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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**.**

Central Administration

Superintendent – Mr. Matthew Poska
Assistant Superintendent of Curriculum & Staff Development– Christine Elliott
Assistant Superintendent of Administration & Finance – TBD
Director of Human Resources – Andrea Stern-Armstrong
Director of Student Support Services (/Title IX/ Section 504/ADA, Civil Rights Coordinator– Christine Murray
Director of Technology and Digital Learning – Angel Cartagena

School Committee Members

Jesse Fennelly, Chair
Jennifer Bryson, Vice Chair
Stephen Turner, Secretary
Nicholas Golden, Member
Rebecca Lord, Member
Michael Mercaldi, Member
David, Ragsdale, Member

Middle School Administration

Brian Caira, Principal
Daniel Faircloth, Assistant Principal
Craig Murray, Assistant Principal

Right to Equal Education

Every person shall have a right to attend the public schools of the town where she/he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, immigration or citizenship status, disability, or sexual orientation. M.G.L. c. 76, § 5.

Notice of Non-Discrimination

The Wilmington Public Schools does not tolerate discrimination against students, parents, employees or the general public on the basis of race[1], color, national origin, sex, sexual orientation, gender identity, pregnancy or pregnancy

[1] Under Massachusetts law, "'Race', as applied to a prohibition on discrimination based on race, shall include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles." M. G. L. c. 4, § 7. Protective hairstyles, "shall include, but not be limited to, braids, locks, twists, Bantu knots, hair coverings and other formations." Id.

status, disability, homelessness, religion, age or immigration/citizenship status. The Wilmington Public Schools is also committed to maintaining a school environment free of harassment based on race, color, religion, national origin, sex, gender, sexual orientation, gender identity, pregnancy or pregnancy status, age, genetic information, ethnic background, ancestry, disability, or any category protected by state or federal law. In addition, the District provides equal access to all designated youth groups. Consistent with the requirements of the McKinney-Vento Act, the District also does not discriminate against students on the basis of homelessness.

The Superintendent shall designate at least one administrator to serve as the compliance officer for the District's non-discrimination policies in education-related activities, including but not limited to responding to inquiries related to Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act; the Age Act; M.G.L c. 76, § 5; M.G.L. c. 151B and 151C; and 603 C.M.R. § 26.00. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary of the U.S. Department of Education, or both.

The Wilmington Public Schools' policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to a public school of Wilmington or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, religion, national origin, sex, gender, sexual orientation, gender identity, pregnancy or pregnancy status, age, genetic information, ethnic background, ancestry, disability, or any category protected by state or federal law.

In addition to designating at least one administrator to respond to inquiries regarding the District's non-discrimination policies, the District has adopted grievance procedures for addressing reports of discrimination, harassment and retaliation under the protected classes identified in this policy. If an individual is interested in filing a complaint that they have been discriminated against because of race, color, national origin, sex, sexual orientation, gender identity, pregnancy or pregnancy status, disability including meal modifications, homelessness, religion, age or immigration status, their complaint should be filed in accordance with the District's grievance procedures for discrimination, harassment, and retaliation.

A complete copy of the District's Civil Rights Grievance Procedures are available here.

A complete copy of the District's Title IX Sexual Harassment Grievance Procedures are available here.

Wilmington Public Schools Civil Rights, Section504/ADA, and Title IX Coordinator:

Christine Murray, MA,CAGS
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

TITLE IX

Title IX of the Education Amendments of 1972

The District does not tolerate discrimination against students, parents, employees, or the general public on the basis of sex. The District is also committed to maintaining a school environment free of harassment based on sex, including harassment based on gender, sexual orientation, gender identity, pregnancy or parenting status. The District's policy of nondiscrimination extends to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to the District or in obtaining the advantages, privileges, and courses of study of such public school on account of sex.

How to Report Sexual Harassment: Individuals are encouraged to report allegations of sexual harassment to the District Title IX Coordinator or the Principal. Any report of sexual harassment, as defined under Title IX of the Education Amendments of 1972, will be responded to promptly in accordance with the District's Title IX Sexual Harassment Grievance Procedure.

Reports of discriminatory harassment not constituting sexual harassment as defined under Title IX of the Education Amendments of 1972 and 34 CFR 106.30, may be initially addressed through the District's Title IX Sexual Harassment Grievance Procedure and may, if dismissed under that procedure, be investigated in accordance with the District's Civil Rights Grievance Procedure.

Upon receipt of a report of sexual harassment, the Title IX Coordinator will: (1) promptly and confidentially contact the complainant to discuss the availability of supportive measures; (2) inform the complainant of the availability of supportive measures with or without the filing of a Title IX Formal Complaint; (3) consider the complainant's wishes with respect to supportive measures; (4) if the school district does not provide the complainant with supportive measures, document the reasons why such response was reasonable; and (5) explain to the complainant the process for filing a Title IX Formal Complaint.

Inquiries about the application of Title IX may be directed to the District's Title IX Coordinator and/or the Assistant Secretary of the U.S. Department of Education, Office for Civil Rights.

SECTION 1 – INTRODUCTION

PRINCIPAL'S MESSAGE

Dear Students and Families,

Welcome to Wilmington Middle School (WMS), where every day is a great day to be a Wildcat!

I am Mr. Caira, and it is my absolute honor to serve as your Principal. As a lifelong Wilmington resident, a Wilmington High School graduate, and a member of the inaugural 7th-grade class here at WMS, my passion for this community runs deep. This school isn't just where I work; it is a place that helped shape who I am today.

My journey at WMS has come full circle—from student to a 6th-grade ELA teacher for ten years, to serving as Assistant Principal for four years, to now entering my third year as Principal. Middle school is a unique and exciting chapter. Over the next few years, you will experience incredible growth, but you will also likely face moments of frustration or disappointment. I want you to remember one thing: not one mistake or one bad test will define you.

Middle school is a great time to:

- Take Risks: Try a new club or instrument.
- Ask Questions: Be curious and advocate for your learning.
- Work Hard: Put in the effort, even when the subject is tough.
- Support Others: Be the classmate who encourages and lifts others up.

My door is always open. My primary goal is to ensure that every student feels safe, supported, and empowered to tackle whatever comes next. Whether you are a returning 8th grader or a 6th grader walking through our doors for the first time, know that our entire faculty and staff are here to help you navigate this journey.

I hope you learn to love this school and this community as much as I do. Let's make this a fantastic year of growth, community, and—above all—fun.

Go Wildcats!

Sincerely,

Mr. Caira Principal
Principal
brian.caira@wpsk12.com

WMS CIRCLE CORE VALUES

COMMUNITY

All Wilmington Middle School staff and students will work together to create a safe and supportive environment for all.

INCLUSIVITY

All Wilmington Middle School staff and students will be kind and accept each other's differences.

RESPECT

All Wilmington Middle School staff and students will appreciate and be considerate of the feelings, opinions, and property of themselves and others.

COLLABORATION

All Wilmington Middle School staff and students will take personal responsibility for their role in individual group activities.

LEARNING

All Wilmington Middle School staff and students will strive to do their best to achieve their personal success.

ENGAGEMENT

All Wilmington Middle School staff and students will demonstrate active involvement and resiliency in all aspects of their WMS experience.

WMS MISSION AND VISION STATEMENTS

Wilmington Public School's (WPS) Mission Statement

The mission of the Wilmington Public Schools is to educate and develop students academically, socially, and emotionally to be active, civic-minded contributors to our global society.

WPS Vision Statement

The Wilmington Public Schools, in conjunction with the community, provides an inclusive, respectful, and collaborative learning environment where all stakeholders are engaged in the development of the whole child.

Wilmington Middle School's (WMS) Mission Statement

Students and their voices will drive the work we do every day. We will work collaboratively in a safe and supportive environment to achieve common goals. We will build and foster relationships that support the greater school community. We will develop and implement support for every student, meeting them where they are and focusing on progress. Teachers will be provided with protected time to collaborate and plan lessons that are challenging and engaging. We will engage our community to create a well-rounded experience that includes exploration of different career fields. We will work to achieve a positive and enjoyable experience for all in the learning community.

Wilmington Middle School Vision Statement

Wilmington Middle School will instill in our students:

- Everyone has strengths and areas of growth, they do not define them, but help to make them who they are and what they have to offer.
- Relationships are important.
- All staff and students will be challenged and held to high expectations in a safe and supportive environment.
- Collaboration is essential; and
- All students will learn with the support of the learning community.

SECTION 2 – GENERAL INFORMATION

WMS PERSONNEL INFORMATION

Wilmington Middle School

25 Carter Lane
Wilmington, MA 01887
Phone: (978) 694-6080
Office Fax: (978) 694-6085
Health Office Fax: (978) 988-0196

WMS ADMINISTRATION

Brian Caira	Principal	brian.caira@wpsk12.com
Daniel Faircloth	Assistant Principal	daniel.faircloth@wpsk12.com
Craig Murray	Assistant Principal	craig.murray@wpsk12.com
Emily McMeekin	School Resource Officer	emily.mcmeekin@wpsk12.com

WMS OFFICE STAFF

Courtney Coulombe	Office - Administrative Assistant	Courtney.coulombe@wpsk12.com
Janice Wall	Office – Administrative Assistant	janice.wall@wpsk12.com
Siobhan O'Flaherty	Office – Administrative Assistant	siobhan.oflaherty@wpsk12.com

WMS HEALTH OFFICE

Kaitlyn Brothers	School Nurse	kaitlyn.brothers@wpsk12.com
Sopany Sam	School Nurse	sopany.sam@wpsk12.com

WMS SCHOOL COUNSELING OFFICE

Kaley Dee	Adjustment Counselor	kaley.dee@wpsk12.com
Kelly Laroche	Adjustment Counselor	kelly.laroche@wpsk12.com
Julie Norton	Adjustment Counselor	julie.norton@wpsk12.com
Shannon Keeley	Social Worker	shannon.keeley@wpsk12.com
Amy-Marie Lightfoot-Taylor	Social Worker	amy-marie.lightfoot@wpsk12.com
Brooke Salvati	School Psychologist	brooke.salvati@wpsk12.com

Curriculum Team Leader (CTL)

A CTL is an educator at Wilmington High School that oversees the respective department, such as English, Math, etc. for Grades 6 thru 12. This person works with the WMS and WHS Administration to ensure that the curriculum is updated to meet State Standards and the needs of our students.

Carlos Brown	World Language Curriculum Team Leader	carlos-luis.brown@wpsk12.com
Mollie Dickerson	Guidance Curriculum Team Leader	mollie.dickerson@wpsk12.com
Julie Kim	Science Curriculum Team Leader	julie.kim@wpsk12.com
Mia Parviainen	English Curriculum Team Leader	mia.parviainen@wpsk12.com
Matt Hackett	Social Studies Curriculum Team Leader	matt.hackett@wpsk12.com
Kyle Wescott	Math Curriculum Team Leader	kyle.wescott@wpsk12.com

LINKS:

WILMINGTON PUBLIC SCHOOL CALENDAR

DISTRICT ACADEMIC SCHOOL YEAR CALENDAR

Social Media:

Wilmington Middle School has both Twitter and Instagram accounts. Please follow us at the following accounts:

Twitter: @Wilmmiddle

Instagram: Wilmington_ms

Staff Listing

6TH GRADE CHALLENGER	6TH GRADE DISCOVERY	6TH GRADE EXPLORER
Chris Grecco - ELA	Stacey Benoit - SS	Patty Corsetti - SS
Elyse O'Leary - Math	Mark McDonagh- Math	Timalie Fascione - SCI
Chris Frye - SS	Max Sabato - SCI	Amanda O'Brien - Math
Taylor Bergstrom - SCI	Kristin Smith - ELA	Gabrielle Barnes - ELA
Nicole Silvio - Inclusion	Krystn Forcina - Inclusion	Francesca DeCaro - Inclusion
7TH GRADE CHALLENGER	**7TH GRADE DISCOVERY**	**7TH GRADE EXPLORER**
Crystal O'Keefe - ELA	Melanie Ghizzoni -SS	Louise O'Hanley - Math
Sean Landers - SS	Molly Delosa - ELA	Michelle McCreedy - SCI
Theresa Fisher -SCI	Christine Venezia - SCI	Patrick Taylor - SS
Kavitha Dhanaseelan - Math	Andrew Colella - Math	Kristina Mulrenan - ELA
Nicholas Shennett - Inclusion	Felicia Byrne - Inclusion	Neil MacDonald - Inclusion
8TH GRADE CHALLENGER	**8TH GRADE DISCOVERY**	**8TH GRADE EXPLORER**
Melissa Simmons - ELA	Patrick Finn - SS	Jayme Laurenza - Math
Dana Robinson - SS	Darin McDonald – ELA	Caitlin Cronin - SCI
Willow Gertz - SCI	Carolyn Curtis - SCI	Jac Madden - ELA
Andrea Schiavone - Math	Matt Bonomo - Math	Katianne DiSanto – SS
Lauren Nault - Inclusion	CJ Cann - Inclusion	Christina Keefe - Inclusion
UNIFIED ARTS & SPECIAL EDUCATION		
Beth Berube - Reading 7	Michael Ferrara - Band/Director	Mary Molina - Spanish
Robin Bouyer - Math Strategies	Holly Gill - Art	Kimberlie Monteforte - Library
Erin Brown - Language Based	Bonnie Gorrasi - Reading Interventionist	Emily Pereira - Language Based
Emily Carroll - Strides	Eleanor Hovel - Reading Interventionist	Jennifer Perkins - Strings
Julie Chachus - Reading 6	Ed Kaizer - Tech Ed.	Becky Philbrick - Spanish
kerri Lombardo - Language Based	Sean Lebrun - Music	Samantha Prindiville - Chorus
Jennifer Crane - Transition	Kate Lerner - French	Molly Ratcliffe - Life Skills
Katia DeStefano - Italian	Beth Livermore - Phys Ed	Charles Ronchetti - Tech Ed.
Anthony DiFabio - Student Support	Brenda Lomanno - Tech	Nicole Silvio - Inclusion
Katy Downer - Comp Literacy	Kerri Lombardo - Language Based	Paula Simpson - Phys Ed
Lisa Federici - Health	Jeanne McGonagle - Reading 8	Rebecca Wangerin-Wolfe - Art

WMS CHAIN OF COMMUNICATION

WHO DO I CALL WITH A QUESTION OR SUGGESTION?

General Questions (Including Classroom Issues and Curriculum & Instruction)

STEP 1a	Classroom Teacher, Special Education Teacher or Related Service Provider; if not resolved…
STEP 1b	If appropriate, School Counselor or Psychologist
STEP 2	Curriculum Team Leader/Liaison
STEP 3	Building Administrator
STEP 4	Director of Student Support Services
STEP 5	Superintendent of Schools

504 Plans

STEP 1	Classroom Teacher
STEP 2	Designated Building 504 Coordinator
STEP 3	Building Administrator
STEP 4	District 504 Coordinator
STEP 5	Superintendent of Schools

Special Education

STEP 1	Classroom Teacher, Special Education Teacher, Related Service Provider; if not resolved…
STEP 2	Liaison; if not resolved…
STEP 3	Special Education Curriculum Team Leader; if not resolved…
STEP 4	Building Administrator; if not resolved
STEP 5	Director of Student Support; if not resolved…
STEP 6	Superintendent of Schools

Medical Concerns

STEP 1	School Nurse; if not resolved…
STEP 2	Director of Nursing; if not resolved…
STEP 3	Building Administrator; if not resolved…
STEP 4	Superintendent of Schools

Guidance Department

STEP 1	Guidance Counselor; if not resolved…
STEP 2	Guidance Curriculum Team Leader; if not resolved…
STEP 3	Building Administrator; if not resolved…
STEP 4	Director of Student Support, if not resolved
STEP 5	Superintendent of Schools

IMPORTANT DATES

School Calendar 2026-2027

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

Wilmington Public Schools
2026/2027 School Calendar

Aug./ Sept. 2026

Su	Mo	Tu	We	Th	Fr	Sa	
30	31	1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				19

October 2026

Su	Mo	Tu	We	Th	Fr	Sa	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	
							21

November 2026

Su	Mo	Tu	We	Th	Fr	Sa	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19○	20	21	
22	23	24	25	26	27	28	
29	30						18

December 2026

Su	Mo	Tu	We	Th	Fr	Sa	
		1	2	3*	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			
							17

January 2027

Su	Mo	Tu	We	Th	Fr	Sa	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							19

February 2027

Su	Mo	Tu	We	Th	Fr	Sa	
	1	2	3	4○	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28							
							15

March 2027

Su	Mo	Tu	We	Th	Fr	Sa	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18*	19	20	
21	22	23	24	25	26	27	
28	29	30	31				
							23

April 2027

Su	Mo	Tu	We	Th	Fr	Sa	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30		
							17

May 2027

Su	Mo	Tu	We	Th	Fr	Sa	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	23	24	25	26	28	29	
30	31						20

June 2027

Su	Mo	Tu	We	Th	Fr	Sa	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				
							11

No School: Prof. Development Day
Holiday: Schools & Office closed
No School
Early Release

Notable Dates:

9/2/2026 First Day of School for Grades 1-12
9/4/2026- NO School
9/8/2026 First Day of School for Boutwell & Wildwood
9/30/2026 Early Release- Building-Based Professional Development Time
10/28/2026 Early Release- Curriculum Improvement Time
11/25/2026 Early Release
11/27/2026- NO School/Offices closed
12/23/2026 Early Release
1/27/2027 Early Release- Curriculum Improvement Time
3/10/2027 Early Release- Curriculum Improvement Time
3/26/2027 Early Release
5/5/2027 Early Release- Curriculum Improvement Time
6/15/2027 Last Day of School if **NO** snow days used/ Early Release
6/23/2027 Last Day of School if **ALL** snow days used/ Early Release

Parent Teacher Conferences:
***Grade K-5:** 12/3/2026 and 3/18/2027- ***Early Release Days for K-5 Schools Only**
Pre-School: 12/4/2026 and 5/14/2027
Middle School: 11/19/2026 and 2/4/2027- ○**Early Release Days for WMS Only**

Federal & State holidays 26/27

9/7/2026	Labor Day	1/1/2027	New Year's Day	Winter Break	12/24/26-1/1/27
10/12/2026	Columbus Day	1/18/2027	Martin L. King Jr. Day	Feb. Break	2/15/27-2/19/27
11/11/2026	Veterans Day	2/15/2027	Presidents' Day	April Break	4/19/27-4/23/27
11/26/2026	Thanksgiving Day	4/19/2027	Patriots' Day		
12/25/2026	Christmas Day	5/31/2027	Memorial Day		
		6/18/2027	Juneteenth observed		

Vacation Weeks 26/27

Approved 3/11/2026

Academic Calendar

Marking periods may be adjusted due to unforeseen circumstances such as frequent snow days or delays due to inclement weather.

FIRST SEMESTER	**September 2, 2026 - January 25, 2027**
First Quarter	**September 2, 2026 - November 6, 2026 (45 days)**
OPEN HOUSE	*September 10, 2026 6:00pm-8:00 pm*
Midterm	October 5, 2026 (Day 22)
Aspen Midterm Grades Entered by	October 13, 2026
Grade Close	November 6, 2026 (Day 45)
Aspen Grades Entered by	November 16, 2026
Report Cards Issued	November 17, 2026
Second Quarter	**November 9, 2026 - January 25, 2027 (45 days)**
PARENT CONFERENCES	*November 19, 2026 12:00pm-2:30pm and 6:00pm-7:30pm*
Midterm	December 11, 2026 (Day 67)
Aspen Midterm Grades Entered by	December 18, 2026
Grade Close	January 25, 2027 (Day 90)
Aspen Grades Entered by	February 2, 2027
Report Cards Issued	February 3, 2027
SECOND SEMESTER	**January 26, 2027 - June 15, 2027**
Third Quarter	**January 26, 2027 - April 5, 2027 (45 days)**
PARENT CONFERENCES	*February 4, 2027 11:30am-2:30pm*
Midterm	March 3, 2027 (Day 112)
Aspen Midterm Grades Entered by	March 11, 2027
Grade Close	April 5, 2027 (Day 135)
Aspen Grades Entered by	April 12, 2027
Report Cards Issued	April 13, 2027
Fourth Quarter	**April 6, 2027 - June 15, 2027 (45 days)**
Midterm	May 12, 2027 (Day 157)
Aspen Midterm Grades Entered by	May 19, 2027
Grade Close	June 15, 2027 (Day 180)
Aspen Grades Entered by	June 23, 2027
Report Cards Issued	June 24, 2027

- *Please note the "Aspen Grades Entered by" in the above chart. Although many teachers update Aspen regularly, contractually they are only required to do so at the dates marked above.*

Report Cards are available electronically on the dates listed above. If you would like a paper copy, please contact the Assistant Principal for your student's grade.

Important Changes for Incoming 6th Grade Students and Families:

- WMS has four (4) grading periods rather than three (3) at the Intermediate Schools.
- WMS report card uses a traditional report card with letter grades (see the next page for more information) rather than a standards-based report card.

MCAS Dates:

Typically, MCAS testing takes place during the months of March through May annually. Date-ranges are determined by the Massachusetts Department of Elementary and Secondary Education (DESE) and are subject to change per the DESE's discretion.

Open House:

The Open House is an opportunity for parents/ guardians to meet their child's teachers and receive information regarding the Middle School curriculum. This year's open house will be held on Thursday, September 4th. More information on how the evening will be orchestrated will come at the beginning of the school year.

Parent Teacher Conferences:

Parent Teacher Conferences will be held twice over the course of the academic school year, typically in November and February. Individual teams will send information regarding how the night will be organized for that particular house or subject.

REPORT CARD INFORMATION

Access Information

Report cards will be distributed in mid-November, mid-February, mid-April, and five days after the close of school in June. The report card is a way for teachers to report to students and parents/ guardians the progress of the student. Students and Families will be able to access their report cards online through the Aspen portal.

Grading Criteria

Grades are as follows:

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

F = 0 – 59 (Failure)

Mid-Term

Aspen Updates

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

Honor Roll

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

OVERALL STUDENT SCHEDULE STRUCTURE

Student Teams/ Houses

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

Guidance and Assistant Principals

Students are assigned to the same guidance counselor and assistant principal for their three years at Wilmington Middle School. This team of adults provide consistency and connections as they move from one grade to the next. It also provides a consistent team of educators that will be in contact with families. Each team of teachers meet on a regular basis with the guidance counselor and assistant principal to discuss and monitor students' progress, as well as brainstorm on instructional strategies.

Multi-Tiered System of Support

Wilmington Middle School will be implementing student-centered, tiered general education interventions for all students. We will be following the DESE's MTSS (Multi-Tiered System of Support) model. MTSS, is a system designed to provide equitable access to education and meet the needs of all students by ensuring that schools optimize data-driven decision-making, progress monitoring, and evidence-based support strategies, with increasing intensity to sustain student growth.

Teachers will provide interventions during the school day by looking at data through universal assessments administered regularly throughout the year. Core teams will determine the division of students into smaller groups based upon individual needs. Student progress will be monitored regularly throughout the year and adjustments to groupings and instruction will be made to meet the needs of the students.

Advisory

Advisory will be specifically scheduled to be once per six day cycle. Advisory will include activities that involve, but not limited to: lessons pertaining to school expectations, core values, anti-bullying (MARC), and other middle school related topics. Advisory will also be a time for teachers and students to build relationships in this small group setting.

MARC

The Massachusetts Aggression Reduction Center (MARC) provides free anti-bullying programing and services that are utilized at Wilmington Middle School. MARC lessons will be used throughout the school year during Advisory to help our students understand and identify bullying behaviors and how to respond to such situations.

Physical Education

All students must participate in physical education classes in each year of school. In cases of illness for a day or two, a written note from parents will excuse participation. This note should be brought to the school nurse. A long-term request to excuse participation requires a written medical excuse from a physician and permission of the school administration.

COMMUNICATION

There are ample ways to communicate between home and school.

Email and Phone

Teachers and staff may be contacted by phone, or e-mail. The school website may be accessed through the Wilmington Public Schools' website at *www.wpsk12.com* . The website includes teacher email addresses and school phone numbers in the Staff Directory.

Google Classroom

Teachers frequently post school assignments, projects and notice of upcoming tests and quizzes on their Google Classroom. Once a student has joined a Google Classroom, the parents/ guardians can be invited to receive automated email updates. As a parent/ guardian you will have the choice of receiving emails either daily or weekly that will compile all of the updates across your student's Google Classrooms.

Aspen

Parents/ Guardians and students can also view updated grade posting in the Aspen Family and Student Portal:

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

Aspen provides filters that will allow you to receive an alert if your child's grade comes in or falls below a certain threshold.

Smores Newsletters

Newsletters will be a method for teachers, students, and families to receive updates on school related issues, important announcements, and acknowledgement of student accomplishments.

Social Media

Wilmington Middle School has both Twitter and Instagram accounts. Please follow us at the following accounts:

Twitter: @Wilmmiddle

Instagram: Wilmington_ms

Have Additional Questions?

The Wilmington Public School Office of Information Technology assigns each family and student user information for the initial log-in. For additional information and FAQs, please

visit the help web site,
https://www.wpsk12.com/our_district/technology/about_the_aspen_student_family_portal

Parent Advisory Council (PAC)

Parents/Guardians, teachers, and administrators meet monthly to discuss parent support of curricular and co-curricular activities.

Every parent or guardian of a Middle School student is already a member of the PAC (Parent Advisory Council) and you can be as involved as you wish. The PAC is a fun, relaxed and comfortable atmosphere in which we will discuss important and current school events, issues, programs and fundraisers. All funds raised help to support student enrichment, parent workshops, staff appreciation events, as well as various other school needs like supplies and technology.

The Wilmington Middle School PAC meets once a month during the school year; anyone with an interest in Wilmington Middle School is invited to attend. Meetings are informal and provide a way to hear what is happening at the school and discuss fundraising and enrichment. For next school year, meetings will occur on the third Tuesday of every month.

Please find more information at:

https://wilmmspac.weebly.com/about.html - WMS PAC Website

WilmMSPAC@gmail.com – email address

Facebook - Wilmington Middle School PAC

School Advisory Council (SAC)

M. G. L. c. 71, § 59C provides for the formation of a school council at each public school in the Commonwealth. The councils are made up of an equal number of teachers and parents/ guardians. These positions are on a volunteer basis and depending upon interest will require a vote from their representative group.

This Council works in an advisory capacity with the school principal to review and revise school goals. Some responsibilities include but are not limited to:

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

SY 2025-2026 WMS PAC OFFICERS	SY 2025-2026 SAC REPRESENTATIVES
President - Kristen Buck Vice President - Katie Jordan Secretary - Adam Lyons Treasurer - Michael Stroud Publicity Coordinator - Debby Valdes Fundraising Coordinator - Liz Hughes	Brian Caira – Principal Taylor Bergstrom – Teacher Katia DeStefano – Teacher Kelly Laroche – School Counselor Janice Wall – Administrative Assistant Carla Ientile - Parent Sabra Jones – Parent Greg Jordan - Parent Yolanda Kennedy – Parent

VISITORS/VOLUNTEERS

The following guidelines to classroom and school visits should be followed:

Parental requests for classroom visitations will be welcomed as long as the educational process is not disrupted. To this end we ask that such requests be made at least forty-eight (48) hours in advance to allow for proper arrangements to be made. The building Principal has the authority to determine the number, times, and dates of observations by visitors. This will be done in consultation with staff members so as to give adequate notice to the staff members of the impending visits. For security purposes it is requested that all visitors report to the Principal's office upon entering and leaving the building and sign a guest log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office. Under ordinary circumstances classroom observations will be strongly discouraged during the first three (3) weeks of school in September and during the month of June. Any student who wishes to have a guest in school MUST ask permission of one of the administrative staff 24 HOURS in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival the guest must register in the office. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

All volunteers must be CORI checked and have a valid fingerprint background check per M. G. L. c. 71, § 38R.

OBSERVATIONS OF STUDENT'S PROGRAM

Observations of a student's current and/or proposed special education program may be conducted by a parent/guardian or their designee in accordance with M.G.L. c. 71B § 3. Parents/guardians must request an observation in advance and can submit the request to their Student's Team Chairperson, the Special Education Coordinator, or the Principal. Observers may be required to sign a non-disclosure form to protect student privacy and information. Observers shall be accompanied at all times by a school staff member.

EMERGENCY DRILLS

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

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

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

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

False alarms of fire, as well as tampering or meddling with the school's fire signal system, are crimes and violations of the school's code of conduct. In addition, tampering with any of the school's fire emergency alarms, extinguishers or any other related apparatus or emergency reporting devices may result in discipline. Failure to comply with the law or school policy may result in disciplinary action, including but not limited to long-term suspension from school..

Reports of Fires
The Principal is responsible for immediately reporting any incident involving the unauthorized ignition of any fire within the school building or on school grounds to the fire department. The Principal shall submit a written report to the head of the fire department. The report shall be filed without regard to the extent of the fire or whether there was a response by the fire department.

Reports of Dangerous Weapons
All staff shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time. Supervisors in turn shall file such weapon report with the Superintendent, who in turn shall file such report with the chief of police, DCF, the District's Office of Student Services , and the School Committee. The Superintendent, chief of police, DCF, and Office of Student Services, shall arrange an assessment of the student involved in said weapon report. The student shall be referred to a counseling program in accordance with acceptable standards as set forth by the board of education. Upon completion of the program, a follow-up assessment shall be completed of the student by the Superintendent, chief of police, DCF, and Office of Student Services.

SEARCHES OF STUDENTS AND SCHOOL PROPERTY

The Wilmington Public Schools has the right to inspect school property at its discretion, including a student's locker or desk, a school-issued laptop, school-issued email, and/or the student's use of the school's network.

Lockers/Desks
If a locker or desk is issued to students by the Wilmington Public Schools, such lockers and desks are school property, and the school reserves the right to search them at any time. Students have no expectation of privacy in the contents of their lockers or desks.

1. Lockers and desks are the property of Wilmington Public Schools. The Wilmington Public Schools maintains control of all locks affixed to lockers. No other locks are permitted and such locks will be removed by school officials.
2. Students shall not have any expectation of privacy in school lockers and desks and should be aware that school lockers and desks may be searched at any time by school officials.
3. It is prohibited to store any items/substances in violation of any school rule or federal, state, or local law in a locker or desk.
4. Items/substances prohibited from being in school, including in lockers and desks, include but are not limited to: guns/knives/weapons (real or fake), drugs and/or alcohol, fireworks/explosives, fire/smoke/odor producing products, and any other item or material which may disrupt the educational environment or present threat of harm to students and/or school staff.

Search of Students and Their Belongings

1. A Search of a student's person, personal possessions (including personal electronic devices), automobile on school property, will only be performed by school administrators where there exists reasonable suspicion that the search will produce evidence that the student has violated or is violating either the law or the rules of the school. The search will be conducted in a manner reasonably related to its objectives and will not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. Whenever a personal search is deemed necessary, the student shall be advised of the reason for the search prior to its implementation. A search of a student may extend to, but is not limited to: articles of clothing such as pockets; removal and search of outer garments such as hats/caps/head-gear, jackets, coats, sweaters, sweatshirts, or shoes; and to items such as pocketbooks, lunch bags, book bags, athletic bags, backpacks, and personal electronic devices. The consent of the student or a parent/guardian shall not be required prior to conducting a search of a student or the student's belongings. Students found in possession of prohibited items or materials may be subject to disciplinary action and/or criminal prosecution.

2. If the student fails to comply with a search, the student may be detained until the student's parents, and, if necessary, the police, can arrive at the school. Students who impede or refuse to comply with a search may be subject to disciplinary consequences, including a short or long-term suspension from school.

In the event of a search of a student or their belongings, parents/guardians will be notified of the search and the results thereof as soon as practicable. Except under exigent circumstances, the school administrator will conduct searches in the presence of another adult. Any object or substance found which may be evidence of a crime will be given to the police. Objects or substances which may be evidence of a school rule violation, but not a crime, will be held by Wilmington Public Schools administrators, and, determined appropriate by the school administration, may be returned to the student's parents.

RESTRAINT OF STUDENTS

The Wilmington Public Schools complies with the requirements of Massachusetts statutes and regulations governing the use and reporting of physical restraint and seclusion in schools. M.G.L. c. 71, § 37G; 603 CMR 46.00 (*as amended effective August 17, 2026*). Physical restraint is defined as direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

The Wilmington Public Schools recognizes that physical restraint of a student may be required to protect the safety of school community members from serious, imminent physical harm. Physical restraint may be used only as an emergency procedure of last resort and is prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed inappropriate under the circumstances.

Physical restraint shall not be used: (a) as a means of discipline or punishment; (b) when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting; (c) as a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or (d) as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include the use of physical restraint as a standard response to any behavior.

Physical restraint is an emergency procedure of last resort. Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

In the event that a physical restraint is administered, the Principal will make reasonable efforts to notify the parents/guardians within twenty-four (24) hours of the restraint and shall provide the parents/guardians with a written Restraint Report within three (3) school days of the restraint. 603 CMR 46.06.

The use of medication restraint or mechanical restraint is strictly prohibited in Wilmington Public Schools. The use of prone restraint is prohibited except in accordance with the requirements of 603 CMR 46.03(1)(b).

Seclusion is also an emergency procedure of last resort. Seclusion is the involuntary confinement of a student alone in a room or area with or without adult supervision, from which the student is not permitted to leave. The term does not include: a classroom or school environment where, as a general rule, all students need permission to leave the room or area, such as to use the restroom; a behavior support technique that is part of the district's, school's or program's designated procedures for behavior support which involves the monitored separation of a student in an unlocked setting, from which the student is allowed to leave and it is implemented for the purpose of calming; or placing a student in a separate location within a classroom with others or with an instructor, so long as the student has the same opportunity to receive and engage in instruction.

Seclusion is strictly prohibited in Wilmington Public Schools except in accordance with the requirements of 603 CMR 46.07(2). In the event that emergency seclusion is utilized with a student, the Principal will make reasonable efforts to notify the parents/guardians within twenty-four (24) hours of the seclusion and shall provide the parents/guardians with a written report within three (3) school days of the emergency

seclusion. Any space used for the emergency seclusion of a student shall meet the requirements of 603 CMR 46.07(1).

Time-out is a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed. Any space used for student time-out shall meet the requirements of 603 CMR 46.07(1).

The Wilmington Public Schools' procedures for the use of restraint and seclusion in District schools shall be made available to all parents/guardians and school staff members.

REPORTING OF SUSPECTED ABUSE AND/OR NEGLECT

All school staff are mandated reporters. By law, information about child abuse and neglect must be communicated by school employees to the Massachusetts Department of Children & Families (DCF) according to DCF protocol, and/or to the Principal (or their designee), who in turn are responsible for notifying DCF according to DCF protocol. The duty to report is triggered when a mandated reporter, in their professional capacity, has reasonable cause to believe that a child is: (i) suffering physical or emotional injury resulting from abuse inflicted upon them which causes harm or substantial risk of harm to the child's health or welfare including, but not limited to, sexual abuse; (ii) suffering physical or emotional injury resulting from neglect including, but not limited to, malnutrition; (iii) a sexually exploited child; or (iv) a human trafficking victim, as defined by section 20M of chapter 233; provided, however, that an indication of prenatal substance exposure shall not solely meet the requirements of this section.

In schools, mandated reporters must fulfill their mandatory reporting duty by:

1. immediately making an oral report directly to DCF and then following up with a written report (which can be filed online, by fax, or mail) to the DCF local area office within 48 hours; or
2. immediately notifying the Principal (or their designee), in which case that individual becomes responsible for immediately making the oral report to DCF and submitting the written report (which can be filed online, by fax, or mail) to the DCF local area office within 48 hours.

A mandated reporter who works for a school *may* also choose to immediately notify both DCF and the person in charge of the school. In addition, mandated reporters may contact the police or the Office of the Child Advocate.

If a mandated reporter believes a child is in imminent danger, they should call 911 immediately. If school officials believe that criminal laws may have been violated, whether or not the violation is included under § 51A, they should report such matter to the police.

Any person, even if not a mandated reporter, may file a report with DCF if that person has reasonable cause to believe that a child is suffering from, or has died as a result of, abuse or neglect.

Any suspected abuse or neglect of a person with a disability aged 18 and over must be reported to the Disabled Persons Protection Commission (DPPC), 300 Granite Street, Braintree, MA, 02184. Tel: (617) 727-6455..

The School Committee is responsible for informing teachers, administrators, and other professional staff of the reporting requirements for child abuse and neglect under M. G. L. c. 119, § 51A. See M. G. L. c. 71, § 37L.

The District is knowledgeable about this protocol and will ensure that staff are informed of their reporting obligations under M. G. L. c. 119, § 51A.

SECTION 3 – STUDENT INFORMATION

DAILY STUDENT ROUTINE

School Hours

The school day at Wilmington Middle School begins at 8:05 a.m. and ends at 2:30 p.m.

During this time a teacher will take attendance and will display the Morning Announcements. Students will begin dismissal at 2:30 PM. Students will not be able to stay after school unless they have previous arrangements to get picked-up or have permission to walk home.

Morning Announcements

Morning announcements will be provided by administrators on a daily basis during first period.

Pledge of Allegiance

A flag shall be displayed in each assembly hall and in each classroom. Each school day will begin with the Pledge of Allegiance to the flag. See M. G. L. c. 71, § 69

Moment of Silence

At the start of each class, a period of silence, not to exceed one minute, shall be observed for personal thoughts. See M. G. L. c. 71, § 1A.

DAILY SCHEDULE

Overview of the Daily Schedule:

Wilmington Middle School operates on a six (6) day cycle (Blue 1-White 6) with each student being scheduled for seven (7) classes per day. Blue 1 operates on a slightly modified schedule to incorporate Advisory.

Core Classes

Students' core classes are considered Math, Science, Social Studies, English Language Arts (ELA), and World Language or Reading. The Math, Science, Social Studies, and ELA teachers make up the Team of which your student is placed on. These classes meet every day within the six-day cycle and are considered year long classes.

Unified Arts Classes

Unified Arts classes are considered Health, Physical Education, Tech Ed, Computer Literacy, Chorus, Band, Orchestra, General Music, Media, and Art. These classes meet either every Blue Day or White Day and can be year long or semester (two quarters) long classes.

PAWS

Teachers will provide general education interventions during the school day by looking at data through universal assessments administered regularly throughout the year. Core teams will determine the division of students into smaller groups based upon individual needs. Student progress will be monitored regularly throughout the year and adjustments to groupings and instruction will be made to meet the needs of the students.

Student Schedule

WMS Class Schedule					
6th Grade		7th Grade		8th Grade	
7:55-8:05 Arriving					
1	8:05-8:57	1	8:05-8:57	1	8:05-8:57
2	8:57-9:42	2	8:57-9:42	2-UA	8:57-9:42
DEN	9:42-10:12	DEN	9:42-10:12	DEN	9:42-10:12
3-UA	10:12-10:57	3	10:12-10:57	3	10:12-10:57
Lunch	10:57-11:27	4-UA	10:57-11:42	4	10:57-11:42
4	11:27-12:12	Lunch	11:42-12:12	5-UA	11:42-12:28
5	12:12-12:58	5	12:12-12:58	Lunch	12:28-12:58
6-UA	12:58-1:44	6	12:58-1:44	6	12:58-1:44
7	1:44-2:30	7-UA	1:44-2:30	7	1:44-2:30

WILMINGTON MIDDLE SCHOOL

All Wilmington Middle School staff and students will...	**Community**: work together to create a safe and supportive environment for all.	**Inclusivity**: be kind and accept each other's differences.	**Respect**: appreciate and be considerate of the feelings, opinions, and property of themselves and others.	**Collaboration**: take personal responsibility for their role in individual and group activities.	**Learning**: strive to do their best to achieve their personal success.	**Engagement**: demonstrate active involvement and resiliency in all aspects of their WMS experience.
Classroom	Be on time and enter quietly. Accept consequences. Use the supports/tools offered to you.	Be a positive role model. Be kind.	Advocate for yourself. Ask questions. Keep your hands to yourself and on your own belongings. Be respectful of classroom materials the teacher provides and all school property.	Consider perspectives of others when working in groups or pairs. Be willing to engage in opportunities presented in the classroom.	Be prepared. Do your best work. Get extra help as needed.	Be an active listener and participate in classwork and discussion. Make up missed assignments. Learn from your mistakes. Reflect on your learning.
Restroom	Keep restroom clean. Report unusual activity (such as messes, graffiti, vandalism). Throw trash in the appropriate space.	Be aware of the needs of others.	Clean up after yourself and refrain from property destruction.	Put electronics away. Wash your hands. Make sure you fill out Ehall pass.	Following all expectations, utilizing E-Hall Pass to sign out to the bathroom and return to class in a timely fashion, understanding what the bathroom is used for (not used for socializing - use the bathroom, wash your hands, leave)	Allow others privacy.
Cafeteria	Be attentive to adults and announcements. Enjoy your OWN lunch. Stay seated in your section, when assigned.	Be considerate to others eating. Accept others' food choices. Invite others to join your table (look for kids sitting alone). Keep food in cafeteria unless otherwise specified.	Maintain personal space. Using indoor voices (volume 0-2). Use proper manners. Pay for what you take. Alert staff to unsafe or inappropriate behavior or messes. Put food/trash in the barrels.	Sit with assigned house unless otherwise specified. Wait for your section to be called. Notify adult of large spills. Clean up your lunch space before leaving. Use the restroom with the appropriate pass.	Wait your turn in line. Exhibit self control.	Return quickly and quietly to class using the correct hallway. Try to solve a conflict before asking for help. Seek help if needed.
Hallway/Stairs	Quietly close your locker. Walk to the right. Walk up and down stairs safely, by taking stairs one at a time.	Be in control of your body, keep your hands to yourself, use appropriate language and stay to the right.	Be considerate of those working. Be aware of others attempting to navigate hallways. Maintain personal space.	Use the most direct route. Keep lockers clean, closed, and locked.	Use locker at assigned times.	Respect hallway displays.
Bus	Listen to driver's instructions. Keep aisle and exits clear.	Be willing to sit with a variety of students. Be kind and inclusive. Use respectful language.	Clean up after yourself and refrain from property destruction.	Handle your own belongings. Keep all objects inside bus.	Find a seat that is open. Use a low volume of voice. Report problems to the driver.	Be flexible. Listen to adults on bus.
Auditorium/Assembly	Enter and exit quietly.	Celebrate achievements appropriately.	Keep your feet on the floor. Maintain personal space.	Ask appropriate questions. Wait to be dismissed.	Listening actively. Remain seated.	Follow adult expectations. Have a positive attitude.
Outdoor Areas	Stay on sidewalks and crosswalks, following instruction of adults (crossing guard, school resource officer, teacher).	Be considerate of the physical limitations of others. Use positive/ appropriate language.	Throw garbage in trash barrel. Maintain personal space.	Wait patiently for your ride. Be flexible with changes. Be aware of personal space.	Remain within designated area and actively engage in class and activity.	Ask a staff member for help when needed, see something/say something.
Arrival/Dismissal	Patiently wait for doors to open in the morning. Maintain appropriate volume when entering and exiting the building. Keep hands to yourself and refrain from throwing objects of any kind (snowballs, etc.).	Be mindful of those around you, i.e. if you are playing catch, play in an open area that's not at risk of interfering with others. If you see someone standing alone, be sensitive to their space.	Respect the adults on duty and take the most direct route to your first period class or mode of transportation home.	Be aware of your surroundings and use most direct route. Help others who may not know where they are going or how to get there. While waiting for bus or walking to car, know where you are going so you are not holding up the process for dismissal or the car line.	Make healthy choices; get your needs met - dress for the weather and eat if you're hungry (free breakfast is offered daily)	Listen to directives from adult(s) on duty; i.e if there is a change in procedure, make sure you are adapting and flexible to the change.

OVERALL STUDENT EXPECTATIONS

PBIS

PBIS is a prevention framework for establishing and sustaining effective school- wide and individual behavior supports needed to enhance academic, social, and behavioral outcomes for all students.

The goal of the WMS PBIS Team is to establish common expectations and ensure student accountability towards them. The leadership team will work to enable academic and social emotional growth for all students through the implementation of the PBIS model.

Our mission is to help all students reach their greatest potential by creating an environment in which children can be successful academically, emotionally, and socially. Through the PBIS framework, our students learn to be respectful, responsible, and safe in all areas of the school and apply these skills to be positive citizens.

1. Development of clearly defined and consistent student expectations which reflect WMS's core values.
2. Communication and collaboration between administration, staff, students, families, and community members/organizations.
3. Reliance on data to inform decision-making; and
4. Development of a system that efficiently and effectively responds to the needs of students who require additional support to be successful.

Wildcat Paws

Wildcat Paws are a method that Wilmington Middle School uses to reward and positively reinforce student behavior. WMS has been working hard to implement clear and consistent expectations throughout the school. The students have received the presentation on the new Circle of Values to ensure all students know what is expected of them when they are here at WMS. We now need to consistently recognize students for meeting the expectations that were taught to them by distributing 'Wildcat Paws'.

- **Wildcat Paws** will be given to recognize our students who display any of the six core values (Community, Inclusivity, Collaboration, Learning, Engagement)
- **ALL** staff (support staff/UA) will be submitting the information for the **Wildcat Paws** to go out periodically throughout the week. Staff are encouraged to distribute them at least once a day.

Cell Phones

If students bring cell phones, they are asked to keep them in their lockers or their backpacks. Unless

students are given specific permission to use their cell phone, the phone should never be seen or heard. Violation may result in the student's cell phone being confiscated for the day. Multiple violations may require a parent/guardian conference and additional discipline. Student cell phones are subject to the WPS Acceptable Use of Technology Policy.

Dress Code

Refer to School Committee Policy JICA

Wilmington Middle School Guidelines:

Students maintain the right to personal dress and appearance, unless a school official determines that such personal dress and appearance violates reasonable standards of health, safety and cleanliness. Students also have the right to freedom of expression. However, this right is limited if the expression, including that which is expressed via clothing, causes disruption or disorder. The District will not adopt or implement any policy that prohibits or impairs any hairstyle historically associated with race, including, but not limited to, protective hairstyles (braids, hair coverings, Bantu knots, locks, twists, and other formations), hair length, hair type, and hair textures.

The administration of WMS respects the students' rights to choose their manner of dress. However, clothing or accessories that distract or detract from the educational mission of WMS are not allowed. Clothing choices may not pose a safety hazard and must comply with state and local health laws, such as wearing footwear. Head coverings must not obscure a student's identity or interfere with their view or ability to learn, except for religious or health reasons that are verifiable.

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

- Students may not wear clothing or accessories that display language, pictures, or symbols that are profane, sexually suggestive, create a hostile school environment for others, or endorse products that are illegal or that promote violence.
- Students may not wear clothing that poses a safety hazard, such as metal chains or spikes.

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

M. G. L. c. 71, §§ 82-83; M. G. L. c. 71, §1D; M. G. L. c. 4, §7

Food and Beverages

Students may only consume food and beverages in the school cafeteria, and are only allowed to have water in the classrooms and hallways, unless a student has a documented disability and has been determined by the student's IEP or Section 504 Team to require an individual accommodation.

Lockers

Students will be given a locker at the beginning of the year and provided with a lock. All students will be allowed to carry full size backpacks. It is recommended that students use their lockers primarily for items such as winter clothing, lunches, bike helmets, etc. Any damage to one's locker will be paid for by

the student. Make sure the locker is locked at all times. Students are responsible for stolen books, clothing or other articles that may be missing from an unsecured locker. The school will not replace items taken from a locker. There is no District insurance plan to cover stolen or missing clothing or learning materials. Students should not use any locker other than the one they have been assigned. Students are reminded that school lockers are provided for student use as a courtesy and that students do not have an expectation of privacy in the contents of their school lockers. Student lockers are subject to search by the school administration without prior notice.

Books

Students will receive textbooks and paperback books during the year. It will be their responsibility to take care of the books issued to them. All books, including library books, are their responsibility and must be paid for if lost, damaged, or stolen. If lost books are recovered over the summer, a refund will be issued. As WMS is a one-to-one school, students will have access to more and more of their textbooks online and will not be required to carry many of their textbooks. Currently, WMS is using the online platform Savvas for both Math and Science classes.

Use of Electronic Devices in School:

Wilmington Middle School is a 1-to-1 device institution. Students will have the opportunity to bring in their own device or purchase the recommended Chromebook. Students are expected to bring their fully charged device every day to school.

If students have a problem with their device, they will be able to have it looked at by a technician from the WPS Office of Technology. If needed, they will have the opportunity to obtain a loaner (depending on availability) if their device is being repaired or if they have forgotten theirs for the day. The loaner devices are not allowed to leave WMS and must be returned by the end of the day. Students do not have an expectation of privacy in their use of any school issued device and/or network, including but not limited to, any information accessed, stored, or transmitted on, with, or during use of a school issued device or network (including via a private device). All electronic device use must comply with the District's Acceptable Use Policy. Violations of the Acceptable Use of Technology Policy may result in corrective and remedial action, including but not limited to revocation of device/access to network and/or discipline.

GENERATIVE ARTIFICIAL INTELLIGENCE (AI) GUIDELINES

Wilmington Public Schools (WPS) recognizes the impact generative artificial intelligence (AI) has on our staff, students, and community. As an organization, the staff is encouraged to explore generative AI systems to enhance student learning and development and also educate students about these systems, including the uses of, limitations of, and legal and ethical issues associated with, such systems. Understanding the benefits and limitations of generative AI is crucial to supporting students as they learn the skills needed in today's social and technological landscape. These guidelines have been developed to show responsible generative AI usage which addresses data privacy concerns, terms of use, and academic honesty. To view the full guidelines, please view the AI Guidelines page, which will be maintained and updated by the Office of Information Technology.

Forgotten Items

If a forgotten item is brought to the main office, the student will be notified that they may pick it up at the office between classes. Classes will not be interrupted to notify a student that they have an item in the office.

Lost and Found

Most teachers maintain a lost and found location in their classroom. If the missing item is not there, additional lost and found boxes are in the Gym, Cafeteria, and Main Office. Do not bring valuables or large sums of money to school. The school is not responsible for lost or stolen items. Students are expected to use their backpacks for their belongings and to always have them.

Field Trips

If a student is in a class or club that has scheduled a field trip, they are expected to bring in the signed permission slip and to adhere to all school rules while the field trip occurs. If there is a cost for the field trip and a student needs assistance, please communicate with their teacher and WMS administration will plan for the cost.

After School Activities

Wilmington Middle School offers a variety of after-school activities.

Below please find a description of after school activities that have occurred in the past year. More information regarding each activity including, but not limited to, dates and times when the club will meet, staff members in charge, etc. will be provided once school has started. It is the policy and practice of the Wilmington Public Schools to provides nonacademic and extracurricular services and activities in such a manner as is necessary to afford students with disabilities an equal opportunity for participation and to benefit from the services and activities available to all students. Please keep in mind that the Principal may, as a disciplinary measure, remove any student from privileges, such as extracurricular activities and attendance at school-sponsored extracurricular events, based on the student's misconduct. Such a removal is not subject to the disciplinary procedures provided for under 603 CMR 53.00.

Drama Club:

This club is for students who want to act or assist in live theatrical performances. Students and their advisor will meet to practice and will conduct a spring musical.

Homework Club:

This club is designed to be a quiet space where students can work with support in the library. Students are expected to meet guidelines to participate.

Literary Magazine:

This club is for students who love writing and art. Students write pieces from their own interests and imaginations or based on given prompts. All forms of writing are explored: short stories, poetry, longer narratives, articles, informational writing, and more. Finished pieces are organized, paired with art pieces, and published in an online magazine.

Art Club: (THERE WILL BE TWO SECTIONS OF THIS CLUB)

The Art Club is a place for kids to create and share their art and gather. If you are interested in this virtual, artistic group, then join us by signing up online. We will meet on Mondays after school.

SADD (Students Against Destructive Decisions):

In SADD, our primary objective is to raise awareness for students at the middle school on making good life decisions in and out of school. Some of the things we try to raise awareness about are Social Media Etiquette, Drug and Alcohol Awareness, Bullying Awareness, and how to make and treat our school, both mentally and physically, with respect.

After School Sports:

This club provides students (by grade level) time to participate in team sport activities.

Student Council:

This club is available for 8th grade students. Students in the Student Council will participate in community service and fundraising activities, as well as activities in helping Wilmington Middle School.

Best Buddies:

The goal of Best Buddies is to pair students with intellectual and developmental disabilities in one-to-one friendships with students without intellectual and developmental disabilities. In addition to the benefit of developing new friendships, Best Buddies Middle School programs also give students unique opportunities for leadership. With the support of school faculty and Best Buddies staff, students lead and direct the chapters in their schools.

Wilmingtones:

This club is for students who enjoy singing A Cappella. Students and their advisor will meet to practice and will conduct various performances throughout the community.

Math Team:

The Math Team practices preparing for competitions: the Math Olympiad Challenge and the Intermediate Math League of Eastern Massachusetts (IMLEM). Each month the team will meet to practice and participate in these competitions.

Gender and Sexuality Alliance (GSA)

The WMS GSA is a club in which students can talk and learn about sexual orientation, gender identity, and some of the issues that surround them. Everyone is welcome!! The WMS GSA would be classified as a social GSA that focuses mostly on creating a fun and safe place for students, making friends, and celebrate LGBTQQ and Ally people.

World Cultures Club (WCC)

The purpose of the WMS WCC is to provide students with the opportunity to expand their knowledge of different cultures. WCC explores various aspects of different cultures, from food and popular holiday celebrations to music and dancing. Activities include regular meetings, dining, museum tours, community service, movies and lots of fun.

Robotics Club

The WMS Robotics Club comprises of teams of students to compete in area competitions based upon the year's challenges. This year our teams will reimagine the future of sustainable energy and power their ideas forward in the FIRST ENERGIZE game presented by Qualcomm. They will learn how to design, build, and code customized robots to compete against many local high schools, middle schools, and independent club teams in the state! The WMS Robotics Team members will gain experience and learn invaluable skills applicable in high school, college, and beyond. And it is just plain fun!

BULLYING PREVENTION

The Wilmington Public Schools strictly prohibits bullying, cyberbullying, and/or retaliation. All reports and complaints of bullying, cyberbullying, and/or retaliation will be promptly investigated in accordance with the Wilmington Public Schools Bullying Prevention and Intervention Plan.

For complete information regarding bullying resources and procedures, please see the Wilmington Public Schools' Bullying Prevention and intervention Plan here.

I. Prohibition of Bullying and Retaliation

The Wilmington Public Schools will not allow any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation. Schools will promptly investigate all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. The Wilmington Public Schools will support this commitment in all aspects of our school community, including curriculum, instructional programs, staff development, extracurricular activities, and family involvement. Acts of bullying, which include cyberbullying, can occur in the following environments:

- On school grounds and property immediately adjacent to school grounds;
- At a school-sponsored or school-related activity, function, or program whether on or off of school grounds;
- At a school bus stop, on a school bus or other vehicle owned by the school district; *and*
- At a location, activity, function, or program that is not school-related through the use of technology or an electronic device regardless of whether or not the device is owned, leased, or used by the school district, if the acts create a hostile environment at school for the target or witness, infringe on the target's rights at school, or materially and substantially disrupt the education process of the orderly operation of the school. As stated in M.G.L. c. 71, § 37O, nothing in this plan requires the Wilmington Public Schools to supervise any non-school-related activities, functions, or programs.

Retaliation against a person who reports bullying provides information during an investigation or bullying, or witnesses or has reliable information about bullying is also prohibited.

For purposes of District policies and the Bullying Prevention and Intervention Plan (BPIP) the following definitions shall apply:

Bullying: The repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to the target or of damage to the target's property; (iii) creates a

hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

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

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

For all applicable definitions, please see the Wilmington Public Schools' Bullying Prevention and Intervention Plan (link provided above).

II. Reporting and Responding to Bullying and Retaliation

To support efforts to respond promptly and effectively to bullying and retaliation, the Wilmington Public Schools has policies and procedures in place for receiving and responding to reports of bullying or retaliation. These policies and procedures ensure that members of the school community – students, parents, and staff – know what will happen when incidents of bullying occur.

A. Reporting Bullying and Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member must be recorded in writing. All employees are required to report instances of bullying or retaliation to the Principal or his/her designee as soon as they are made aware of or witness bullying or retaliation. Reports made by students, parents/guardians, or other non-employees may be made anonymously. The schools will make reporting resources, including the district's bullying reporting form, available to the school community in each school office and on the district's website.

At the beginning of each school year, schools will provide school staff with written notice of district policies for reporting acts of bullying and retaliation. A description of the reporting procedures and

resources, including the name and contact information of the Principal or Principal's designee, will be included in each school's student handbook.

1. Reporting by Staff

A staff member will report immediately to the Principal or Principal's designee when the staff member witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the Principal or Principal's designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with each school's policies and procedures for behavior management and discipline. A staff member may not submit an anonymous report of bullying.

2. ***Reporting by Students, Parents or Guardians, and Others***

The District encourages students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student or staff member to report it to the Principal or Principal's designee Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided a practical, safe, private environment to report and discuss an incident of bullying with a staff member, or with the Principal or Principal's designee.

B. Promoting Safety for the Target and Others

Before fully investigating the allegations of bullying or retaliation, the Principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. There may be circumstances in which the Principal or designee contacts parents or guardians prior to any investigation although such prior notice is not required. Notice will be consistent with state regulations at 603 CMR 49.00. Responses to promote safety may include, but not be limited to, creating a personal safety plan, predetermining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target, and altering the aggressor's schedule to limit or eliminate access to the target. The Principal or designee will take additional steps to promote safety during the course of and after the investigation as necessary.

The Principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. The confidentiality of students and witnesses reporting alleged acts of bullying will be maintained to the extent possible given the school's obligation to investigate the matter.

The Principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Principal or designee will contact the target to determine whether there has been a recurrence of

the prohibited conduct. If so, the principal or his/her designee will work with appropriate school staff to implement additional supportive measures immediately.

C. Obligations to Notify Others

1. Notice to Parents and Guardians:

Upon determining that bullying or retaliation has occurred, the Principal or designee will promptly notify the parents or guardians of the target and the aggressor of the incident and of the investigation procedures. Said notice shall comply with the requirements of 603 CMR 49.00 and shall inform the parents of the target of their right to access the Department of Elementary and Secondary Education's Problem Resolution System (PRS) if dissatisfied with the investigation conducted.

2. Notice to Another School or District

If the reported incident involves students from more than one school district, charter school, nonpublic school, approved private special education day or residential school, or collaborative school, the Principal or designee first informed of the incident will promptly notify the Principal or of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations and 603 CMR.

3. Notice to Law Enforcement

At any point after receiving a report of bullying or retaliation, including after an investigation, if the Principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal or designee will notify the Wilmington Police Department. Notice will be consistent with the requirements of 603 CMR 49.00 and the established Memorandum of Understanding between the Wilmington Public Schools and the Wilmington Police Department. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Principal or designee shall contact the Wilmington Police Department if they have a reasonable basis to believe that criminal charges may be pursued against the aggressor. In making this determination, the Principal or designee will, consistent with the BPIP and applicable school or district policies and procedures, consult with the school resource officer, Wilmington Police Department, and other individuals the Principal or designee deems appropriate.

D. Investigation

The Principal or Principal's designee will investigate all reports of bullying or retaliation and in doing so, will consider all information known, including the nature of the allegation(s) and the ages of the students involved. The investigation of the complaint of bullying shall, in most instances, be completed within fourteen (14) school days from the date of Principal's or designee's receipt of the report or complaint of bullying. Where, due to extenuating circumstances, the investigation cannot be completed within fourteen (14) school days, the Principal or designee shall provide written notice to the parents or guardians of the extension of the investigation timeline and identify an alternate date for the completion of the investigation. In the event that the investigation is extended for a period of time in excess of seven (7) additional school days, the Principal or designee shall contact the parents

or guardians as to the status of the investigation on a weekly basis pending completion of the investigation and written notice of the Principal's or designee's findings and determinations. During the investigation, the Principal or Principal's designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Principal or designee will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action. Interviews will be conducted by the principal or his/her designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given the obligation to investigate and address the matter, the Principal or Principal's designee will maintain a written record of the investigation. Procedures for investigating reports of bullying and retaliation will be consistent with District policies and procedures for investigations and for possible disciplinary action. If necessary, the Principal or designee will consult with the Superintendent, Assistant Superintendent, and/or the Director of Student Support Services regarding consultation with legal counsel pertaining to the investigation of the alleged report.

E. Determinations

The Principal or Principal's designee will make a determination based on all of the facts and circumstances and the preponderance of evidence obtained through the investigation. If, after the investigation, bullying or retaliation is substantiated, the Principal or his/her designee will take reasonable steps to prevent recurrence and to ensure that the target is not restricted in participating in school or school activities. The principal or his/her designee will:

- Determine what remedial action is required; *and*
- Determine what responsive actions and/or disciplinary action is necessary.

The Principal or designee may choose to consult with the student's teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The parents or guardians of both the target and alleged aggressor shall be contacted upon completion of the investigation and provided with written notice of the Principal's or designee's findings and determination relative to the complaint of bullying. All such notices shall comply with the requirements of Massachusetts regulations at 603 CMR 49.00. Due to the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directives that the target must be aware of in order to report violations.

F. Responses to Bullying

The Wilmington Public Schools have incorporated a range of individualized strategies and interventions that may be used in response to remediate a student's skills and to prevent further incidences of bullying and/or retaliation.

1. Teaching Appropriate Behavior Through Skill-Building

Upon the Principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior (M.G.L. c. 71, §37O(d)(v)).
Skill-building approaches that the principal or his/her designee may consider include:

- Offering individualized skill-building sessions based on the school's/district's anti-bullying curriculum;
- Providing relevant educational activities for individual groups of students, in consultation with school counselors and other appropriate school personnel;
- Implementing a range of academic and non-academic positive behavioral supports (PBIS) to help students understand pro-social ways to achieve their goals;
- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills-building activities at home;
- Adopting behavioral plans to include a focus on developing specific social skills; and/or

Making a referral for evaluation.

2. Taking Disciplinary Action

If the Principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Wilmington Public Schools' BPIP, the school's code of conduct/student handbook, and applicable statutes and regulations. A student found to have engaged in bullying or retaliation may be subject to long-term suspension from school of up to 90 school days. Members of a school's staff who have been found to have engaged in bullying or retaliation will be subject to employment related consequences including termination of employment.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Implement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the Principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action consistent with the school's code of conduct/student handbook.

III. Collaboration with Families

The Wilmington Public Schools' BPIP includes strategies to engage and collaborate with students' families to prevent and respond to bullying. Resources for families and two-way communication are essential aspects of effective collaboration. Provisions for informing parents or guardians about the bullying prevention curricula used by the schools include:

- Information on how parents and guardians can reinforce the curricula at home;

- Facts about the dynamics of bullying; *and*
- Information to promote the ethical and responsible use of technology and prevent cyberbullying.

Schools will collaborate with School Councils and other parent support organizations (PAC, SAC, SEPAC, etc.) as appropriate to create parent resource and information networks. Schools will join with these parent groups to offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used in schools.

Schools will annually inform families about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The schools will send parents written notice each year about the student-related sections of the Wilmington Public Schools BPIP and the Wilmington Network and Internet Acceptable Use Policy. All notices and information made available to families will be in hardcopy and electronic formats and will be available in the family's native language as needed. The Wilmington Public Schools BPIP and related information will be posted on the district's website.

For additional information regarding bullying resources and procedures, please see the Wilmington Public Schools' Bullying Prevention and intervention Plan:

Please see also refer to School Committee Policy JICFB

McKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE ACT

The McKinney-Vento Homeless Assistance Act defines "homeless children and youths" as individuals who lack a fixed, regular, and adequate nighttime residence. The definition includes children and youths who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters;
- abandoned in hospitals;
- children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or
- migratory children who qualify as homeless because they are living in circumstances described above.

The term "unaccompanied youth" includes a homeless child or youth not in the physical custody of a parent or guardian. If a student is homeless, or becomes homeless during the school year, he/she is encouraged to inform school administration. The McKinney-Vento Homeless Assistance Act requires that schools immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment, such as

school records, medical records, or proof of residency, or have missed any enrollment deadlines.

Homeless students have the right to immediately enroll in the school district where they are temporarily residing or remain in their school of origin, and receive transportation. Homeless students are entitled to transportation to and from their school of origin. If the school of origin is in a different district, the districts will coordinate the transportation services and costs.

According to the student's best interest, if a student becomes homeless or permanently housed during the school year, they have the right to remain in their school of origin with transportation, if needed, for the duration of homelessness or attend the public school in the area where they are actually living. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families residing in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, with transportation, pending resolution of the dispute. The parent or guardian shall be informed of the school's decision and their appeal rights in writing. The school's liaison will carry out dispute resolution as provided by the process set forth by state and federal law and the Department of Elementary and Secondary Education.

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

The school's liaison for homeless students and their families will coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools and the school's Homeless Education Policy, in such places where children receive services such as: schools, family shelters, and health clinics. The liaison will also help homeless families and youth access educational services and related opportunities for which they are eligible, including but not limited to Head Start, Even Start, and school nutrition programs.

For additional information regarding homeless students' rights and services, please contact the Principal or the School Homeless Liaison.

42 U.S.C. 11301; DESE McKinney-Vento Homeless Education Assistance – Advisories

Educational Opportunities for Students in Foster Care

The Every Student Succeeds Act (ESSA) requires that foster care students continue to attend their school of origin, unless, after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different than their prior school district). The law also requires that when it is not in the student's best interest to remain in the school

of origin, the student is immediately enrolled and attends in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, the law requires the Department of Children and Families (DCF), the Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also that the district collaborate with DCF and other school districts to ensure that students will receive transportation to the school of origin if needed.

Best Interest Determination

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

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

Transportation

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care. Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. If there are additional costs associated with transportation to maintain the student in in their school or origin, the district will provide the transportation if DCF agrees to reimburse the district, the district agrees to pay for the cost of such transportation, or DCF and the district share the cost. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin. Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to students in foster care (homeless families) on the same terms as families who reside in the District. Accordingly, the District will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

Immediate Enrollment

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

To facilitate enrollment, DCF representatives will present a Notice to Local Educational Agency form that

indicates that the student is in foster care, along with their state-agency identification badge, to the local school district when enrolling students.

Every Student Succeeds Act; *DESE "Ensuring Educational Stability for Students in Foster Care – Guidance," Dated January 18, 2018*.

Educational Opportunities for Children of Military Families

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of a school because of their parents/guardians being on active duty in the U.S. Armed Services, the school supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. See M. G. L. c. 15E.

The Interstate Compact on Educational Opportunity for Military Children applies to children of military families who are school-aged children, enrolled in kindergarten through 12th grade, and their parent is an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty, a member or veteran of the uniformed services who was severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement, or a member of the uniformed services who died on active duty or a result of injuries sustained on active duty for a period of one (1) year after death.

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

Sending schools must send either official or unofficial records with the moving students and receiving schools must use those records for immediate enrollment and educational placement.

Simultaneously, the receiving school must request official records and the sending school shall respond within 10 days with the records.

Immunization requirements of the school may be met within 30 days from the date of enrollment (or be in progress).

At enrollment, the receiving school shall allow student to continue at the grade level that is equal to grade level in sending state, regardless of age. If a student has completed the prerequisite grade level in the sending state, the student shall be allowed to enroll in the next highest grade level in the receiving state, regardless of age. If the student is transferring after school has started in the receiving state, the student shall enter the receiving school at the level validated by the sending state.

Receiving schools must initially honor placement of students in all courses from the sending school, if the courses are offered and space is available. Courses include but are not limited to vocational, career pathways, advanced placement, etc. Receiving school shall initially honor placement based on assessments and placements at sending school. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate

placement and continued enrollment of the student in courses and programs.

In compliance with federal law, special education students must be placed by the existing IEP, requirements of Section 504, and requirements of ADA, with reasonable accommodations in the receiving school. Receiving school is not precluded from performing subsequent evaluation to make sure student is placed appropriately.

The school may, as deemed appropriate, waive prerequisites or other preconditions for all courses and programs.

Students shall have additional excused absences at the discretion of the school for visits with parents or legal guardians relative to leave or deployment.

An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living with the custodial parent/guardian without any tuition fee imposed, or the school in which the non-custodial parent or other person standing in loco parentis lives without any tuition fee imposed.

The student will be provided with the opportunity for inclusion in extracurricular activities regardless of deadlines as long as the child is otherwise qualified.

To facilitate on-time graduation, receiving school shall waive specific courses required for graduation if similar course work completed satisfactorily in sending district, or provide reasonable justification for any denial. If waiver not granted, and student would otherwise qualify to graduate from sending school, receiving school shall provide alternative means of completing required coursework so that graduation may occur on time.

If a high school student enrolls in grade 11 or later, the school may, in lieu of the MCAS, submit alternative evidence or information to DESE that the student has met Massachusetts competency determination graduation standard in each required content area (ELA, math, science, technology/engineering). Students in grade 11 are still eligible to participate in the spring MCAS if they wish to qualify for the Adams Scholarship or Koplik Certification.

If a student transfer at the beginning or during grade 12 and is ineligible to graduate from the receiving school after all of the alternatives in the Compact have been considered, the sending and receiving school shall ensure receipt of a sending school diploma if the student meets the graduation requirements of the sending school.

Interstate Compact on Educational Opportunity for Military Children; DESE Guidance on the Military Interstate Children's Compact Commission (MIC3), September 16, 2016.

English Language Learners Wilmington Public Schools is responsible for identifying (1) English learners (ELs, or multilingual students who require an English language education (ELE) program for academic success), and (2) Former

English learners (FELs, or students who have exited the ELE program within the prior four academic years. As part of the enrollment process, parents/guardians complete a language survey to assess the language(s) in which the student interacts on a regular basis. When a language other than English is reported, the student participates in the WIDA Screener (or Alternate Screener)-English language proficiency assessment When a student enrolls on or before the first day of the academic year, Wilmington High School completes the assessment within thirty (30) days or within ten (10) days if when a student enrolls during the school year. At any time, a parent/guardian of a student enrolled at Wilmington Public Schools may request that the school assess the student's level of English proficiency. After completion of the English language proficiency assessment, Wilmington High School will notify the parent/guardian of the school's determination and the student's placement, and such information will be placed in the student's school record.

Students identified as English Learners (ELs) will be enrolled in an English Language Education (ELE) program, such as a sheltered English immersion program or an alternative that meets the requirements of federal and state law. Wilmington Public Schools will verify at the beginning of each school year that the teachers in the English learner program are properly endorsed. Students with a disability are eligible for ELE programming, and ELsare eligible for special education if they meet the criteria.

Students have the right to enter into an ELE at any time. A parent/guardian may request to enroll or transfer their student into a specific ELE program offered by Wilmington Public Schools, and such requests will be reviewed by the superintendent or his/her designee, and responded to within twenty (20) school days. Parents/guardians may also request that a specific ELE program be implemented. If 20 or more students' legal parents/guardians request a specific program to provide language instruction, Wilmington will respond in writing to the parents/guardians within (90) days with either a plan for implementation of the requested program or an explanation denying the request. Parents/guardians have the right to visit an ELE program. If advised to by the student's teacher or guidance counselor, the school may request, in writing, a program transfer of the student, with notice to the parents/guardians.

Wilmington Public Schools will not separate ELs from their English-speaking peers, except when programmatically necessary to implement an ELE program. ELs in any program will be taught to the same academic standards and curriculum frameworks as non-EL and will be provided the same opportunities to master such standards and frameworks. ELs will have equal access to all educational programming and extracurricular activities offered by the school, for which they qualify, including non-core academic courses. English proficiency will not determine student participation in academic programs and services such as career education programs, counseling, special education, Section 504 Accommodation Plans, Title I services, athletics, electives, or performing arts, unless a particular program or advanced course requires English proficiency for meaningful participation. ELs will be awarded credit toward graduation. ELs will participate yearly in the statewide assessment system, WIDA ACCESS for ELLs (or ACCESS Alternate, as required by the Massachusetts Department of Elementary and Secondary Education to assess progress and attainment of English language proficiency.will be administered each year. ELs have the right to receive counseling and guidance offered by the school in a language they can understand

Once an EL's performance on the ACCESS assessment meets the criteria for exit, the student has demonstrated the ability to do regular school work in English-The student will no longer be designated as an English learner and will no longer receive direct English language instruction (ESL). Wilmington Public Schools will monitor the former English learners' (FELs') progress for four years and provide SEI support for academic language as necessary. During the monitoring time period, a former English learner may struggle to academic progress. If the progress-monitoring team determines that the lack of progress is due to English proficiency, the student may be redesignated as an English learner. Parents/guardians will be notified if the student is redesignated as an English learner.

A parent/guardian may decline an ELE program or withdraw their student from an ELE program in accordance with state and federal law. To do this, the parent/guardian must opt out of the program with yearly written notification.

When a parent/guardian selects the opt-out option, the student will no longer attend pull-out ESL classes, however, Wilmington High School content teachers will continue to provide instructional support to ensure the student has access to Massachusetts curriculum standards and opportunities to master academic as afforded to their non-EL peers. Students

whose parent/guardian has opted them out of the ELE program will continue to be designated as an English learner and participate in ACCESS for ELLs (or Alternate ACCESS) until scores ha e met the exit criteria:

M. G. L. c. 71A; 603 C.M.R. 14.00

SERVICES AND ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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

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

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

It is the policy and practice of the Wilmington Public Schools to provides nonacademic and extracurricular services and activities in such a manner as is necessary to afford students with disabilities an equal opportunity for participation and to benefit from the services and activities available to all students..

For further information regarding services for students with disabilities, please contact the Student Support Services Office: 978 694-6032.

STUDENT RECORDS

Notification of Rights under the Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.. These rights are:

(1) The right to inspect and review the student's education records within forty-five (45) calendar days of the day the School receives a request for access.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202-5920

Notification of Rights under the Massachusetts Student Records Regulations – 603 CMR 23.00

Inspection of Record - A parent, or a student who has entered the ninth grade or is at least fourteen (14) years old, has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student within ten (10) calendar days of the request unless the parent/guardian or eligible student consents to a delay. In the event the parent/student requests copies of a student record, the district may charge the parent/student for said copies at the district rate. The parent and/or eligible student may request to meet with professional qualified school personnel to have any of the contents of the record interpreted. Parents/guardians and eligible students should submit their request for access/inspection to the Principal in writing.

With a few exceptions, no individual or organization other than the parent, student, and authorized school personnel are allowed to have access to information in the student record without the specific, informed, written consent of the parent or the eligible student. The District protects the confidentiality of personally identifiable information of students in accordance with state and federal law.

Amendment of Student Records - The parent and eligible student have the right to add relevant comments,

information, or other written materials to the student record. In addition, the parent and eligible student have the right to request in writing that information in the student record be amended or deleted. The parent and student have a right to request a conference with the Principal or her/his designee to make their objections known. Within a week after the conference, the Principal or their designee must render a decision on such a request in writing. If the parent and/or eligible student are not satisfied with the decision, the eligible student or parent may file an appeal with the Superintendent.

Directory Information - Federal law requires that the District release the names, addresses, and telephone listings of students to military recruiters and institutions of higher education upon request for recruitment and scholarship purposes without prior consent. In addition, the school may release the following directory information about a student without prior consent: a student's name, address, major fields of study, dates of attendance, weight and height of members of athletic teams, class participation in officially recognized activities and sports, honors and awards, and information such as homeroom assignments. However, in all instances, parents may request that such directory information not be released without prior consent by notifying the Principal in writing by the end of September of each school year. The Wilmington Public Schools shall exercise sole authority and discretion with regard to the disclosure of Directory Information to commercial organizations.

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

Transfer of Records - In accordance with 603 CMR 23.07(4)(g), it is the practice of the District to forward, without prior consent, the student record of any student who seeks or intends to enroll, or already has enrolled, in another public school, if the disclosure is for the purpose of the student's enrollment or transfer. The parent or eligible student has the right to receive a copy of the school record that is forwarded to the new school.

Non-Custodial Parents - Unless there is a court order to the contrary, a non-custodial parent (parent without physical custody of the student) of any public school student has the right, subject to certain procedures, to receive information regarding the student's achievements, involvement, behavior, etc. A non-custodial parent who wishes to have this information shall submit a written request to the Principal. Upon receipt of such a request, the Principal shall send written notification to the custodial parent by certified and first-class mail that the records and information will be provided to the non-custodial parent in twenty-one (21) calendar days unless the custodial parent provides documentation of the non-custodial parent's ineligibility to access such information. In all cases where school records are provided to a non-custodial parent, the electronic and postal address and other contact information for the custodial parent shall be removed from the records provided. Any such records provided to the non-custodial parent shall be marked to indicate that they may not be used to enroll the student in another school. Upon receipt of a court order that prohibits the distribution of information pursuant to M.G.L. c. 71, § 34H, the school will notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent. M.G.L. c. 71, § 34H; 603 CMR 23.07.

Third Party Access - Authorized school personnel, including: (a) school administrators, teachers, counselors, and other professionals who are employed by the school committee or who are providing services to the student under

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

Complaints - A parent or eligible student has a right to file a complaint with the Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-8520, 1-855-249-3072 or with the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148, 781-338-3300. If you have any questions regarding this notice, or would like more information and/or a copy of the Massachusetts Department of Elementary and Secondary Education Student Record Regulations, please contact the Principal.

Applicable Definitions:

Student Record: The student record consists of the transcript and the temporary record, including all information recording and computer tapes, microfilm, microfiche, or any other materials regardless of physical form or characteristics concerning a student that are maintained by the school district and are organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth as defined under state law. Electronic communications (e.g., emails, text messages, etc.) shall not be considered to be student records maintained by the school district unless printed and placed in the student's temporary record or deliberately saved to an electronic file under the student's name or other personal identifier.

Parent: A student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student is considered a non-custodial parent for purposes of M.G.L. c. 71, § 34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Eligible Student: A student who has reached fourteen (14) years of age or who has entered 9th grade. Upon reaching 18 years of age, the adult student may submit a written request to the principal or to the Superintendent of Schools to limit the rights of the parent(s) to request the amendment or release of the student record. Under Massachusetts law, however, a student cannot limit the right of the parent(s) to inspect the student record regardless of the Student's age. M.G.L. c. 71, § 34E.

Authorized School Personnel:

(a) School administrators, teachers, counselors, and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching counseling, and/or diagnostic capacity. Any such personnel who are not employed directly by the school committee shall have access

only to the student record information that is required for them to perform their duties.

(b) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.

(c) The Evaluation Team which evaluates a student.

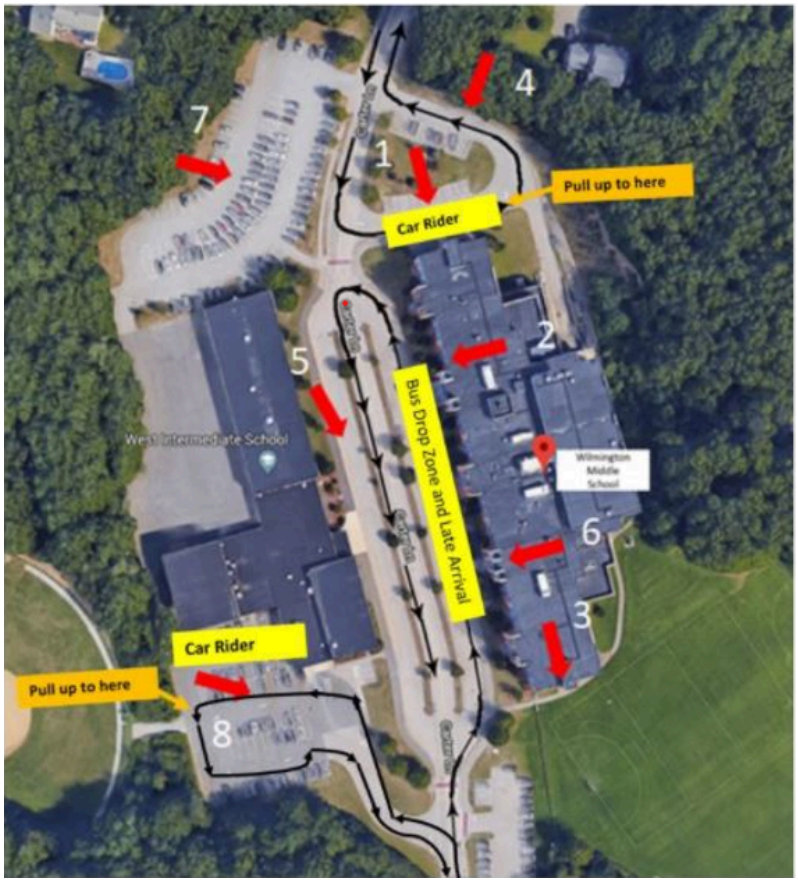
Complaints

A parent or eligible student has a right to file a complaint regarding their student records with the Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920, 800-8 72-5327; or with the Massachusetts Department of Elementary and Secondary Education, 135 Santilli Highway, Everett, MA, 02149. T: (781)-338-3300.

The above is only a summary of some of the more significant provisions of the laws and regulations pertaining to student records. If more detailed information is desired, a copy of the Massachusetts Student Record regulations may be obtained from the Department of Elementary and Secondary Education. These state regulations are designed to insure parent and student rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in their responsibilities for the maintenance of student records. The regulations apply to all information kept by a school committee on a student in a manner such that the student may be individually identified. The applicable regulations may be found at 603 CMR 23.00.

SECTION 4 – OVERALL PROCEDURES

ARRIVAL AND DISMISSAL



Please refer to the picture above for a view of the traffic flow.

1. Challenger Door
2. Main Door
3. Explorer Door
4. Car rider drop-off circle
5. Bus drop-off traffic flow
6. Wildwood Entrance Door
7. Teacher Parking lot
8. West Intermediate Parking Lot

<u>Buses</u>

Our buses will be dropping off and picking up students in the traditional area in front of our school. Smaller specialized buses will pick up in the parking lot closest to the Explorer Entrance. ***We ask that you refrain from dropping off in the front of the building as it disrupts our bus drop-off.***

Car Rider Drop Off and Pick Up

All car drop off and pick up will be in two locations:

- *Challenger Side Door*: For car riders who will be dropping off their students on the Challenger side of the building. **Cars must enter Carter Lane from Shawsheen Avenue** (Figure 1 in the diagram).
- *Explorer Side Door*: For car riders who will be dropping of their students in the West Intermediate parking lot. **Cars must enter Carter Lane from Boutwell Street** (Figure 8 in the diagram).

Regardless of which location you are designated to use, **you are directed to take a RIGHT** when leaving and go out the way you came in. This is intended to prevent the following issues:

- Traffic gridlock;
- Extended drop-off and pick-up times;
- Blocking the flow of the bus traffic; and
- Provide the safest scenario for our students.

Parents or guardians picking up their students should pull their cars up as far as possible. Please do not stop and let your students in or out unless you are all the way up. Picking up your students further down will only cause more backup and have students crossing in front of cars.

Drivers shall not pass school buses when passengers are being picked up or discharged. Drivers must come to a full stop when approaching a vehicle that is displaying a "School Bus" sign and flashing front and rear red lights and has stopped to let passengers off. See M. G. L. c. 90, § 14 (punishable by fines and loss of license for repeat violations). With limited exceptions, Massachusetts law prohibits the unnecessary idling of motor vehicles on school grounds. M. G. L. c. 90, § 16B. While on school property, drivers, as well as passengers, must properly fasten safety belts.

Student Responsibilities Regarding Belongings

WMS students are responsible for ensuring that they gather their belongings and board their assigned school buses in a timely fashion.

What happens if a student misses the bus?

Any student who misses their bus may use the telephone in the office to inform their parents/guardians about the missed bus so they can arrange for a ride or get permission to walk home.

What happens if a student is planning on staying after school for any reason?

Any students who stay after school hours for any reason are responsible for their own transportation.

What if a student can walk or ride a bike to school?

If a student's parents/ guardians allow them to walk, or ride their bike or scooter to school, they must assume the responsibility that they will travel safely to and from school. A bicycle rack is provided near the Challenger side entrance. Students riding bicycles, skateboards, scooters and those walking should use extreme caution and follow all safety and traffic laws. Massachusetts law requires all students ages sixteen (16) and under to wear a safety helmet when riding bicycles on a public way. M. G. L. c. 85, § 11B. Students whose families are unable to purchase a safety helmet should see their guidance counselor or assistant principal for assistance.

If a student rides a bicycle or scooter to school, it should be parked and locked securely by the side door. Wilmington Middle School does not take responsibility for bicycles that are lost or damaged while on school property.

Early Release Schedule

On the Middle School's scheduled early release days students will be dismissed at 11:30 AM. Students will either attend all their scheduled classes on an abbreviated schedule, or do benchmark assessments, such as iReady (for reading) or IXL (for math). There are no lunches served on early release days. There will be no afterschool activities scheduled on early release days unless an individual club or organization notifies the group.

School Delays, Early Release, and Cancellations

It is the policy of the District to close school only in case of extreme weather or travel conditions. In certain situations, the need for a two-hour delay may be necessary rather than canceling school for the entire day. That includes bus stop times, as well as school starting times. Dismissal on such days would be at the regular time. Students typically attend all scheduled classes with an abbreviated meeting time. Lunches will continue to be served on delayed start days.

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

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

Automated Phone Call—An automated message will be sent out by the Superintendent. Parents/ Guardians should verify their contact information is correct and up to date in ASPEN to ensure they will receive automated calls and information.

Television—Channels 4, 5, and 7

Radio—WRKO–AM 680 and WBZ–AM 1030

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

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

TRANSPORTATION

Lisa Faretra
Director of Transportation
159 Church Street, Wilmington MA 01887
transportation@wpsk12.com
Tel: (978)694-6000 ext 9

https://www.wpsk12.com/our_district/transportation

SCHOOL BUS: FREQUENTLY ASKED QUESTIONS AND EXPECTATION ON SERVICE

The Wilmington Public Schools provides access to 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 and requirements for student behavior also apply in addition to the further expectations noted below. All school rules shall be in effect on school transportation vehicles and at school bus stops.

The following 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
- Riders must respect one another and the property of others
- Students must remain in a proper seated position at all times
- Speak in a quiet indoor voice, no screaming or yelling
- Keep the aisle clear
- Food and drink is not permitted on the bus
- Arms, legs, heads and objects must be kept inside the bus at all times

- The use of cell phones and other personal devices for video imaging is prohibited.
- Lighting matches, lighters, alcohol, smoking and vaping are not permitted on the bus and may be subject to suspension and/or expulsion from school in addition to bus consequences.
- Objects are not to be thrown in the bus or outside
- No obscene language or gestures
- Any destruction of property on the bus (e.g. tearing of seats or breaking windows) may result in an obligation of the student/family required to pay restitution
- Students are not permitted to change buses and may only ride the bus they are assigned to
- Any other conduct that interferes with the safe operation of the school bus

Consequences Associated with Violations of Bus Riding Expectations and/or Violations of School Rules:

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. A longer loss or termination of bus privileges altogether may be imposed for extreme instances and/or continued offenses. Students are also subject to short or long-term suspension, or possible expulsion, from school, for violations of state law and/or school rules on school vehicles and at school bus stops.

Procedures for Drivers and Parents

1. In case of any misconduct on a bus, the incident will be reported on the proper form to the school Principal. The incident will be reported in writing to the parent concerned, with a copy to the Superintendent.
2. In cases of a repetition by the same student, the Principal will suspend the student's transportation privileges with written notice to the parent to report at once with the child to the Superintendent's office.
3. After a second offense and a conference with the Superintendent, if a third such incident occurs, bus privileges may be denied the student and the responsibility for transportation will then rest with the parent.

Loading and Unloading at Bus Stop

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

Bus Stops:

Wilmington Public Schools Department of Transportation makes every attempt to develop bus stops that are efficient and safe for students. Bus Stops are designed to be centralized so numerous students can utilize them and are determined by several factors: capacity on buses; length of route; age of student and the distance a student would be required to walk to the assigned stop. Understanding that many areas of Wilmington are without sidewalks, the WPS Department of Transportation works closely with the WPD Traffic and Safety Department in the development of bus stops.

For the efficiency of time in the pick-up and drop-off of students, we are not able to provide street-by- street or door-to-door service.

Parents/Guardians are responsible to ensure the safety of their student to, from and while at the bus stop.

To ensure and increase efficiency, timing and safety of bus pickups/drop offs, there may be a need to temporarily and/or permanently reconfigure and adjust bus stops due to unforeseen circumstances. When this occurs, the WPS Department of Transportation will make every effort to communicate the timing of any changes within a reasonable timeframe to allow families every opportunity to adjust in their routine. In the likelihood of unexpected emergencies that arise (i.e. road closures), temporary changes will be communicated as quickly as possible through our School Messenger service. Knowing these situations often provides little time to notify and plan, we will do our very best to notify parents and guardians as quickly as possible. For additional information, please go to WPS Policy EEAA- Walkers and Riders. S.C. Policy.

What is the Wait Time at a Bus Stop?

Students should be at the bus stop 10 minutes prior to the anticipated pick-up time and be prepared to wait 10 minutes after scheduled pickup time. Please note this can slightly vary at the start of the school year until a pattern is established. There are extenuating circumstances that can impact a bus's time, including increased traffic, accidents and inclement weather

Expectations on start of the year delays, arrivals and dismissals:

At the start of each school year, we anticipate delays in the first few weeks of school as our bus fleet returns to the road, altering summer traffic patterns, and as our families and staff transition back into their new school schedules. These delays do dissipate over the course of a few weeks. We kindly request your patience during this time as we work diligently to ensure all our students using District transportation get to their destinations safely and promptly.

It is the goal of WPS Department of Transportation to ensure student pick-ups and drop offs are within a reasonable time frame. In the morning, we strive to have all students arrive at school at least 5 minutes prior to the bell; however, with the need for most buses to drop off at numerous locations and the scope of staff contracts not covering far outside of bell times, this cannot always be accomplished. In the afternoon, with most buses picking up at 2 separate locations, it is our intent to have all students loaded onto vehicles within 15 minutes of the bell. While most students are home within 20-30 minutes of the bell, some of our longer routes can take 40-45 minutes to get to the last students' home.

Seating and Carry- On Limitation

The seating capacity on our buses is 77 passengers with 3 students per seat. We generally try to maintain registrations at or under 51 passengers resulting in 2 passengers per seat to ensure greater comfortability. It may be necessary at the start of the school year or during high ridership days such as early release days for students in middle school or younger to sit 3 per seat but we will refrain from this whenever possible.

Carry-on items such as instruments and sporting equipment must be small enough to fit on the student's lap. Items are to never be placed in the aisle or on the seat next to the child. Items that cannot be securely held on a student's lap, such as cellos, drums, guitars and large gym bags, are not permitted on the bus as it would present a safety hazard and could affect seating availability.

How can Bus Drivers and I Assist My Child in Knowing Where to Go?

It is important for students to know their bus and their stop. It is recommended that parents and guardians, prior to school starting, discuss this with their students and visit the bus stop whenever possible.

Should a student miss their stop, the driver will return the student to their school or to the stop as soon as they can safely do so, which may be at the end of the route.

In the event a student boards the wrong bus, the driver will either return the student to the school or bring the student safely to their assigned stop, whichever is quicker.

Parents/Guardians will be notified by the Director of Transportation or from school staff in these occurrences.

Please always encourage students to talk to their driver if they have missed a stop or feel unsure so they can help.

Do I Need to Be at the Bus Stop at Drop Off in the Afternoon?

All Kindergarten students MUST have a parent/guardian present at the bus stop at the time of drop off. In the event a kindergarten student does not have a Parent/ Guardian present, the family will be notified by the Transportation Department, or school staff. In these instances, the driver will return to the stop at the end of the route if time permits and the parent can be reached, or they will return the student back to the school for parent/guardian to pick up.

For students in grades 1-12, a parent does not need to be present at the stop at the time of drop off.

Should the student communicate or show signs of concern or apprehension due to not having their Parent/Guardian waiting for them at their stop, the driver may opt to hold the student on the bus to ensure their safety. In the event this does occur, the parent/guardian will be notified by the Transportation Department or the school staff. Where time does permit, the driver will return to the stop at the end of the route, or the driver will return the student back to the school for parent/guardian pick up.

Can I ride another bus aside from the one I am assigned:

Students are only permitted to ride the bus they are assigned to. Transportation is school to home only and changes cannot be made for any reason. For high school students, exceptions can be made, if space is available, to assist students in getting to job sites and athletic practices only.

"Where's My Kid?" Parent App

The "Where's My Kid" app is available to registered bus families to utilize in tracking their child's bus route. This app uses the on-board GPS system to provide families with the location of the bus and the ability to set alerts on the bus's arrival. Families have found this to be an excellent tool, however like most technology, there are times service can be interrupted. In helping to reduce frustration, please keep in mind that the app:

- Is designed to track buses running established routes. School delays and early releases cannot always be accounted for.
- The app is attached to the vehicle and not the driver. If the vehicle is down or in for service, you will not receive alerts or be able to view the bus.
- It cannot account for detours due to road closures, construction or traffic.
- The information you receive from the app is about 15-30 seconds behind its real time, so set your alert zones a little bigger and not when the bus is on the street.
- Requires a strong data or Wi-Fi connection to work appropriately.

Directions on how to utilize the app can be found HERE in multiple languages.

Can I register for CARES and the bus?

Yes! All CARES students can utilize the bus on a non-varying set schedule. We do understand schedules and needs can change throughout the school year and every effort will be made to accommodate new requests, if possible. However, because of safety concerns, Parents/Guardians will not be permitted to alter bus ridership of their student on a weekly or biweekly basis. It is for this specific reason that schedules must remain firm and requests infrequent during the school year.

Early release days & emergency closures:

CARES students who use the bus at least one afternoon a week will be permitted to utilize the bus for transport home with written permission from their Parent/Guardian for early release days or emergency closures.

Students registered for CARES all 5 days who do not utilize afternoon transportation will remain as car riders. This is necessary to ensure the safety of all students and that the transportation of students remains consistent and efficient.

Communication:

It is always our goal to communicate issues and delays with the community in a timely manner. All communication will go out via our School Messenger service in the form of email and text. You can opt in to receive these communications through your child's Aspen account.

ATTENDANCE

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.

Statement of Purpose

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 wellbeing 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: Pursuant to M.G.L. c. 76, § 1**a student may only be excused up to seven (7) full school days or fourteen (14) half days in a six month period.**

- 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.

Pupil Absence Notification Program/Procedure: Parent/Guardian Responsibilities

If a Student will be absent from school for any reason, a parent or guardian must contact the school at the number (978-694-6060, option 1) provided for said purpose to notify the school of the child's absence each day. Medical information should be shared on the attendance line or directly with the school nurse. If the school has not received notification of the absence from the parent or guardian within 3 days of the

absence, the school will notify a parent or guardian of the child's absence.

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.

Response/Consequence for Excessive Absenteeism (i.e. loss of credits)

Credits for courses are based on the number of days that a class meets. If a student fails to meet an expected number of days for a course or courses due to excessive absences, the student should expect that a loss or reduction in credit may result. Parents/guardians will be notified of a student's 7th , 8th , and 9th absence from any class. At the 10th cumulative absence, a meeting will be held with the parents/guardians, School Counselor, and Assistant Principal in order to discuss the loss/reduction of credit for the course. The purpose of the meeting is to determine if denial/reduction of credit is appropriate based on the circumstances involved. If credit is denied/reduced, options for credit recovery will be made available to the student. It is not the intention of the administration of Wilmington High School to be unreasonably punitive with the described attendance policy. The purpose of an attendance requirement is to assist every student to be academically successful in any course in which the student is enrolled. We expect our students, their parents/guardians, and the high school to be held accountable for student attendance.

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

District Attendance Intervention Plan

Tiered Supports	
Tier 1 **(ALL students)**	Welcoming and safe school climate Clear and concise communication about schedules and expectations Connection to a caring adult in the school Recognition of good and improved attendance Positive peer connections Access to health care and mental health supports Every child and their family are encouraged to develop a success plan that includes attention to attendance Implement a school wide spirit and instructional learning incentive program Create a school wide attendance "heartbeat" chart Implementation of District Absence Notification Program
Tier 2 **(Target-moderate chronic absence-10 cumulative absences)**	Common community and school barriers Mentors (success mentors and peer group connections) Restorative check ins Create a student attendance success plan Restorative alternatives to discipline and suspension Attendance strategies added to IEP if applicable Check In/Check Out Home/Family Visits School Refusal Assessment tool at administrator's discretion
Tier 3 **(Target-severe chronic absence-15 cumulative absences)**	Initiate School Refusal Assessment tool if not initiated at Tier 2 Interagency case management collaboration and meeting Assess if legal intervention is necessary Credit recovery opportunities Individualized learning and success plan leading to graduation (when applicable)
If interventions have been unsuccessful	Consider: • Submitting Child Requiring Assistance (CRA)/Failure to Compel (FTC) • Filing a 51 A • Referral for evaluation of eligibility for special education services and/or accommodations

Access to Behavioral Health Services

Wilmington Public Schools partners with Care Solace to support the well-being of the whole student, staff, and their family members. Care solace is a complimentary and confidential care coordination and social service option that can help you quickly find mental health, substance abuse treatment, and social services such as food or shelter needs regardless of the circumstance. To utilize Care Solace you may either call at (888) 515-0595, available 24/7 in any language or visit the website at www.caresolace.com/wilmington and either search or "book appointment" for assistance.

Advocates Mobile Crisis Team is a mental/emotional health crisis resource utilizing skilled clinicians wherever and whenever needed. Advocates focuses on crisis stabilization and resolution while coordinating the most effective and personalized treatment as soon as possible. Advocates serves individuals in Massachusetts of all ages , regardless of ability to pay. Advocates can be reached by phone at (800) 640-5432 or on the website at https://advocates.org/services/mobile-crisis-intervention.

Massachusetts Community Behavioral Health Centers support a wide range of immediate and confidential mental health services and treatments. Crisis services are available 24 hours a day and can be reached at (883) 773-BHHL or via the website at https://www.mass.gov/community-behavioral-health-centers.

The Crisis Text Line is available at 741741 for any crisis situation and provides free communication 24/7 with a Crisis Counselor. Information can be accessed via the website at https://www.crisistextline.org/text-us/.

Key Terms and Definitions Used by the DESE

Present: According to DESE's Attendance and Dropout Reporting Guidance, a student must be at school, at a school related activity, or receiving academic instruction for at least half of the school day to be counted as present. "Receiving academic instruction" includes in-person classroom learning as well as tutoring, online or distance learning. "Receiving academic instruction" does *not* include taking home classwork or doing homework.

Absent: A student who is not present (as defined above) is considered absent from school. It is up to the District to determine the way in which absences are identified and recorded locally (e.g., excused or unexcused).

Chronic Absence: DESE reports chronic absenteeism as the percentage of students missing 10 percent or more of their days in membership regardless of whether such absences are excused or unexcused (e.g., absent 18 school days when enrolled for 180 school days).

Habitually Truant: Massachusetts state law (G.L. c. 119, § 21) defines as habitually truant "a school-aged child, not excused from attendance under the lawful and reasonable regulations of such child's school, who willfully fails to attend school for more than 8 school days in a quarter."

Child Requiring Assistance (CRA): Massachusetts state law (G.L. c. 119, § 21) defines a child requiring assistance as "a child between the ages of 6 and 18 who: (i) repeatedly runs away from the home of the child's parent, legal guardian or custodian; (ii) repeatedly fails to obey the lawful and reasonable commands of the child's parent, legal guardian or custodian, thereby interfering with their ability to adequately care for and protect the child; (iii) repeatedly fails to obey the lawful and reasonable regulations of the child's school; (iv) is habitually truant; or (v) is a sexually exploited child." A CRA Application may be filed in Juvenile Court by a parent/guardian or school official to address habitual truancy and/or other issues specified in state law. For more detailed information about CRA proceedings, please see Juvenile Court Standing Order 3-21.

OTHER ACADEMIC PROCEDURES

Request for Homework

In cases of extended illness of five (5) days or more, parents/ guardians should request work assignments by calling their student's guidance counselor at (978) 694-6080. In the conversation, the possibility of tutoring may be discussed. The assembled work assignments should be picked up in the Main Office at the earliest possible time. The plan and timeline for make-up work is determined by the teacher.

Extra Help

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

Summer Reading Program

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

Promotion/ Retention

Grading and promotion are based on improvement, achievement, capability of the student, and the professional judgment of the teacher and Principal. If the student does not meet the minimum requirements for promotion, the parents/ guardians and the principal will meet to discuss promotion/retention and the best educational interest of the student. All final decisions regarding promotion/retention rest with the Principal..

Summer School

If a student fails one core subject (language arts, social studies, science, or mathematics) for the school year, it is required that the student attend summer school. Summer school is a four-week program which takes place at Wilmington High School, and focuses on remedial work. WMS Administration will be in contact with families as soon as possible regarding the potential need for their students to attend summer school. Costs and schedule will be provided as soon as possible to those students and families that have this requirement.

Even if a student does not fail one core subject, families have the discretionary option to enroll their students in summer school for remedial purposes upon request. Attendance for these students will not be mandatory. These families would bear the responsibility for covering the expenses related to the program.

FOOD SERVICES

Mary Palen

978-694-6064 Ext. 143

https://www.wpsk12.com/our_district/food_services

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 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, MA,CAGS
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

Filing a Complaint – FNS Child Nutrition Program Activities

Any person or representative alleging discrimination related to an FNS Child Nutrition Program activity based on race, color, national origin, sex, age, or disability has the right to file a complaint within 180 days of the alleged discriminatory action. Only the Secretary of Agriculture may extend this time under special circumstances. The complainant will be advised of confidentiality and Privacy Act applications. The complainant and the entity that the complaint is filed against will be encouraged to resolve the issue at the lowest possible level and as expeditiously as possible.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form , (AD-3027) found online at: https://www.usda.gov/about-usda/general-information/staff-offices/office-assistant-secretary-civil-rights/how-file-program-discrimination-complaint, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

Mail: U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410;

Fax: (202) 690-7442; or

Email: program.intake@usda.gov .

If an individual reports a concern, they will be asked if they would like to submit an official complaint. If the individual does not file an official complaint, the staff member will clarify with the individual what they want do with the information. If an individual does want to file an official complaint, the staff member will walk them through the USDA's complaint process and clarify with the complainant whether they want to file with the USDA on their own or if they would like help in submitting a complaint.

Use of the USDA form is not a prerequisite for acceptance of the complaint. Further, in the event a complainant makes allegations verbally or in person, and is not inclined to place such allegations in writing, the person to whom the allegations are made will write up the elements of the complaint for the complainant. At a minimum, the log must contain the complainant(s) name, contact information, the location (including country), nature and date of the alleged discrimination, name of individual(s) and organization(s) alleged to have engaged in discrimination, basis of alleged discrimination, date of referral to FNS CRD, the findings of any investigation by FNS, and a descriptive disposition of the final complaint including any corrective action planned or taken.

All civil rights complaints alleging discrimination related to an FNS Child Nutrition Program activity based on race, color, national origin, sex, age, or disability, whether written or verbal, received by the District or the Massachusetts Department of Elementary and Secondary Education (DESE) will be forwarded to the FNS CRD within five (5) days of receipt and the complaint will be logged in the CNP specific Civil Rights complaint log. Anonymous complaints will be handled as any other complaints, to the extent feasible.

For any questions regarding filing a complaint with the USDA, including instructions on where to obtain the USDA Program Discrimination Complaint Form, please contact the District's Food Service Mary Palen at mary.palen@wpsk12.com

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, and American Sign Language) may contact the responsible state or local agency that administers the program or the USDA through the USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. for assistance in filing a complaint.

All complaints must be processed within 90 days of receipt. Once a complaint is received by the USDA, a complaint analysis is conducted to determine whether the complaint is within USDA's jurisdiction or requires a referral, or whether additional information is required from the Complainant. Once an

investigation is determined necessary, the Complainant will be contacted. Once the investigation is complete, a decision letter or final agency decision will be issued.

LUNCH PROCEDURES

Students will still have the opportunity to receive one free lunch and breakfast each day. Students who wish to purchase two lunches or two breakfasts will need to adhere to the prices described below.

Lunch Offerings and Prices:

Students will have three choices for lunch: (1) bringing their lunch to school, (2) purchasing a school lunch, and / or (3) purchasing items in the a la carte program. Lunch prices are subject to change. At present, lunch prices are as follows: Second Student lunch (including milk) - $3.00. Second Student breakfast (including juice) - $1.50. Additional milks are $0.60, and desserts range from $0.50 to $0.75.

The lunch selections are many and varied. Each day there is a hot lunch that fills the meal pattern for a "Type A" meal as required by the Department of Education's Bureau of Nutrition. (For example: baked chicken, whipped potato, fruit, whole grain bread and low-fat milk, of which every meal must include a student taking a fruit vegetable.) There will also be an alternate lunch for students to choose from.

The a la carte program provides a variety of foods such as side Caesar salads, yogurt, oven fries, fresh fruit, low fat milk, low-fat ice cream, whole grain reduced fat cookies or snacks, sides of baby carrots, bottled water and 100% juice. Current lunch menus and prices may be found on the WPS Food Services website at http://wpsk12.com/about/district/food-services/

Student Lunch Accounts

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

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

Balances are always carried forward from school year to school year. Student accounts follow them when they are moving up to another school. WPS Food Services can refund money and when necessary, money can be transferred 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. A letter must be sent to the school to request this process. WPS Food Services will never deny a child a lunch; however, if the account has a negative balance of $2.00 or more, the student will not be able to purchase an additional lunch. In years when students were paying for lunch, they may be offered an alternative lunch (sandwich, milk, fruit, and vegetable) until their account is paid. If a lunch account has a negative balance, no a la carte purchases are allowed (i.e. dessert and bottled water).

Free and Reduced Lunch Program

The Federal Government's Free and Reduced Lunch applications are on the website at https//www.wpsk12.com/domain/43. Should a student's need change and they and the family require financial assistance; the student may submit an application at any time. Contact the School Food Service Administrator Mary Palen at 978-694-6064 or Mary.Palen@wpsk12.com for an application or download the application at http://wpsk12.com/about/district/food-services/

Checks Returned with Insufficient Funds

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

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

HEALTH SERVICES

https://www.wpsk12.com/our_district/health_services

HEALTH OFFICE

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

Emergency Information

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

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

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

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

Accidents/Illness

In case 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. School nurse/staff retain the discretion to contact emergency personnel.

Exclusion/Absence from School

If a child is 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 their child to seek proper care. See M. G. L. c. 71, § 56.

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. Medical confirmation of the student's illness may be required by the school administration.**

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

a. Students should not return to school after an illness accompanied by fever until their temperature has been normal for 24 hours, without the use of fever-reducing medication.

b. Students who are taking antibiotics due to illness may return to school after 24 hours of antibiotic treatment if they are well enough to participate in school activities. Students diagnosed with Strep receiving antibiotics may return after 12 hours.

c. Parents/ Guardians are reminded to use discretion when sending their child to school with colds, headaches, or stomach disorders. The child may be exposing others and may not benefit educationally themselves.

d. If a student requires medication after returning to school from an illness, please follow the medication policy of the Wilmington Public Schools.

Doctor's Notes

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

ADMINISTERING PRESCRIPTION AND NON-PRESCRIPTION MEDICATION TO STUDENTS

The school nurse supervises the administration of medication at Wilmington Middle School. If medication needs to be administered during school hours, whether it is a prescription or over-the-counter medicine, such administration of medication must be done by the school nurse or

with the authorization of the school nurse in accordance with 105 CMR 210.000. Unless the conditions for self-administration outlined in 105 CMR 210 have been met, no student is permitted to carry and/or self-administer medication.

Whenever possible, medication administration should be scheduled at times other than during the school day. If it is necessary that your child receive medicine during the school day, the school nurse is responsible for the administration of all medications. All medications must be delivered to the nurse by a parent, guardian, or another designated adult. Medication must be in its original pharmacy-labeled container and be accompanied by a doctor's order and written parental approval prior to administration. No more than a thirty (30) school day supply shall be stored at the school. Parents/guardians may retrieve the medication from the school at any time. All unused, discontinued, or outdated medications will be returned to the parent/guardian. In extenuating circumstances, with parental consent when possible, medications may be destroyed by the school nurse in accordance with the policies of the Massachusetts Department of Public Health, Division of Food and Drugs. 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.

The school nurse will ensure that there is a proper medication order renewed as necessary including at the beginning of each academic year. Before the student enters school, the medication order shall be obtained by the school nurse, along with any other additional information from the doctor, and the medication administration plan shall be developed in accordance with 105 CMR 210.005.

A medication administration record for each student will be maintained, including a daily log, the medication administration plan, the medication order, and parent/guardian authorization. Prescription medications to be administered "as needed" may be administered by the school nurse or authorized school personnel after the school nurse assesses or consults with the student after each dose.

In the case of field trips and other short-term special school events, every effort will be made to have a nurse or other school staff member trained in prescription medication administration accompany the student. When this is not possible, the school nurse may delegate prescription medication administration to another responsible adult, subject to written consent from the parent/guardian for the named responsible adult, and subject to the requirements of 105 CMR 210. The administration of parenteral medications may not be delegated, with the exception of epinephrine administered in accordance with 105 CMR 210.100. Epinephrine must be administered solely in accordance with 105 CMR 210.100, even if on a field trip. The school nurse cannot delegate the administration of epinephrine to another "responsible adult." Only those allowed under 105 CMR 210.100 can administer epinephrine.

The school nurse may, in accordance with standard nursing practice, refuse to administer or allow to be administered any prescription medication which, based on their individual assessment and

professional judgment, has the potential to be harmful, dangerous or inappropriate. Parents/guardians and the doctor will be notified immediately by the school nurse in this scenario.

Students found in possession of unauthorized medications on school grounds or at school-sponsored events may be subject to discipline.

Physical Exams and Health Screenings

Students are required to submit a copy of a physical examination that was completed within one year prior to entrance to Wilmington Public Schools or within thirty (30) days after entering Wilmington Public Schools, and at intervals of three years thereafter. Health records transferred from a previous school may be used to meet this requirement. All new students will be required to submit a copy of a physical examination.

All students participating in competitive athletics will need to submit a copy of a physical examination every year in which they intend to participate. See 105 CMR 200. Students are also required to submit a copy of a physical examination if they are over the age of fourteen (14) but under the age of sixteen (16) and are requesting employment certificates.

Within thirty (30) days of a student's first day at Wilmington Public Schools, all students must submit certification that the student has passed a vision screening within the previous twelve (12) months. Vision and hearing screenings will be conducted in the year of school entry and annually through grade five (5), once in grades six (6) through (8), and once in grades nine (9) through twelve (12).

The weight and height of each student will be measured in grades 1, 4, 7, and 10. Every effort will be made to protect the privacy of each student during the screening. School personnel will not disclose the height, weight or BMI calculations of an individual student to anyone other than the parent/guardian, unless written consent is provided by the parent/guardian. Parents/guardians can request in writing that their child's measurements not be taken.

Postural screening will be conducted annually by the nurse, or other approved personnel approved by the Department of Public Health, on all students grades five (5) through nine (9).

Immunizations

All students attending, enrolled, or registered to attend Wilmington Public Schools must present, in accordance with 105 CMR. 220, a copy of their certificate of immunization documenting their immunization records before they can attend school unless a waiver of this requirement has been granted based upon documented medical need or sincere religious belief. Students with exemptions may be subject to exclusion during disease outbreaks.

Optional Insurance Coverage

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

Medical Elevator Use

Students may use the elevator if they have a Doctor's note and are approved by the nursing staff, or elevator use has been identified as an accommodation in the student's IEP or Section 504 Plan.

Student Conduct and Discipline

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

Every student who attends Wilmington Middle School is responsible for knowing and for complying with the disciplinary regulations during school and during all events/activities sponsored by the school. **Any student who violates these regulations may be subject to immediate corrective action including but not limited to making restitution, withdrawal of privileges, detention, suspension, or, where permitted under the law, expulsion.**

To promote positive school citizenship, students should follow all teacher requests in a cooperative manner. It is impossible for teaching and learning to take place without proper order in the classroom or in the school. Many minor first offenses will often result in only a warning. However, students are cautioned not to interpret such warnings as signs of unwillingness on the part of the teachers to enforce school rules.

These warnings are, instead, an attempt to allow the students to reevaluate their actions and to develop self-discipline. They let the students know that they have acted inappropriately.

The Principal, and, where permitted, the Principal's designee, are responsible for the enforcement of the student expectations and regulations of the school. When a disciplinary action is warranted, the Principal or Principal's designee may consider many factors including but not limited to the seriousness of the incident, past disciplinary record, and the amount of disruption caused to the school. The Principal or Principal's designee reserves the right to ultimately decide the disciplinary action when an infraction occurs. All students will be provided with the due process afforded under applicable laws and regulations prior to a suspension in or out of school or expulsion.

General Guidelines for Compliance with School Regulations:

1. Be where you are supposed to be and do so on time.
2. Cooperate with your teachers and all school personnel.
3. Follow the rules.
4. Get involved.
5. Always put your best foot forward.

There may be instances when a student is not meeting expectations related to our code of conduct. The following is a list of possible consequences that may be imposed in such circumstances. This list is meant as a general guideline for possible responses to infractions to our code of conduct. Ultimately, the school administrator will determine the consequence. The severity of the incident, the student's overall

disciplinary record, attendance, teacher input, and other factors may be considered when making these decisions. Parents/Guardians will be notified of any imposed consequence and, where provided for under applicable laws and regulations, will be provided with an opportunity to participate in any hearing that may result in a student's out-of-school suspension or expulsion.

- **Warning**: verbal or written reprimand, noting that further infractions may result in additional consequence
- **Parent Meeting**: in-person meeting involving student, parent, and administrator to review incident, potential consequences, and necessary additional actions.
- **Detention**: student is retained after school for a period of time determined by administrator, not allowed to participate in activities until detention is served
- **Disciplinary Service**: community service hours to be completed in a time period set by administrator.
- **In-School-Suspension** (ISS): removal from classes and activities for a period of time determined by administrator, separated, in a supervised room. **ISS** begins at the beginning of the school day and runs until thirty minutes after the end of the day
- **Out-of-School Suspension** (OSS): removal from school building, classes, and activities for a set period of time determined by the administrator.
- **Expulsion:** The removal of a student from the school premises, regular classroom activities, and school activities for more than 90 school days, indefinitely, or permanently, as permitted under M.G.L. c. 71, § 37H or 37H½. Expulsion is imposed in very limited situations and only as permitted under M.G.L. c. 71, §§ 37H or 37H½.

It should also be noted that a student may be suspended from participating in activities which occur outside of the school day.

Any student who has an excessive number of violations of the student code of conduct for any reason may be excluded or barred by the school administration from participating in any or all school-related or school-sponsored activities including but not limited to, athletic contests, dances, proms, graduation, or field trips. Such exclusions from extracurricular activities are not subject to the due process procedures set forth below or Massachusetts regulations. See 603 CMR 53.11.

In compliance with 603 CMR 53.14, the Wilmington Public Schools will collect and annually report data to the Department of Elementary and Secondary Education (DESE) regarding suspensions, expulsions, and emergency removals, access to education services, and other information deemed necessary by DESE in the form and manner determined by DESE. The Principal will periodically review discipline data by selected student populations, including but not limited to race and ethnicity, English language learner status, disability status, gender, and socioeconomic status, and assess the extent of removal, its impact on such selected student populations, and whether to modify disciplinary practices.

Student disciplinary offenses that may result in suspension or expulsion are subject to certain due process rights and procedures. The following sections provide you with information about these rights.

Suspensions and expulsions of students shall be imposed in compliance with constitutional, statutory, and regulatory requirements, including M. G. L. c. 76, §17; M. G. L. c. 76, §21; M. G. L. c. 71, §37H; M. G. L. c. 71, §37H 1/2; M. G. L. c. 71, §37H ¾, and 603 CMR 53.00. The Principal, and/or a

designee, where permitted, may exercise their discretion to impose suspensions and expulsions for student conduct violations within the limitations and the due process provisions set forth below.

Disciplinary Due Process

I. DUE-PROCESS RIGHTS FOR STUDENTS CHARGED WITH POSSESSION OF A DANGEROUS WEAPON, POSSESSION OF A CONTROLLED SUBSTANCE, OR ASSAULT OF SCHOOL STAFF AND/OR FOR STUDENTS WHO HAVE BEEN CHARGED WITH OR CONVICTED OF A FELONY (M.G.L. c. 71, § 37H, M.G.L. c. 71, § 37H ½ - also referred to as "statutory offenses.").

- *Interim Short Term Disciplinary Removal*: In limited situations where a student is charged with a violation of M.G.L. c. 71, § 37H, or is subject to suspension in accordance with M.G.L. c. 71, § 37H1/2, and is determined by the Principal to present an immediate threat to persons, property, or the orderly educational environment of the school, the student may be suspended from school by the Principal on an interim short term basis of ten (10) school days or less pending a formal hearing to consider the student's long-term suspension or expulsion. Prior to the imposition of any disciplinary sanction that might result in a student's interim suspension from school for ten (10) consecutive school days or less pending a long-term suspension/expulsion hearing, the student will be given oral notice of the offense with which he/she is charged and an opportunity to respond. In the event that the principal determines that the student will be suspended from school on an interim, short-term basis pending a formal hearing to consider the student's possible long-term suspension or expulsion, the student and the student's parent(s)/guardian(s) will be notified by telephone and in writing. Such interim, short-term removals shall not be subject to appeal.

- *Disciplinary Sanctions and Appeals*: Except where a short term interim removal has been imposed, prior to the imposition of any disciplinary sanction that might result in the student's suspension or expulsion from school for possession of a dangerous weapon, possession of a controlled substance, or assault on school staff and/or due to a felony charge that has been issued against a student, the student and the parents/guardians will be given written notice in English and in the primary language of the student's home of a Principal's hearing at which the student and parent/guardian have the right to be represented by an attorney (at private expense), to examine the evidence against the student, and to present witnesses and documentary evidence in the student's defense. Following this hearing, a written decision will be issued.

  Under M. G. L. c. 71, § 37H, a student only has the right to appeal if the student has been expelled, although students suspended in excess of ten (10) consecutive days in accordance with M.G.L. c. 71, § 37H will be permitted to appeal their long-term suspension to the Superintendent. The student shall have ten (10) calendar days from the effective date of the exclusion to file a written appeal with the Superintendent. The student will have the right to an attorney (at private expense) at a hearing before the Superintendent and the subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provision of M. G. L. c. 71, § 37H. For exclusions imposed pursuant to M.G.L. c. 71, § 37H ½ , the student shall have five (5) calendar days from the effective date of the exclusion to file a written appeal with the superintendent. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three (3) calendar days of the student's request for an

appeal. At the hearing, the student shall have the right to present oral and written testimony on the student's behalf, and shall have the right to be represented by an attorney (at private expense). The Superintendent shall have the authority to overturn or alter the decision of the Principal, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five (5) calendar days of the appeal hearing. Such decision shall be the final decision of the Wilmington Public Schools with regard to the student's suspension or expulsion. Pending the outcome of any such appeals, the disciplinary sanction imposed by the principal shall remain in effect. M.G.L. c. 71, § 37H, M.G.L. c. 71, § 37H ½.

NOTE: All proceedings conducted in accordance with M.G.L. c. 71, §§ 37H and 37H ½ shall be conducted by the Principal and may not be delegated to a designee. All appeals of suspensions or expulsions imposed by the Principal in accordance with M.G.L. c. 71, §§ 37H and 37H ½ shall be conducted by the Superintendent and may not be delegated to a designee.

II. DUE-PROCESS RIGHTS FOR STUDENTS CHARGED WITH OTHER VIOLATIONS

(Non-Statutory Offenses - M.G.L. c. 71, § 37H ¾ and 603 CMR 53.00)Applicable Definitions:

- Expulsion: The removal of a student from the school premises, regular classroom activities, and school activities for more than 90 school days, indefinitely, or permanently, as permitted under M.G.L. c. 71, § 37H or 37H½ for:

  (a) possession of a dangerous weapon.

  (b) possession of a controlled substance.

  (c) assault on a member of the educational staff.

  (d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½.

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

- Long-term Suspension: The removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The principal may, in their discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a

disciplinary offense set forth in M.G.L. c. 71, § 37H(a) or (b), or M.G.L. c. 71, § 37H ½, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension for a non-statutory offense shall extend beyond the end of the school year in which such suspension is imposed.

- Parent: A student's father, mother, or legal guardian, or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.
- Principal: The instructional administrative leader of a public school or their designee for purposes of school disciplinary matters.
- Education Services Plan: The document developed by a school or District, in accordance with M.G.L. c. 76, §21, that includes a list of education services available to students who are expelled or suspended from school for more than ten (10) consecutive days.
- Short-term Suspension: The removal of a student from the school premises and regular classroom activities for ten (10) consecutive, or cumulative, school days or less. A principal may, in their discretion, allow a student to serve a short-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.
- Superintendent: The chief executive officer of the district employed by the School Committee or the Superintendent's designee appointed for purposes of conducting a student disciplinary appeal hearing in accordance with 603 CMR 53.00.

Applicable Due Process Procedures (Non-Statutory Offenses):

In every case of student misconduct for which suspension may be imposed, the Principal and/or Superintendent or other person acting as a decision-maker at a student meeting or hearing shall first consider ways to re-engage the student in learning and shall not use suspension from school as a consequence until alternative remedies have been tried and documented, except as follows: (1) where said decision-maker documents specific reasons why alternative remedies are unsuitable or counterproductive; or (2) where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm to another person while in school. Alternative remedies may include, but are not limited to, the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and collaborative problem solving.

In-School Suspension

A Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses. Prior to imposing an in-school suspension, the Principal shall inform the student of the disciplinary offense(s) of which the student is charged and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the Principal determines that the student committed the disciplinary offense, the Principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) school days, cumulatively or consecutively, in the school year.

On the same day as the in-school suspension decision, the Principal shall make reasonable efforts to notify the parent orally as soon as possible of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The Principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the Principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The Principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the Principal for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The Principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or other method of delivery agreed to by the Principal and the parent.

Out-of-School Suspension

Prior to the imposition of a short-term out-of-school suspension or a long-term suspension under this section, the Principal shall provide oral and written notice of the charges and potential disciplinary sanction and of the student's and parent's/guardian's right to participate in a hearing with the Principal, to contest the charges against the student and to provide evidence, including mitigating facts, and witnesses in the student's defense. If the student may be subject to long-term suspension for school rules violations, the Notice shall further inform the parent/guardian and student of the following additional rights:

- In advance of the hearing, the opportunity to review the student's record and the documents and evidence upon which the Principal may rely in making a determination to suspend the student or not;
- the right to be represented by an attorney or a lay person of the student's choice, at the student's/parent's expense;
- the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; and
- the right to cross-examine witnesses presented by the school; and
- the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording provided to the student or parent/guardian upon request. If the student or parent/guardian requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

The hearing may take place without the student's parent(s)/guardian(s) only if the principal has sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency notification.

The purpose of the Principal's hearing is to hear and consider information regarding the alleged incident for which the student may be suspended, to provide the student an opportunity to dispute the charges and

explain the circumstances surrounding the alleged incident, to determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

In every case of student misconduct for which suspension may be imposed for non-statutory offenses , the Principal will exercise discretion in deciding the consequence for the offense and, where appropriate, shall avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include, but are not limited to, the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive interventions and supports.

Short-Term Suspension Hearing

The Principal or designee shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student and the parents/guardians shall have an opportunity to present information, including mitigating facts, that the Principal or the Principal's designee should consider in determining whether other remedies and consequences may be appropriate. The Principal or designee shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and to offer information, including mitigating circumstances, that the Principal or designee should consider in determining consequences for the student. Students and parents do not have the right under applicable policies and regulations to be represented by an attorney at a short-term suspension hearing.

Based on the evidence and information presented at the hearing, including mitigating circumstances, the Principal or designee shall determine whether there is a preponderance of evidence to support a determination that the student committed the disciplinary offense, and, if so, the remedy or consequence to be imposed. In accordance with the requirements of M.G.L. c. 71, § 37H3/4 and 603 CMR 53.05, the Principal or designee shall, when acting as the decision-maker at a disciplinary hearing to consider a student's possible short-term or long-term out-of-school suspension for violations of school rules other than offenses involving drugs, weapons, assaults on school staff, and/or felony offenses, first consider ways to re-engage the student in the learning process. The Principal or designee shall not suspend the student from school on a short-term or long-term basis under such circumstances until alternative remedies have been employed and their use and results documented unless specific reasons are documented as to why such alternative remedies would be unsuitable or counter-productive, or unless the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm (physical and/or psychological) upon another person while in school. Alternative remedies for the purposes of these requirements may include but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving.

The Principal shall provide written notice to the student and parent/guardian of the Principal's findings and determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and of the student's opportunity to make up assignments and such other schoolwork as needed to make academic progress during the period of removal. The determination shall be in writing and may be in the form of an update to the original written notice of hearing.

In the event of a short-term or long-term out-of-school suspension of a student in grades K-3, the Principal shall also send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

Long-term Suspension

In addition to the rights afforded a student in a short-term suspension hearing, the student and parent/guardian shall also have the opportunity to review the student's record and the documents and evidence upon which the school may rely at the disciplinary hearing; the right to be represented by an attorney or a lay person of the student's choice (at the student's/parent's/guardian's expense); the right to produce witnesses on the student's behalf and to present the student's explanation of the alleged incident and any mitigating evidence (although the student may not be compelled to do so); the right to cross-examine witnesses presented by the school; and the right to request that the hearing be recorded and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal or designee shall inform all participants before the hearing that an audio recording will be made and a copy will be provided to the student and parent upon request.

Based on the preponderance of evidence presented at the hearing, the Principal or designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, the remedy or consequence to be imposed. The Principal or designee shall send the written determination in English and the primary language spoken in the student's home to the student and parent/guardian by, certified first-class mail and by email to an address provided by the parent for school communications, or by any other method of delivery agreed to by the Principal/designee and the parent/guardian.

If the student is suspended for more than ten (10) school days for a single infraction or for more than ten (10) school days cumulatively for multiple, non-statutory offenses in any school year, the notice will include written notification of the right to appeal to the Superintendent.

Emergency Removal for Non-Statutory Offenses in Accordance with 603 CMR 53.07

The Principal or Principal's designee may remove a student from school temporarily when a student is charged with a violation of school rules in accordance with M.G.L. c. 71, § 37H3/4, the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption presented. The emergency removal shall not exceed two (2) school days following the day of the emergency removal. The Principal will not release the student until adequate provisions have been made for the student's safety and transportation.

In the event of an emergency removal, the Principal shall make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal and the reason(s) therefor. The Principal or designee shall also provide written notice to the student and parent/guardian and provide the student an opportunity for a disciplinary hearing with the Principal, and the parent/guardian an opportunity to attend the hearing, to be conducted before the expiration of the two (2) school days following the Student's emergency removal, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian.

The Principal shall render a decision orally on the same day as the disciplinary hearing, and in writing no later than the following school day, which meets the requirements of 603 CMR 53.08.

Appeals (M.G.L. c. 71, §37H3/4 – 603 CMR 53.09)

Students do not have the right to appeal an in-school or short-term out-of-school suspension imposed pursuant to M.G.L. c. 71, § 37H3/4. Students and parents/guardians do, however, have the right to appeal a long-term suspension imposed by the Principal to the Superintendent. The student and/or the parent/guardian shall have five (5) calendar days following the effective date of the suspension to submit

a written request for an appeal to the Superintendent but may be granted an extension of time of up to seven (7) calendar days upon written request. If the appeal is not timely filed, the Superintendent may deny the appeal.

The Superintendent, or the Superintendent's designee, will hold a hearing with the student and the parent(s)/guardian(s) within three (3) school days of the student's written appeal. The time may be extended by up to seven (7) calendar days if requested by the parent(s)/guardian(s). The Superintendent's appeal hearing may proceed without the parent(s)/guardian(s) only if a good faith effort was made to include parent(s)/ guardian(s). The Superintendent shall be presumed to have made a good faith effort if the Superintendent has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing in both English and in the primary language of the student's home.

At the appeal hearing, the Superintendent shall determine whether the student committed the disciplinary offense of which the student is accused, and if so, the appropriate consequence therefor. The student shall have all of the rights afforded to students at the Principal's hearing for long-term suspension. The Superintendent will 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 a lesser consequence than the Principal but may not impose a suspension greater than that imposed by the Principal's decision. In considering the student's appeal and the sanctions for the violation(s) of school rules found to have occurred, the Superintendent/designee shall not impose/uphold a suspension from school as a consequence until alternative remedies have been tried, except:

(1) where the Superintendent or designee documents specific reasons why alternative remedies are unsuitable or counterproductive; or

(2) where the Superintendent or designee determines that the student's continued presence in school would pose a specific, documented concern about the infliction of serious bodily injury or other serious harm to another person while in school.

The Superintendent's appeal decision shall constitute the final decision of the Wilmington Public Schools.

Educational Services During Removals and School-Wide Education Services Plan – M. G. L. c. 76, § 21

Students suspended from school for ten (10) or fewer consecutive school days will be provided with the opportunity to make academic progress during the period of suspension, to independently complete their regular assignments, and to make up assignments, tests, and quizzes missed due to the suspension, so as to continue to earn credits toward promotion/graduation. Students who are expelled or suspended from school for more than ten (10) consecutive school days shall have the right to access services through the District to ensure their continued academic progress and earning of credits toward the student's promotion or graduation. The Wilmington Public Schools has developed a school-wide Education Services Plan for all students who are expelled or suspended from school for more than ten (10) consecutive school days. Upon selection of an available alternative educational service by the student

and the student's parents/guardians, the school shall facilitate and verify the student's enrollment in the service. In addition to the above educational services provisions applicable to all District students, students who have been found eligible for special education services must be provided with a free appropriate public education as of the 11th cumulative day of disciplinary removal in a school year.

Discipline and Students with Disabilities

All students are expected to meet the requirements for behavior as set forth in this Handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 and the regulations issued pursuant to said statutes require that additional provisions be made for:

- Students who have been found eligible for special education services under the IDEA.
- Students who have been found to have a mental or physical impairment that substantially limits a major life activity, as defined under §504 of the Rehabilitation Act.
- Students who the District knows or has reason to know might be eligible for special education services. The school is deemed to have knowledge that a student is a student with a disability if, before the behavior that precipitated the disciplinary action occurred: (1) the student's parent/guardian expressed concern in writing to supervisory or administrative personnel, or the student's teacher, that the student is in need of special education and related services; (2) the student's parent/guardian requested an evaluation of the child; or (3) the student's teacher, or other school personnel, expressed specific concerns directly to the director of special education or to other supervisory personnel about a pattern of behavior demonstrated by the student. The school is not deemed to have knowledge of a disability if (1) the parent/guardian has not allowed an evaluation or has refused special education and related services, or (2) the child has been evaluated and determined not to be a child with a disability.

These students are generally entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short-term removals that exceed ten (10) school days in a given year.

If a request is made for an evaluation of a student's eligibility for special education services during the time period in which the student is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services beyond those to which the student may be entitled to under M. G. L. c. 76, § 21.

The following additional requirements apply to the discipline of students with disabilities:

- Students with disabilities may be excluded from their programs for ten (10) school days or less in the school year to the extent that such sanctions would be applied to all students. Within ten (10) school days of a determination that a student with a disability will be excluded for disciplinary reasons from his/her program for more than ten (10) consecutive school days in a given school year or to impose a disciplinary sanction that would result in a disciplinary change in placement for a student with a disability, building administrators, the parents/guardians and relevant members of the student's IEP or 504 Team will meet to determine the relationship between the

student's disability and behavior ("Manifestation Determination").

- If building administrators, the parents/guardians, and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. The student's IEP Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or, where appropriate, conduct a functional behavioral assessment of the student. Eligible Section 504 students shall be entitled to receive alternative education services in accordance with the school's Education Services Plan during any suspension or expulsion in excess of ten (10) consecutive days.
- If building administrators, the parents/guardians, and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current education program for the incident of misconduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parents/guardians consent to, a new placement, or unless the school obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The student's Team shall also review, and modify as appropriate, any existing behavior intervention plan or arrange for a functional behavioral assessment.
- If a student with a disability possesses or uses illegal drugs, sells, or solicits a controlled substance, possesses a weapon on school grounds, or causes serious bodily injury to another on school grounds or at a school function, the school may place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days regardless of whether the conduct was a manifestation of the student's disability. A court or BSEA Hearing Officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.

DISCIPLINE CHART/CODE OF CONDUCT

The following chart provides a non-exhaustive list of violations with general guidelines for potential disciplinary sanctions for student misconduct. Ultimately, the Principal, and when permitted, the Principal's designee, has the discretion to impose sanctions they feel are appropriate and the school administration reserves its authority to impose sanctions in excess of those set forth below for egregious, severe and/or repeat offenses.

Violation	Detention	Suspension	Other or Further Action
Acceptable Use Policy Violation			Please refer to District's ACCEPTABLE USE POLICY File: IJNDB
Assault of a Staff Member		Interim short-term OSS Long-Term OSS	Referral to proper authorities

Violation	Detention	Suspension	Other or Further Action
		Possible Expulsion Please refer to M.G.L. c. 71, §37H	

Assault of a Student		ISS, Short-Term OSS, Long-Term OSS	Referral to proper authorities Bullying/Harassment Investigation Possible additional consequences including loss of privileges
Building Safety Violation		ISS or Short-Term OSS, Long-Term OSS	Referral to proper authorities Possible additional consequences including loss of privileges
Bullying/Cyberbullying/Retaliation	Consequences range from a reprimand to long-term OSS depending upon the severity of the violation.		Possible referral to proper authorities Please refer to the District's Bullying Prevention Plan: Refer to School Committee Policy JICFB
Bus Code of Conduct Please refer to the Bus Safety and Expectations of this Handbook :		ISS, Short-Term OSS, Long-Term OSS	Discipline for bus offences can range from a Warning to Suspension of transportation privileges, to a complete denial of transportation privileges. The gravity of the offense and the number of repeated inappropriate behaviors will have the greatest impact on the level of discipline.

Cafeteria – Insubordination (refusal to clean, refusal to follow directions) **Cafeteria – throwing food**	Refusal to clean area: 2 days detention	Refusing to cooperate: ISS Throwing food: Short-term OSS	
Cheating/Plagiarism		ISS, Short-Term OSS, Long-Term OSS	Student receives a "0" for work missed and no opportunity for make-up
Class Cut / Leaving class early without pass/permission	First Offense: One (1) day detention Second Offense: Three (3) days detention Third offense: Five (5) days detention		Student receives a "0" for work missed and no opportunity for make-up
Cut Office Detention	First Offense: Additional days detention as determined by the	Second Offense: ISS Third Offense: OSS	

	administrator		
Disrespect Toward Staff	First Offense: 2 Days Detention	Second Offense: possible short-term OSS Third Offense: possible long-term OSS	Possible additional consequences Apology, as appropriate
Disruption of School or Classroom Environment	First Offense: Up to five (5) detentions	Second Offense: Short-term OSS Third offense: Short-term or long-term OSS	Conference with parent and Teacher (if applicable) ● Possible loss of privileges
Dress Code			The administration reserves the right to determine the appropriateness of clothing within the expectations provided. Students not meeting these expectations will be required to change their clothing and may be sent home.
Drug/Alcohol Possession **Under the Influence of Drugs/Alcohol** Please refer to District's CHEMICAL HEALTH REGULATIONS File JICH-R		OSS (short-term or long-term) Expulsion (possession of controlled substance)	● Possible additional consequences including loss of privileges ● Please refer to MGL c. 71, § 37H
Electronic Device Policy Violation		ISS OSS(short-term or long-term)	● Confiscation of device ● Possible additional consequences including suspension and notification of proper authorities
Failure to Identify Self	First Offense: 2 Days Detention	Second offense: ISS Third Offense: OSS	

Failure to Sign In when Tardy to School .		First Offense: ISS Second Offense: ISS Third offense: OSS	(Refer "Class Cut.")
Fighting/Physical Altercation		Short-Term OSS Long-Term OSS	Possible additional consequences
Forgery	Five (5) days detention	Possible ISS or OSS (short or long-term)	
Harassment/Discrimination	Consequences range from a reprimand to a long-term OSS depending upon the violation committed.		Please refer to the District's Non-Discrimination Statement and DISCRIMINATION AND HARASSMENT GRIEVANCE PROCEDURES

Hate Crime		Short-Term OSS Long-Term OSS	Referral to proper authorities. Possible expulsion in accordance with M.G.L. c. 71, § 37H1/2.
Hazing		Short-Term OSS Long-Term OSS	Referral to proper authorities Please refer to the District's - HAZING PROCEDURES
Inappropriate Behavior	As deemed appropriate by the administrator	As deemed appropriate by the administrator May include: ISS Short-Term OSS Long-Term OSS	As deemed appropriate by the administrator

Possession/Use of Weapon		Short-Term OSS Long-Term OSS Expulsion	• Referral to proper authorities
Profanity Toward Staff		ISS or short-term OSS, Long-Term OSS	
Skipping Lunch Block	First Offense: 1 day detention Second Offense: 2 days detention Third Offense: 3 days detention		Beyond the third offense, the student will not be allowed to arrange a different location for lunch.
Smoking/Tobacco/Tobacco-Nicotine Vaping **Including possession of tobacco-nicotine/ paraphernalia** ***students found in possession of paraphernalia containing a con trolled substance shall be subject to long=-term suspension or expulsion in accordance with M.G.L. c. 71, § 37H.**		First Offense: Up to 5 days OSS OR 1 day ISS and participation in a smoking cessation program/completion of a 1-day online diversion program. Second Offense: Up to 5 days OSS OR 1 day ISS and participation in a smoking cessation program/completion of a 5-week diversion program. Third Offense: Short-term OSS or Long-term OSS	• Parent notification • $50 Fine issued by BOH
Tardy Violations			Excessive tardies will be handled through our district attendance policy, which will be detailed in letters sent home to families.
Theft		Short-Term OSS	Student will make full restitution

		Long-Term OSS	Referral to proper authorities
Truancy		First offense: ISS Second and Subsequent Offenses: OSS	Student receives a "0" for work missed and no opportunity for make-up
Vandalism/Destruction of Property		Short-term OSS Long-term OSS	Student will make full restitution Referral to proper authorities

Special Statement Regarding Excessive Conduct Violations

Any student who has an excessive number of violations of the student code of conduct for any reason may be suspended in or out of school, and be excluded from participating in any or all school- related or school-sponsored activities, including, but not limited to, athletic contests, dances, proms, graduation, or field trips. A student may be removed from participation in extracurricular activities at the discretion of the Principal or a Principal's designee for disciplinary reasons. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating days of suspension.

ALCOHOL AND OTHER DRUGS

Possession, use, or distribution of alcohol, drugs, drug paraphernalia, tobacco/nicotine, or tobacco products or paraphernalia, including e-cigarettes and vaporizers (vaping devices and/or vape pends) on school grounds, within school buildings or facilities, at school-sponsored events, or on a school bus is strictly prohibited and may result in suspension or, where permitted under applicable laws, expulsion from school. Prohibited substances include, but are not limited to:

- Alcohol (ethyl alcohol found in liquor, beer, wine)
- Cannabinoids (marijuana, hashish, THC) Opioids (heroin, opium),
- Stimulants (cocaine, amphetamine, methamphetamine) Club Drugs (Ecstasy, GHB, Rohypnol®,
- Dissociative Drugs (Ketamine, PCPC and analogs, Salvia divinorum, and DXM (Dextromethorphan, robotripping)
- Hallucinogens (LSD, mescaline, psilocybin (mushrooms) Other compounds (anabolic steroids, bath salts)
- Inhalants
- Non-prescribed prescription drugs (depressants, stimulants, opioid pain relievers), prescribed medications not in compliance with this handbook, and other performance enhancing stimulants
- Other performance enhancing supplements
- Any controlled substance as defined in M.G.L. 94C.
- Non-alcohol/near beer
- Any such substance, mentioned above, that is disguised in food products such as candy, baked goods, or dissolved in drinks

Intentionally smelling or inhaling the fumes of any substance having the property of releasing toxic vapors in order to cause intoxication, euphoria, excitement, exhilaration, stupefaction, or dulled senses or nervous system is prohibited. It is also illegal to possess, buy or sell any such substance in order to violate, or aid another to violate, this section. Violations may result in discipline.

M. G. L. c. 71, § 2A; M. G. L. c. 270, § 18; M. G. L. c. 71, § 37H

It is not a violation for a student to be in possession of a drug in accordance with Wilmington Public Schools' and Wilmington Middle School's Medication Administration policies. In those instances, students shall follow proper procedures to notify the school nurse.

Students in possession or deemed to be under the influence of alcohol/drugs while in school or at a school-sponsored event may be subject to suspension and/or other disciplinary action (including expulsion) deemed appropriate by the school administration and provided for under applicable laws and regulations.

Smoking/ Tobacco Use and Vaping Policy

The possession, use, or distribution of tobacco/nicotine or tobacco products or paraphernalia, including e-cigarettes and vaporizers (vaping devices and/or vape pens) on school grounds, within school buildings or facilities, at school-sponsored events, or on a school bus is prohibited.

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Violation of the Smoking, Tobacco Use, and Vaping Policy may result in the following consequences:

First Offense: ● Parent notification ● $50 Fine issued by BOH ● Up to 5 days OSS OR 1 day ISS and participation in a smoking cessation program/completion of a 1-day online diversion program
Second Offense: ● Parent notification ● $50 Fine issued by BOH ● Up to 5 days OSS OR 1 day OSS and participation in a smoking cessation program/completion of a 5-week diversion program
Third Offense: ● Parent notification ● $50 Fine issued by BOH ● Up to 7 days OSS

Violation of the policy through the use of smokeless tobacco or possession of tobacco products may result in the above-mentioned consequences absent the monetary fine.

Violation of the policy through the use and/or possession of smoking related paraphernalia may result in one day of in-school-suspension. Smoking related paraphernalia include, but are not limited to cigarette lighters, matches, cigarette holders, tobacco pipes, packages, or cigarette paper.

Any vape or e-cigarette device may be used to ingest for nicotine or other drugs. Therefore, any student in possession of an electronic smoking device, such as a vape, may be disciplined accordingly.

Finally, if it is determined that the device or paraphernalia, which is found in a student's possession does contain controlled substances or controlled substance extracts, the student may be subject to possible long- term suspension or expulsion in accordance with the WPS Chemical Health Policy and M.G.L. c. 71, §§ 37H.

*The disciplinary sanctions included herein are provided as general guidelines. WPS reserves the right

of school administrators to exercise discretion regarding the imposition of in-school or out-of-school suspensions and to impose lesser or greater consequences than those set forth above.

Drug Paraphernalia Policy

A Student found using or in possession of any drug paraphernalia including, but not limited to, rolling papers, cigarette lighters, pipes, vaporizers used to ingest, but not currently containing, controlled substances, etc.) will be subject to the following potential disciplinary consequences.

- **First Violation:**
  - Up to three (3) days out-of-school suspension.
- **Second Violation:**
  - Up to five (5) days out-of-school suspension
- **Third Violation:**
  - Up to ten (10) days out of school suspension.

Students found in possession of paraphernalia containing a controlled substance, including the residue thereof, will be subject to long-term OSS or expulsion.

Vaping Diversionary Program

The WPS Vaping Diversion Program is available to assist students in grades 6-12 in making healthy decisions, to learn more about the harmful effects of vaping and/or to help stop vaping. This program is for offenders as an alternative to a lengthy out-of-school suspension. In most cases, student participation reduces the length of a suspension or eliminates the suspension altogether and provides additional resources about vaping.

Diversion allows the student the opportunity to participate in an education program, weekly check-ins, meetings with a wide range of professionals (health teacher, school nurse, counselor, asst. principal, school resource officer, etc.) as well as access to related videos, articles, and other resources. The program seeks to help students by providing encouragement and counseling, one-on-one connections with adults in the school, and a targeted educational program about the harmful effects and impacts of vaping, so they may make better choices. These activities may be modified or revamped and are always evolving as new resources emerge.

One Day Diversion Program

Students will participate in VapeEducate. VapeEducate is an online course geared towards middle and high school students. It provides vital information on e-cigarettes and vaping and their use. The topics include:

- What is vaping?
- Vaping Health Risks
- How Marketing Targets the Young
- Vape Addiction
- Society, Vape and You

The course contains short quizzes constructed for each lesson to provide students an opportunity to actively learn and remember the materials presented. Concluding each of the five units, students must

take an assessment for which they must score at least 80% in order to pass and move onto the next unit. The results are emailed to the person in charge of the program.

Five-Week Diversion Program

The diversion program will be developed and available to assist students who repeatedly violate the vaping policy in making healthy decisions. Each week, students will be given materials in the forms of videos, articles, and online sources that will delve deeper into the topics discussed in the one-day program. Each student will need to fill out a question sheet. However, during the course of each week, the student will also meet with an assigned staff member to discuss their answers. The staff member will be someone that is relevant to the topic for that week such as a Health Teacher, Nurse, School Counselor, School Resource Officer, or Assistant Principal. The Principal will also check in with the student each week.

Use of Breathalyzers at School/ School Sponsored Events

Breathalyzers to detect the use of alcohol and/or other prohibited substances by individual students may be used at school or at school sponsored events on or off school property. Breathalyzers may be administered at random or to all students attending the event. A student may also be subject to a breathalyzer test in the event that a member of school personnel believes that a student is under the influence of alcohol at school or at school sponsored events whether on or off school property. Breathalyzers will be administered by school administrators.

HAZING

Refer to School Committee Policies JICFA and JICFA-E

Hazing is prohibited and is a crime. Any student who violates the anti-hazing laws (M. G. L. c. 269, §§ 17-19) may be subject to discipline, including possible suspension. The following is a copy of M. G. L. c. 269, §§ 17-19.

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

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

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18: Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

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

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

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

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

ACADEMIC INTEGRITY

In order to achieve the academic expectations of the Wilmington Middle School Mission Statement, students must take responsibility for their own education. Honesty and integrity are essential to that achievement. Cheating and plagiarism undermine the educational process and deny students the opportunity to maximize their learning potential.

Cheating is defined as obtaining an unfair advantage in completing academic work. Examples of cheating include but are not limited to:

1. Copying another student's homework, papers, projects, or ideas.
2. Using unauthorized books, calculators, notebooks, "cheat sheets," or other resources, including AI, during an exam or to complete an assignment.
3. Using unauthorized electronic resources (cell phones, text messages, iPods, AI, etc.) to access information during exams.
4. Copying or allowing another student to copy answers during a test, quiz, or exam.
5. Any form of communication during an assessment.

Plagiarism occurs when a student copies information and/or ideas from another source, fails to give credit to that source, and passes the information and/or ideas off as his/her own.

Examples of plagiarism include but are not limited to:

1. Direct copying, cutting, or pasting of text, pictures, or ideas from books, articles, internet resources, AI, instant messages, or emails.
2. Failure to cite quoted material or paraphrased material.
3. Use of false data or citations.
4. Buying research papers or paying someone to write research papers and submitting them as original work.
5. Allowing someone else to submit your work as their own.
6. Using any type of translator for assignments meant to assess students' knowledge of a foreign language

Consequences of Cheating and Plagiarism

First offense:

- The student may receive a zero for the assignment and may not be given an opportunity to redo the assignment for credit.
- The teacher may notify the student's parents and the school administration.
- The student may receive two office detentions, and the incident may be documented in the student's

disciplinary record.

- The incident may be reported to faculty advisors of any extra-curricular activities in which the student is involved, including National Honor Society and athletics.

Second offense:

a. The student may receive a zero for the assignment and may not be given an opportunity to redo the assignment for credit.
b. The teacher may notify the student's parents and the school administration.
c. The student may be subject to in-school suspension, and the incident may be documented in the student's disciplinary record.
d. The incident may be reported to faculty advisors of any extra-curricular activities in which the student is involved, including National Honor Society and athletics.

Third offense:

- The student may receive a zero for the assignment and may not be given an opportunity to redo the assignment for credit.
- The teacher may notify the student's parents and the school administration.
- The student may be subject to out-of-school suspension, and the incident may be documented in the student's disciplinary record.
- The student may be ineligible for participation in any extracurricular activities, including National Honor Society and athletics.

Subsequent offenses:

Consequences for subsequent offenses may be at the discretion of high school administration but may include long-term suspension from school. In addition, the Wilmington Public Schools reserves the right and authority of school administrators to impose more significant sanctions, including possible long-term suspension, to first and second offenses that are determined to be egregious or severe.

SELECTED MASSACHUSETTS LAWS RELATIVE TO STUDENT CONDUCT AND DISCIPLINE

1. M.G.L. c.71, § 37H – Conduct – Policies Governing Teachers and Students - Publication

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds,

consistent with section 16B of chapter 90 and regulations adopted pursuant thereto and by the department. The policies shall also prohibit bullying as defined in section 37*O* and shall include the student-related sections of the bullying prevention and intervention plan required by said section 37*O*. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of a student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The student handbook shall include an age-appropriate summary of the student-related sections of the bullying prevention and intervention plan required by section 37*O*. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

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

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

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

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

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

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

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

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

(g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

2. M.G.L. c. 71, § 37H ½ - Conduct – Suspension of Student Charged or Convicted of Felony/Felony Delinquency; Appeals

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

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

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's

continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

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

3. M.G.L. c.71, § 37H ¾ - Conduct - Suspension and Expulsion of Students; Alternative Remedies

(a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H½.

(b) Any principal, headmaster, superintendent or person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall consider ways to re-engage the student in the learning process; and shall not suspend or expel a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. The principal, headmaster, superintendent or person acting as a decision-maker shall also implement school- or district-wide models to re-engage students in the learning process which shall include but not be limited to: (i) positive behavioral interventions and supports models and (ii) trauma sensitive learning models; provided, however, that school- or district-wide models shall not be considered a direct response to a specific incident.

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect.

The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

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

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

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

4. M.G.L. c. 76, § 21 - Suspension and Expulsion – Alternative Educational Services

Principals and headmasters shall ensure that students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, shall have an opportunity to make academic progress during the period of suspension, to make up assignments and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed. Principals shall develop a school-wide education service plan for all students who are expelled or suspended from school for more

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

Instructional costs associated with providing alternative educational services under this section shall be eligible for reimbursement under section 5A of chapter 71B, subject to appropriation. The reimbursements shall be in addition to amounts distributed under chapter 70 and shall not be included in the calculation of base aid, as defined in section 2 of said chapter 70, for any subsequent fiscal year. Instructional costs eligible for reimbursement shall include only those costs directly attributable to providing alternative educational services under this section, such as salary of educational personnel, salary of related services personnel, costs for specialized books, materials or equipment, tuition costs, if the student is receiving services from other than the local public school, consultant costs if directly attributable to the student's instructional program and instructional costs of extended day or year services if such services are a part of the education service plan. Such costs shall be prorated as appropriate to reflect group activities or costs for part-time services. Instructional costs shall not include transportation costs, administrative or overhead costs, the costs of adapting classrooms or materials that are used by more than 1 student, the costs of fringe benefits of personnel employed by the school district, nor the costs associated with the development of the education service plan or service coordination for the student. Instructional costs associated with an education service plan shall be reported to and approved by the department and shall be reimbursed according to the formula and procedures in said section 5A of said chapter 71B.

5. M.G.L. c. 71, § 37L – Notification to School Personnel of Reporting Requirements for Child Abuse and Neglect and Fires; Reports of Students Possessing or Using Dangerous Weapons on School Premises, Transferred Students' School Records

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

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

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

an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

School department personnel and school resource officers, as defined in section 37P, shall not disclose to a law enforcement officer or agency, including local, municipal, regional, county, state and federal law enforcement, through an official report or unofficial channels, including, but not limited to, text, phone, email, database and in-person communication, or submit to the department of state police's Commonwealth Fusion Center, the Boston Regional Intelligence Center or any other database or system designed to track gang affiliation or involvement, any information relating to a student or a student's family member from its databases and other recordkeeping systems including: (i) immigration status; (ii) citizenship; (iii) neighborhood of residence; (iv) religion; (v) national origin; (vi) ethnicity; or (vii) suspected, alleged, or confirmed gang affiliation, unless it is germane to a specific unlawful incident or to a specific prospect of unlawful activity the school is otherwise required to report. Nothing in this paragraph shall prohibit the sharing of information: (i) for the purposes of completing a report pursuant to section 51A of chapter 119; (ii) upon the specific, informed written consent of the eligible student, parent or guardian; (iii) to comply with a court order or lawfully issued subpoena; (iv) in connection with a health or safety emergency pursuant to the provisions of 603 CMR 23.07(4)(e); or (v) for the purposes of filing a weapon report with the local chief of police pursuant to this section.

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

SURVEYS

The Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding the District's conducting of surveys, collection, and the use of information for marketing purposes, and certain physical exams. These rights include, but are not limited to, the right to:

• *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income, other than as required by law to determine program eligibility.

•*Receive notice and an opportunity to opt a student out of –*

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the

information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

•*Inspect*, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old.

The Wilmington Public Schools will develop and adopt policies, in consultation with parents/guardians, regarding these rights, as well as methods to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

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

Parents who believe their rights under PPRA have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

Panorama Education

The District will be using Panorama Education, a universal SEL assessment tool and data system. This survey will be administered 2-3 times a year to students. This data will provide reporting on the 5 core CASEL competencies, data analysis, and intervention tracking. In addition, staff will have access to a playbook of SEL interventions, including student check-ins, to receive feedback from students on well-being, SEL and school climate.

Following the CASEL's competencies, the questions of the survey cover the following areas:

- Self-Management - How well students manage their emotions, thoughts, and behaviors in different situations.
- Self-Efficacy - How much students believe they can succeed in achieving academic outcomes.
- Emotion Regulation - How well students regulate their emotions.
- Social Perspective Taking - The extent to which students consider the perspectives of their teachers.
- Social Awareness - How well students consider the perspectives of others and empathize with them.
- Sense of Belonging - How much students feel that they are valued members of the school community.

All students are eligible to participate. Parents/ Guardians can opt their child out of taking the survey and students can, similarly, choose not to participate.

Youth Risk Behavior Survey

The Youth Risk Behavior Survey (YRBS) was developed by the Center for Disease Control and Prevention (CDC) in 1990 to monitor health behaviors that contribute markedly to the leading causes of death, disability, and social problems among youth and young adults in the United States. The YRBS is administered every two years in select school districts in 46 states. It has been administered in Wilmington Public Schools since 2015. These behaviors, often established during childhood and early adolescence, include:

- Behaviors that contribute to unintentional injuries and violence
- Physical activity
- Nutrition
- Weight status
- Tobacco use

- Alcohol and other drug use
- Sexual behaviors

Questions are added, removed, and updated in reaction to emerging health trends. The survey is part of a larger effort to help communities increase the resiliency of young people by reducing high risk behaviors and promoting healthy behaviors. Responses are collected every two years from high school and middle school students. All students are eligible to participate. Parents/ Guardians can opt their child out of taking the survey and students can, similarly, choose not to participate.

Signs of Suicide:

SOS Signs of Suicide (SOS) is a universal, school-based prevention program designed for middle school (ages 11-13) and high school (ages 13-17) students. The goals of this program are:

- Decrease suicide and suicide attempts by increasing student knowledge and adaptive attitudes about depression.
- Encourage personal help-seeking and/or help-seeking on behalf of a friend.
- Reduce the stigma of mental illness and acknowledge the importance of seeking help or treatment.
- Engage parents/ guardians and school staff as partners in prevention through "gatekeeper" education.
- Encourage schools to develop community-based partnerships to support student mental health.

Through a video and guided discussion, students learn to identify warning signs of suicide and depression in a single class period. At the end of the session, students complete a seven-question screening for depression (anonymous or signed – the school can decide) to further encourage help-seeking and connect students at risk with trusted adults. The curriculum raises awareness about behavioral health and encourages students to ACT (Acknowledge, Care, Tell) when worried about themselves or their peers.

SBIRT: Screening, Brief Intervention, and Referral to Treatment

Substance use during adolescence is associated with various negative outcomes including problems in school, injuries, emergency room visits, arrests, violence, and other risky behaviors, such as unprotected sex. The younger a person is when they first use alcohol or drugs, the greater the likelihood that they will become dependent and/or addicted as an adult. Additionally, heavy alcohol and marijuana use in adolescence may result in long-lasting functional and structural changes in the brain affecting memory and learning functions, decreasing motivation, and increasing the risk of serious mental illness. In response to the Opioid Crisis, *An Act Relative to Substance Use, Treatment, Education and Prevention* was signed by former Governor Baker on March 14, 2016; mandating a verbal, substance use screening for students (also known as Screening, Brief Intervention, Referral to Treatment – SBIRT). See M. G. L. c. 71, § 97.

(SBIRT) will be completed annually in grade 7]. Parents and guardians will be notified ahead of time, and either the parent/guardian or the student may opt out of the screening at any time before or during the screening through written notification. Information provided by a student during a screening is confidential,

except in instances of an immediate medical emergency or if disclosure of the information provided is required by state law. The screening will be implemented in accordance with state and federal laws regarding student confidentiality, including applicable student record laws and regulations.

Definition:

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

Purpose:

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

Universal Screening:

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

SBIRT Team:

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

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

Confidentiality:

Consent shall be documented on a form approved by the department of public health and shall not be subject to discovery or subpoena in any civil, criminal, legislative or administrative proceeding. No record of any statement, response or disclosure shall be made in any form, written, electronic or

otherwise, that includes information identifying the pupil.

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

School Wellness Policy

Human Sexuality and Curriculum
Parents and guardians have the option to exempt their student from any portion of the curriculum dealing primarily with human sexual education or human sexuality issues. The District will not penalize a student for such an exemption. Parents or guardians opting to exempt their student must provide written notification to the Principal. To the extent practicable, instructional materials for such curriculum will be made reasonably accessible to parents/guardian, educations, school administrators, and others for review and inspection. M. G. L. c. 71, § 32A.

SECTION 5 -SCHOOL COMMITTEE POLICIES

All School Committee Policies for Wilmington Public Schools can be accessed on the Wilmington Public Schools Website through the link below:

https://www.wpsk12.com/cms/one.aspx?portalId=26809273&pageId=26933083

SEARCHES OF STUDENTS AND SCHOOL PROPERTY
Refer to School Committee Policy JIH

USE OF DOGS TO SEARCH SCHOOL PROPERTY
Refer to School Committee Policy JIK

HAZING
Refer to School Committee Policies JICFA and JICFA-E

BULLYING PREVENTION
Refer to School Committee Policy JICFB

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES
Refer to School Committee Policy JFABD

PREGNANT STUDENTS
Refer to School Committee Policy JIE

ELECTRONIC DEVICE USE POLICY
Refer to School Committee Policy JICJA

DRESS CODE
Refer to School Committee Policy JICA

STUDENT PUBLICATIONS
Refer to School Committee Policy JICE

CHEMICAL HEALTH REGULATIONS FOR HIGH SCHOOL STUDENTS
Refer to School Committee Policy

ACCEPTABLE USE POLICY

1. **Purpose**

The purpose of the Acceptable Use Policy (AUP) is to establish the acceptable use of information technologies in the Wilmington Public Schools (WPS), including but not limited to the District's devices and network, in order to benefit the students, parents and staff of Wilmington and better our learning community. Any use of the District's information technologies must abide by the

policies of the Wilmington Public Schools, including this policy, and applicable state and federal law. Any violation of this policy may result in loss of privilege to use the District's information technology and/or disciplinary sanctions. A user also violates this policy by failing to report any violations by other users that come to the attention of the user. Further, a user violates this policy if he or she permits another to use his or her account or password to access the District's information technologies.

Any information technology issued or owned by the District, including but not limited to any device issued by the Wilmington Public Schools and the Wilmington Public Schools network (including email), are the property of Wilmington Public Schools, and students do not have an expectation of privacy as to their use of the information technology, including, but not limited to, any information accessed, stored, or transmitted on, with, or during use of the information technology.

The Wilmington Public Schools reserves the right to monitor, inspect, copy, review, and store at any time, and without prior notice, any and all usage of its information technology, including Internet access and use while using school devices or the school network, and any and all information accessed, stored, transmitted, or received in connection with such usage. All information files on a school information technology shall be and remain the property of Wilmington Public Schools. Further, a user violates this policy if he or she permits another to use his or her account or password to access the District's information technology, including any user whose access has been denied or terminated.

Use of the Wilmington Public Schools information technology must support education and research purposes. Use of the Wilmington Public Schools information technology in violation of this policy or any other provision of this Handbook is prohibited.

WPS encourages the use of information technology in our schools and the public at large. The District believes that the understanding and proper use of these technologies enhance learning and help our student population develop into productive and responsible citizens. Understanding information technologies can help to create lifelong learners who conduct themselves responsibly and ethically. These technologies will be used to increase efficiency, collaboration, communication, critical thinking and creativity.

2. General Statement of Policy

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

3. Implementation of this Policy

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

update of this policy will be done annually by the Superintendent of Schools and the IT Director.

4. Definitions

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

5. Unacceptable Uses

a. Users will not use the District's information technology to access, review, upload, download, store, print, post, receive, transmit or distribute:
   i. Pornographic, obscene or sexually explicit material or other visual depictions that are harmful to minors;
   ii. Obscene, abusive, profane, lewd, vulgar, rude, inflammatory, libelous, threatening, disrespectful, or sexually explicit language;
   iii. Materials that use language or images that are inappropriate in the educational setting or disruptive to the educational process;
   iv. Information or materials that could cause damage or danger of disruption to the educational process;
   v. Materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination, or any other material that would violate any law.
   vi. Online shopping or ordering for personal purposes.
   vii. Personal photos, videos, files or music not related to educational purposes for any extended length of time with the exception of those stored in the apps provided by the District's Google Apps for Education
b. Users will not send inappropriate and unsolicited information through "spamming."
c. Users will not use the District's information technology to knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks or bullying.
d. Users will not use the District's information technology to engage in any illegal act or violate any local, state or federal statute or law, or District policy or code of conduct.
e. Users will not use the District's information technology for political campaigning.

f. Users will not vandalize information technology nor use the District's information technology to vandalize, damage or disable the property of another person or organization.
   i. Users will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses, or attempt to override or circumvent security restrictions or other settings to "hack" or gain access to files, devices, or systems. .
   ii. Users will not tamper with, modify or change the District's electronic technologies software, hardware or wiring or take any action to violate the District's security system.
   iii. Users will not use the District's information technology in such a way as to disrupt the use of the system by other users.
   iv. Users may not add or remove any software from District-owned computers or devices nor modify the equipment, software configuration, or environment without prior expressed written permission from the Superintendent of Schools and/or his/her designee. [All information technology requests must go through the District's Office of Information Technology Work Order System.]
g. Users will not use the District's information technology to gain unauthorized access (hacking) to information resources or to access another person's materials, information or files without the implied or direct permission of that person.
h. Users will not attempt to gain unauthorized access to the District's information technology or any other system through the District's information technology. Users will not attempt to log on through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user. Access through any means other than an individual's user logon and password is not permitted.
i. Users will not use the District's information technology to post information in public access areas regarding private information about another person. Private information includes personal contact information about themselves or other persons, or other personally identifiable information including, but not limited to, addresses, telephone numbers, identification numbers, account numbers, access codes or passwords, labeled photographs or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
j. Users will not impersonate or attempt to impersonate another individual on any social media platform.
k. Messages, files and records on the District's information technology may not be encrypted in such a way that the Office of Information Technology cannot access them without the permission of appropriate administrative school authorities.
l. Users will not use the District's information technology in any way that may violate intellectual property laws or usage licensing agreements:
   i. Users will not use another person's property without the person's prior approval or proper citation;
   ii. Users will not load, download or exchange pirated software or copy software to or from any school computer including freeware and shareware;
   iii. Users will not plagiarize works they find on the Internet or other information resources.
m. Users will not use the District's information technology for unauthorized commercial purposes or for personal financial gain unrelated to the mission of the District. Users will not use the District's information technology to offer or provide goods or services or for product advertisement, except as authorized by the District administration.
n. The District does not support personal hardware or software. Users will not install any

personal hardware or software on any district-owned systems including but not limited to printers, wireless access points or switches. Users will not use district resources, Internet access or network via hardwire connection to the District network infrastructure. Users will not connect their home PC or Laptop to the wall plate network jack in any building for Internet access. Users will not store confidential or sensitive school information on portable external electronic storage media. Portable external electronic storage media includes but is not limited to USB or flash drives, CDs, removable hard drives.

o. Users will not use online proxy services to negate or otherwise bypass District Internet content filtering.
p. Users will not utilize District information technology to establish electronic mail accounts through third-party providers or any other nonstandard electronic mail system.
q. There are many people and systems dependent upon a proper and optimal performance level of the network infrastructure. Frivolous, excessive and inappropriate use of these network resources by one or a few individuals should not compromise the performance for other individuals and will operate with consideration for all who use the shared resources. The District may need to put quotas on storage or bandwidth as well as block websites or other online resources in order to maintain fairness of resource allocation for all district users.
r. Users are required to keep their passwords private and secured. Failure to do so could result in the unauthorized access of sensitive District data. Users who do not secure their passwords could have their access to systems, temporarily or permanently removed, or suspended and face disciplinary action. Examples of insecure storage of passwords include writing a password on a piece of paper attached to a monitor, under a keyboard, or pinned to a wall. Users will not share accounts or account information.
s. Users will not save any inappropriate files to any part of the system, including but not limited to:
    i. Music files
    ii. Movies
    iii. Video games of all types, including ROMs and emulators
    iv. Offensive images or files
    v. Programs which can be used for malicious purposes
    vi. Any files for which you do not have a legal license
    vii. Any file which is not needed for school purposes or a class assignment

6. Children's Online Privacy Protection Act (COPPA)

WPS works diligently to comply with COPPA requirements. WPS does not collect student personal information in order to transmit such information directly to online entities for the purpose of creating web-based accounts.

7. Public Records

The law requires public employees who send, receive or maintain records in their capacity as public employees, to retain, disclose and dispose of such records in compliance with strict provisions of the public records law (Massachusetts General Laws, Current). This law applies whether or not the record is in the form of a paper document or an electronic communication.

8. Content Filtering

The WPS uses hardware and software designed to block access to certain sites and filter content as

required by the Children's Internet Protection Act (CIPA) (U.S. Code, 2000). WPS is aware that not all inappropriate information can be filtered and the district will make an effort to correct any known gaps in the filtering of information without unduly inhibiting the educational use of age-appropriate content by staff and students. Users will inform teachers or administrators of any inadvertent access to inappropriate material, in order that there is appropriate modification of the filtering profile. WPS educates students about appropriate online behavior, including how to interact with other individuals with regard to ethics, safety, security, responsibility and sensitivity. WPS provides these educational opportunities as part of the WPS K-12 Information and Digital Literacy Goals and in line with the Massachusetts Technology Literacy Standards and Expectations (Massachusetts Department of Elementary and Secondary Education, 2008).

9. Monitoring and Limited Expectation of Privacy

By authorizing use of the School District information technologies, the District does not relinquish control over devices, network, and/or content or data transmitted or stored on the network or contained in files. Users should have no expectation of privacy in District information technologies, including but not limited to District devices or any device accessing the District's network.

p. The WPS monitors the use of the school department's network to protect the integrity and optimal operation of all computer and system networks.
q. The WPS will cooperate with copyright protection agencies investigating copyright infringement by users of the computer systems and network of the WPS.
r. Technicians and computer system administrators maintain full access rights to all storage devices, and may need to access/manage such storage devices as part of their duties.
s. Routine maintenance and monitoring of the system may lead to discovery that a user has or is violating the WPS Technology Acceptable Use Policy, other school committee policies, state laws, or federal laws.
t. Search of particular files of a user may be conducted at any time but shall ordinarily be the result of a reasonable suspicion that a user has violated the law or WPS Policies. In such circumstances, the investigation shall be conducted in order to determine the nature and extent of the alleged policy violation.
u. The District will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with School District policies conducted through the District's information technology.

10. Limitation on School District Liability

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

11. Violations of this Acceptable Use Policy

Violations of this policy may have disciplinary repercussions, including but not limited to:

- Suspension of network, technology, or computer privileges

- Notification to parents
- Detention or suspension from school and school-related activities
- Legal action and/or prosecution
- Reimbursement for repair or replacement
- Termination of employment for cause

The District incorporates its Social Media Policy (School Committee Policy IJNDD) into this Acceptable Use Policy.

SECTION 6 - ADDITIONAL HELPFUL INFORMATION

HELPFUL ONLINE RESOURCES

A wealth of information related to Wilmington Middle School is also posted on our website at http://wpsk12.com/wms/. Information regarding how to contact school staff and how to access the various online information systems that are used may be found below.

Staff Directory

The Main Office may be reached at 978-694-6080. Staff emails and extensions may be found using the directory on the WMS home page.

Aspen Student Information System

Aspen is the online student information system that is used for scheduling, student course information, grades, and student health. Students and parents/ guardians each have their own login and password, the details of which are provided in a letter at the beginning of the school year. Aspen may be accessed through the WHS home page. Please contact the Guidance Office for additional questions related to Aspen access.

My School Bucks

Student cafeteria purchases and prepayment for school lunches is available on-line at www.myschoolbucks.com . Directions for using this system are available on the WPS Food Services website http://wpsk12.com/about/district/food-services/ which may be accessed through the WPS homepage

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 Issues Involving an Individual Child
(classroom procedures, behavior, grades, schedule, etc.)
OR
Curriculum and Instruction
Administration (subject matter being taught, teaching strategies, textbooks and materials used, etc.)

For Preschool-Kindergarten:
STEP 1 – Classroom Teacher, Special Education Teacher or Related Service Provider; if not resolved…
STEP 2 – Early Childhood Director; if not resolved…
STEP 3 – Director of Student Support Services; if not resolved…
STEP 4 – Superintendent of Schools

For Grades 1-3:
STEP 1a – Classroom Teacher, Special Education Teacher or Related Service Provider; if not resolved…
STEP 1b – If appropriate – School Guidance Counselor or Psychologist; if not resolved…
STEP 2 – Building Administrator; if not resolved…
STEP 3 – Superintendent of Schools

For Grades 4-5:
STEP 1a – Classroom Teacher, Special Education Teacher or Related Service Provider; if not resolved…
STEP 1b – If appropriate – School Guidance Counselor or Psychologist; if not resolved…
STEP 2 – Building Administrator; if not resolved…
STEP 3 – Superintendent of Schools

504 Plans:
STEP 1 – Classroom Teacher
STEP 2 – Designated Building 504 Coordinator
STEP 3 – Building Administrator
STEP 4 – District 504 Coordinator
STEP 5 – Superintendent of Schools

Special Education
Preschool-Kindergarten:
STEP 1 – Teacher, Special Education Teacher, Related Services Provider; if not resolved…
STEP 2 – Early Childhood Director; if not resolved…
STEP 3 – Building Administrator; if not resolved…
STEP 4 – Team Chairperson; if not resolved…
STEP 5 – Director of Student Support Services; 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 – Director of Student Support Services; 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 – Director of Student Support Services; if not resolved…
STEP 5 – Superintendent of Schools

Medical Concerns
STEP 1 – School Nurse; if not resolved…
STEP 2 – Director of Nursing Services; if not resolved…
STEP 3 – Building Administrator; if not resolved…
STEP 4 – Superintendent of Schools

Guidance Department
For Grades 6-12:
STEP 1 – Guidance Counselor; if not resolved…
STEP 2 – Guidance Curriculum Team Leader; if not resolved…
STEP 3 – Building Administrator; if not resolved…
STEP 4 – Director of Student Support Services; if not resolved…
STEP 5 – Superintendent of Schools

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

Athletics
For Grades 9-12:
STEP 1 – Coach; if not resolved…
STEP 2 – Athletic Director; if not resolved…
STEP 3 – Building Administrator; if not resolved…
STEP 4 – Assistant Superintendent; if not resolved…
STEP 5 – Superintendent of Schools

(Preschool/-5) Issues & Questions:
Coordinator of ELA - Woburn Street School
Coordinator of Mathematics - West Intermediate
***Grades* 6-12:**
STEP 1a - Classroom Teacher, Special Education Teacher or Related Service Provider; if not resolved..
STEP 1b - If appropriate, School Guidance Counselor or Psychologist
STEP 2- Curriculum Team Leader/Liaison
STEP 3 - Building Administrator STEP 4 - Director of Student Support Services ; if not resolved.. STEP 5 - Superintendent of Schools

For Grades 6-12:
STEP 1 - Teacher, Special Education Teacher, Related Service Provider; if not resolved..
STEP 2 - Liaison; if not resolved.. STEP 3 - Special Education Curriculum Team Leader; if not resolved ..
STEP 4 - Building Administrator; if not resolved
STEP 5 - Director of Student Support Services; if not resolved.. STEP 6 - Superintendent of Schools

C.A.R.E.S.
For Grades K-5:
STEP 1 - Site Coordinator; if not resolved ..
STEP 2 - Director of C.A.R.E.S.; if not resolved .
STEP 3 - Assistant Superintendent of Administration & Finance; if not resolved.
STEP 4 - Superintendent of Schools

Food Service
STEP 1 - Food Service Manager at School; if not resolved ..
STEP 2 - Administrator of Food Services; if not resolved..
STEP 3 - Assis tant Superintendent of Administration & Finance; if not resolved.
STEP 4 - Superintendent of Schools