

Wilmington Public Schools

Wilmington, MA 01887

Elementary School & Early Childhood Center Student/Parent-Guardian Handbook

2026-2027



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

要阅读本中文手册，请点击这里: [Chinese](#)

Pou li manyèl sa an kreyòl ayisyen, klike la a: [Haitian Creole](#)

Para ler este manual em português, clique aqui: [Portuguese](#)

Para leer este manual en chino, haz clic aquí: [Spanish](#)

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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, disability, or any other class or characteristic protected by law. Wilmington Public Schools is committed to maintaining an environment free from discrimination, harassment, and retaliation. This commitment applies to all students, staff, and members of the school community. Harassment or discrimination in any form—whether verbal, physical, written, or electronic—is strictly prohibited. This includes conduct that creates a hostile environment or interferes with a student’s ability to access educational opportunities.

Wilmington Public Schools complies with all federal and state civil rights laws including **Title VI, Title IX, Section 504, the Americans with Disabilities Act, and Massachusetts General Laws Chapter 76 Section 5**. The District is committed to ensuring equal access to all programs, services, and opportunities for every student.

Civil Rights Grievance and Complaint Procedures:

The District maintains procedures for accepting, investigating, and resolving complaints of discrimination, harassment, and retaliation.

Reporting a Concern:

Students, parents/guardians, staff, or community members may report concerns to:

- A building principal or administrator
- The District’s Civil Rights Coordinator / Title IX Coordinator:
 - Christine Murray, Director of Student Support Services
christine.murray@wpsk12.com
(978) 694-6032
- Any staff member, who will forward the concern to administration

Reports may be made verbally or in writing.

Investigation Process:

Upon receipt of a complaint, the District will:

- Promptly initiate an investigation
- Gather relevant information, including interviews and documentation
- Provide all parties with an opportunity to respond

The District will maintain confidentiality to the extent practicable.

Timelines:

Investigations will be conducted in a prompt and equitable manner. The District will make reasonable efforts to complete investigations within 10–20 school days, unless circumstances require additional time.

Resolution and Outcomes:

Following the investigation:

A determination will be made based on the preponderance of evidence. Appropriate corrective action will be taken if a violation is found.

Corrective actions may include, but are not limited to:

- Restorative practices or mediation
- Behavioral or disciplinary consequences
- Suspension or expulsion
- Staff disciplinary action (if applicable)

The District will take steps to:

- Stop the behavior
- Prevent recurrence
- Address the impact on affected individuals

Retaliation Prohibited:

Retaliation against any individual who reports or participates in an investigation is strictly prohibited and will result in disciplinary action.

Annual Distribution of the Student Handbook and Code of Conduct

The Student/Parent Handbook, including the Code of Conduct, is distributed annually to all students and parents/guardians at the beginning of each school year and is available on the district website. Building principals review the expectations contained in the handbook with students at the start of each school year. Parents/guardians are encouraged to review the handbook with their children to ensure a shared understanding of school expectations and procedures.

Wilmington Public Schools Administration

Central Administration

Matthew Poska, Superintendent of Schools

Christine Elliott, Assistant Superintendent for Curriculum & Staff Development

Christine Bourne, Director of Administration and Finance

Christine Murray, Director of Student Support Services

Andrea Stern Armstrong, Director of Human Resources

Angel Cartagena, Director of Technology and Digital Learning

School Committee Members

Jesse Fennelly, Chairperson

Jennifer Bryson, Vice Chairperson

Stephen Turner, Secretary

Nicholas Golden

Rebecca Lord

Michael Mercaldi

David Ragsdale

Building Principals

Kristen Walsh, Principal, Boutwell Early Childhood Center (PK-K)

Kate Bissell, Principal, Wildwood Early Childhood Center (PK-K)

Lisa King, Principal, Shawsheen Elementary School (1-3)

Kevin Welch, Assistant Principal, Shawsheen Elementary School (1-3)

Stacey Scott, Principal, Woburn Street Elementary School (1-3)

Alena Warren, Assistant Principal, Woburn Street Elementary School (1-3)

Adam Colantouni, Principal, West Intermediate School (4 & 5)

Amy Iascone, Principal, North Intermediate School (4 & 5)

Brian Caira, Interim Principal, Wilmington Middle School (6-8)

Ryan Gendron, Principal, Wilmington High School (9-12)

Coordinators, Directors, Team Chairs, and Liaisons

*Melissa Bettencourt, K-5 Literacy Coordinator/Title I Director *Michelle LeVesque, K-5 STEM Coordinator *Jordan Buckland, Health & Physical Education Liaison *Courtney deLeyer, Visual Arts Liaison *Michael Ferrara, Performing Arts Liaison *Colleen Billings, ELL Curriculum Team Leader	*Kellie Alessandro, Assistant Director of Special Education *TBD, Special Education Team Chair, Wildwood & Boutwell *Jennifer Kobrenski, Special Education Team Chair, Shawsheen and West *Janet Kotelly, Special Education Team Chair, Woburn St. & North *Erin Dunham, Coordinator of Behavioral Health & Social Emotional Learning	*Rebecca Brown, Coordinator of Health Services *Lisa Faretra, Transportation Coordinator *Mary Palen, Director of Food Services
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Wilmington Public Schools Phone Directory			
Central Office	978-694-6000	Student Support Services	978-694-6032
- Superintendent's Office - Curriculum Office - Business Office - Human Resources		- Director of Student Support - Coordinator of Behavioral Health - Coordinator of Special Education	
Wilmington High School Ryan Gendron, Principal	978-694-6060	Wilmington Middle School Brian Caira, Principal	978-694-6080
North Intermediate School Amy Iascone, Principal	978-694-6040	West Intermediate School Adam Colantuoni, Interim Principal	978-694-6050
Woburn Street Elementary Stacey Scott, Principal	978-694-6020	Shawsheen Elementary Lisa King, Principal	978-694-6030
Wildwood Early Childhood Kate Bissell, Principal	978-694-6010	Boutwell Early Childhood Kristen Walsh, Principal	978-694-6070
Transportation Office Lisa Faretra, Coordinator	978-658-1856	Director of Technology and Digital Learning, Angel Cartagena	978-694-6071
CARES Gina Haerer, Director	978-284-6111		

Wilmington Public Schools – School Hours			
School	Earliest Student Drop-Off Time	Student Start and End Time	Early Dismissal For Students
Boutwell K	8:25	8:35-2:05	11:00
Boutwell Pre-K	8:20	8:30-11:00 AM 11:35-2:05 PM	11:00 No PM Session
Wildwood K	7:30	7:45-1:15	10:15
Wildwood Pre-K	7:30	7:45-10:15 AM 10:50-1:20 PM	10:15 No PM Session
Shawsheen	8:30	8:40-3:00	11:50
Woburn	8:55	9:05-3:25	12:00
North	8:55	9:05-3:25	12:20
West	8:30	8:40-3:00	12:00

Parents/guardians of children who walk or are driven to school should not allow children to arrive before a staff member is scheduled on duty at the drop-off times listed above.

Chain of Communication:

Who do I call with a question or suggestion?

The Wilmington Public Schools 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 or Curriculum Concerns:

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

For Preschool-Kindergarten:

- STEP 1 – Classroom Teacher, Special Education Teacher, or Related Service Provider; if not resolved...
- STEP 2 – Principal; if not resolved...
- STEP 3 – 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 Curriculum Issues & Questions:

- Elementary Literacy Coordinator
- Elementary STEM Coordinator

504 Plans:

- STEP 1 – Classroom Teacher; if not resolved...
- STEP 2 – Designated Building 504 Coordinator; if not resolved...
- STEP 3 – Building Administrator; if not resolved...
- STEP 4 – District 504 Coordinator; if not resolved...
- 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

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 Student Support Services; if not resolved...
- STEP 5 – Superintendent of Schools

Transportation

- STEP 1 – Bus Incidents: Building Administrator; if not resolved...
- STEP 2 – Bus Safety, Pickup and Drop-Off Questions: Transportation Coordinator; if not resolved...
- STEP 3 – Assistant Superintendent of Finance & Administration; if not resolved...
- STEP 4 – 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

Achievement Testing

Wilmington Public Schools is committed to making decisions about teaching and learning based on the best possible data available. Under the Massachusetts Education Reform initiative, the state has developed the Massachusetts Comprehensive Assessment System (MCAS), which will be administered to students in grades 3, 4, and 5.

Wilmington Public Schools hereby provides notice to all students and parents/guardians 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.

After-School Policy

At the discretion of any teacher/administrator, a particular student may be kept after school for any of the following reasons:

- a) Tutorial assistance in a given subject area.
- b) An opportunity to provide a period of time when missing assignments could be completed.
- c) As a measure for inappropriate classroom behavior.

When it becomes necessary to detain a child, parents/guardians are responsible for providing transportation home, unless other arrangements have been made. A 24-hour notice will be given.

Age Requirements for Kindergarten and Grade 1

In an attempt to permit children to enter school at the time most appropriate for them individually, the School Committee establishes the following policy on entrance age:

1. Children who will be five years of age prior to September 1st will be eligible to enter kindergarten for that school year.
2. Children who will be six years of age prior to September 1st will enter grade 1 for that school year.
3. Initial admission of children to kindergarten, first grade (or other grades) will involve a consideration of both chronological age and academic readiness. Parents/guardians who are seeking an exception to the entrance age policy should make this request in writing to the building principal by May 1st. The principal in consultation with the superintendent and an appointed committee will be authorized to make these determinations. The school administration is directed to enforce the above policy without exception.

Admission and grade placement of transfer and special needs students shall be an administrative decision. The decision will involve a consideration of both chronological age and the readiness of the child to do the work of the particular grade. Appropriate input from the parent/guardian(s) will be sought in forming the decision.

Bicycles and Scooters

Grades K-3: Children in Grades K, 1, 2, and 3 are not allowed to ride bicycles or scooters to school.

Grades 4 and 5: With parent/guardian permission, students in grades four and five are allowed to ride their bikes or scooters to school. Parents/guardians must assume the responsibility that their child will travel safely to and from school. Riding a bicycle or scooter is a privilege that has responsibilities for each child's safety and the safety of others. Bikes and scooters must be in a rack, locked with the rider's own lock and key. **The school cannot assume responsibility for students' bikes or scooters while on school grounds. Bikes and scooters are not allowed in the building.**

In accordance with Massachusetts General Laws Chapter 85, Section 11B, any person sixteen years of age or younger operating a bicycle or being carried as a passenger on a bicycle on a public way, bicycle path, or on any other public right-of-way must wear a helmet. Said helmet shall fit the person's head, shall be secured to the person's head by straps while the bicycle is being operated, and shall meet the standards for helmets established by the American National Standards Institute.

C.A.R.E.S.

(Children's Art, Recreation and Enrichment Services)

Before School/After School C.A.R.E.S.: This program, for all elementary school students, is housed in each elementary school. It is designed to meet the needs and schedules of working parents/guardians with children in grades K-5 and will run in conjunction with the regular 180-day school calendar. Before school, C.A.R.E.S. provides informal activities, and supervised leisure time. In the afternoon, children will enjoy a snack and a combination of open activities and structured activities including computer technology, the arts, sports, and homework assistance.

A.M. Hours	6:45 – 8:30	Boutwell
	6:45 – 7:45	Wildwood
	6:45 – 8:50	Woburn Street/North Intermediate
	6:45 – 8:30	Shawsheen/West Intermediate
P.M. Hours	2:00 – 5:30	Boutwell
	1:15 – 5:30	Wildwood
	2:50 – 5:30	Shawsheen and West Intermediate
	3:25 – 5:30	Woburn Street and North Intermediate

Summer C.A.R.E.S.: The goal of this program is to provide children with a safe, happy, and interesting environment. It is available for children entering grade 1 through grade 6. This seven-week program operates daily from 8:00 a.m. to 5:00 p.m. Children must bring their own snacks, drinks, and lunch. Based at the North Intermediate School, Summer C.A.R.E.S. offer arts and crafts, computer technology, recreational activities, nature walks, field trips, and more.

School Vacation C.A.R.E.S.: These programs operate during the February and April school vacation weeks to provide children with a fun week off from their usual studies.

All C.A.R.E.S. programs are tuition-based. Each program is staffed by qualified personnel including teachers, group leaders, and college and high school students.

For further information regarding C.A.R.E.S., please contact the Program Coordinator, Gina Haerer at (978) 284-6111.

Court-Related Matters

If a student is the subject of any temporary or permanent custody/restraint orders, a copy of the custody/restraint order, signed by a probate court judge, should be placed on file in the principal's office. These orders are important for determining access to a student's records, the right to have a student dismissed into the care of an individual, the right to access to a student's teachers, and similar issues. Parents/guardians are obligated to provide any changes in the custody/restraint orders.

Dress Code

The responsibility for the dress and appearance of students rests with individual students and parents/guardians. The school reserves the right to call the parent/guardian if, in the judgment of the administration, the student is wearing an article of clothing that does not meet the dress code set forth in School Committee Policy JICA, and request that alternate clothing be brought to the school. The school may also offer the child an alternate item of clothing to wear for the day. Clothing should be clean, and neat, meet safety and sanitary standards, and not be distracting, offensive, or disrupt the educational process. Make-up, short shorts, cut-off jeans, outside jackets, and T-shirts or clothing with inappropriate language are considered inappropriate in school at this age level. However, during the warm days of the late spring or early fall, shorts will be allowed, provided discretion is utilized by parents/guardians in the selection of appropriate classroom clothing. Students are not allowed to wear hats inside school buildings. Exceptions may be made by the Principal for religious or medical reasons or designated school "Spirit Days".

Electronic Devices

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) believes that a well-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. For the full policy (JICJA Electronic Device), please visit the following link:

<https://www.wpsk12.com/cms/one.aspx?pageId=26933083>

Field Trips

Field trips are designed to complement the Wilmington Public Schools' 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 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 submission to the Superintendent.

Lockers (Grades 4 and 5 Only)

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. The school will not replace items taken from a locker. There is no district insurance plan to cover stolen or missing clothing, personal belongings, or learning materials.

Parent/Guardian Involvement

Parents/guardians are an integral part of the Wilmington School community. In an effort to increase parent/guardian involvement and to foster continued and open communication, the Wilmington Schools offer numerous ways in which parents/guardians can participate in the educational process of their children. Interested parents/guardians should contact their individual school office to learn about ways they can participate in the school setting.

Parent/Guardian Advisory Council

The Parent/Guardian Advisory Council (PAC) has been established to develop and maintain strong and effective communication between home and school. The PAC provides a forum for the exchange of information, ideas, concerns, and successes among parents/guardians, other PACs, and other schools. It also provides cultural and family activities, provides fundraisers to supplement the school budget, and recruits volunteers. This organization is non-political, non-partisan, and non-profit. Membership includes anyone who has a child enrolled at any of the elementary schools.

School Council

The 1993 Massachusetts Education Reform Act provides an opportunity for parents/guardians, teachers, administrators, and community members to work together on a school council. The purpose of this council is to adopt school goals, survey parents/guardians regarding their perception of the school, review the annual school budget, and formulate a yearly school improvement plan. The structure of the council, the method for selection of the members, and the operation of the council are defined by policy and administered by the principal and the Superintendent.

Home/School/Family Compact Philosophy

Each year, parents/guardians of students receiving reading services funded by the Title I program are asked to read and sign a Parent/Guardian Compact with their children. The compact is a written agreement that outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership to help children achieve the State's high standards. The key to student success is through a solid home-school partnership where we work together as a team to meet the literacy goals of our students.

Promotion and Retention

The School Committee is dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally. In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The Principal will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards. Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents/guardians, but the final decision will rest with the building Principal.

Recess

One 20-minute recess period is scheduled each day.

Report Cards and Parent/Guardian Conferences

Report cards will be distributed three times per year. If your child is having difficulty and/or not completing their assignments, parents/guardians will be notified by their child's teacher. If your child is failing a specific subject, an interim report may be sent home halfway through the trimester.

Report card conferences take place twice a year after the completion of the fall and winter marking periods. Notification of conference dates and times will be arranged by each school. Parents/guardians who need additional conferencing time may request this time by contacting their child's classroom teacher.

School Cancellations

It is the policy of the Wilmington Public Schools to close school only in cases of extreme weather or travel conditions. In certain situations, a delayed opening may be necessary rather than canceling school for the entire day. Dismissal on delayed opening days is at the regular time.

In cases of inclement weather, the decision to close or delay will be made by the Superintendent of Schools. The decision is made after consultation with the Wilmington Department of Public Schools, Public Buildings, Police, and the bus company. Notifications will be made using School Messenger, an automated messaging system. School Messenger enables the district to send voice messages, emails, and text messages to families about emergency situations, school events, and important issues impacting their children.

In addition, announcements relative to the closing of schools will be made as follows:

Television: Channels 4, 5, and 7, and the Local Cable Channel (WCTV)

Social Media: Announcements will be posted on the district's Twitter feed, @WilmingtonPS, as well as the district website.

NOTE: Parents/guardians and students are requested to refrain from telephoning the Fire, Police, or School Department about information regarding school cancellation.

School Insurance

The School Committee endorses the concept of providing an opportunity for quality student accident insurance through a reputable company at a reasonable cost. The student insurance program is voluntary with application forms being sent home as early in September as possible. If no response is received by the deadline for submission, then the school system will presume that the parent/guardian does not want the insurance. Insurance cannot be obtained except during this period of time in September.

School Breakfast and Lunch (K-5)

All students in Wilmington have access to free meals. Students may bring their own lunch to school.

If they choose to purchase an additional school lunch or any a la carte items, prices are as follows:

Student Lunch (including milk)	\$2.75
Milk.....	\$.60
Dessert.....	\$.60-\$1.25

Students are issued an ID card and/or number, to purchase lunch, milk, and dessert. Prepayment is available online [MySchoolBucks](#)

Directions for using my school bucks are available at [Food Services](#)

The Food Service Department also accepts payment in the form of cash or checks. Checks should be written out to WPS Food Services and either mailed to the school or sent in with the student. Balances are always carried forward from school year to school year. When parents/guardians establish an online account, they can view purchases and receive emails about low balances. There is **NO FEE** for viewing accounts online. If parents/guardians do not have Internet access, they should contact the Food Services office at 978-694-6064 and they will provide an invoice. Student accounts “follow” them when they move to another school within Wilmington. WPS Food Services cannot refund amounts of less than five dollars ; however, when necessary, they will transfer lunch money from one student’s account to another student’s account. Parents/guardians may choose not to allow their children to purchase dessert with their cards; however, please send a letter to the school requesting this process.

If a lunch account has a negative balance, no a la carte purchases are allowed, i.e. dessert and bottled water. If a student leaves the district and the parents/guardians of said student has not provided WPS Food Services with instructions regarding the remaining balance, after one year, the remaining funds will be removed from the student account and added to the donation account for any student that are in need of funds to bring their account into good standing.

The Federal Government’s Free and Reduced Lunch applications **are on the website at [Food Services](#)**. A family may submit an application at any time should their level of need change necessitating financial assistance. Families can contact Mary Palen, Director of Food Services, at 978-694-6064 or mary.palen@wpsk12.com for an application or download the application [here](#).

Wilmington Public Schools participates in the School Breakfast Program (SBP) and the National School Lunch Program (NSLP) and will provide reasonable modifications to the program meals or meal service to accommodate children with disabilities.

Our programs will ensure that breakfast and lunch offered through the district meet the respective meal pattern requirements set by the USDA and will make reasonable

modifications to accommodate children with disabilities. We will make substitutions to meals at no extra charge for children with a disability that restricts the child's diet on a case-by-case basis when supported by a written statement from a State licensed healthcare professional.

Section 504, the ADA, and Departmental Regulations at 7 CFR part 15b define a person with a disability as any person who has a physical or mental impairment which substantially limits one or more "major life activities," has a record of such impairment, or is regarded as having such impairment." (See 29 USC § 705(9)(b); 42 USC § 12101; and 7 CFR 15b.3.) "Major life activities" are broadly defined and include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. "Major life activities" also include the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. (See 29 USC § 705(9)(b) and 42 USC § 12101.)

Meals that do not meet the program meal pattern are not eligible for reimbursement unless supported by a medical statement; however, we will accommodate requests related to a disability that are not supported by a medical statement if the requested modifications can be accomplished within the program meal pattern.

The District will make meal modifications and/or substitutions, at no cost to the student or parent/guardian, for students who are unable to eat meals served in any Child Nutrition Programs because of their disability(ies).

To request a meal modification and/or substitution based on your child's disability, please contact the District's 504 Coordinator and submit supporting documentation, including a medical statement signed by a state-licensed healthcare professional.

Parents/guardians are encouraged to contact the District's 504 Coordinator, and submit supporting documentation. The medical statement must include the following information:

- information about the child's disability that is sufficient to allow the District to understand how it restricts the child's diet
- an explanation of what accommodations are necessary; and the food or foods to be omitted and recommended alternatives.

A request for meal modification may be declined if such a modification would fundamentally alter the nature of the Child Nutrition Program.

The District's 504 Coordinator can be reached at:

Christine Murray, Director of Student Support Services
Wilmington Public Schools
Student Support Services Office
146 Middlesex Avenue
Wilmington, MA 01887
P:978-694-6032 ext. 1102
F:978-657-9764
christine.murray@wpsk12.com

Visitors

All visitors, parents/guardians, or any person who is not a member of the school staff, must report to the office prior to going anywhere in the building. All doors will remain locked during school hours. Visitors will be monitored and allowed entry to the building by authorized personnel only.

To ensure that parents/guardians have the opportunity to visit their child's instructional program, be non-disruptive for all students, and provide for the safety of the children, the following conditions are to be observed:

1. All visitors are expected to show ID upon arrival at the office and will receive a visitor pass which must be visible for the duration of the visit.
2. A parent/guardian who wishes to visit classrooms while instruction is in progress must submit a request to the principal for the intended visit, except on such days as blanket invitations have been extended to parents/guardians for special events. If the planned visit is not at an appropriate time, the visit should be rescheduled to a time mutually agreeable to the visitor, the teacher, and the principal. In the event a person arrives at school for a visit without advance notice, whether he or she will be admitted to visit in the school or the classroom shall be at the discretion of the principal after consultation with the teacher.
3. Upon arrival for a classroom visit, parents/guardians and visitors must sign in at the office prior to going to the classroom. If the visitor is unknown to the teacher, the principal or the principal's representative should accompany the visitor to the classroom. Children should not accompany an adult visitor.
4. While visiting the classroom, the visitor should not in any way interrupt the class or the teacher. If the visitor desires to ask questions or confer with the teacher, they should contact the teacher at a later time for an appointment.

5. In order not to interfere with the education of the students or the school program, the principal and/or Director of Student Support Services in the case of special education classrooms, shall have the right to restrict the number of visitors and visits to a classroom. Visits by a parent/guardian to a classroom for evaluation or information-gathering purposes, as opposed to visits for special programs or in response to blanket invitations, generally shall be limited to one hour in length.
6. When a visitor leaves the classroom, they must return directly to the main office before leaving the building, record the time of departure in the logbook and return the visitor's pass.
7. The principal shall have the authority to exclude from the school premises any person they have reason to believe is disrupting the educational program, the children, or the teachers.

ATTENDANCE

Statement of Purpose

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. It is required that students attend school every day. A student must be at school or at a school-related activity for at least half the school day to be counted as present. The expectation is that each student will attend all classes on every school day unless they have a legitimate reason per the Attendance Policy. Students who arrive at school after 11:05 will be considered absent for the day. Students must attend school until at least 11:05 to be considered eligible for school team and club activities.

The Wilmington Public Schools Attendance Policy & Procedures document meets the requirements of M.G.L. c. 76 and is modeled after the Massachusetts Department of Elementary and Secondary Education's (DESE) Guidance for Developing Attendance Policies and District school committee policies to promote consistent student attendance and engagement in learning. The Attendance Policy & Procedures document includes expectations and responsibilities for student attendance, parent/guardian responsibilities, proactive strategies and interventions to promote student well being and academic success and responding to chronic absenteeism.

Benefits of Regular School Attendance

Attendance Matters

“Students who attend school regularly are more likely to have success in school and careers. Research supports the connection between regular attendance and a student’s personal, social, and emotional wellness and academic success. When students are not present in school, they miss out on opportunities for social development and are often not able to make adequate academic progress; they may disengage from learning as they get further off-track and may even drop out of school.” (DESE Guidance for Attendance Policies, 2/2022)

Massachusetts General Law

Massachusetts’ compulsory school attendance law (G.L. c. 76, § 1) requires children between the ages of 6 and 16 to “attend a public day school in the town the student resides, or some other day school approved by the school committee....”

Absences (Excused vs. Unexcused)

Regular and punctual school attendance is essential for success in school. The Wilmington Public Schools recognizes that parents/guardians have the responsibility to ensure that their children attend school regularly, in accordance with state law and that student attendance shall be closely monitored by the District.

Per (M.G.L. c. 76, § 1): “The superintendent, or teachers in so far as authorized by the Superintendent or by the school committee, may excuse cases of necessary absence for other causes not exceeding seven day sessions or fourteen half day sessions in any period of six months.”

Regardless of an absence being identified as excused or unexcused, consistent attendance in school at all grade levels is critical to provide students the best opportunity for academic and social/emotional success. The Wilmington Public Schools is required by DESE to report all absences as excused or unexcused. However, it is important to note that attendance totals are cumulative and do not distinguish between excused and unexcused when calculated.

It is understood that there are a variety of reasons that a child may be absent from school:

Excused Absences: (as above, a student may only be excused up to seven (7) times in a six month period, per M.G.L. c. 76, § 1)

- Illness of student (significant or prolonged illness, hospitalization, quarantine or injury that prevents a student from attending school)

- Bereavement
- Observance of a major religious holiday(s)
- Other exceptional reasons as approved by the building principal

Unexcused Absences: Generally, anything that does not fall into one of the above categories will be considered unexcused and including, but not limited to:

- Family vacations
- Events (i.e. non-school sponsored extracurricular/team events)
- Non-emergency appointments
- Employment
- Personal transportation difficulties
- Other examples - (Student stays home from school to not attend a field trip or participate in a planned curricular event)
- Extended travel - (i.e. visiting family abroad)*

Daily Attendance Codes

Attendance Codes Key: In order to be consistent in our student attendance reporting throughout the District, the following codes will be used in our student information system to record a student's absence:

AE- Absence Excused: The student is absent with an approved/excused absence. Documentation may be required to support such an absence.

Please note: family vacations are not excused absences, will count towards absence accumulations, and may result in credit loss.

A- Absence Unexcused: The student is absent from school without a valid basis for excusal

TE- Tardy Excused: The student is late with an approved/excused reason. Documentation may be required to support such an occurrence.

T- Tardy Unexcused: The student arrives late without a valid reason for excusal.

DE- Dismissal Excused: The student is dismissed from school or the Health Office with an approved/excused dismissal. Documentation may be required to support such a dismissal.

D- Dismissal Unexcused: The student is dismissed from school by a parent/guardian without an approved reason.

Early Dismissal

To be considered present, a pupil must be present for more than a half-day. If students are dismissed before the time listed below, they will be marked absent.

Boutwell: 11:15
Wildwood: 10:30
Shawsheen: 11:40
Woburn Street: 12:15
North Intermediate: 12:15
West Intermediate: 11:40

Students will be dismissed only by the office staff or the school nurse. A student needing to be dismissed from school should bring a signed and dated note from a parent/guardian indicating the reason and the desired time of departure. If a parent/guardian is not going to pick up the student, the name of the person who will pick up the student should be included in the dismissal note. Early dismissals should be for emergency reasons only. Parents/guardians should make every attempt to schedule medical, dental, and other appointments after school hours. The adult dismissing the student must report to the office and sign the dismissal book indicating the child's name and time of dismissal. No child will be dismissed except to a parent/guardian or an individual designated by the parent/guardian in writing.

Pupil Absence Notification Program/Procedure: Parent/Guardian Responsibilities

The parent/guardian must inform the school of their child's absence by contacting the school no later than 90 minutes from the start of the school day with the following information:

- Date(s) of absence(s)
- Child's Name
- Year of Graduation/Grade Level
- Reason for absence
- A phone number where the caller can be reached, if not at a home number
- If a child is absent from school the parent/guardian will be contacted by the school
- Upon a student accumulating 5 school days of unexcused absences or missing two (2) or more classes over 5 school days due to unexcused tardies, the parent/guardian will be notified and shall be invited to a meeting with the Principal or designee to develop action steps to ensure the student's consistent attendance at school. The action steps shall be developed jointly and agreed upon by the

principal, or a designee, the student and the student's parent or guardian and with input from other relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies.

- Within 5 school days of a student's 10th consecutive unexcused absence, the Principal or designee shall provide written notice to the student and parent/guardian in both the primary language of the parent or guardian, to the extent practicable, and English, of an Exit Interview meeting to be conducted by the Principal or designee.

Chronic Absenteeism

The Massachusetts Department of Elementary and Secondary Education defines chronic absence as missing at least 10% of days enrolled (e.g., 18 days absent if enrolled for 180) regardless of whether the absences are considered excused, unexcused, and/or for disciplinary reasons.

Massachusetts State Law requires that schools communicate with families regarding their student's attendance when a student is at risk for "chronic absenteeism." In accordance with this policy, administrators from the Wilmington Public Schools will notify families of students when they accrue five (5) and ten (10) absences as well as when students reach the mark of chronic absenteeism at eighteen (18) days.

Families who are concerned about their student's attendance may also reach out to the school directly to schedule a meeting with the building-based attendance team.

Tardies and Dismissals

Tardiness

Students arriving at school after the posted school start time are considered tardy. At the elementary level, students must be walked into school and signed in by an adult while at the secondary level students themselves must check in at the main office. At the secondary level, disciplinary action may result as a consequence of repeated tardiness as outlined in the Middle School and High School handbooks.

Dismissals

Dismissals from school should be requested in writing in advance. All dismissal notes must be provided to the school office, written

and signed by the parent or legal guardian and include the date, time and reason for dismissal, a phone number at which the adult may be reached, and, if applicable, the time that the student will be returning to school that day. According to DESE, a student must be at school, at a school related activity, or receiving academic instruction for at least half the school day to be counted as present.

Students may be dismissed by a parent, legal guardian, or authorized adult on the emergency contact form. At the elementary and middle school level, students must be signed out in the main office.

Should a student become ill during the school day, they must be seen by a School Nurse who will make the determination for an illness dismissal. Students who contact their families directly in regards to an illness will be considered an unexcused dismissal.

School Based Attendance Teams/District Supervisor of Attendance

When positive, preventive interventions are in place, students are more likely to attend school and be engaged. Schools administrators are responsible for ensuring that each school has a school wide attendance team with a comprehensive, tiered approach to improving attendance.

This team is essential to promote academic achievement and social emotional success and meets regularly throughout the school year.

Key components of the team include:

1. Organizing a multi-tiered attendance strategy that begins with early prevention and intervention
2. Examining attendance data and absenteeism data to assess which groups of students have higher or lower levels of absence
3. Identify barriers and inequities that prevent students from attending school
4. Mobilize everyone in the school community to address attendance

Ongoing monitoring of the effectiveness of student attendance interventions and procedures The attendance team should be led by the school administrators. Other members could include:

- Nurse

- Clinical staff (School counselors, school psychologists, social workers, adjustment counselors, and Social Emotional Learning and Family Engagement Specialists.)
- Administrative Assistants
- Special Education Staff
- Classroom Teachers

Teams should incorporate input from families, students and the community.

Additionally, Massachusetts law (G.L. c. 76, §19) requires appointing a Supervisor of Attendance who will ensure compliance with compulsory school attendance. The Attendance Supervisor provides support and recommendations to all staff, parents and students district wide.

Erin Dunham, Supervisor of Attendance
Office of Student Support Services
Phone: (978) 694-6032
Email: Erin. Dunham@wpsk12.com

Emergency Dismissal

Due to circumstances beyond the district's control (e.g. snow, heat/plumbing problems) it could become necessary to send students home from school before the normal dismissal time. Should the necessity arise, the district would utilize our communication platform to notify families.

Family Vacations

Absences due to family vacations are considered unexcused. Parents/guardians should consult the school calendar prior to making vacation plans. Parents/guardians 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/guardians 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 or student work for those students whose parents/guardians take them on vacation during school time.

SAFETY AND SECURITY

Safety and Security

For the safety of the entire school community, all school doors will remain locked from the outside during the school day. In the case of an emergency, children and staff can easily exit the building through these doors.

Students are not allowed to leave the school building with any individual unless that person is properly identified as a parent/guardian or another authorized escort. Said escort must report to the office in person to pick up the child. If the person is unknown to the office, identification will be requested.

Please send a dated written note if someone else is to pick up your child. **No child shall be dismissed except to a parent/guardian or individual designated by the parent/guardian in writing.** If someone else asks to pick up a student, the school will call the parent/guardian in order to verify that this person is authorized to pick up the child.

All parents/guardians and teachers should instruct the children not to speak to strangers at any time and not to accept rides from strangers at any time. If a stranger speaks to a child, ask the child to report the incident to their parents/guardians/teachers.

Fire Drills and Safety Drills

Fire drills are held three times a year at all elementary schools. The children exit the building in a uniform fashion to a designated site as quickly as possible and an attendance count is taken. Emergency preparedness drills are conducted on a regular basis throughout the school year to prepare students for an emergency situation.

STUDENT SERVICES

Special Services

Each elementary school utilizes a Student Success Team (SST) to support students that may be struggling academically, behaviorally, or socially and emotionally. The goal of the SST is to maximize individual student success, while at the same time serving as a screening process for students who may be in need of special education services. Teachers who have concerns about a student's progress are expected to refer the student to the building-based Student Success Team. This team develops interventions for students, tracks student progress using data, and determines what interventions the student may require in order to be successful in the school environment. SST teams also refer for a Special Education evaluation if a disability is suspected. Parents/guardians may access the SST process through the classroom teacher.

“Under the provisions of M.G.L. c.71B, special education and related services are available for students with disabilities which prevent them from making educational progress in the regular education setting.” A referral for a special education evaluation may be initiated by school personnel or by the parent or guardian. After a comprehensive evaluation has been completed, a determination of eligibility for special education services will be made. If an IEP (Individual Education Program) is developed, the district/school will implement all provisions of the IEP according to M.G.L. c.71B. IEPs are reviewed and updated on a yearly basis, and a reevaluation takes place every three years. Please consult the Wilmington Public Schools Office of Student Support Services website for additional information

regarding MA DESE eligibility criteria for Special Education, parent/guardian rights and responsibilities, and additional resources.

Section 504

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. Specifically, Section 504 indicates that no otherwise qualified individual with a disability shall, solely because of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal funds. A qualified individual under Section 504 is any person who (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A team knowledgeable about the student determines if they meet Section 504 eligibility criteria. Once eligibility is determined, a Section 504 Plan is developed by the team. Once parent/guardian consent is given in writing, the accommodations will be implemented. If you suspect your child may be eligible under Section 504 please contact the building Principal.

Counseling

The goal of the Counseling Department is to promote the emotional, social, and academic well-being of each child. Specifically, we hope to help children develop self-esteem and a healthy respect for others, as well as themselves.

Counselors meet with individual students, groups, or an entire class. The subject matter is likely to include the identification and exploration of feelings, the examination of individual differences and likenesses, and problem-solving techniques. The counseling staff attempts to clarify issues and promote better communication between students, teachers, and parents/guardians. All students are able to access the building-based counseling staff.

As part of the Pre-Referral Team (SST) process, the counselors assist the administration in coordinating testing, keeping parents/guardians informed of testing rationale and progress, and work with the team toward promoting a favorable learning experience for those students who are not meeting with success. At times, when in-depth psychological services are required, counselors act as liaisons between psychological services, school personnel, and parents/guardians.

It is the hope of the counseling staff members that their intervention will be of a preventive rather than a therapeutic nature. Participation in the counseling program may result from the recommendation of an evaluation meeting, a teacher request, or a parent/guardian request. Parents/guardians will be contacted initially when a student will be seen by the counselor on an individual basis for an extended period of time.

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 that one is not available, the nursing staff will share the responsibility for meeting the medical needs of all students.

Accidents/Illness

In the event of an accident, illness, or other emergency, the school will try to immediately locate the parent or person responsible for the child. 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 vomiting, diarrhea, or 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. Students diagnosed with strep infections may return to school after 12 hours with antibiotic treatment.
- c) Parents are reminded to use discretion when sending their child to school with colds, headaches, or stomach disorders. The child may expose others and may not benefit educationally from attending school.
- 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 devices, such as crutches, casts, slings, braces, etc.

Administering Prescription and Non-Prescription Medications to Students

Wilmington nursing staff will administer all medication required during the school day (1) under the specific written request of the parent/guardian and (2) under the written directive of a prescribing physician. All medication orders must be renewed 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, 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 and physician and *provided the school nurse determines it is safe and appropriate*.

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

- a) Students with asthma or other respiratory conditions may possess and administer prescription inhalers.
- b) Students with cystic fibrosis may possess and administer prescription enzyme supplements.
- c) Students with diabetes may possess and administer glucose monitoring tests and prescription insulin.
- d) 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/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

Population-Based Health Screenings

Population-based health screenings are mandated by the Massachusetts Department of Public Health (MDPH) and/or the Massachusetts Department of Elementary and Secondary Education (DESE) for vision, hearing, height and weight, 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.
- Height, Weight & Body Mass Index (BMI): 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 the school or within 30 days after school entry, then at the above intervals.

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 are documented on each student's health record.

Immunizations on all students must be completed 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.

Cough Drops

Due to concerns about choking, students coming to the health office numerous times requesting cough drops frequently, and the overall lack of effect in most cases, cough drops will no longer be permitted in Wilmington Public Schools.

The school nurses strongly suggest that each student have a water bottle with them to soothe irritated throats. If your child's cough is persistent, contact your pediatrician for an appropriate over-the-counter medication that can be given at home prior to school.

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
Chickenpox	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 chickenpox, 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 the 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	Twenty-four hours with antibiotic therapy as long as therapy is continued for 10 days.	No restrictions

Common Health Problems

Poison Ivy, Poison Oak, etc: No restrictions. Not contagious, but must be under treatment. If the rash is weepy, it 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 are at the discretion of the school nurse.

Pinworm: Contagious. Transmitted by hand and airborne dispersal. Treatment is required by a 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 the Massachusetts Department of Public Health have a written policy that informs schools on how they should act in order to protect those rights. The following is a summary of that policy:

- a) Every school-age child has the right to a public education.
- b) A student with AIDS or HIV infection has the right to keep their medical condition private.
- c) 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.
- d) 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.

Massachusetts General Laws, Chapter 111, Section 70F, prohibits 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 the 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) being 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 other such 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. 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. 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 Wilmington Public Schools that the guidelines shift as children advance through the primary grades and through secondary school.

Parent/Guardian/Student LTA 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 Epinephrine auto-injector 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 backpack. 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 Epinephrine auto-injector 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/guardians 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 the signs/symptoms of anaphylaxis with the teaching staff.

6. Classroom Education: A parent/guardian of a student with an LTA 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/guardians 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:

All classrooms will be considered peanut-safe. All snacks sent in from home will be peanut-free. It is preferred that snacks from home be pre-packaged with a label when sent to school. *Cafeteria:* A peanut-free table will be provided in the lunchroom.

9. Curriculum-Related Activities: Class projects and manipulatives will remain free of major allergens. For example, organic materials such as birdseed, play dough, clay, and similar materials will be pre-approved by parents of allergic children to avoid accidental exposure to allergens, i.e. nuts that may be included in birdseed, or wheat may be included in clay, etc. Special care should be taken when using recycled materials such as milk containers or egg containers, etc. since trace amounts of food previously contained in these materials may be present. The classroom teacher is responsible for consulting with the school nurse prior to implementing class projects and manipulatives.

10. Special Dietary Needs

- **Disability-Related:** *Examples include, but are not limited to: Speech/Swallowing problems, Food Anaphylaxis (severe food allergy) **, PKU, and 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/Guardian/Student Guidelines:
 - If a child is participating in a 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's 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 the 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.
- **Non-Disability:**
 - **USDA does not require schools to serve special meals**
 - *Food intolerances, Non-anaphylaxis food allergy, Diabetes, Obesity, High Cholesterol, Food Restrictions by Parent/guardian Choice*

11. 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 Allergy Action Plan (AAP). Emergency medication(s) and an AAP will accompany the allergic student on all field trips. A parent/guardian may be asked to attend the field trip. If the parent/guardian of the student with LTA is not available to attend, the student will automatically be placed with an Epinephrine-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).

12. Transportation: The parents/guardians 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 or the Transportation Department. It is the parent/guardian'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 in readily identifying 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 their child's life-threatening allergy on the first day of school.

13. Educate Child in Self-Management of His/Her Food Allergy: All students with LTA's should be encouraged to learn about their 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.

14. Review 504 Accommodation Plan:

- a. 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.
- b. The school nurse and school principal/designee in conjunction with the student's parent/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/guardian(s), and the primary care provider and/or allergist.
- c. The 504 Plan (if applicable) and AAP will be available in the nurse's office and student's classroom.
- d. Photographs of students with life-threatening allergies (LTA) should be provided by the parent/guardian and attached to the 504 Plan and/or AAP.

15. 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/guardian an opportunity to meet and speak with the school nurse and food services staff. Classroom and lunchroom procedures will be reviewed and a tour of the cafeteria will be provided. All children and their parents/guardians are encouraged to attend.

16. Grade 6 Transition: As students transition to Middle School, they will accept more responsibility for the self-management of their LTAs. In an effort to assist students in making safe choices, the 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.

17. Latex Allergies: Latex allergies may also cause an anaphylactic reaction. In order to prevent a severe reaction, it is important to avoid exposure to 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

Massachusetts Comprehensive School Health Manual, MDPH, 2007

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.

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 or visit the Health Services page on the district website.

STUDENT RECORDS

Emergency Information

Emergency Contact Information is required for every student. Prior to the beginning of each school year, parents/guardians are to complete the form online using the parent/guardian portal in Aspen. The form must be completed in full. 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 parents/guardians cannot be reached
4. Parents/guardians' work /cellular phone numbers
5. Authorization to provide medical attention at the nearest medical facility if parents/guardians cannot be reached
6. Any current medical conditions and medications

This information is extremely important and must be kept up to date. Remember to contact the school office for any change in information during the school year. Kindly contact the school nurse directly for any change in medical information. The Aspen portal also requires parents/guardians to click to indicate the following:

- **Agreement with and understanding of the district's Internet policy**
- **Permission to use photographs or include children in social media posts**
- **That the handbook has been reviewed**

Failure to provide this information in Aspen may result in your child not being able to attend field trips and/or use the internet at school. Please go to [About the Aspen Student/Family Portal - Wilmington Public Schools](#) for a tutorial.

Release of Information

Elementary schools in Wilmington continually celebrate student achievements and talents. Students are frequently recognized either in writing or with photographs in school newsletters, local newspaper publications, websites, videotapes, the local cable TV station, and displays throughout schools and town buildings. Students' work may also be submitted to local and national contests. Parents/guardians who do not want their child's name, image, or school work to appear in publications as referenced above, must indicate such in the "policy sign-off" section of the Aspen portal when updating emergency information each fall (see the Emergency Information section below).

Directory Information Notice

The Wilmington Public Schools has designated certain information contained in the educational records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00 et seq.

The following information regarding students is considered directory information: (1) name, (2) address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) participation in officially recognized activities and sports, (7) weight and height of members of athletic teams, (8) dates of attendance, (9) degrees, honors and awards received, (10) post-high school plans of the student.

Directory information may be disclosed for any purpose at the discretion of the school system, without the consent of a parent/guardian of a student or an eligible student. Parents/guardians of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a parent/guardian or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq.

Any parent/guardian or student refusing to have any or all of the designated directory information disclosed must file a written notification to this effect with the principal on or before October 1st of each school year. In the event that a refusal is not filed, it is assumed that neither the parent/guardian of a student nor the eligible student objects to the release of the directory information designated.

Notice of Transfer to Other Schools

Pursuant to 603 CMR 23.07(g), notice is hereby given to parents/guardians and eligible students that the Wilmington Public Schools forwards the complete school record of a transferring student to schools in which the student seeks or intends to enroll. Such transfer of records takes place without the consent of the parent/guardian or eligible student.

Amending a Student Record

- A. A parent/guardian has the right to add information, comments, data, or any other relevant written material to the student's record. The parent/guardian should submit the additional information in writing to the principal with a written request that the information is added to the student record.
- B. A parent/guardian has the right to request, in writing, deletion or correction of any information contained in the student's record, except for the information that was inserted into that record by the Special Education Team. Such information inserted by the Special Education Team shall not be subject to such a request until after the acceptance of the Individual Educational Plan (IEP), or, if the IEP is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:

- 1) If a parent/guardian is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student's record, the parent/guardian shall present the objection in writing and/or have the right to have a conference with the principal or his/her designee to make the objections known.
- 2) The principal or his/her designee shall within one week after the conference or receipt of the objection if no conference was requested, render to such parent/guardian a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the parent/guardian, the principal or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.
- 3) If the principal's decision is not satisfactory to the parent/guardian, the parent/guardian may file an appeal to the Superintendent. Such appeal shall be in writing and submitted to the Superintendent within five (5) business days of receipt of the principal's decision. The Superintendent shall render a written decision on the appeal within two (2) weeks of receipt of the written appeal.
- 4) If the Superintendent's decision is not satisfactory to the parent/guardian, the parent/guardian may appeal to the School Committee by filing a written appeal within five (5) business days of receipt of the Superintendent's decision. The School Committee shall conduct a hearing as required on the appeal as required by 603 CMR 23.09(4).

STUDENT BEHAVIOR AND CODE OF CONDUCT

The Wilmington Public Schools is committed to maintaining safe, supportive, and equitable learning environments. Discipline practices are intended to promote student growth, accountability, and re-engagement in the learning process. Exclusionary discipline (e.g., suspension or expulsion) will be used only when necessary and in accordance with Massachusetts law.

Positive Behavior Intervention and Supports (PBIS)

As a district we are committed to providing our students with the tools necessary to conduct themselves as positive members of our community. Each school has developed and implemented a system of Positive Behavior Intervention and Supports (PBIS) to support all students.

Student Rights & Responsibilities

The reason for being in school is to learn. That which distracts students from this purpose must be avoided. Students are expected to show proper respect for one another, for all school personnel, and for the school building and grounds.

Once students have boarded the school bus or arrived on school grounds, students are under the supervision and direction of the school staff and all school regulations.

Infractions of school rules and disregard of orderly school conduct may result in referral to the office, student and/or parent conferences, loss of bus riding privileges, detention, in-school or out-of-school suspension, expulsion, or other penalties deemed appropriate by the Principal or his/her designee.

Included below is a list of prohibited conduct and guidelines for response by school officials. In listing prohibited conduct, we cannot anticipate every possible circumstance that could result in discipline. Students are expected to recognize that any conduct that interferes with an appropriate educational environment, whether or not listed, may lead to discipline. In addition, students should be aware that the responses listed are merely guidelines. School officials retain the discretion to vary from these guidelines as appropriate based upon the circumstances of each incident.

The following are examples of behaviors that are not acceptable at school.

Alcohol possession/use	Inappropriate use of a cell phone
Assault	Inappropriate use of the Internet
Bullying	Leaving a classroom without permission
Causing a disruption	Leaving the school building without permission
Destruction of school property	Not following directions
Disrespect to a staff member	Physical fight / instigating a physical fight
Drug possession / use	Possession of a weapon
Excessive tardiness	Racial slurs
Failure to do classwork	Showing a lack of respect
Felony outside of school	Theft
Forging a note	Threatening a student or staff member
Harassment	Tobacco possession / use
Inappropriate behavior	Truancy
Inappropriate behavior on the bus	Vandalism
Inappropriate gesture	Violation of school/classroom rules

Inappropriate language	
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Student Discipline and Due Process

Student discipline in the Wilmington Public Schools is administered in accordance with Massachusetts General Laws Chapter 71, Sections 37H, 37H^{1/2}, and 37H^{3/4}. These laws outline student rights and school responsibilities related to suspension and expulsion.

The District is committed to using disciplinary practices that maintain safe learning environments while also supporting students in remaining engaged in their education.

Referral to the Office

If a student is sent out of a classroom for a class disruption, the student will go directly to the office to report to the principal / assistant principal. Failure to report to the office will result in disciplinary action. Following a discussion between the student and the principal/assistant principal, the student's parents/guardians may be contacted and requested to come to school for a discussion of the student's behavior.

After School Detention

At the discretion of any teacher/administrator, a particular student may be kept after school for any of the following reasons:

1. Tutorial assistance in a given subject area.
2. An opportunity to provide a period of time when missing assignments could be completed.
3. As a measure of inappropriate classroom behavior.

When it becomes necessary to detain a child, parents/guardians are responsible for providing transportation home, unless other arrangements have been made. A 24-hour notice will be given.

Use of Alternatives to Suspension:

Consistent with Massachusetts General Laws Chapter 71, Section 37H^{3/4}, the principal or designee shall not suspend or expel a student until alternative remedies have been considered, implemented, and documented, except in cases where:

- The student's continued presence poses a specific and documentable concern regarding serious harm, or
- The behavior falls under statutory exceptions (e.g., weapons, drugs, assault on staff)

Alternative Remedies May Include:

- Mediation
- Conflict resolution
- Restorative justice practices
- Collaborative problem solving
- Positive Behavioral Interventions and Supports (PBIS)
- Student Success Team (SST) interventions
- Behavioral supports or contracts

Documentation Requirement

School administrators will:

- Document the alternative strategies attempted
- Record the outcomes of those interventions
- Provide a rationale when such alternatives are determined to be unsuitable or unsuccessful

Use of Alternative Remedies Prior to Suspension

Consistent with Massachusetts law, principals or their designees will consider non-exclusionary disciplinary alternatives prior to issuing a suspension or expulsion unless a student's continued presence poses a documented safety risk.

Such alternatives may include, but are not limited to:

- Mediation
- Conflict resolution
- Restorative justice practices
- Collaborative problem solving
- Behavioral intervention plans
- Counseling or social-emotional supports

The use of such alternatives, the outcomes, and the reasons why alternative approaches may not be appropriate will be documented by the school administration.

Suspension

Prior to imposing a suspension, the principal or designee shall ensure that appropriate alternative remedies have been attempted and documented, unless emergency circumstances or statutory exceptions apply.

Students who are suspended will be provided:

- The opportunity to make academic progress
- Access to assignments, assessments, and instructional materials

Educational services will be provided in a manner consistent with academic standards for all students.

A suspension is a temporary loss of membership in the school community. Students are prohibited from being on school grounds or attending school-sponsored activities on or off-campus during the time of the suspension.

Procedures to be followed in connection with a suspension of ten days or less are set forth under the Procedures for Short-Term Suspension section of the handbook. Long-term suspensions require more formal procedures. See the Procedures for Long-Term Suspension or Expulsion section of the handbook.

An administrator may, at his/her discretion, schedule a conference with parents/guardians prior to a student's return to school after a suspension to discuss and set forth the terms of return. Work and tests missed during the suspension period must be made up by the student.

Procedures for Short-Term Suspension

(exclusion of a student from school premises and regular classroom activities for a specified period of not more than ten school days.)

The principal, or his/her designee, may suspend students on a short-term basis. Unless a student poses a danger to persons or property, substantially and materially disrupts the order of school, possesses a firearm, controlled substance, or assaults a school staff member, the student will receive the following prior to a short-term suspension:

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - a. The disciplinary offense;
 - b. The basis for the charge;
 - c. The potential consequences, including the potential length of the suspension;
 - d. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - e. The date, time, and location of the hearing;
 - f. The right of the parent and student to interpreter services at the hearing; and
 - g. If the student may be placed on a long-term suspension following the hearing with the principal: (1) The rights set forth under the "Procedures for Long-Term Suspension"; and (2) The right to appeal the principal's decision to the superintendent.
2. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the

parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

3. Based on the available information, the principal shall make a determination as to whether the student committed the disciplinary offenses and what remedy shall be imposed. The principal shall notify the student and parent in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.

Procedures for Emergency Removal

A student may be subject to emergency removal if the student's continued presence poses a specific and documentable concern regarding the infliction of serious bodily injury or other serious harm to another person or substantially disrupts the school environment.

This removal:

- Shall not exceed two (2) school days
- Requires prompt notification to the parent/guardian
- Will be followed by a hearing and due process procedures

If the student's continued presence poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption, the principal shall temporarily remove the student from the school. This temporary removal shall not exceed two (2) days following the day of the emergency removal and the superintendent shall be immediately notified of the removal. Additionally, the principal shall make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the emergency removal, and the other information required in a short-term suspension notification. The short-term suspension notice shall be provided in writing to the student and parent. The opportunity for a hearing with the principal shall occur within two (2) school days unless otherwise extended by the school and parent. A decision regarding the student's continued suspension or another removal shall be rendered the same day as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion).

The principal may also remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on a student's misconduct. This type of removal is not subject to the procedures for suspension and expulsion outlined in this policy.

Procedures for Long-Term Suspension

(exclusion of a student from school premises and regular classroom activities for more than ten school days.)

The principal, or his/her designee, may issue long-term suspensions at the building level. The principal may also issue expulsions for the offenses set forth in M.G.L. c. 71, §37H, and §37H½. Expulsions for other offenses are handled by the School Committee pursuant to M.G.L. c. 76, §16, and §17.

1. In the event of a long-term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - a. The disciplinary offense;
 - b. The basis for the charge;
 - c. The potential consequences, including the potential length of the suspension;
 - d. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - e. The date, time, and location of the hearing; and
 - f. The right of the parent and student to interpreter services at the hearing.
2. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student.
4. The student shall also have the right to be represented by counsel or a layperson at the choice and expense of the student/parent.
5. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
6. The parent, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances that the principal should consider in determining consequences for the student.
7. The principal shall make a determination as to whether the student committed the disciplinary offenses and what consequences shall be imposed. The principal shall notify the student and parent in writing of his/her decision, including the following information:
 - a. The disciplinary offense, the date on which the hearing took place, and the participants in the hearing;

- b. The key facts and conclusions reached by the principal;
- c. The length and effective date of the suspension and the date of return to school;
- d. The notice of the student's opportunity to receive education services to make academic progress during the suspension;
- e. The student's right to appeal the principal's decision to the superintendent or his/her designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the parent or student to file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension.
 - i. The superintendent shall hold the hearing within three (3) school days of the student's request unless an extension is mutually agreed to.
 - ii. The superintendent shall make a good-faith effort to include the parent in the hearing.
 - iii. The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or parent upon request.
 - iv. All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing.
 - v. The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or lesser consequence than the principal.
 - vi. The decision of the superintendent shall be the final decision of the school district.

Student Re-Engagement in Learning

Wilmington Public Schools is committed to ensuring that students remain connected to their education even when disciplinary actions are necessary.

When a student is suspended or excluded from school, the district will provide opportunities to remain engaged in learning, including:

- Access to academic assignments
- Opportunities to complete coursework
- Communication with teachers
- Support services when appropriate

The district also implements Positive Behavioral Interventions and Supports (PBIS) and trauma-sensitive practices to promote positive behavior and student success.

Student Re-Engagement and Support:

The District is committed to supporting students in re-engaging in the learning process following disciplinary action. Schools will utilize school- or district-wide models including:

- Positive Behavioral Interventions and Supports (PBIS)
- Trauma-sensitive practices
- Counseling and behavioral supports
- Academic re-entry planning

Expulsion

Expulsion is the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) days, indefinitely, or permanently. Conduct that may lead to expulsion includes but is not limited to possession of a dangerous weapon, assault on school personnel or upon other students, possession of a controlled substance, and certain criminal convictions and charges.

Discipline for Students with Disabilities or Suspected Disabilities (IEPs and 504 Plans)

Students with disabilities are entitled to the protections provided under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

If a student who has not yet been determined eligible for special education is suspected of having a disability and the school had knowledge of this prior to the disciplinary incident, the student may be entitled to the same protections as students with identified disabilities.

These protections may include:

- Manifestation determination reviews
- Consideration of the student's disability in disciplinary decisions
- Continuation of educational services during certain disciplinary removals

All students are expected to meet the requirements for behavior as set forth in this handbook and to abide by the Wilmington Public Schools code of conduct. The disciplining of students with disabilities or a student suspected of having a disability is governed by Federal and State laws and regulations. Specifically, these laws include the Individuals with Disabilities Act, 20 U.S.C. 1401 et seq., its implementing regulations 34 C.F.R. et seq. Massachusetts General Laws, Chapter 71B and its implementing regulations, and Section 504 of the Rehabilitation Act of 1973. State regulations require that additional provisions be made for students who have been found by an evaluation TEAM to have special needs and whose program is described in an Individualized Education Plan (IEP) or 504 Plan. A student not yet determined eligible for special education also has these protections if the district had knowledge that the student was a "child with a disability" before the behavior that led to the discipline occurred. Students for whom the district had knowledge that the student was a "child with a disability" before the behavior that led to

the discipline occurred, are entitled to an expedited evaluation to determine eligibility for Special Education Services prior to discipline being imposed. The following additional requirements apply to the discipline of students with disabilities.

1. The IEP or 504 Plan for every student with a disability will indicate whether the student can be expected to meet the regular discipline code or if the student's disability requires a modification or accommodation. Modifications will be described in the student's IEP and accommodations will be described in the student's 504 Plan.
2. The principal (or designee) will notify the Director of Student Support Services of the suspendable offense of a student with disabilities and a record will be kept of such notices.
3. At any point that school personnel removes 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 the Individuals with Disabilities Act.
 - a. Prior to a suspension that constitutes a change in placement of a student with a disability, the school will convene a **manifestation determination meeting** to review all relevant information in the student's file, including the IEP or 504 Plan, 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 or 504 Plan.
 - b. If the Team determines that the behavior is NOT a manifestation of the disability, then the district may suspend or expel the student consistent with the policies applied to any student with a disability, except that the district must still offer:
 - i. services to enable the student to continue to participate in the general education curriculum and to progress towards IEP goals; and
 - ii. as appropriate, a functional behavioral assessment and behavioral interventions services and modifications or accommodations, to address the behavior so that it does not recur.
 - c. If the Team determines that the behavior IS a manifestation of the disability, then the district completes a functional behavioral assessment and develops a behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies the plan, as necessary, to address the specific behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with section (d), the student returns to the original placement unless the parents and district agree otherwise.

- d. Regardless of the manifestation determination, the district may place the student in an alternative educational setting (as determined by the Team) for up to 45 school days:
 - i. on its own authority if the behavior involves weapons, illegal drugs or another controlled substance, the infliction of serious bodily injury on another person while at school or a school function, or under unique circumstances considered on a case-by-case basis; or
 - ii. 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 educational setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP or 504 Plan and provides services to address the behavior.

Equitable Application of Discipline

All disciplinary decisions will be made in a manner that is fair, consistent, and free from discrimination. The District is committed to ensuring that discipline practices are applied equitably across all student groups.

Bus Safety and Expectations

The Wilmington Public Schools provides access bus transportation for students which can be a fun and exciting extension of your child’s school. We strive to make the bus ride a short, safe and enjoyable one. Behavior plays a pivotal role in maintaining safety and providing a comfortable atmosphere for all students. Students who disregard bus safety rules may be assigned a specific seat by either the driver, staff or the Principal.

Overall Expectations:

The bus is an extension of the school and, as such, the general expectations for student behavior also apply in addition to the further expectations noted below. These expectations are considered essential to help ensure the safe operation of our school buses and we ask that parents/guardians and caregivers review these expectations regularly with their children.

- Students are required to always follow the direction of the bus driver and be respectful to the driver
- Riders must respect one another and the property of others
- Students must remain in a proper seated position at all times
- Riders will talk in a quiet indoor voice; no screaming or yelling
- Students will not use obscene language or gestures
- The aisle must be kept clear
- Arms, legs, heads, and objects must be kept inside the bus at all times
- Objects are not to be thrown in the bus or outside
- Food and drink is not permitted on the bus

- The use of cell phones and other personal devices for video imaging is prohibited
- Matches, lighters, alcohol, smoking and vaping are not permitted on the bus and are subject to suspension and/or expulsion from school in addition to bus consequences
- Any destruction of property on the bus (e.g. tearing of seats or breaking windows) will result in an obligation of the student/family to pay restitution
- Students are not permitted to change buses and may only ride the bus to which they are assigned

Any other conduct that interferes with the safe operation of the school bus, not listed above, may result in disciplinary action.

Consequences Associated with Violations of Bus Riding Expectations:

It should be noted that riding a school bus is a privilege and not a right. Any behavior that holds the potential to interfere with the safe and orderly operation of a bus will be dealt with accordingly and generally with progressive discipline. This may include temporary suspension from the bus up to, and including, revoking bus riding privileges for a period not to exceed 5 days.

A longer loss or termination of bus privileges altogether may be recommended for extreme instances and/or continued offenses.

Use of Video On 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.

Requests to have the administration view a bus video must be made to the School's Principal. The School Principal will then make a request to the Director of Administration & Finance to request the video from the bus transportation company. The School's Principal will view the video if any misconduct is alleged.

Vandalism

Students have the responsibility to respect and care for all school property. Any student who deliberately damages school property may be suspended from school. The student will be required to make full restitution for vandalism.

False Fire Alarms / Bomb Threats

Any student who is responsible for causing a false fire alarm or bomb scare will be suspended from school for five (5) days and referred to the Wilmington Police and Fire Department for possible legal action. Said student and their parents/guardians will also be required to meet with the Superintendent of Schools and/or designee before they can return to school. Please see the paragraph entitled "Disciplinary Infractions/Criminal Matters," below.

Disciplinary Infractions/Criminal Matters:

“All students and parents/guardians are advised that many disciplinary infractions, including but not limited to: possession of a controlled substance, possession of a dangerous weapon, assault of a staff member or another student, and BOMB THREATS/FALSE FIRE ALARMS are also prohibited by the criminal laws of the State of Massachusetts. As a result, in most of these disciplinary infractions, the school department will refer the matter to the police department. If a student is charged with a juvenile felony complaint or a felony charge/indictment, G.L. c. 71 §37 1/2 allows the school district to suspend the student for the duration of the criminal proceedings pending against the student, and if the student is convicted, admits to sufficient facts, or plea bargains the charge, the school district may then expel the student for being involved in that felony. Therefore, parent/guardians and students should be well advised that the disciplinary penalties listed in the discipline code, such as the five days suspension for False Fire Alarm/Bomb Threat is a minimum, and the school district has the ability to suspend the student and possibly expel the student for such conduct if the police department presses charges or is able to obtain an indictment against the students.”

Searches of Students and School Property

Every principal, assistant principal, or designee of a public school in Wilmington may conduct a search of a student on school premises if he/she has a reason or cause to believe that the student has in his/her possession any item, the possession of which constitutes a criminal offense under the laws of the Commonwealth of Massachusetts. This search will be made in the presence of a third party. The person conducting the search and the third party will be of the same gender as the student self-identifies.

Every principal, assistant principal, or designee of any public school in Wilmington may conduct a search on the physical plant of the school, and every appearance thereof including student lockers.

Discrimination and Harassment Complaint Procedures

Reporting and Resolving Complaints of Discrimination or Harassment

Wilmington Public Schools is committed to maintaining an educational environment free from discrimination and harassment. Any student, parent/guardian, employee, or community member who believes they have experienced or witnessed discrimination or harassment based on race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or any other protected category should report the concern promptly.

Complaints may be reported to a teacher, principal, counselor, or directly to the District's Civil Rights Coordinator. Reports may be made verbally or in writing.

Upon receiving a complaint, the District will promptly:

- Acknowledge receipt of the complaint.
- Conduct a timely and impartial investigation.

- Take appropriate steps to stop the behavior, remedy its impact, and prevent recurrence.
- The District will make every effort to complete investigations within a reasonable timeframe, typically within 30 school days, unless circumstances require additional time.

Consequences for Discrimination or Harassment

Students who engage in discrimination, harassment, intimidation, or bullying may be subject to disciplinary action consistent with the Code of Conduct. Disciplinary measures may include:

- Restorative practices or mediation
- Behavioral interventions or counseling
- Loss of privileges
- Detention
- Suspension (short-term or long-term)
- Expulsion in accordance with Massachusetts law

Disciplinary decisions will consider the age of the student, the severity of the behavior, and whether the conduct created a hostile educational environment.

DISTRICT POLICIES

Below you will find the list of all school committee policies. A complete transcript of these policies are on file at the Superintendent's Office and can be found on the district's website at <https://www.wpsk12.com/cms/one.aspx?pageId=26933083>.

SECTION A FOUNDATIONS AND BASIC COMMITMENTS

- [AA School District Legal Status](#)
- [AB The People And Their School District](#)
- [AC Nondiscrimination and Harassment](#)
- [ACAC Staff Conduct With Students](#)
- [ACE Nondiscrimination On The Basis Of Disability](#)
- [ADC Tobacco Products on School Premises Prohibited](#)
- [ADC-E No Smoking And Tobacco Use](#)
- [ADDA Background Checks](#)
- [ADDA-R C.O.R.I. Requirements](#)
- [ADDA-E-2 C.O.R.I. Requirements](#)
- [ADF School District Wellness Program](#)

- [AE Commitment To Accomplishment](#)

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- [BA School Committee Operational Goals](#)
- [BAA Evaluation of School Committee Operational Procedures](#)
- [BB School Committee Legal Status](#)
- [BBA School Committee Powers and Duties](#)
- [BBAA School Committee Member Authority](#)
- [BBAB Administrative Personnel Positions](#)
- [BBAC Transportation: Responsibilities and Duties of The School Committee](#)
- [BBAD Annual Report in Accordance with Town By-Laws](#)
- [BBB School Committee Elections](#)
- [BBBA/BBBB School Committee Member Qualifications/Oath of Office](#)
- [BBBC School Committee Member Resignation](#)
- [BBBE Unexpired Term Fulfillment](#)
- [BCA School Committee Member Ethics](#)
- [BDA School Committee Organizational Meeting](#)
- [BDB School Committee Officers](#)
- [BDC Appointed Committee Officials](#)
- [BDD School Committee-Superintendent Relationship](#)
- [BDE Subcommittees of The School Committee](#)
- [BDF Advisory Committees to the School Committee](#)
- [BDFA School Councils](#)
- [BDFA-E-1 School Improvement Plan](#)
- [BDFA-E-2 Submission and Approval of School Improvement Plan](#)
- [BDFA-E-3 Conduct of School Council Business](#)
- [BDFB School-Community Associations/Parent Advisory Councils](#)
- [BDG School Attorney](#)
- [BE School Committee Meetings](#)
- [BEC Executive Session](#)
- [BEDA Notification of School Committee Meetings](#)
- [BEDB Agenda Format](#)
- [BEDB-E Agenda Format](#)
- [BEDD Rules of Order](#)

- [BEDF Voting Method](#)
- [BEDG Minutes](#)
- [BEDH Public Participation at School Committee Meetings](#)
- [BEDH-E Guidelines for Public Comment](#)
- [BEE Special Procedures for Conducting Hearings](#)
- [BG School Committee Policy Development](#)
- [BGB Policy Adoption](#)
- [BGC Policy Review and Evaluation](#)
- [BGD School Committee Review of Regulations](#)
- [BGE Policy Dissemination](#)
- [BGF Suspension of Policies](#)
- [BHC School Committee-Staff Communications](#)
- [BHE Use of Electronic Messaging by School Committee Members](#)
- [BIA New School Committee Member Orientation](#)
- [BIBA School Committee Conferences, Conventions, And Workshops](#)
- [BID School Committee Member Compensation and Expenses](#)
- [BJ School Committee Legislative Program](#)
- [BK School Committee Memberships](#)

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- [CB School Superintendent](#)
- [CBA\CBC Qualifications and Responsibilities Of Superintendent](#)
- [CBCB Review of Employment Contracts](#)
- [CBD Superintendent's Contract](#)
- [CBI Evaluation of The Superintendent](#)
- [CCB Line and Staff Relations](#)
- [CE Administrative Councils, Cabinets, And Committees](#)
- [CHA Development of Regulations](#)
- [CHC Regulations Dissemination](#)
- [CHCA Approval of Handbooks and Directives](#)
- [CHCA-E Approval of Handbooks and Directives](#)
- [CHD Administration in Policy Absence](#)

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- [DB Annual Budget](#)
- [DBC Budget Deadlines and Schedules](#)
- [DBD Budget Planning](#)
- [DBG Budget Adoption Procedures](#)
- [DBJ Budget Transfer Authority](#)
- [DD Funding Proposals and Applications](#)
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- [DGA Authorized Signatures](#)
- [DH Bonded Employees and Officers](#)
- [DI Fiscal Accounting and Reporting](#)
- [DIE Audits](#)
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- [DJA Purchasing Authority](#)
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- [DK Payment Procedures](#)
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- [EBA Facilities Inspection](#)
- [EBAB Pest Management Policy](#)
- [EBB First Aid](#)
- [EBC Emergency Plans](#)
- [EBCA Use of AED \(Automatic External Defibrillator\)](#)
- [EBCD Emergency Closings](#)
- [EBCFA Face Coverings](#)
- [EC Buildings and Grounds Management](#)
- [ECA Buildings and Grounds Security](#)
- [ECAC Vandalism](#)
- [EDC Authorized Use of School-Owned Materials](#)
- [EEA Student Transportation Services](#)
- [EEAA Walkers and Riders](#)
- [EEAE School Bus Safety Program](#)

- [EEAEA Bus Driver Examination and Training](#)
- [EEAEA-I Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers](#)
- [EEAEC Student Conduct on School Buses](#)
- [EEAEC-R Student Conduct on School Buses](#)
- [EEAED Use of Videos from Buses](#)
- [EEAG Student Transportation in Private Vehicles](#)
- [EFC Free and Reduced Food Services](#)

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- [FCB Retirement of Facilities](#)
- [FF Naming of School Facilities](#)
- [FFA School Memorials](#)

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- [GBD School Committee-Staff Communications](#)
- [GBEA Staff Ethics/Conflict of Interest](#)
- [GBEB Staff Conduct](#)
- [GBEBC Gifts to And Solicitations By Staff](#)
- [GBEC Drug-Free Workplace Policy](#)
- [GBGB Staff Personal Security and Safety](#)
- [GBJ Personnel Records](#)
- [GBK Staff Complaints and Grievances](#)
- [GCA Professional Staff Positions](#)
- [GCBA Professional Staff Salary Schedules](#)
- [GCBB Employment of Principals](#)
- [GCBC Professional Staff Supplementary Pay Plans](#)
- [G CBD Professional Staff Fringe Benefits](#)
- [GCCC/GDCC Family Medical Leave](#)
- [GCCC-E/GDCC-E Family and Medical Leave](#)
- [GCD Professional Staff Vacations and Holidays](#)
- [GCE Professional Staff Recruiting/ Posting of Vacancies](#)

- [GCF Professional Staff Hiring](#)
- [GCG Part-Time and Substitute Professional Staff Employment](#)
- [GCIA Philosophy of Staff Development](#)
- [GCJ Professional Teachers Status](#)
- [GCK Professional Staff Assignments and Transfers](#)
- [GCL Professional Staff Time Schedules](#)
- [GCO Evaluation of Professional Staff](#)
- [GCO-R-1 Evaluation of Professional Staff](#)
- [GCO-R-2 Evaluation of Teachers and Administrators](#)
- [GCQD Resignation of Professional Staff Members](#)
- [GCQE Retirement of Professional Staff Members](#)
- [GCQF Suspension and Dismissal of Professional Staff Members](#)
- [GCRD Tutoring for Pay](#)
- [GCS Posting of Collective Bargaining Agreements and the Superintendent of Schools Employment Contract](#)
- [GDA Support Staff Positions](#)
- [GDB Support Staff Contracts and Compensation Plans](#)
- [GDBC Support Staff Supplementary Pay Plans](#)
- [GDBD Support Staff Fringe Benefits](#)
- [GDC Support Staff Leaves and Absences](#)
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- [GDE Support Staff Recruiting/Posting of Vacancies](#)
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- [IC/ICA School Year/School Calendar](#)
- [ID School Day](#)
- [IE Organization of Instruction](#)
- [IGA Curriculum Development](#)
- [IGB Support Services Programs](#)
- [IGBE Remedial Instruction](#)
- [IGD Curriculum Adoption](#)
- [IHA Basic Instructional Program](#)
- [IHA-E Basic Instructional Program](#)
- [IHAЕ Physical Education](#)
- [IHAIA Middle School Pathway Exploration Policy](#)
- [IHAM Health Education](#)
- [IHAMA \(formerly IMAM-1\) Parental Notification Relative to Sex Education](#)
- [IHAM-R Health Education](#)
- [IHAMB Teaching About Alcohol, Tobacco and Drugs](#)
- [IHB Special Instructional Programs and Accommodations](#)
- [IHBA Programs for Students with Disabilities](#)
- [IHBB Gifted and Talented Education](#)
- [IHBD Compensatory Education](#)
- [IHBEA English Language Learners](#)
- [IHBF Homebound Instruction](#)
- [IHBG Home Schooling](#)
- [IHBG-R Home Schooling](#)
- [IHBH - Alternative School Programs](#)
- [IHCA Summer Schools](#)
- [IJ Instructional Materials](#)
- [IJ-R Reconsideration of Instructional Resources](#)
- [IJI Textbook Selection and Adoption](#)

- [IJK Supplementary Materials Selection and Adoption](#)
- [IJL Library Materials Selection and Adoption](#)
- [IJL-R Library Materials Selection and Adoption](#)
- [IJLA Library Resources](#)
- [IJM Special Interest Materials Selection and Adoption](#)
- [IJND Curriculum and Instruction – Access to Electronic Media](#)
- [IJNDB Acceptable Use Policy - Technology](#)
- [IJNDB-E Internet Use Policy](#)
- [IJNDB-E-1 Internet/E-Mail Acceptable Use Policy User Agreement Form](#)
- [IJNDB-E-2 Application Form – Internet Access Network](#)
- [IJNDC School and District Web Pages](#)
- [IJNDC-R Web Site Guidelines and Procedures for Approval](#)
- [IJNDD Social Media Policy](#)
- [IJOA Field Trips](#)
- [IJOB Community Resource Persons/Speakers](#)
- [IJOC School Volunteers](#)
- [IK Academic Achievement](#)
- [IKAB Student Progress Reports to Parents/Guardians](#)
- [IKC Rank in Class – High School](#)
- [IKE Promotion and Retention Of Students](#)
- [IKF Graduation Requirements](#)
- [IKFE \(formerly IKF-A\) Competency Determination](#)
- [IKFA Participation in Graduation Ceremony](#)
- [IL Evaluation of Instructional Programs](#)
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- [ILBA-E District Program Assessments](#)
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- [JC Attendance Areas](#)
- [JCA Assignment of Students To Schools](#)
- [JCAC Residency Enforcement Policy for the Wilmington Public Schools](#)
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- [JEBA Preschool Registration](#)
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- [JFABC Admission of Transfer Students](#)
- [JFABD Homeless Students: Enrollment Rights and Services](#)
- [JFABE Educational Opportunities for Military Children](#)
- [JFABF Educational Opportunities for Children in Foster Care](#)
- [JFBB School Choice](#)
- [JH Student Absences and Excuses](#)
- [JHD Exclusions and Exemptions From School Attendance](#)
- [JI Student Rights and Responsibilities](#)
- [JIB Student Involvement in Decision-Making](#)
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- [JICA Student Dress Code](#)
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- [JICE Student Publications](#)
- [JICF Gang Activity/Secret Societies](#)
- [JICFA Prohibition of Hazing](#)
- [JICFA-E Hazing](#)
- [JICFB Bullying Prevention](#)
- [JICG Tobacco Use by Students](#)
- [JICH Alcohol, Tobacco, And Drug Use by Students Prohibited](#)
- [JICH-R Chemical Health Regulations for High School Students](#)
- [JICJA Electronic Device Use Policy](#)
- [JIE Pregnant Students](#)
- [JIH Searches and Interrogations](#)

- [JII Student Complaints and Grievances](#)
- [JIK Use of Dogs to Search School Property](#)
- [JJ Co-Curricular and Extracurricular Activities](#)
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- [JJA Student Organizations](#)
- [JJE Student Fund-Raising Activities](#)
- [JJE-R Fundraising Guidelines](#)
- [JJF Student Activity Accounts](#)
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- [JJH Student Travel](#)
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- [JJIB Interscholastic Athletics](#)
- [JJIBA Varsity Letter Award Criteria for Athletes](#)
- [JJIF Athletic Concussion Policy](#)
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- [JK Student Conduct](#)
- [JKA Corporal Punishment](#)
- [JKAA Physical Restraint of Students](#)
- [JL Student Welfare](#)
- [JLA Student Insurance Program](#)
- [JLC Student Health Services and Requirements](#)
- [JLCA Physical Examinations of Students](#)
- [JLCB Inoculations of Students](#)
- [JLCC Communicable Diseases](#)
- [JLCD Administering Prescription and Non-Prescription Medication to Students](#)
- [JLCE Life-Threatening Food and Other Allergy](#)
- [JLD Guidance Program](#)
- [JLD-E Guidance Program](#)
- [JP Student Gifts and Solicitations](#)
- [JQ Student Fees, Fines, And Charges](#)
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- [KBBA-E Sample Notice to Custodial Parent](#)
- [KBBA-R Sample Affidavit for Non-Custodial Parent Requesting Student Records](#)
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- [KCB Community Involvement in Decision-Making](#)
- [KCD Public Gifts to The Schools](#)
- [KCD-R Acceptance of Gifts, Grants and Bequests](#)
- [KDB Public's Right to Know](#)
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- [KE Public Complaints](#)
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- [KF Community Use of School Facilities](#)
- [KHA Public Solicitations in The Schools](#)
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- [KJIA Senior Citizens – Free Admissions](#)
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This handbook is made available electronically at the beginning of every academic year to every student. It is the expectation of the administration and the school system that a parent/guardian and student will read and understand the handbook.

A printed copy of this handbook is also available in the school office.