principal, Assistant Principal, Teacher, Teacher's Aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the Principal.

c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal. After said hearing, a Principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph (a) or (b).

d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the Superintendent of his appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section. e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

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

to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

Section 37H 1/2. Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

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

The student shall have the right to appeal the suspension to the Superintendent. The student shall notify the Superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the Principal or headmaster, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

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

The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the Superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the Principal; or headmaster, including recommending an alternate education program for the student. The Superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

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

Section 37H3/4.

- (a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.
- (b) Any principal, headmaster, superintendent or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.
- (c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.
- (d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.
- (e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall

have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

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

DISCIPLINE INFRACTIONS/RESPONSES:

The following chart is designed as a quick reference guide for most disciplinary infractions. Please see the “Disciplinary Policies” section for any infractions not included in the chart.

<div> ISS = In-School-Suspension OSS = Out of School Suspension </div>		
Infraction	Example/Definition	Actions *see statement regarding excessive conduct violations
Profanity	Use of profane words toward students	1st offense-1 day ISS 2nd offense-3 days ISS 3rd offense-3 days OSS
Physical Altercation	Minor physical altercation- pushing, shoving, inappropriate physical contact	1st offense-1 day OSS 2nd offense-2days OSS 3rd offense-3 days OSS
Assault-Student	Physical attack on another student or threat of imminent harm	1st offense-5 days OSS 2nd offense-8 days OSS 3rd offense-8 days OSS
Verbal Assault/Threat	Verbal attack on another student or threat of imminent harm	1st offense-5 days OSS 2nd offense-8 days OSS 3rd offense-8 days OSS
Bomb Threat	By phone, email, written, verbal or any other means	10 days OSS, police notified, expulsion hearing
Bus Violation	May include swearing, yelling, or any other activity that creates an unsafe environment for the driver or any students on the bus	1st offense-2 detentions, 1 week bus suspension 2nd offense-1 day ISS, three month bus suspension 3rd offense-1 day OSS, permanent bus suspension
Class Disruption	Any act that impedes the learning or teaching in a class	1st offense-2 detentions 2nd offense-1 day ISS, parent conference with teacher 3rd offense-1 day OSS, parent conference with teacher

Drug/Alcohol Possession	See Chemical Health Policy, p. 52 See also See MGL ch. 71, sec 37H	10 days OSS, expulsion hearing OSS 10 days, expulsion hearing (See MGL ch. 71, sec 37H) See Chemical Health Policy, p. 52
Under the Influence	Being under the influence of any substance as defined by the Chemical Health Policy, p. 52, on school grounds, at a school event, or on the bus	1st offense-8 days OSS (May be reduced based on conditions made by Asst. Prin.) 2nd offense-10 days OSS 3rd offense-10 days OSS
Electronic Device Policy Violation	See Electronic Device Policy, p. 21	See Electronic Device Policy, p. 21
Cheating/Plagiarism	See Cheating/Plagiarism Policy, p. 44	See Cheating/Plagiarism Policy, p. 44
Class cut / Leaving class early without pass/permission	Present in school, but absent from class without a documented excuse from an administrator or counselor member, leaving class early without a pass	1st offense-2 detentions 2nd offense-1 day ISS 3rd offense-2 days ISS
Without pass	Out of class without pass, hallway without pass / unauthorized area	1st offense-1 day detention 2nd offense-2 days detention 3rd offense-2 day ISS
Skipping lunch block	Unauthorized area during lunch block- <i>students should use restrooms closest to cafeteria during lunch</i>	1st offense-1 day detention 2nd offense-2 days detention 3rd offense-2 day ISS
Violating Interdisciplinary block (W2) protocols	Not following W2 expectations	1st offense-1 day detention 2nd offense-2 days detention 3rd offense-2 day ISS & loss of W2 privileges
Cut office detentions	Not attending office detention as assigned by an administrator	1st offense-1 day ISS 2nd offense-1 day OSS 3rd offense-2 days OSS
Disrespect toward staff	Behavior or speech which shows a lack of respect for any staff member (Ex.: inappropriate language in class, failing to follow instructions from staff)	1st offense-2 days detentions 2nd offense-1 day OSS 3rd offense-2 days OSS
Forgery	Generating any piece of paper or	1st offense-2 days detentions

	electronic correspondence in the name of another person (Ex.: fake dismissal note, email in parent's name)	2nd offense-1 day ISS 3rd offense-1 day OSS
Failure to identify	Not giving name or giving a false name when asked by a staff member	1st offense-2 detentions 2nd offense-1 day ISS 3rd offense-1 day OSS
Failure to sign in	Arriving late to school and not signing in at security desk	1st offense-1 day ISS, considered unexcused absence 2nd offense-2 days ISS, considered unexcused absence 3rd offense-1 day OSS, considered unexcused absence
Building Safety Violation	Admitting unauthorized person(s) into building, using unauthorized entrance/exit during school hours, any action to compromise student/building safety	1st offense-2 days OSS 2nd offense-3 days OSS 3rd offense-5 days OSS
Fighting	Engaging in a mutual physical altercation with another student. Any aggressive physical contact is considered fighting (Ex.: one student pushes another and the pushed student hits back, both are fighting)	1st offense-5 days OSS 2nd offense-6-8 days OSS 3rd offense-8-10 days OSS
Possession/Use of Weapon	Possession of any dangerous weapon, including, but not limited to, a gun or knife	OSS 10 days, expulsion hearing (See MGL ch. 71, sec 37H)
Profanity toward staff	Use of profane words toward a staff member	1st offense-2 days OSS 2nd offense-3 days OSS 3rd offense-5 days OSS
Harassment	See Discrimination/Harassment Procedure, p. 60	See Discrimination/ Harassment Procedure, p. 60
Hazing	See Hazing policy, p. 68	See Hazing policy, p. 68
Inappropriate behavior	Any behavior, not defined elsewhere, that is disruptive to the classroom or school environment, or makes a staff member or student feel uncomfortable (Ex.: yelling in the hallway, throwing food in the cafeteria)	All consequences for these offenses will be determined by school administration, based on the severity of the action and its outcome.

Acceptable Use Policy Violation	See Acceptable Use Policy, p. 25	See Acceptable Use Policy, p. 25
Leaving School	See “Truancy” below	See “Truancy” below
Removal from ISS	Being removed from ISS from disruptive behavior, leaving ISS, or failing to report to school on the day of an assigned ISS	1st offense-1 days OSS 2nd offense-2 days OSS
Smoking/Tobacco/ E-Smoker violation	See Smoking/Tobacco/E-Smoker policy, p. 69	See Smoking/ Tobacco/E-Smoker policy, p. 69
Tardy violations	See Tardy policy, p. 40	See Tardy policy, p. 40
Theft	Taking of any items that is not owned by the offender	1st offense-2 days OSS 2nd offense-3 days OSS 3rd offense-5 days OSS
Truancy	Failing to attend school without the awareness of parent/guardian or school personnel	1st offense-1 day ISS 2nd offense-2 days ISS 3rd offense--1 day OSS
Physical Assault-Staff Member	See MGL, ch. 71, sec 37H	OSS 10 days, expulsion hearing (See MGL ch. 71, sec 37H)
Verbal Assault- Staff Member	See MGL, ch. 71, sec 37H	OSS 10 days, expulsion hearing (See MGL ch. 71, sec 37H)
Verbal Threat- Staff Member	See MGL, ch. 71, sec 37H	OSS 10 days, expulsion hearing (See MGL ch. 71, sec 37H)
Vandalism/Destruction of Property	Purposeful destruction of school or town property	1st offense-2 days OSS, restitution 2nd offense-3 days OSS, restitution 3rd offense-5 days OSS, restitution

SPECIAL STATEMENT REGARDING EXCESSIVE CONDUCT VIOLATIONS

Any student who has an excessive number of violations of the student code of conduct for any reason may be suspended, excluded, or barred from participating in any or all school-related or school-sponsored activities including but, not limited to, athletic contests, dances, proms, graduation, or field trips. Suspensions, barring, or exclusions from school-sponsored or school-related activities as a result of these violations will be made solely by the administration.

SPECIAL STATEMENT ON FIGHTING

“Defending one’s self” is not considered an acceptable excuse for fighting. A fight starts well before the first physical contact is made. Many times the preliminary actions involve a verbal exchange. A person who considers himself in need of defending should see a teacher, administrator, or other adult

first. Throwing punches in retaliation is not recognized as defending oneself. An acceptable defensive posture involves only blocking blows.

CAFETERIA REGULATIONS

1. Anyone throwing food in the cafeteria will be placed on out-of-school suspension for a period of one, two, or three days. The length of time will be determined by the Assistant Principal, based upon the specifics of the incident.
2. Anyone who leaves trays and papers will be referred to the Assistant Principal and will serve a two day administrative detention period which may include "clean-up detail".
3. Anyone who refuses to cooperate with any professional staff member on assigned duty in the cafeteria, e.g. refusing to give his/her name when asked or to pick up paper will be given in school-suspension of up to three days. Anyone who fails to cooperate a second time will be placed on out-of-school suspension for a period of one to three days.

CHEMICAL HEALTH REGULATIONS FOR HIGH SCHOOL STUDENTS

The regulations below are in furtherance of the Wilmington School Committee's Policies on Drug and Alcohol Possession or Use in School Facilities and at School Functions (File: JICH), Drug Free Workplace (File: GBEC) and Teaching About Drugs, Alcohol, and Tobacco (File: IHAMA). If there is a conflict with these regulations and these policies or the WHS Student Handbook, these regulations shall govern.

ALCOHOL AND OTHER DRUGS

Use or possession of alcohol/drugs is strictly prohibited both during school and at ANY school-sponsored event. Drugs shall include without limitation:

- Alcohol (ethyl alcohol found in liquor, beer, wine)
- Cannabinoids (marijuana, hashish)
- Opioids (heroin, opium),
- Stimulants (cocaine, amphetamine, methamphetamine)
- Club Drugs (Ecstasy, GHB, Rohypnol®,
- Dissociative Drugs (Ketamine, PCPC and analogs, Salvia divinorum, and DXM (Dextromethorphan, robotripping)
- Hallucinogens (LSD, mescaline, psilocybin (mushrooms)
- Other compounds (anabolic steroids, bath salts)
- Inhalants
- Non-prescribed prescription drugs (depressants, stimulants, opioid pain relievers)
- Other performance enhancing stimulants
- Other performance enhancing supplements
- Any controlled substance as defined in M.G.L. 94C.
- Non-alcohol/near beer
- Any such substance, mentioned above, that is disguised in food products such as candy, baked goods, or dissolved in drinks

It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor. In those instances, students shall follow proper procedures to notify the health and athletic departments.

Students in possession or deemed to be under the influence of alcohol/drugs while in school or at a school-sponsored event will be subject to suspension of 5 to 10 days and/or other disciplinary action (including expulsion) deemed appropriate by the school administration.

CHEMICAL HEALTH REGULATIONS FOR HIGH SCHOOL ATHLETICS AND EXTRA-CURRICULAR ACTIVITIES

In addition to the regulations above, the regulations below represents an expansion upon the current Massachusetts Interscholastic Athletic Association (MIAA) guidelines on Chemical Health. These revised regulations are meant to support and educate our students who participate in athletics and/or school-sponsored extra-curricular activities while providing for a safe environment for our students. The consequences and penalties below are cumulative to the regulations above.

From the point that an enrolled student concludes their 8th grade year until they graduate at Wilmington High School or the final athletic event of their senior year (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or distribute any beverage containing Alcohol (ethyl alcohol found in liquor, beer, wine); Cannabinoids (marijuana, hashish); Opioids (heroin, opium); Stimulants (cocaine, amphetamine, methamphetamine); Club Drugs (Ecstasy, GHB, Rohypnol®); Dissociative Drugs (Ketamine, PCPC and analogs, Salvia divinorum, and DXM (Dextromethorphan or use of DXM for robotripping); Hallucinogens (LSD, mescaline, psilocybin (mushrooms)); Other compounds (anabolic steroids, bath salts); Inhalants; Non-prescribed prescription drugs (depressants, stimulants, opioid pain relievers); Other performance enhancing stimulants; Other performance enhancing supplements; Any controlled substance as defined in M.G.L. c. 94c.; and/or non-alcohol/near beer. In addition, any such substance that is disguised in food products such as candy, baked goods or dissolved in drinks is prohibited under these regulations. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctor. In those instances, students shall follow proper procedures to notify the health and athletic departments.

If a student is in violation of these regulations during the summer following his or her eighth grade year and prior to his or her entrance into high school, the consequences may be reduced by the high school principal after consultation with the middle school administration.

It is the duty and obligation of any coach or advisor employed by the Wilmington Public Schools to report any known violations of these regulations or other applicable policies pertaining to the possession and/or use of alcohol or drugs to the athletic director and the building Principal. Failure to report a known incident will result in disciplinary action and possible termination.

If a student in violation of this rule is unable to participate in interscholastic sports or school-sponsored extra-curricular activities due to injury/illness or academics, the penalty will not take effect until that student is able to participate again.

Notwithstanding the violations listed below, there may be other factors relating to the offense including without limitation, quantity of the chemical substance, the behavior of the student or egregious nature of the violation which the Principal may consider at his/her discretion and elevate the violation below (e.g., from a first violation to a third violation) as well as impose additional penalties or sanctions. Coaches and advisors may not impose additional penalties or sanctions without the approval of the Principal. The

following are the additional consequences for students who violate the above Chemical Health regulations.

First violation:

When the Principal finds, following an opportunity for the student to be heard, that a violation of this policy occurred, the student shall lose eligibility without delay for the next consecutive interscholastic contests and meetings/events of the school-sponsored extra-curricular activity totaling 25% of all interscholastic contests and meetings/events in that *sport* or of school sponsored extra-curricular activities in which the student participates. In addition, at the discretion of the Principal, the student may be required to participate in and complete a program that focuses on one of the following areas: health education, chemical dependency, or substance abuse counseling or treatment. The content, nature, and length of the program will be determined by the building principal and based upon the nature of the violation. Such program, if required, will be paid for by the parent/guardian of the student. The high school principal, in collaboration with a chemical dependency treatment or counseling program, will verify that the student has completed such a program.

In regard to interscholastic sports and other competitive extra- curricular activities, it is recommended that the student be allowed to remain at practice or meetings for the purpose of rehabilitation. During the suspension, the disqualified student may not be in uniform and his/her attendance at the competition site will be determined by the high school principal. When calculating the number of events for which the student has lost eligibility, all fractional parts of an event will be dropped.

If the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year. (e.g., a student plays only football: he violates the rule in winter and/or the spring of same academic year: he would serve the penalty [ies] during the fall season of the next academic year).

Second violation:

When the Principal finds, following an opportunity for the student to be heard, that a second violation has occurred, the student shall lose eligibility without delay for the next consecutive interscholastic contests and meetings/events of the school-sponsored extra-curricular activity totaling 50% of all interscholastic contests in that sport and/or of school-sponsored extra- curricular activities in which the student participates.

In addition, the student will be required to participate in an approved chemical dependency, treatment, or counseling program. The content, nature, and length of the program will be determined by the building principal and based upon the nature of the violation. Such program, if required, will be paid for by the parent/guardian of the student. In order to be reinstated, the student must submit a certificate of completion from the chemical dependence, treatment, or counseling program. The high school principal will verify that the student has completed such a program. If a student does not complete the program, the student shall lose eligibility without delay for one calendar year in all athletic and extra-curricular activities.

In regard to interscholastic sports and other competitive extra-curricular activities, it is recommended that the student be allowed to remain at practice or meetings for the purpose of rehabilitation. During the suspension, the disqualified student may not be in uniform and his/her attendance at the competition site is determined by the high school principal. When calculating the number of events for which the student has lost eligibility, all fractional parts of an event will be dropped.

If the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the

next academic year. (e.g., a student plays only football: he violates the rule in winter and/or the spring of same academic year: he would serve the penalty [ies] during the fall season of the next academic year)

A student may not participate in interscholastic competition or participate in school-sponsored extra-curricular activities until they have submitted a certificate of completion from the chemical dependence, treatment, or counseling program and have served the suspension from the sport or activity.

Third violation:

When the Principal finds, following an opportunity for the student to be heard, that a third or subsequent violation has occurred, the student shall lose eligibility without delay for one calendar year in all athletic and extra-curricular activities.

In addition, the student will be required to participate in an approved chemical dependency, treatment, or counseling program. The content, nature, and length of the program will be determined by the building principal and based upon the nature of the violation. Such program, if required, will be paid for by the parent/guardian of the student. In order to be reinstated in the subsequent calendar year, the student must submit a certificate of completion from the chemical dependence, treatment, or counseling program. The high school principal will verify that the student has completed such a program. If a student does not complete the program, the student shall lose all eligibility to participate in all athletic and extra-curricular activities.

After a finding of a third violation, a student will not be allowed to attend any practices or extra-curricular activities in any capacity during the period of his/her loss of eligibility.

A student may not return to interscholastic competition or participate in school sponsored extra-curricular activities until they have submitted a certificate of completion from the chemical dependence or treatment program and have served the suspension from the sport or activity.

Other

1. A student entering their junior or senior year that has violated the chemical health policy may participate in an interscholastic sport or extra-curricular activity in which they have not previously participated in during high school in order to serve the loss of eligibility. The student's loss of eligibility, however, will apply to both the new interscholastic sport or school-sponsored extra-curricular activity and the interscholastic sport or school-sponsored extra-curricular activities in which the student had participated in during previous years in the manner outlined below. Students found in violation of this policy may participate in interscholastic sports and extra-curricular activities in which they have not previously participated, but will serve the suspension in both the new sport/activity and 10% of the events from next sport/activity that he or she has participated in during previous years. For example, a student who has only played ice hockey during his/her freshman and sophomore years, and then violates the policy for the first time during the spring of his/her junior year, but then decides to run Cross Country in their senior year for the first time, will serve the normal 25% penalty during the Cross Country season and then a 10% penalty during the Ice Hockey season. The high school principal will have the final decision on each situation.
2. If a student is serving a penalty during a season where he/she participates in both athletics and extra-curricular activities, the student will serve the penalty for both or all of the activities and contests. For

example, if a student participates in football and the fall drama production, he/she will serve the penalty for both football and the fall drama production.

3. When a student leader has been elected for a leadership position and subsequently is found in violation of these regulations, that student will lose all rights to continue to be an officer of that organization and forfeits the right to be selected for any other leadership position for one calendar year from the date of the violation.
4. When an athlete has been designated as a team captain—and then subsequently is found in violation of these regulations, that athlete will lose all rights to continue to be a captain of that sport and forfeit the rights to be selected a captain in any other sport for one calendar year from the date of the violation.
5. If a family cannot afford to pay for a program as outlined above, the Wilmington Public Schools will work with the family to identify ways to fund the program (i.e. health insurance, financial assistance, etc.)
6. These regulations will be reviewed by the athletic department, health-wellness department, administration, police, and the Wilmington Substance Abuse Coalition on an annual basis to address changes that may be occurring in the use of illegal substances by students.

First Offense -	
# of Events / Season	# of Events / Penalty
1-7	1
8-11	2
12-15	3
16-19	4
20 or over	5
2nd Offense - 50%	
# of Events / Season	# of Events / Penalty
1-2	1
3-4	2
5-6	3
7-8	4
9-10	5
11-12	6
13-14	7
15-16	8
17-18	9
19-20	10
20 or over	11

LEGAL REF.: M.G.L. 272:40A

CROSS REF.: IHAMA, Teaching About Drugs, Alcohol, and Tobacco
GBEC, Drug Free Workplace Policy
MIAA Chemical Health Guidelines

ELECTRONIC VAPE-SMOKER/SMOKING/TOBACCO/ POLICY

The Massachusetts Educational Reform Act of 1993 prohibits the use of tobacco products in school, on school grounds, on school buses, and or school facilities.

Wilmington High School is committed to having a smoke free/tobacco free environment for its students, adults, and guests. Smoking, use or possession of tobacco products, including smokeless tobacco and or paraphernalia (i.e. lighters, rolling papers etc.) on school property and at school sponsored activities, regardless of location, is prohibited.

Violation of the smoking/tobacco policy will result in the following consequences:

First Violation:

1. \$50 fine issued by the Board of Health
2. 1 day of in-school-suspension
3. Participation in a smoking cessation program will be recommended.
4. Parental notification

Second Violation:

1. \$50 fine issued by the Board of Health
2. 2 days of in-school-suspension
3. Mandatory participation in The TEG (Tobacco Education Group).
4. Participation in a smoking cessation program will be recommended.
5. Parental Notification

Third Violation:

1. \$50 fine issued by the Board of Health
2. 3 days of out-of-school-suspension
3. Participation in a smoking cessation program will be recommended.
4. Parental Notification

Violation of the policy through the use of smokeless tobacco or possession of tobacco products will result in the above mentioned consequences absent the monetary fine.

Violation of the policy through the use and/or possession of smoking related paraphernalia will result in one day of in-school-suspension. Smoking related paraphernalia include, but are not limited to cigarette lighters, matches, cigarette holders, tobacco pipes, packages, cigarette papers, and electronic smoking devices of any kind.

USE OF BREATHALYZERS AT SCHOOL/SCHOOL SPONSORED EVENTS

Breathalyzers to detect the use of alcohol by individual students may be used at school or at school sponsored events on or off school property. Breathalyzers may be administered at random or to all students attending the event. A student will be subject to a breathalyzer test in the event that a member of school personnel believes that a student is under the influence of alcohol at school or at school sponsored events whether on or off school property. Breathalyzers will be administered by school administrators. The results of a breathalyzer test which is administered by a school administrator are for school use only.

SPECIAL EDUCATION STUDENT DISCIPLINE

All students are expected to meet the requirements for behavior as set forth in this handbook and to abide by the Wilmington High School's code of conduct. The disciplining of students with disabilities is governed by Federal and State Special Education laws and regulations. Specifically, these laws include the Individuals with Disabilities Act, 20 U.S.C. 1401 et seq., its implementing regulations 34C.F.R. 300 et seq. and Massachusetts General Laws, Chapter 71B and its implementing regulations.

Procedures for suspension of students with disabilities

1. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement.
2. Prior to a suspension that constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP—"a manifestation determination."
3. If district personnel, the parent, and other relevant members of the Team determine that the behavior is NOT a manifestation of the disability, then the district may suspend or expel the student consistent with policies applied to any student without disabilities, except that the district must still offer:
 - a. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress toward IEP goals; and
 - b. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.
4. Regardless of the manifestation determination, the district may place the student in an *interim alternative educational setting* (as determined by the Team) for up to 45 school days a. on its own authority if the behavior involves weapons or illegal drugs or another controlled substance or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or b. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure him/herself or others. In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior.
5. If district personnel, the parent, and other relevant members of the Team determine that the behavior IS a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews it and modifies it, as necessary, to address the behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with part 4, the student returns to the original placement unless the parents and district agree otherwise.
6. Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. If the parent chooses to appeal or the school district requests a hearing because it believes that maintaining the student's current placement is substantially likely to result in injury to the student or others, the student remains in the disciplinary placement,

if any, until the decision of the hearing officer or the end of the time period for the disciplinary action, whichever comes first, unless the parent and the school district agree otherwise.

Information on Special Education Parents' Rights is available by visiting
www.doe.mass.edu/sped/parents.

STUDENT SERVICES

CAFETERIA

At lunchtime, students are expected to proceed to the cafeteria in a quiet and orderly manner. Multiple serving lines are provided for those who wish to purchase lunch. Each serving line has a computerized system that requires an ID number or ID card to purchase lunch.

Students are expected to leave their eating area clean and orderly. Students are expected to remain in the cafeteria until they have eaten, after which they may quietly enjoy the courtyard area adjacent to the cafeteria. The administration reserves the right to cancel the "out of doors" lunch time experience if it has a negative effect on school climate (e.g. smoking, excessive noise, increased class cutting).

Students are not allowed to go to their locker or enter the Main Building for any reason during lunch. No food or drink (except water) is allowed outside of the cafeteria at any time during the day.

Please refer to the "Student Discipline" section for additional expectations regarding cafeteria use.

Lunch Procedures

The lunch selections are many and varied. Each day there is a hot lunch that fills the meal pattern for a "Type A" meal as required by the Department of Education's Bureau of Nutrition. (For example: baked chicken, whipped potato, fruit, WG bread and low fat milk, of which every meal must include a student taking a fruit/ or vegetable.) There is also a choice of at least five (5) sandwiches with soup, whole grain bagels, salad bar, whole grain pizza and milk at the same price as hot lunch. The a la carte program provides a variety of foods such as side Caesar salads, yogurt, oven fries, fresh fruit, low fat milk, low-fat ice cream, whole grain reduced fat cookies or snacks, sides of baby carrots, bottled water and 100% juice. Current lunch menus and prices may be found on the WPS Food Services website at <http://wpsk12.com/about/district/food-services/>.

Students are issued an ID card and/or number, to purchase lunch, milk and dessert. Prepayment is available online at www.myschoolbucks.com and directions for using this system is available on the WPS Food Services website mentioned above. When an online account is established, student purchases can be viewed and emails will be received for low balances. There is **NO FEE** for viewing the account online.

If you do not have access to online services, please contact the Food Services office at 978-694-6064 and they will make arrangements to get an invoice to you. The Food Service Department accepts payment in the form of cash or checks. Checks should be written out to WPS Food Services and either mailed to the student's school or sent in with the student.

Balances are always carried forward from school year to school year. Student accounts follow them when they are moving up to another school. WPS Food Services cannot refund money however, when necessary, money can be transferred from one student's account to another student's account.

Parents may choose not to allow their children to purchase dessert with their cards. A letter must be sent to the school to request this process.

WPS Food Services will never deny a child a lunch, however, if the account has a negative balance of \$2.00 or more, the student may be offered an alternative lunch, (sandwich and milk) until his/her account is paid. If a lunch account has a negative balance no a la carte purchases are allowed (i.e. dessert and bottled water).

Students may, of course, bring their own lunch.

Free and Reduced Lunch

The Federal Government's Free and Reduced Lunch applications are distributed to all families at the beginning of each academic year. Should a student's need change and he/she and the family require financial assistance; the student may submit an application at any time. Contact the School Food Service Administrator Mary Palen at 978-694-6064 or Mary.Palen@wpsk12.com for an application or download the application at <http://wpsk12.com/about/district/food-services/>.

CHECKS RETURNED FOR INSUFFICIENT FUNDS

Occasionally checks that are submitted to the School Department from families to pay for field trips, CARES tuition, and the like, when included as part of a deposit are returned to the Treasurer's Office at Town Hall due to insufficient funds.

If a maker of a check has three (3) occurrences of checks being returned for insufficient funds, all subsequent payments must be made in cash, bank or cashier's check (personal checks will not be accepted).

GUIDANCE AND COUNSELING SERVICES

The aim of the Wilmington High School Guidance Team is to help students formulate educational and personal decisions relative to the present and future. These decisions involve such factors as educational or vocational plans or problems of a personal or social nature.

The Guidance Counselor is the student's advocate. The guidance counselors will attempt to help each student understand their interest(s) and social development while also helping the students to develop the skills to work to their highest potential. Counselors assist students in resolving difficulties that hinder successful school performance. The counselor, together with parents, teachers, and administrators, will also ensure that students are properly placed in their classes to enhance academic success. In an attempt to be as objective as possible, students are assigned to counselors on an alphabetical basis. Students remain assigned to the same counselor for four years for the benefit of consistency for college/work preparation and to promote positive family relationships. Parents may make appointments to see their children's counselor by calling the Guidance Office at (978) 694-6068.

Wilmington High School has adopted Naviance, an online platform to manage college and career planning. This web-based program is accessible by password to students and parents wherever internet access is available. The website offers college research resources, career exploration tools, college application management, and scholarship information. Students are assigned access codes during Freshman Seminars. Please contact the Guidance Department with any questions.

Scholarship Information:

Scholarship information is published on Naviance as well as in a binder in the Guidance Office. In addition to local student scholarship opportunities, there are many other scholarship opportunities available. Students and parents are encouraged to check Naviance or the Guidance scholarship binder throughout the year about available scholarship opportunities, application requirements, and deadlines. All students, regardless of their financial situation, are encouraged to investigate scholarship opportunities.

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records, in keeping with state and federal requirements, and shall obtain a copy of the state student records regulations (603 CMR 23.00). The temporary record of each student enrolled on or after June 2003 will be destroyed no later than seven years after the student transfers, graduates, or withdraws from the School District. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

Non-Custodial Parent's Rights (General Laws Chapter 71, Section 34H)

As required by G.L. Ch. 71, Sec. 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. The School District will follow the law and the attachments recommended by the Massachusetts Department of Education to standardize the process by which public schools provide student records to parents who do not have physical custody of their children ("non-custodial parents"). The implementation of this policy will hopefully encourage parents to be involved in and informed about the education of their children, while protecting the rights and safety of all parties.

LIBRARY-MEDIA CENTER

Mission Statement:

The mission of the Wilmington High School Library is to support student achievement within the WHS curriculum, especially students' ability to retrieve, evaluate, interpret, use, and convey information effectively, in an environment that encourages independent, lifelong learning.

The mission is accomplished by:

- Working collaboratively with teachers to develop effective, inquiry based lesson plans that support the curriculum and meet the interests, needs and abilities of our student body;
- Providing intellectual and physical access to material in all formats;
- Providing instruction on identification, location and appropriate use of our digital materials;
- Stimulating an interest in reading and using information and ideas; and
- Developing and maintaining an up-to-date collection that supports WHSs curricular needs.

Library Facility and Procedures:

- The WHS Library is located on the first floor and is open before school until 2:05 p.m., Monday through Friday.
- There is no food permitted in the library. Students may have bottled water.
- To be admitted to the library, students must have a pass from one of their subject area teachers.
- Students are advised to sign up for Interdisciplinary Block passes before school at 7:15am or the day before as availability of passes may be limited due to students using the library during their lunch period.

- Students are expected to be in either their Interdisciplinary Block or the library. If students go to their normally scheduled Interdisciplinary Block, they may not leave half way through the period to go to the library, except for an academic emergency and only with a pass from their Interdisciplinary Block teacher.
- All students must sign in at the circulation desk during the school day and during Interdisciplinary Block.
- During peak periods, if the library is full, it may be necessary to turn students away.

Borrowing:

- A valid student ID is required to check out materials.
- Most materials may be checked out of the library.
- If we do not have what you need, we can check with Wilmington Memorial Library or the Middlesex Valley Library Consortium.
- Fines are not charged for overdue materials. However, students are expected to return materials in a timely fashion. Borrowing privileges may be revoked for excessively overdue materials.
- Specific charges are assessed for lost or damaged materials.

The following tips are provided to guide students in taking full advantage of the Library/Media Center:

- Bookmark the library page at: <http://wpsk12.com/library/>
- The Library Media Center has Wireless internet access.
- Students have access to powerful research databases in all core subject areas. Go to the WHS library page and look under Research Databases.
- Students may sign out a Chromebook.

Students are encouraged to come to the library or make an appointment with the Library Media Specialist for help with:

- Research projects
- Finding and evaluating sources
- Bibliography and citation

HEALTH SERVICES

Essential School Health Services are available in all of our schools. In the event of a serious illness or injury, a parent or guardian will be notified immediately. In the absence of the school nurse, every effort is made to obtain a substitute nurse. On the rare occasion one is not available, the nursing staff will share the responsibility for meeting the medical needs of all students.

Emergency Information

An electronic “Student Emergency Information Form” will be completed by a parent/guardian at the beginning of each school year. For those without computer access, a paper form will be made available. Information requested consists of, but is not limited to, the following:

1. Home telephone number
2. Name and telephone number of physician and dentist
3. Names and telephone numbers of two other persons to contact in case the parent(s)/guardian(s) cannot be reached
4. Parent(s)/Guardian(s) work telephone numbers
5. Authorization to provide medical attention at nearest medical facility if parent(s)/guardian(s) cannot be reached
6. Any current medical conditions, allergies, and medications

This information is extremely important and must be kept up to date. **Please remember to update the electronic Student Emergency Information Form or contact the school nurse for any change in information during the school year.**

An “Emergency Transportation Information Card” is available for sharing your child’s medical information with the bus drivers. Please complete a card annually and send directly to the Transportation Coordinator.

Optional Insurance Coverage

Optional insurance can be purchased by parents to cover their children while in school or over a 24 hour period. Insurance information will be distributed to students during the first week of school.

Accidents/Illness

In case of accident, illness or other emergency, the school will try to immediately locate the parent or person responsible for the child. There may be times when a parent or guardian must dismiss the child at school or provide taxi fare for his/her return home. In the event of an emergency requiring immediate attention, if neither a parent/guardian nor emergency contact can be reached, emergency procedures will be instituted by the school nurse/staff.

Exclusion/Absence from School

To comply with Massachusetts General Laws, Chapter 71, Section 56, if a child is found to be suffering from disease, injury, or illness requiring treatment or further evaluation, the parent/guardian or emergency contact will be notified by the school nurse, principal or designee to request the dismissal of his/her child to seek proper care.

Children may not attend school if they appear to be ill. Any child who presents with a sore throat, severe cold, rash, conjunctivitis, flu, fever, etc. should be kept home. The close proximity of seating in classrooms accelerates the spread of communicable illnesses. **Should your child be ill and remain home, you are asked to notify the school office by phone. Please state the reason for your child’s absence for the purposes of tracking illnesses.**

Listed below are some helpful guidelines when your child becomes ill during school or is absent due to illness:

- a) Students should not return to school after an illness accompanied by fever until their temperature has been normal for 24 hours, without the use of fever-reducing medication.
- b) Students who are taking antibiotics due to illness may return to school after 24 hours of antibiotic treatment if they are well enough to participate in school activities.
- c) Parents are reminded to use discretion when sending their child to school with colds, headaches, or stomach disorders. The child may be exposing others and may not benefit educationally himself/herself.
- d) If a student requires medication after returning to school from an illness, please be reminded to follow the medication policy of the Wilmington Public Schools.

Doctor's Notes

For health and safety reasons, communication between the home and school nurse's office is very important. Parents/guardians are responsible for reporting all student injuries and important medical information (fractures, sprains, surgeries, serious illnesses, etc.) to the school nurse as soon as possible. A Doctor's note, indicating physical restrictions or limitations, is **required** for all students returning to school with any activity restricting device, such as crutches, casts, slings, braces, etc.

ADMINISTERING PRESCRIPTION AND NON-PRESCRIPTION MEDICATION TO STUDENTS

Wilmington nursing staff will administer all medication required during the school day (1) under specific written request of the parent/guardian and (2) under the written directive of a prescribing physician. All medication orders are renewable at the beginning of each academic year. Medication to be dispensed should be brought to the nurse's office by a parent/guardian or responsible adult, is limited to a thirty-day supply and must be in the original prescription bottle or manufacturer packaging. All medications are stored in a securely locked cabinet used exclusively for medication in the nurse's office. Children are not permitted to have medication in the classroom or on their person, unless permission has been granted for self-administration by a parent/guardian, physician and ***provided the school nurse determines it is safe and appropriate.***

Per the MA Department of Public Health, self-administered of medication is limited to the following and requires a written individualized self-administration health care plan:

1. Students with asthma or other respiratory conditions may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and prescription insulin.
4. Students with life-threatening allergies may self-carry/self-administer prescription Epinephrine.

For short-term prescription medications, i.e., those requiring administration for ten school days or fewer, the pharmacy-labeled container may be used in lieu of a licensed prescriber's order. The written request of a parent/guardian is required.

Investigational new drugs may be administered in the school with (1) a written order by a licensed prescriber, (2) written consent of the parent or guardian, and (3) a pharmacy-labeled container for dispensing or manufacturer packaging. If there is a question, the school nurse may seek consultation and/or approval from the school physician to administer the medication in a school setting.

In accordance with standard nursing practice, the school nurse may refuse to administer or allow to be administered any prescription medication which, based on her/his individual assessment and professional judgment, has the potential to be harmful, dangerous or inappropriate. In these cases, the parent/guardian and licensed prescriber shall be notified immediately by the school nurse.

Parents or guardians may retrieve prescription and non-prescription medications from the school at any time. Where possible, all unused, discontinued or outdated prescription medications shall be returned to the parent or guardian and the return appropriately documented. In extenuating circumstances, with parental consent when possible, such prescription medications may be destroyed by the school nurse in accordance with any applicable policies of the Massachusetts Department of Public Health, Division of Food and Drugs.

The school district shall, through the district Director of Nursing Services, register for medication delegation with the MA Dept. of Public Health and train school personnel in the use of Epinephrine and medication administration on field trips. In-school medication delegation by unlicensed school personnel is not permitted.

LEGAL REF.: M.G.L. 71:54B

Dept. of Public Health Regulations: 105 CMR 210.00

Medical elevator use

Students who have a Doctor's note requesting elevator use and who are approved by the nursing staff, will be allowed to use the elevator. At the high school, a key will be given by the Main Office for a \$5.00 deposit. The deposit will be returned when the key is returned to the Main Office.

Population-based Health Screenings

Populations-based health screenings are mandated by Massachusetts Department of Public Health (MDPH) and/or the Massachusetts Department of Elementary and Secondary Education for vision, hearing, heights & weights, posture, physicals and substance use. These screenings are performed annually by the school nurse or trained designee for the following grades:

- Vision: All students in grades K through 5, 7 and 10.
- Hearing: All students in grades K through 5, 7 and 10.
- Heights, Weights & Body Mass Index's (BMI's): All students in grades 1, 4, 7 and 10.
- Posture: All students in grades 5 through 9.
- Physicals: All students upon school entry and in grades K, 4, 7, and 10. It is preferred that your child's primary care provider perform physical examinations. New transfer students must provide a physical exam within one year prior to entrance to school or within 30 days after school entry, then at the above intervals.
- Screening, Brief Intervention and Referral for Treatment (SBIRT): All students in grades 7 & 10. Confidential verbal screening for substances using a validated screening tool.

Parents/guardians may 'opt out' of population-based health screenings by providing a written note to the school nurse in advance of the screening.

When a child does not pass vision, hearing or postural screening, a repeat screening is performed. If a child does not pass for the second time, a letter is sent home indicating the findings. A parent/guardian should then initiate an appointment with a doctor and return the findings to the school nurse. All screening results, except for SBIRT, are documented on each student's health record.

Immunizations on all students must be complete for school entry and updated as required by the Massachusetts Department of Public Health. Massachusetts law allows two types of exemption: 1) religious exemption from physical examinations or screenings, upon written request of a parent/guardian and/or 2) medical exemption, upon written request of your child's physician. Students with exemptions may be subject to exclusion during disease outbreaks.

Communicable Disease Control

Contagious diseases are required by law to be reported to the local Board of Health. Kindly report this information to the school nurse in a timely manner. The following rules and regulations, which have been established by the local Department of Public Health, concern the more common communicable diseases. Please contact your child's School Nurse or the Director of Nursing Services for additional information.

Disease	Minimum Isolation period of patient	Minimum period of quarantine of contacts
Chicken Pox	Until lesions have dried and crusted, or until no new lesions appear, usually by the fifth day	Susceptible students and staff, who are not appropriately immunized or are without laboratory evidence of immunity or a reliable history of chicken pox, shall be excluded from school from the tenth through the 21 st days after their last exposure.
German Measles	No restrictions	No restrictions
Measles	Four days from appearance of rash	No restrictions
Mumps	One week from onset of disease or until all swelling has subsided, whichever is sooner.	No restrictions
Whooping Cough	Three weeks from the beginning of spasmodic cough	No restrictions
Scarlet Fever or Streptococcal Sore Throat	Twenty four hours with Antibiotic therapy as long as therapy is continued for 10 days. One week of no Antibiotic therapy.	No restrictions

Common Health Problems

Poison Ivy, Poison Oak, etc.	No restrictions. Not contagious, but must be under treatment. If rash is weepy, must be covered.
Pediculosis (head lice)	Transmitted by direct contact. Does not carry disease and is not considered a public health issue. School exclusion and attendance is at the discretion of the school nurse.
Pin Worm	Contagious. Transmitted by hand and airborne dispersal. Treatment required by physician.
Scabies	Contagious. Transmitted by direct contact.

Excluded from school until free from infestation.

Rights of Students with AIDS or HIV Infection

If a student has AIDS or is infected with HIV, the virus that causes AIDS, that student has certain rights under the law. Also, the Massachusetts Department of Education and Massachusetts Department of Public Health have a written policy that informs schools how they should act in order to protect those rights. The following is a summary of that policy:

1. Every school age child has the right to a public education.
2. A student with AIDS or HIV infection has the right to keep their medical condition private.
3. If a parent tells someone at school that a student has AIDS or HIV infection, they should not tell other people without that parent's permission.
4. A parent may give people at school permission to tell certain other people that a student has AIDS or HIV infection by saying so in writing.

The Massachusetts General Laws, Chapter III, Section 70F, prohibit health care providers, physicians, and health care facilities (including school-based clinics) from disclosing HIV test results, or even the fact that a test has been performed, without a specific, informed, written consent of the person who has been tested.

Please note: HIV/AIDS information is not considered part of the student health record.

Life-Threatening Food and Other Allergy Policy Statement

It is the policy of the Wilmington School Committee to set age-appropriate guidelines for students and schools within the Wilmington system that minimize the risk for children with life-threatening allergies (LTA) to be exposed to offending allergens that may trigger a life-threatening reaction. Such guidelines shall include: building-based general medical emergency plans, life-threatening allergy emergency plans, individual healthcare plans for all students diagnosed with LTA, appropriate training of staff, availability of medical equipment on site for quick response to life-threatening allergic reactions, and such other guidelines that will ensure that students with LTA can participate fully in school activities without undue fear of harm from exposure to life-threatening allergens.

It is the School Committee's expectation that specific building-based guidelines/actions will take into account the health needs and well-being of all children without discrimination or isolation of any child. It is the School Committee's belief that education and open and informative communication are vital for the creation of an environment with reduced risks for all students and their families. In order to assist children with LTA to assume more individual responsibility for maintaining their safety as they grow, it is the policy of the School Committee that the guidelines shift as children advance through the primary grades and through secondary school.

HEALTH RECORDS

In accordance with the MA Department of Elementary and Secondary Education, 603 CMR 23.06 policy on Temporary Records: the temporary record shall consist of all the information in the student record which is not contained in the transcript. Such information shall include health records, standardized test results, class rank, extracurricular activities and evaluations by teachers, counselors and other school staff. Upon transferring, the temporary record must be transferred to the student's new school in accordance with paragraph 23.07 of the above regulation. The school district is authorized to send student health records directly to public schools without the consent of the student or parent. The school district must obtain consent to send information to private schools. School Health Records should be placed in a sealed envelope, marked "confidential medical information – attention school nurse" and placed with the entire student record for mailing to the new school.

SBIRT: Screening, Brief Intervention, and Referral to Treatment

It is the policy of the Wilmington Public Schools to distribute all temporary health records to graduating seniors. Any Massachusetts School Health Records retained by the Wilmington Public Schools must be destroyed no later than 7 years after the student transfers, withdraws or graduates.

Please note: The above Wilmington School Health policy information does not include all possible illnesses or health concerns. Should you need further information, please consult with your child's school nurse.

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

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

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

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

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

Grades to be screened: Per the Department of Elementary and Secondary Education and in consultation with the MA Department of Public Health, one middle school grade and one high school grade will be screened

Consent: Parents/Guardians will be notified of SBIRT screenings in advance and given the opportunity to opt their child out of the screening through passive consent. Students are allowed to self-opt out at any time before or during the screening.

Confidentiality: Any statement, response or disclosure made by a pupil during a verbal substance use disorder screening shall be considered confidential information and shall not be disclosed by a person receiving the statement, response or disclosure to any other person without the prior written consent of the pupil, except in cases of immediate medical emergency or a disclosure is otherwise required by state law. Such consent shall be documented on a form approved by the department of public health and shall not be subject to discovery or subpoena in any civil, criminal, legislative or administrative proceeding. No record of any statement, response or disclosure shall be made in any form, written, electronic or otherwise, that includes information identifying the pupil.

The Director of Nursing Services will be designated as the SBIRT Coordinator for the district.

REF: Bill H.4056 An Act Relative to Substance Use, Treatment, Education and Prevention
<http://www.masbirt.org/>

TRANSPORTATION

BICYCLES

If a student rides a bicycle to school, the bike should be parked and locked securely by the front entrance or side doors. Wilmington High School does not take responsibility for bicycles that are lost or damaged while on school property.

STUDENT DROP OFF AND PICK UP

Students may be dropped off and picked up at designated areas only unless prior approval has been arranged with the high school administration.

SCHOOL BUS

The School Committee and its staff share with students and parents the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

Students who leave The Wilmington High School campus for any reason other than a school sponsored event or excused dismissal may forfeit their ability to use the school bus on that day.

Parents and students will be informed of these regulations at the beginning of each school year, and parents will be asked to return signed forms indicating that the regulations have been received and read. The regulations are as follows:

Loading and Unloading at Bus Stop

1. Riders must be on time. Bus drivers will not wait.
2. Riders will enter or leave the bus at regular stops only.
3. Orderly behavior and respect for private property will be required.
4. Instructions and directions of the driver must be followed by the riders when entering or leaving the bus.

Required Conduct aboard the Bus

Riders must remain in seats or in place and respectful of others when the bus is in motion. The following behaviors are prohibited:

1. Whistling and shouting
2. Profanity and obscene language
3. Smoking
4. Pushing or wrestling
5. Annoying other passengers or disturbing their possessions
6. Talking to the driver
7. Throwing objects within the bus or out of windows
8. Climbing over seats
9. Opening or closing windows
10. Leaning out of windows
11. Littering the bus

Parents will be held responsible for any defacing or damaging of the bus.

Procedures for Misconduct aboard Bus

1. In case of any misconduct on a bus, the incident will be reported on the proper form to the school Assistant Principal. The Assistant Principal will report the incident in writing to the parent concerned, with a copy to the Principal and Superintendent.
2. In case of a repetition by the same student, the Principal will suspend the student's transportation privileges with written notice to the parent to report at once with the child to the Superintendent's office.
3. After a second offense and a conference with the Superintendent, if a third such incident occurs, bus privileges will be denied the student and the responsibility for transportation will then rest with the parent.

Use of Videos from School Buses

Cameras may be used to monitor students' behavior on buses in order to promote the safe transportation of students. Videotapes of students riding on buses may be used to foster security, promote students' safety and monitor student misconduct.

The superintendent or her designee shall review any videotape if any misconduct is alleged.

Parents and students are not permitted to review the videotapes.

STUDENT PARKING

Driving to school by students is considered by the Wilmington High School administration and faculty to be a privilege. Students who drive to school must register their vehicle with the School Resource Officer within the first two weeks of the year by filling out the appropriate form(s). If spaces become limited, Wilmington High School parking permits will be issued through a lottery system. The Principal's office will announce if and when a lottery for parking passes will take place as the need arises.

Upon approval for a permit, the student will be issued a Wilmington High School parking sticker. **The sticker must be located in the bottom of the rear window on the driver's side.**

Parking is in the Student Parking Lot only. Students may not park at any Church lot, the Wilmington Public Library, or in the lot designated for staff parking. Illegally parked cars may be towed at the owner's expense.

Any vehicle found without a permit in the student parking lot will be ticketed and may be towed at the owner's expense. The safety and security of the students and school grounds is paramount and an overcrowded and congested parking lot hinders this objective.

Students are reminded to comply with state law regarding the wearing of seatbelts while driving.

STUDENT ACTIVITIES / ATHLETICS

All school rules and regulations are in full effect at all school-sponsored and school-related events.

Student activities introduce you to new friends, new ideas and new directions. College admissions officers and prospective employers study activity profiles of candidates for admission and employment. It is recommended that you increase your depth of involvement in a few activities rather than spreading yourself too thin across too many activities. An involved person has usually acquired experience in leading, competing, sharing, caring, listening, and team play. Participate! Learning how to involve yourself and share responsibility for achieving goals with peers is an important part of your education.

ELIGIBILITY FOR ALL EXTRACURRICULAR ACTIVITIES

Extra-curricular activities include athletic teams at the varsity, junior varsity and freshman levels as well as all activities planned by various clubs, organizations, and classes sponsored by Wilmington Public Schools. Any student who is participating in an extra-curricular activity must adhere to the following criteria:

1. All 9th, 10th, and 11th grade students **MUST** be enrolled in four full-year academic core courses (Math, Social Studies, English, Science), a one semester Health Dynamics course, and any combination of full-year and half-year courses which result in a total of 35 credits over the school year. All 12th grade students must have an approved program which includes a total of at least 32.5 credits over the school year.
2. The student may not have more than two grades below 60.
3. The student **MUST** maintain a D (63) or better term average.

Students will be notified mid quarter if they are in jeopardy of becoming ineligible. Opportunities for academic support will be offered.

Academic eligibility will be determined by the Principal based on a student's **quarter grades**. Fall eligibility will be determined by the **final grades** of the previous academic year.

Additional Requirements for Interscholastic Athletics:

- A student who becomes nineteen (19) years of age before September 1st is not eligible to participate in organized interscholastic athletics.
- Incomplete grades may not be counted toward eligibility until they are made up following school policy.
- A student cannot count for eligibility any subject taken during the summer, unless that subject was pursued and failed during the immediately preceding academic year.
- A student who is absent or tardy to school is not permitted to practice or to participate in after school activities on the day of the absence or tardy. In order to be eligible to participate in any athletic event, a student, who has an *excused tardy*, must sign into school before 10:30 AM
- Any dismissals must be approved by the Principal or his/her designee to be eligible to participate and must not come prior to 10:30 AM. If you have any questions regarding athletics, please contact the Athletic Director or the High School Principal.

ATHLETICS

Wilmington High School offers interscholastic sports in the following areas:

BOYS: Basketball, Football, Baseball, Ice Hockey, Lacrosse, Cross Country, Winter Track, Spring Track, Soccer, Tennis, Golf, Wrestling

GIRLS: Basketball, Softball, Field Hockey, Tennis, Ice Hockey, Lacrosse, Volleyball, Winter Track, Spring Track, Golf, Soccer, Cross Country, Football Cheerleading, Basketball Cheerleading

Code of Ethics for Wilmington High School Athletes

The student athletes involved in our programs are expected to demonstrate their seriousness and commitment to the programs in the following manner:

1. Demonstrate good sportsmanship and mature conduct.
2. Strive to exemplify and show an appreciation for the following values:
 - a. Dedication
 - b. Self-discipline
 - c. Commitment
 - d. Sacrifice
 - e. Responsibility
3. Practice care and consideration for all others involved in sports.
4. Practice respect and consideration for opponents.
5. Show respect for yourself, the authority of school personnel, coaches, and game officials.
6. See profanity and obscene language for what they are: poor vocabularies and/or unhealthy minds.
7. Develop self-control, self-direction and sound judgment to deal with adversity.
8. Promote the game for the players. It is only a game, not the end of the world. Practice humility in victory and encouragement in defeat.

Violation of rules and regulations or code of ethics for student athletes could result in demotion, suspension, or expulsion from a team. Students or parents may appeal a coach's decision to the Athletic Director, within two days of the infraction.

Insurance Coverage

All Varsity, Junior Varsity, Intramural, and Freshman Wilmington High School athletes are insured (secondary) for injury incurred while participating in any practice or game.

Concussion Policy

Wilmington High School follows the prescribed State of Massachusetts Athletics Concussion Policy. The policy is designed to be a comprehensive program that has a focus of prevention, management and return to activity procedures for any student who incurs a brain injury. Please refer to the Student Handbook Appendix for the full Wilmington High School Concussion outline and policy.

Varsity Letter Award Criteria for Athletes:

Section A:

2. School Citizenship must be satisfactory.
3. Athletes must adhere to standards set by the Administration, Athletic Director, and Coaches.
4. Athletes must maintain a positive attitude throughout the season.
5. Athletes must satisfy stated school, practice, and tardiness policies and be punctual.

- Athletes must participate in 50% of the games played in a season.

Section B:

- A senior athlete who has been a member of a team for three years but has not received a varsity letter in accordance with the requirements listed in Section A.
- Any athlete who in the opinion of the coach has made a unique or major contribution to the team but does not qualify to receive a varsity letter in accordance with other stated requirements.

Letter Award Criteria for Managers

- A manager may receive a letter for serving one season in that capacity. (All duties must be performed to the satisfaction of the coach).
- A letter may be awarded for faithful participation and worthwhile contribution as determined by the coach.

Varsity Club

All members of varsity teams who have participated in at least one previous season of the sport and their coaches are automatically members of the Varsity Club.

Boosters

The community of Wilmington is proud to have concerned parents and citizens who honor their athletes. The Wilmington Boosters Club recognizes the achievement of high school athletes by presenting a number of awards. The Club honors those athletes who have achieved academic excellence with scholarship awards at graduation. Any students with parents interested in helping this non-school club should see the Athletic Director.

CLUBS AND EXTRACURRICULAR ACTIVITIES

The following are among the many clubs and extracurricular activities that Wilmington High School has to offer. Further information about each club may be found at <http://wpsk12.com/whs/student-life/clubs-and-organizations/>.

Band	"Wildcat News"	Club W.H.S. (Wilmington's Helping Services)
Drama Club	Academic Decathlon	Expressions Literary Magazine
P.E.A.C.E.	S.A.D.D.	Science Club
Yearbook	Medical Careers Club	Gay Straight Alliance
National Honor Society	Student Council	Environmental Club
Local Heroes Club	Peer Mentoring	Math League
Mock Trial	Buddies Club	Model United Nations
World Language Club	Soundscape	Engineering Club
DECA	Student Advisory to the School Committee	
Art Club	Photography Club	
Rotary Interact	Bread and Roses	

CONTRACT FOR STUDENTS ATTENDING SCHOOL SPONSORED EVENTS

The following states the rules and expectations that must be followed at all school sponsored events. These events may include but are not limited to the following: any sporting event, field trip, performance, extracurricular activity, dances/semi-formals/proms/banquets. By signing your name indicating that you have read and have understood the guidelines provided in the Student Handbook, it is expected that you will abide by the following rules, and it is understood that if you break a rule, you may be subject to the consequences listed below. Students who fail to sign off on the Student Handbook are still subject to the same expectations.

Upon admission to school dances, proms, and other school sponsored events on or off school grounds every student shall be subject to the following:

- ✓ The rules and guidelines related to attendance and eligibility
- ✓ Search of student pocketbooks, book bags, athletic bags, or backpacks
- ✓ Confiscation of water bottles or other beverage containers
- ✓ Removal of coats or jackets to be stored in a locked room

In addition:

- ✓ Students are expected to wear the appropriate attire for all occasions. The student dress code highlighted in the Student Handbook should be your guide. Dress codes specific to certain events will be announced.
- ✓ Students will be asked to present a current school picture identification card or Aspen account ID.
- ✓ Inappropriate language, gestures, and/or behaviors are unacceptable
- ✓ For ticketed events, students must remain within the physical boundaries of the activity, once a student leaves the activity, he/she may not return.

If a student does not comply with any of the above guidelines, a parent will be notified and the student will be asked to leave the event.

If a student is found to be under the influence or who is in possession of a controlled substance, the student will be subject to consequences as outlined in the policy for Chemical Health Regulations described on p. 64.

*** Dances are for Wilmington High School students. In some circumstances, special requests may be granted through the assistant principal for non-students to attend dances. Permission must be obtained in writing prior to the dance by following the Dance-Guest Contract found in the main office and on the high school website.

FUNDRAISING

In general, the School Committee disapproves of fundraising in the community by students for school activities. Especially discouraged is the sale of goods produced by companies for profit, such as magazines, candy, and similar items.

Exceptions to this policy will be:

1. Sale of tickets to scheduled athletic events and school dramatic and musical performances.
2. Sale of advertising space in school publications.
3. A fund-raising activity approved by the Superintendent.
4. Proposals to raise funds for charitable purposes or for benefit of the school or community (for example: American Field Service activities, United Nations, or scholarship funds) provided such proposals have been individually approved by the building Principal and Superintendent.

No money collections of any kind may be held in the schools without the specific consent of the Superintendent.

No students will be involved in door to door sales for fundraisers.

Student participation in fundraising activities will be voluntary and there will be no minimum required.

Appendix A: School Expectations Truancy and Attendance Information

Wilmington High School Student Expectations

Academic Expectations

Effective Communicators, who receive, interpret, and convey knowledge and ideas clearly and purposefully in a variety of modes.

4	<ul style="list-style-type: none"> - Students are always successfully able to receive information and interpret and comprehend said information. - Students are able to express information in a clear, concise, purposeful manner in a variety of oral/written assignments. - Vocabulary is appropriate and varied; grammar, spelling and sentence structure is perfect with no errors.
3	<ul style="list-style-type: none"> - Students are usually able to successfully receive information and interpret and comprehend said information. - Students are usually able to express themselves in a clear, concise, purposeful manner in a variety of oral/written assignments. - Vocabulary is usually appropriate and somewhat varied.
2	<ul style="list-style-type: none"> - Students are sometimes able to successfully receive information and interpret and comprehend said information. - Students are sometimes able to express themselves in a clear, concise, purposeful manner in oral/written assignments. - Vocabulary is sometimes appropriate and varied.
1	<ul style="list-style-type: none"> - Students are unable to successfully receive information and interpret it. - Students are unable to express themselves in a clear, concise, purposeful manner, either orally or in written assignments. - Vocabulary is inappropriate and never varied. Grammar, spelling, sentence structure is riddled with errors and prevents successful comprehension of ideas.

Innovative Problem Solvers, who use inductive and deductive reasoning to address current and emerging issues, organize and analyze information, and pursue promising solutions with flexibility.

4	<ul style="list-style-type: none"> - Identifies the problem and has multiple and/or creative solutions. - Organizes and analyzes information; explanation or process is clear and detailed. - Able to apply concepts/understanding and can recognize a number of solutions and is able to choose the most appropriate.
3	<ul style="list-style-type: none"> - Identifies the problem and comes to a solution. - Organizes and analyzes information; explanation or process is followed through to completion with some details. - Can synthesize data but may not be able to apply understanding to new problems.
2	<ul style="list-style-type: none"> - Identifies the problem, attempts to solve, cannot bring to resolution. - Can synthesize data. - Uses organization but lacks sufficient detail in explanation or process.
1	<ul style="list-style-type: none"> - Cannot identify the problem. - Is unable to correlate data. - Unorganized and lack of details.

Self-Directed Learners, who understand themselves, make informed choices concerning their cognitive, physical, and emotional well-being; and monitor and accept responsibility for their continuous learning.

4	<ul style="list-style-type: none"> - Consistently demonstrates quality work, going above and beyond expectations. - Takes advantage of their strengths and works to improve weaknesses. - Moves easily forward to next goal. - Demonstrates consistent goal setting and follow through. - Demonstrates motivation with little or no guidance.
3	<ul style="list-style-type: none"> - Demonstrates some goal setting and follow through. - Takes advantage of their strengths. - Demonstrates motivation and independence with initial guidance. - Able to move forward to next goal.
2	<ul style="list-style-type: none"> - Inconsistent goal setting and follow through. - No attention to weakness; passively uses their strengths. - Demonstrates inconsistent motivation. - Has difficulty moving forward to next goal.
1	<ul style="list-style-type: none"> - Struggles to set goals; if at all. - Doesn't work to strengths; doesn't find ways to compensate for weaknesses. - Does not demonstrate motivation. - Falls behind; cannot move forward. - Shows no understanding.

Social Expectations

Skilled Leaders, who use interpersonal and leadership skills to work effectively with peers and groups to accomplish common goals.

4	- Student is always a respectful, motivational role model who appropriately takes risks and is able to effectively communicate through a variety of action a common group vision and inspires others to do the same.
3	- Student is often a respectful, motivational role model who appropriately takes risks and is often able to effectively communicate through some/a few of action a common group vision and inspires others to do the same.
2	- Student is occasionally a role model who may take some risks and is sometimes able to communicate a group vision.
1	- Student avoids taking a leadership role or responsibility to achieve a common goal.

Cultured individuals, who understand, appreciate and respond to the aesthetics of the arts, literature, and the natural world.

4	- Student has excelled or taken a leadership role in the aesthetics of the arts, literature and natural world in their lives and the community.
3	- Student has assimilated the aesthetics of the arts, literature and natural world through their own initiative into their lives.
2	- Student has been exposed to the aesthetics of the arts, literature and the natural world within the confines of the classroom.
1	- Student has not met standards.

Civic Expectation

Community Contributors, who contribute actively to the good of their local and global environments.

4	<ul style="list-style-type: none"> - Helping to enrich school and community at large. - Participates in 3 or more extracurricular activities. - Always tolerant and willing to help others. 	<ul style="list-style-type: none"> - Exemplary representation of WHS outside of school. - 80+ hours
3	<ul style="list-style-type: none"> - Participates in volunteer and community at large. - Participates in at least <u>two</u> extracurricular activities. - Mostly tolerant and willing to help others. 	<ul style="list-style-type: none"> - Acceptable representation of WHS outside of school. - 40 – 79 hours
2	<ul style="list-style-type: none"> - Participates in some school activities offered. - Aware of importance of getting involved in school community. - Involved in at least <u>one</u> extracurricular activity. 	<ul style="list-style-type: none"> - Infrequently acceptable representation of WHS outside of school. - 20 – 39 hours
1	<ul style="list-style-type: none"> - Awareness of importance and opportunities available, but chooses not to become involved. - Makes no effort to get involved. - Unacceptable representation of WHS outside of school. 	<ul style="list-style-type: none"> - Never tolerant and willing to help others. - Not connected to school environment. - Less than 20 hours

TRUANCY AND ATTENDANCE Information FOR PARENTS AND GUARDIANS

There is no doubt that one of the keys to academic achievement is good attendance. Consistent participation in school and school-based activities is important for making a successful transition from youth to adulthood. Student tardiness and truancy are challenges that confront many communities in Middlesex and across the state. Often, these behaviors are the first indicators that a student may be experiencing stress or other difficulties in his or her life.

The following is a summary of some of the Massachusetts General Laws pertaining to attendance:

School Attendance

Chapter 76, section 1 of the Massachusetts General Laws states that all children between the ages of six and sixteen must attend school. A school district may excuse up to seven day sessions or fourteen half day sessions in any period of six months. In addition to this law, each school may have its own attendance policy with which parents/guardians should be familiar.

Notification and Contact Information

Chapter 76, section 1A of the Massachusetts General Laws states that parents/guardians must be provided each year with the instructions for calling a designated phone number at a designated time to inform the school of the absence of a student and the reason for the absence. In addition, parents/guardians must provide the school with a home, work or other emergency telephone number so that they may be contacted during the school day so the school may call and inquire about said absence.

Who is a Supervisor of Attendance?

Chapter 76, section 19 of the Massachusetts General Laws states that each school committee must employ a supervisor of attendance. A supervisor of attendance has the power to apprehend and take to school any child who is truant and is required to investigate all cases where a child in the district fails to attend school.

What is a CRA?

A CRA (Children Requiring Assistance) petition may be filed in court by a supervisor of attendance if a child between the ages of six and sixteen persistently and willfully fails to attend school or persistently violates lawful and reasonable regulations of his or her school. The Court's authority pursuant to a CRA petition includes the power to place the child in the custody of the state agency known as the Department of Social Services.

What is a 51A?

A 51A is a report of suspected child abuse or neglect that is filed with the Department of Social Services. Under Chapter 119, section 51A of the Massachusetts General Laws, a report can be filed on behalf of a child under the age of eighteen for educational neglect if a child is not attending school on a regular basis.

Parental Responsibility

Parents or guardians are legally responsible for ensuring that a child under their control attends school daily. It is a crime for a responsible parent or guardian not to cause such a child to attend school. If a child fails to attend school for seven day sessions or fourteen half day sessions within any six month period, the supervisor of attendance may file a criminal complaint in court against the responsible parent/guardian.

Inducing Absences

It is a crime to induce or attempt to induce a minor to miss school, or unlawfully to employ or to harbor a minor who should be in school.

Appendix B: On Line Resources

Online Resources

A wealth of information related to Wilmington High School is also posted on our website at <http://wpsk12.com/whs/>. Information regarding how to contact school staff and how to access the various online information systems that are used may be found below.

Staff Directory

The Main Office may be reached at 978-694-6060 and the direct line to the Guidance office is (978)694-6068. Other staff extensions may be found using the directory on the WHS home page.

Aspen Student Information System

Aspen is the online student information system that is used for scheduling, student course information, grades, and student health. Students and parents each have their own login and password, the details of which are provided in a letter at the beginning of the school year. Aspen may be accessed through the WHS home page. Please contact the Guidance Office for additional questions related to Aspen access.

Naviance

Wilmington High School has adopted Naviance, an online platform to manage college and career planning. This web-based program is accessible by password to students and parents via the Guidance Department Website which can be accessed from the WHS home page as depicted below. Students are assigned access codes during Sophomore Seminars, which take place in January. Please contact the Guidance Department with questions related to Naviance.

To access the Guidance Department website from the WHS homepage
<http://wpsk12.com/whs/>:

To access Naviance from the Guidance Department Website:
<https://sites.google.com/site/wilmingtonhsguidancedepartment/>

My School Bucks

Student cafeteria purchases and prepayment for school lunches is available on-line at www.myschoolbucks.com. Directions for using this system are available on the WPS Food Services website <http://wpsk12.com/about/district/food-services/> which may be accessed through the WHS homepage.

Schedule Star

High school athletic schedules are managed through the online system Schedule Star. Schedule Star may be accessed through the WHS athletics page
<http://wpsk12.com/whs/athletics/>.

Appendix C: Chain of Command

CHAIN OF COMMUNICATION

WHO DO I CALL WITH A QUESTION OR SUGGESTION?

The Wilmington Public School District has developed communication protocols to promote direct, open and respectful interactions so that problems and concerns can be worked out quickly and efficiently. The communication protocol starts with the staff member closest to the situation, as that person will usually have the most information. Appropriate communication channels for a variety of topics are listed below. Please refer to individual school and department websites for contact information.

Classroom Issues Involving an Individual Child

(classroom procedures, behavior, grades, schedule, etc.)

OR

Curriculum and Instruction

Administration (subject matter being taught, teaching strategies, textbooks and materials used, etc.)

For Preschool- Kindergarten:

STEP 1 – Classroom Teacher, Special Education Teacher or Related Service Provider; if not resolved...

STEP 2 – Head Teacher; if not resolved...

STEP 3 – Building Administrator; if not resolved...
STEP 4 – Superintendent of Schools

For Grades 1-3:

STEP 1a – Classroom Teacher, Special Education Teacher or Related Service Provider; if not resolved...

STEP 1b – If appropriate – School Guidance Counselor or Psychologist; if not resolved...

STEP 2 – Building Administrator; if not resolved...
STEP 3 – Superintendent of Schools

For Grades 4-5:

STEP 1a – Classroom Teacher, Special Education Teacher or Related Service Provider; if not resolved...

STEP 1b – If appropriate – School Guidance Counselor or Psychologist; if not resolved...

STEP 2 – Building Administrator; if not resolved...

STEP 3 – Superintendent of Schools

(Preschool-5) Issues & Questions:

Coordinator of ELA – Woburn Street School
Coordinator of Mathematics – West Intermediate

Grades 6-12:

STEP 1a – Classroom Teacher, Special Education Teacher or Related Service Provider; if not resolved...

STEP 1b – If appropriate, School Guidance Counselor or Psychologist

STEP 2 – Curriculum Team Leader/Liaison

STEP 3 – Building Administrator

STEP 4 – Assistant Superintendent of Schools
STEP 5 – Superintendent of Schools

504 Plans:

STEP 1 – Classroom Teacher

STEP 2 – Designated Building 504 Coordinator

STEP 3 – Building Administrator

STEP 4 – District 504 Coordinator

STEP 5 – Superintendent of Schools

Special Education

Preschool-Kindergarten:

STEP 1 – Teacher, Special Education Teacher, Related Services Provider; if not resolved...

STEP 2 – Head Teacher; if not resolved...

STEP 3 – Building Administrator; if not resolved...

STEP 4 – Team Chairperson; if not resolved...

STEP 5 – Administrator of Special Education; if not resolved...

STEP 6 – Superintendent of Schools

For Grades 1-3:

STEP 1 – Teacher, Special Education Teacher, Related Service Provider; if not resolved...

STEP 2 – Building Administrator; if not resolved...

STEP 3 – Team Chairperson; if not resolved...

STEP 4 – Administrator of Special Education; if not resolved...

STEP 5 – Superintendent of Schools

For Grades 4-5:

STEP 1 – Teacher, Special Education Teacher, Related Services Provider; if not resolved...

STEP 2 – Building Administrator; if not resolved...

STEP 3 – Team Chairperson; if not resolved...

STEP 4 – Administrator of Special Education; if not resolved...

STEP 5 – Superintendent of Schools

For Grades 6-12:

STEP 1 – Teacher, Special Education Teacher, Related Service Provider; if not resolved...
STEP 2 – Liaison; if not resolved...
STEP 3 – Special Education Curriculum Team Leader; if not resolved...
STEP 4 – Building Administrator; if not resolved
STEP 5 – Assistant Superintendent; if not resolved...
STEP 6 – Superintendent of Schools

Medical Concerns

STEP 1 – School Nurse; if not resolved...
STEP 2 – Nurse Leader; if not resolved...
STEP 3 – Building Administrator; if not resolved...
STEP 4 – Assistant Superintendent of Finance & Administration; if not resolved...
STEP 5 – Superintendent of Schools

Guidance Department

For Grades 6-12:

STEP 1 – Guidance Counselor; if not resolved...
STEP 2 – Guidance Curriculum Team Leader; if not resolved...
STEP 3 – Building Administrator; if not resolved...
STEP 4 – Assistant Superintendent of Schools; if not resolved...
STEP 5 – Superintendent of Schools

Transportation

STEP 1 –Bus Incidents: Building Administrator
STEP 2 – Bus Safety, Pick Up, and Drop Off Questions: Transportation Coordinator; if not resolved...
STEP 3 – Assistant Superintendent of Finance & Administration; if not resolved...
STEP 4 – Superintendent of Schools

Athletics

For Grades 9-12:

STEP 1 – Coach; if not resolved...
STEP 2 – Athletic Director; if not resolved...
STEP 3 – Building Administrator; if not resolved...
STEP 4 – Assistant Superintendent; if not resolved...
STEP 5 – Superintendent of Schools

C.A.R.E.S.

For Grades K-5:

STEP 1 – Site Coordinator; if not resolved...
STEP 2 – Director of C.A.R.E.S.; if not resolved...
STEP 3 – Assistant Superintendent of Finance & Administration; if not resolved...
STEP 4 – Superintendent of Schools

Food Service

STEP 1 – Food Service Manager at School; if not resolved...
STEP 2 – Administrator of Food Services; if not resolved...
STEP 3 – Assistant Superintendent of Finance & Administration; if not resolved...
STEP 4 – Superintendent of Schools

District Positions and Names

Central Office

Superintendent of Schools – Dr. Glenn Brand
Assistant Superintendent of Schools – Dr. Brian Reagan
Assistant Superintendent of Finance & Administration – Paul Ruggiero
Administrator of Special Education – Alice LeGrand-Brown

Principals/Building Administrators/Directors

High School – Linda Peters
Middle School – Kevin Welch
West Intermediate – Dennis Shaw
North Intermediate – Christine McMenimen
Shawsheen Elementary – Lisa King
Woburn St. Elementary – Jeff Strasnik
Wildwood Early Childhood Center –Charlotte King
Boutwell Early Childhood Center –Kristen Walsh

CTLs: High School/Middle School

Math – William Manchester
Social Studies – Mark Staffier
Foreign Language – Carlos-Luis Brown
Special Education – Leanne Ebert
Guidance – Marie Cahalane
Science – Julie Kim
English – Mia Parviainen

Liaisons: District Wide

Health – Laura Stinson
Visual Arts – Jennifer Fidler
Performing Arts –Barbara Mette

Transportation

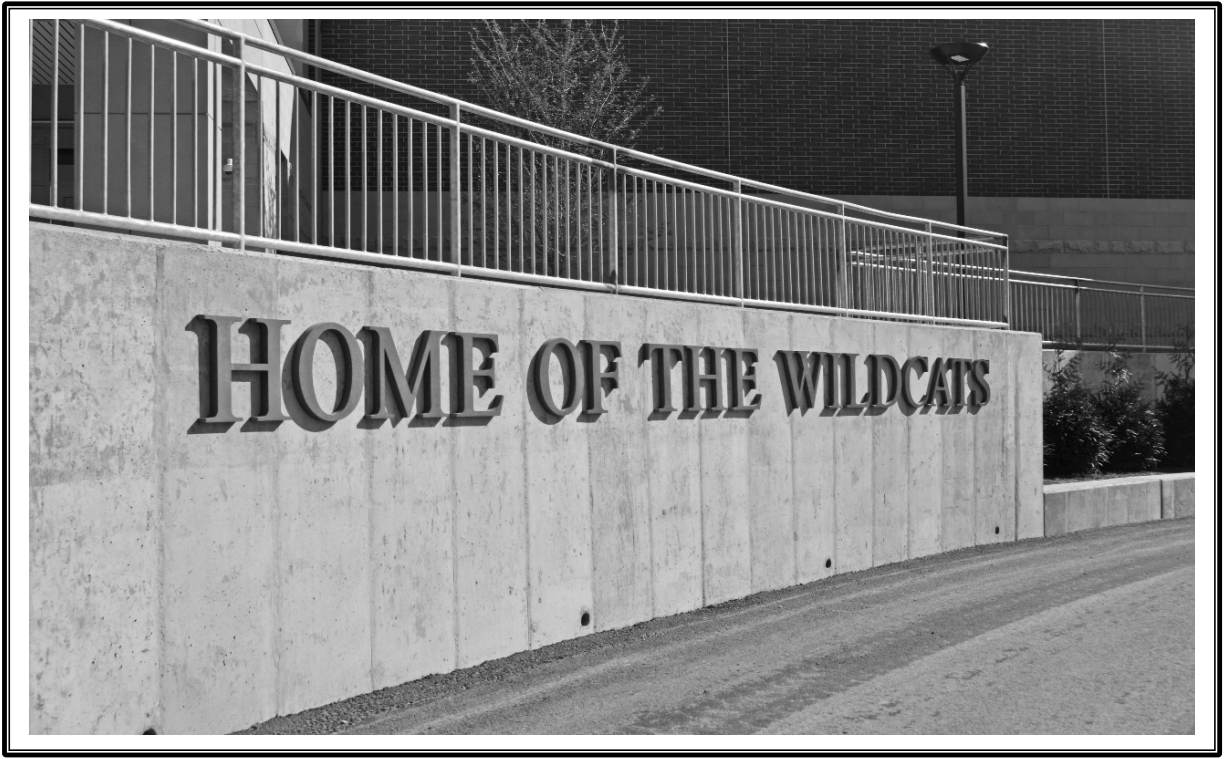
Transportation Coordinator– Sharon Dunnett

Nurses

Nurse Leader – Doreen Crowe

Food Service

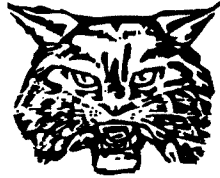
Administrator of Food Services – Mary Palen
Athletic Director – Timothy Alberts



Photos provided by Mr. Fionte's Photography Classes, June 2015

Paul Ruggiero
Interim Superintendent of Schools

Frank Antonelli
Interim Director of Administration
& Finance



Sean Gallagher
Assistant Superintendent

Alice Brown-LeGrand
Director of Student Support Services

Ken Storlazzi
Human Resources Director

Wilmington Public Schools

161 Church Street | Wilmington, MA 01887
Tel: (978) 694-6000 Fax: (978) 694-6005

TO: Wilmington School Committee

FROM: Paul Ruggiero
Interim Superintendent of Schools

DATE: June 27, 2018

RE: School Committee Secretary Vacancy

At the meeting on June 27th, the members of the School Committee will discuss the vacancy of the Secretary position on the School Committee.

Notice of Non-Discrimination

All educational and non-academic programs, activities and employment opportunities at Wilmington Public Schools are offered without regard to race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, homelessness, age and/or disability, and any other class or characteristic protected by law.