

Wilmington Public Schools

Wilmington, MA 01887

Elementary School & Early Childhood Center Student/Parent Handbook 2021-2022



Notice of Non-Discrimination

All educational and non-academic programs, activities and employment opportunities at Wilmington Public Schools are offered without regard to race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, homelessness, age and/or disability, and any other class or characteristic protected by law. Inquiries regarding the application of the Wilmington Public Schools' nondiscrimination policy may be referred to: Andrea Stern Armstrong, Director of Human Resources.

Wilmington Public Schools

Central Administration

Glenn Brand, Ed.D., Superintendent of Schools
Christine Elliott, Assistant Superintendent for Curriculum & Staff Development
Paul Ruggiero, Assistant Superintendent of Administration and Finance
Alice Brown-LeGrand, Director of Student Support Services
Andrea Stern Armstrong, Director of Human Resources
Kenneth Lord, Director of Technology and Digital Learning

School Committee Members

Jennifer Bryson, Chairperson
David Ragsdale Vice-Chairperson
Mary Jane Byrnes, Secretary
Jesse Fennelly
Jo Newhouse
Melissa Plowman
Jay Samaha

Building Principals

Kristen Walsh, Principal, Boutwell Early Childhood Center (PK-K)
Charlotte King, Principal, Wildwood Early Childhood Center (PK-K)
Lisa King, Principal, Shawsheen Elementary School (1-3)
Suzanne Sullivan, Principal, Woburn Street Elementary School (1-3)
Edward Foster, Principal, West Intermediate School (4 & 5)
Christine McMenimen, Principal, North Intermediate School (4 & 5)
Jeanette Quirk Principal, Wilmington Middle School (6-8)
Linda Peters, Principal, Wilmington High School (9-12)

Coordinators, Directors, and Liaisons

Holly Banusiewicz, K-5 Literacy Coordinator
Michelle LeVesque, K-5 STEM Coordinator
Christine Murray, Coordinator of Behavioral Health
Soula Bousios, Coordinator of Special Education
Laura Stinson, Health and Physical Education Liaison
Megan Hinman Visual Arts Liaison
Anita DiLullo, Performing Arts Liaisons
Susan MacDonald, ELL Curriculum Team Leader
Rebecca Brown, Interim Coordinator of Nursing
Lisa Faretra, Transportation Coordinator
Mary Palen, Director of Food Services

Welcome!

Welcome to the West Intermediate School! The West Intermediate School prides itself on creating a positive environment; greeting children by name and making each child feel valued as members of the school community. The West staff is always working together to improve the quality of our instruction and our service to the community.

Staff members regularly participate in professional development activities that support the District Strategic Plan and West School Improvement Plan. We use Pearson Envisions 2.0 for our math curriculum, Reader's Workshop for ELA instruction, Pearson Science for science, and a district designed Social Studies curriculum. In our classrooms, One hundred percent of classrooms are now equipped with ceiling-mounted projectors, a set-up that allows direct student interaction with any program being used. We also have a laptop cart for EACH class with EACH student being assigned their own laptop. Our library is an energetic, vibrant space where students can work individually, in small groups, or as a class. There is also display space for classroom projects. It is the focal point of the school in many ways thanks to the efforts of parents, staff, and students. Staff members continue to participate in Professional Development activities that strengthen our understanding and use of technology for both teaching and learning, ensuring that our students are provided the skills they need to become 21st Century learners.

In the classrooms, we participate in many activities in addition to our academics. An important goal at the West is to instill in the children a sense of personal achievement and social awareness. We have assemblies, many organized by students and performed by students covering topics such as friendship, respect, and anti-bullying. We have class representatives, and the members develop video representations of the highlights of our core values. Other regular programs include PBIS activities, Read Across America Day (Hat's off to Reading, Read-a-thon) Poetry Day, participation in the WPS Art Fair; participation in Wilmington's Fire Department Toys for Children In Need; food collection for the local food pantry; the annual winter coat drive sponsored by Anton's cleaners; and Box Tops for Education.

In PE class, the children participate in the 5 Minute Fitness Run, where every child in the school runs for 5 full minutes without stopping. In Art, children participate in the Reading Municipal Light Department's redesigned Poster contest; make pottery, murals, and collages that we display throughout the school. In Music, the fifth grade chorus performs concerts, and the fourth graders perform smaller informances.

The Wilmington C.A.R.E.S program operates daily from the West, and is an integral part of our school community. The Shawsheen/West PAC continues to support grades one to five at both the Shawsheen and the West Schools. They provide Student Planners and West t-shirts for every child. They fund enrichment programs, which include Mister Magnet, the artist Rob Surette, Techsploration/ Simple Machines, and Cryogenics. The PAC also organizes additional activities such as the Ice Cream Social, Holiday Gift Fair, Grade 5

Student Yearbook, Family Game Night, and the grade five Yearbook Signing Party, which is the final farewell to the fifth graders as they prepare for the Middle School.

Quick Reference Sheet

PHONE: **978-694-6050 (same number for absences)**

OFFICE PERSONNEL:

Dr. Edward Foster, Principal
Mrs. Jenny Collings, Administrative Assistant
Mrs. Lisa Hannigan, School Nurse
Mrs. Meghan St. Denis, School Psychologist

SCHOOL HOURS:

8:55 A.M.-3:00 P.M.

Please Note:

Children *may not* be dropped off before **8:45 a.m.**

SAFETY INFORMATION:

- All visitors ***must*** sign in at the office when entering the building
- All visitors need to wear a “Visitor’s Pass” while in the building
- After 9:00 a.m. all doors will be locked
- Students who are tardy or returning from a dismissal ***must be accompanied*** by an adult when entering the building to sign the student present
- All absences and illnesses need to be called to the office
- Any change of transportation needs to be sent to the classroom teacher in writing

Staff Roster (as of 9/13/21)

GRADE/PROG	RM #	STAFF	GRADE/PROG	RM #	STAFF
Principal	Office	Ed Foster	Spec. Ed./Learning Center	99	Kelly Sullivan
Admin. Assistant	Office	Jenny Collings	Spec. Ed./Learning Center	201	Dominique Marchand <i>EA-Denise Bresnahan</i>
Nurse	Nurse	Lisa Hannigan	Stepping Stones	210	Kalie Norko <i>EA-Julie Bransfield</i> <i>EA-Amy McDonough</i>
Psychologist	212	Meghan St. Denis	Strides	110/112	Erin Sanderson <i>EA-Gabriella Ortega</i> <i>EA (1-1)-Theresa Gwozdz</i> <i>EA -Pebbles Rodriguez</i> <i>EA-Lisa Dooling</i>
4	103	Rene Deschene	Language Based	101	Joanna Maguire; <i>EA-Anu Mahesh</i>
4	104	Regina Lamont	Reading	207	Jen Rizzari (Andrea Oland-LTS), Christine Bridges
4	106	Nicole Downing	General Tutor(s)	107	Jessica Weaver; [OPEN]
4	202	Kristin Russo	SLP	97	Suzanne Krull
4	206	Kristen White	OT	209	Yousra Khan
5	204	Catherine Maiella	PT		Ayers, Kelly
5	205	Heidi Keogan	Classroom Support	202	<i>EA-Kaulana Carrell</i>
5	105	Amy Meagher	Team Chair	Guid. Suite	Ann Haskell
5	108	Patricia Moulton	ELL (District)	209	Susan McDonald, coord. Liz MacIver, Alicia Serafin
5	203	Jennifer Yelenak	Custodians		David Flibotte, Brian O'Neill
ART	102	Lena Philips	Kitchen		Tina Kinsella, Karen Sweeney Cindy Meehan
LIB	Library	Michelle Kurchian	CARES		Nora Ademak (AM);Kerin Osgood (PM)
PE/Health	/Gym	Dennis Ingram			

MUSIC/Chorus	Music R	Robyn Barry			
Strings Band	Band Room	Jen Perkins (district-wide strings) Anita DiLullo (dis.-wide band)			

ARRIVAL/DISMISSAL:

- **ARRIVAL (8:45-8:55 AM)**
 - a. Busses. Students will be dropped off out front and enter through FRONT doors.
 - b. Walkers. Should enter through FRONT doors.
 - c. Car drop offs.
 1. Drive around the BACK of the building from the Boutwell side. Follow the line of cars.
 2. Cars stay along the tree line (There will be cones) and pull up *as far as you can* toward the gate on the far side.
 3. At 8:45 AM duty staff will arrive outside. Students should exit the vehicles and walk to their classroom using either of the back doors. **NO STUDENT SHOULD BE DROPPED OFF BEFORE 8:45 AM.** (We have no staff on duty before then)
 4. Drive safely away following the single line of cars.
- **DISMISSAL (3:00 PM).** Students are called by groups on the intercom to ensure an orderly dismissal.
 - a. Busses. Will pick up kids.out FRONT of building.
 - b. Walkers. Should exit out FRONT doors.
 - c. Car pick up.
 - Sometime before 3:00 PM, drive around the BACK of the West building from the Boutwell side and get in the car pick up line.
 - Stay along the tree line (There will be cones) and pull up *as far as you can* toward the gate on the far side of the parking lot and wait.
 - Car students will be dismissed at 3:00 PM either directly to your car OR into a homeroom line if your car isn't in sight.
 - Students walk to your car and enter the door on the school side.
 - Once a student is in the car, you can drive safely away in a single file car line once the line starts moving.
 - Next round of cars line up, pull up as far as you can toward the gate on the far side of the parking lot.
- **NOTES:**
 - a. Staff will be stationed in ALL arrival/dismissal areas inside and outside of the building to ensure safe arrival and departure.

- b. Patience is a virtue. Once we get the hang of it. The entire process will take approximately 15 minutes or less.
- c. **NO STUDENT SHOULD ARRIVE BEFORE 8:45 AM.**
- d. **During School Dismissal.** All dismissals are from the office. Children must be signed out by the parent, guardian, or other approved adult in the presence of the school secretary or school administrator.

OPEN HOUSE INFORMATION: Thursday 9/23 from 6-7:15 PM. It is GREAT to be able to have our parents back in the building for OPEN HOUSE!!! It has been far too long as I strongly believe a school should be a community and nothing takes the place of a “face-to-face” with your child’s teacher! Welcome back! That said, we are still not totally out of the woods, so in order to make this important event as safe and as effective as possible, please be aware of the following.....

- a. Schedule: For this year, the total “presentation time” will be 30 minutes utilizing the following schedule:
 - 6-6:30 PM - Grade 4 Classroom teachers
 - 6:45-7:15 PM - Grade 5 Classroom teachers
 - 6:15-6:45 PM - ALL other teachers (special education, reading, specialists) will be available in their rooms/offices.
- b. Health & Safety Measures:
 - This is an adult event. NO CHILDREN/STUDENTS ALLOWED.
 - One (1) parent per child.
 - ALL visitors/staff must be masked.
 - Strive to maintain at least 3’ distancing.

I’d ask our parents to remember a few things on this important evening.

1. Open House is a time when teachers can review with you the grade level curriculum and classroom schedules/expectations. It is not a time to review your child’s progress especially since we have only just started the school year. There will be parent conferences on 12/9 and you can feel free to reach out to your child’s teacher via email/phone if you have pressing concerns on your child’s progress.
2. Open House is for the benefit of ALL in the West Community...parents, students and teachers.....Health and Safety measures will be strictly enforced.

Shawsheen/West PAC (Parent Advisory Council)

What is PAC?

The Shawsheen/West Parent Advisory Council is made up of every parent with children in our schools. We are ALL the PAC and we want to give our children the best education possible.

The PAC helps achieve this through fundraising. Over the past few years, the PAC helped purchase Chromebooks and carts for each floor of the Shawsheen and West schools. The PAC covers the cost of other technology needs, including media and audio equipment. The PAC also purchases everyday supplies for students. Most of the PAC's funds go directly to enhancing your child's education.

The enrichment programs they enjoy so much are also paid for through the PAC's fundraising efforts. Students have learned about dinosaur fossils, owls, even levers, pulleys and gears to name a few programs.

As a member of the PAC, you may vote at the monthly meetings, and be involved in the decision-making process for all PAC events. PAC meetings are monthly and are announced on our Facebook page.

Keep In Touch

Contact us via email at: president@shawsheenwestpac.org

Join the PAC Facebook page: www.facebook.com/groups/shawsheenwestpac

2021/2022 Board Members

- **President:** Tara DeFilippo
- **Vice President/Publicity:** Liz Hughes
- **Co-Treasurer:** Julie Barrett/Corrie Doe
- **Secretary:** Debby Valdes

Wilmington Public Schools Phone Directory			
Central Office	978-694-6000	Student Support Services	978-694-6032
<ul style="list-style-type: none"> ▪ Superintendent's Office ▪ Curriculum Office ▪ Business Office ▪ Human Resources 		<ul style="list-style-type: none"> ▪ Director of Student Support ▪ Coordinator of Behavioral Health ▪ Coordinator of Special Education 	
Wilmington High School Linda Peters, Principal	978-694-6060	Wilmington Middle School Jeanette Quirk, Principal	978-694-6080
North Intermediate School Christine McMenimen, Principal	978-694-6040	West Intermediate School Edward Foster, Principal	978-694-6050
Woburn Street Elementary Suzanne Sullivan, Principal	978-694-6020	Shawsheen Elementary Lisa King, Principal	978-694-6030
Wildwood Early Childhood Charlotte King, Principal	978-694-6010	Boutwell Early Childhood Kristen Walsh, Principal	978-694-6070
Transportation Office Lisa Faretra	978-658-1856	Information Technology Kenneth Lord, Director	978-694-6071
CARES Shari Parker, Director	978-264-6111		

Wilmington Public Schools – School Hours		
School	Regular Hours	Early Dismissal
Boutwell Early Childhood	8:00am – 1:15pm (Kindergarten) 8:00am – 10:30am (Pre-K – AM) 11:05am – 1:35pm (Pre-K – PM)	10:15am
Wildwood Early Childhood	8:50am – 2:05pm (Kindergarten) 8:30am – 11:00am (Pre-K – AM) 11:35am – 2:05pm (Pre-K – PM)	11:05am
Shawsheen Elementary	8:55am – 3:00pm	12:00pm
Woburn Street Elementary	8:20am – 2:25pm	11:25am
West Intermediate	8:55am – 3:00pm	12:00pm
North Intermediate	8:20am – 2:25pm	11:25am
Wilmington Middle School	7:20am – 1:40pm	10:40am
Wilmington High School	7:40am – 2:05pm	11:05am

A teacher is on duty at 8:00 a.m. at the Woburn Street and North Schools and at 8:30 a.m. at the Shawsheen and West Schools to supervise early bus students, who will then report to their classrooms at 8:05 a.m. and 8:40 a.m., respectively. For this reason, parents/guardians of children who walk or are driven to school should not allow children to arrive before a staff member is scheduled on duty.

GENERAL INFORMATION

Achievement Testing

Wilmington Public Schools is committed to making decisions about teaching and learning based on the best possible data available. Under the Massachusetts Education Reform initiative, the state has developed the Massachusetts Comprehensive Assessment System (MCAS), which will be administered to third, fourth and fifth grade students. The MCAS is a high stakes system of accountability. All students will be required to demonstrate competency on the tenth grade assessment in order to be eligible to receive a high school diploma.

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

After School Policy

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

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

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

Age Requirements for Kindergarten and Grade 1

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

1. Children who will be five years of age prior to September 1st will be eligible to enter kindergarten for that school year.
2. Children who will be six years of age prior to September 1st will enter grade 1 for that school year.
3. Initial admission of children to kindergarten, first grade (or other grades) will involve a consideration of both chronological age and academic readiness. Parents/guardians who are seeking an exception to the entrance age policy should make this request in writing to the building principal by May 1st. The principal in consultation with the superintendent and an appointed committee will be authorized to make these determinations.

The school administration is directed to enforce the above policy without exception.

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

Bicycles and Scooters

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

Grades 4 and 5: With parent/guardian permission, students in grades four and five are allowed to ride their bikes or scooters to school. Parents/guardians must assume the responsibility that their child will travel safely to and from school. Riding a bicycle or scooter is a privilege that has responsibilities for each child's safety and the safety of others. Bikes and scooters must be in a rack, locked with the rider's own lock and key.

The school cannot assume responsibility for students' bikes or scooters while on school grounds. Bikes and scooters are not allowed in the building.

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

C.A.R.E.S.

(Children's Art, Recreation and Enrichment Services)

Before/After C.A.R.E.S.: This program, for all elementary school students, is housed in each elementary school. It is designed to meet the needs and schedules of working parents/guardians with children in grades K-5, and will run in conjunction with the regular

180-day school calendar. Before school, C.A.R.E.S. provides a light breakfast, informal activities, and supervised leisure time. In the afternoon, children will enjoy a snack and a combination of open activities and structured activities including computer technology, the arts, sports, and homework assistance.

A.M. Hours	6:45 – 7:50	Boutwell
	6:45 – 8:40	Wildwood
	6:45 – 8:15	Woburn Street/North Intermediate
	6:45 – 8:45	Shawsheen/West Intermediate
P.M. Hours	1:15 – 5:45	Boutwell
	2:05 – 5:45	Wildwood
	3:00 – 5:45	Shawsheen and West Intermediate
	2:25 – 5:45	Woburn Street and North Intermediate

Summer C.A.R.E.S.: The goal of this program is to provide children with a safe, happy, and interesting environment. It is available for children who will be attending kindergarten through grade six. This eight-week program operates daily from 7:00 a.m. to 6:00 p.m. Children must bring their own snacks, drinks, and lunch. Based at the North Intermediate School, Summer C.A.R.E.S. offer arts and crafts, computer technology, recreational activities, nature walks, field trips and more.

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

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

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

Court-Related Matters

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

Dress Code

The responsibility for the dress and appearance of students rests with individual students and parents/guardians. The school reserves the right to send students home if, in the

judgment of the administration, the student is wearing an article of clothing which is inappropriate. Clothing should be clean, neat, meet safety and sanitary standards, not be distracting, offensive, or disrupt the educational process. Make-up, short shorts, cut-off jeans, outside jackets, and T-shirts or clothing with inappropriate language are considered inappropriate in school at this age level. However, during the warm days of the late spring or early fall, shorts will be allowed, provided discretion is utilized by parents/guardians in the selection of appropriate classroom clothing. Students are not allowed to wear hats inside school buildings. Exceptions may be made by the Principal for religious or medical reasons or designated school "Spirit Days".

Electronic Devices

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

<https://wpsk12.com/common/pages/DisplayFile.aspx?itemId=26944244>

Field Trips

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

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

The Administration will establish regulations to assure that:

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

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

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

Lockers (Grades 4 and 5 Only)

Students are responsible for the cleanliness of the inside and outside of their lockers. Any damage to one's locker will be paid for by the student. The school will not replace items taken from a locker. There is no district insurance plan to cover stolen or missing clothing or learning materials.

Parent/Guardian Involvement

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

Parent/Guardian Advisory Council

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

School Council

The 1993 Massachusetts Education Reform Act provides an opportunity for parents/guardians, teachers, administrators and community members to work together on a school council. The purpose of this council is to adopt school goals, survey

parents/guardians regarding their perception of the school, review the annual school budget, and formulate a yearly school improvement plan. The structure of the council, the method for selection of the members and the operation of the council is defined by policy and administered by the principal and the Superintendent.

Home/School Family Compact Philosophy

The Home/family Compact is available on the Wilmington Public Schools web page.

<https://www.wpsk12.com/Page/216>

Promotion and Retention

The professional staff at each building works hard to ensure that each student is placed at the grade level best suited for that student's academic, social and emotional readiness. Students will typically progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will always be made after prior notification and explanation to the student's parents/guardians, but the final decision for placement rests with the school administration.

Recess

One 20 minute recess period is scheduled during each day.

Report Cards and Parent/Guardian Conference

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

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

School Cancellations

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

In cases of inclement weather, the decision to close or delay will be made by the Superintendent of Schools. This decision was made after consulting with the Wilmington Department of Public Schools, Public Buildings, Police, and the bus company.

Notifications will be made using School Messenger, an automated messaging system. School Messenger enables the district to send voice messages, emails and text messages to families about emergency situations, school events and important issues impacting your child.

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

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

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

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

School Insurance

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

School Lunch (K-5)

Students may bring their own lunch to school. If they choose to purchase school lunch, prices are as follows:

Student Lunch (including milk)	\$2.75
Milk.....	\$.60
Dessert.....	\$.50-\$1.00

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

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

The Food Service Department also accepts payment in the form of cash or checks. Checks should be written out to WPS Food Services and either mailed to the school or sent in with the student. Balances are always carried forward from school year to school year. When parents/guardians establish an online account, they can view purchases and receive emails about low balances. There is **NO FEE** for viewing accounts online. If parents/guardians do not have Internet access, they should contact the Food Services office at 978-694-6064 and they will provide an invoice. Student accounts “follow” them when they move to

another school within Wilmington. WPS Food Services cannot refund money, however, when necessary they will transfer lunch money from one student's account to another student's account. Parents/guardians may choose not to allow their children to purchase dessert with their cards; however, please send a letter to the school requesting this process.

WPS Food Services will never deny a child a lunch, however, if the account has a negative balance of \$10.00 or more, the student may be offered an alternative lunch, (sandwich and milk) until his/her account is paid. If a lunch account has a negative balance, no a la carte purchases are allowed, i.e. dessert and bottled water.

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

Visitors

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

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

1. The principal shall maintain a log book in the office for visitors and volunteers to sign in, indicating name, purpose, date and time. All visitors shall sign in and receive a visitor pass.
2. A parent/guardian who wishes to visit classrooms while instruction is in progress must make a request to the principal of such intended visit, except on such days as blanket invitations have been extended to parents/guardians for special visitation days. If the planned visit is not at an appropriate time, the visit should be rescheduled to a time mutually agreeable to the visitor, the teacher, and the principal. In the event a person arrives at school for a visit without advance notice, whether he or she will be admitted to visit in the school or the classroom shall be at the discretion of the principal after consultation with the teacher.
3. Upon arrival for a classroom visit, parents/guardians must sign a log book for visitors in the office prior to going to the classroom. If the visitor is unknown to the

teacher, the principal or his representative should accompany the visitor to the classroom. Children should not accompany an adult visitor.

4. While visiting the classroom, the visitor should not in any way interrupt the class or the teacher. If the visitor desires to ask questions or confer with the teacher, he/she should contact the teacher at a later time for an appointment.
5. In order not to interfere with the education of the students or the school program, the principal and/or Director of Student Support Services in the case of special education classrooms, shall have the right to restrict the number of visitors and visits to a classroom. Visits by a parent/guardian to a classroom for evaluation or information-gathering purposes, as opposed to visits for special programs or in response to blanket invitations, generally shall be limited to one hour in length.
6. When a visitor leaves the classroom, he or she must return directly to the main office before leaving the building, record the time of departure in the log book and return the visitor's pass.
7. The principal shall have authority to exclude from the school premises any person he or she has reason to believe is disrupting the educational program, the children, or the teachers.

ATTENDANCE

Student Absences and Excuses

Regular and punctual school attendance is essential for success in school. The district recognizes absences are necessary from time to time. Therefore, students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine;
2. Bereavement or serious illness in family;
3. Weather so inclement as to endanger the health of the child; and,
4. Observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee. A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents can help their children by refusing to allow them to miss school needlessly.

Accordingly, parents will provide a written explanation for the absence and tardiness of a child. This will be required in advance for types of absences where advance notice is possible. In instances of chronic or irregular absence reportedly due to illness, the school

administration may request a physician's statement certifying such absences to be justifiable.

Student Absence Notification

Each Principal will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence. Each Principal or designee shall meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days in a school year. A school day shall be equal to two (2) or more class periods in the same day. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

To ensure student safety, it is important that parents notify the school if their child will be absent prior to the start of classes. When you call in an absence, please provide the following information:

1. Child's name
2. Child's room number and teacher's name
3. State whether he/she will be absent or tardy
4. Homework requests should be made at the time of calling in the absence for pick up at the end of the school day.

Once the attendance sheets have been received by the office, we will attempt to contact the parents/guardians of any child who is not in school and from whom we have not received a call as requested above.

Early Dismissal

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

Boutwell: 10:37

Wildwood: 11:27

Shawsheen: 12:00

Woburn Street: 11:25

North Intermediate: 11:25

West Intermediate: 12:00

Students will be dismissed only by the office staff or the school nurse. A student needing to be dismissed from school should bring a signed and dated note from a parent/guardian

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

Emergency Dismissal

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

Family Vacations

Absences due to family vacations are considered unexcused. Parents/guardians should consult the school calendar prior to making vacation plans. Parents/guardians are strongly discouraged from taking their children out of school for family vacations because valuable classroom instruction time can never be replaced by make-up assignments.

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

SAFETY AND SECURITY

Safety and Security

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

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

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

call the parent/guardian in order to verify that this person is authorized to pick up the child.

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

Fire Drills and Safety Drills

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

STUDENT SERVICES

Special Services

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

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

Section 504

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

Counseling

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

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

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

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

Health Services

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

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.

Exclusion/Absence from School

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

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

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

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

Doctor's Notes

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

Administering Prescription and Non-Prescription Medications to Students

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

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

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

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

Investigational new drugs may be administered in the school with: (1) a written order by a licensed prescriber; (2) written consent of the parent or guardian; and (3) a pharmacy-labeled container for dispensing or manufacturer packaging. If there is a

question, the school nurse may seek consultation and/or approval from the school physician to administer the medication in a school setting.

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

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

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

LEGAL REF.: M.G.L. 71:54B
Dept. of Public Health Regulations: 105 CMR 210.00

Population-Based Health Screenings

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

- Vision: All students in grades K through 5, 7 and 10.
- Hearing: All students in grades K through 5, 7 and 10.
- Height, Weight & Body Mass Index (BMI's): All students in grades 1, 4, 7 and 10.
- Posture: All students in grades 5 through 9.
- Physicals: All students upon school entry and in grades K, 4, 7, and 10. It is preferred that your child's primary care provider perform physical examinations. New transfer students must provide a physical exam within one year prior to entrance to school or within 30 days after school entry, then at the above intervals.

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

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

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

Communicable Disease Control

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

Chickenpox	Until lesions have dried and crusted, or until no new lesions appear, usually by the fifth day	Susceptible students and staff, who are not appropriately immunized or are without laboratory evidence of immunity or a reliable history of chickenpox, shall be excluded from school from the tenth through the 21 st days after their last exposure
German Measles	No restrictions	No restrictions
Measles	Four days from appearance of rash	No restrictions
Mumps	One week from onset of disease or until all swelling has subsided, whichever is sooner.	No restrictions

Whooping Cough	Three weeks from the beginning of spasmodic cough	No restrictions
Scarlet Fever or Streptococcal Sore Throat	Twenty four hours with Antibiotic therapy as long as therapy is continued for 10 days. One week of no Antibiotic therapy.	No restrictions

Common Health Problems

Poison Ivy, Poison Oak, etc: No restrictions. Not contagious, but must be under treatment. If the rash is weepy, it must be covered.

Pediculosis (head lice): Transmitted by direct contact. Does not carry disease and is noconsidered a public health issue. School exclusion and attendance is at the discretion of the school nurse.

Pinworm: Contagious. Transmitted by hand and airborne dispersal. Treatment required by a physician.

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

Rights of Students with AIDS or HIV Infection

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

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

Massachusetts General Laws, Chapter III, Section 70F, prohibits health care providers, physicians, and health care facilities (including school-based clinics) from disclosing HIV test results, or even the fact that a test has been performed, without the specific, informed, written consent of the person who has been tested. Please note: HIV/AIDS information is not considered part of the student health record.

Life-Threatening Food and Other Allergy Policy Statement

It is the policy of the Wilmington School Committee to set age-appropriate guidelines for students and schools within the Wilmington system that minimize the risk for children with life-threatening allergies (LTA) to be exposed to offending allergens that may trigger a life-threatening reaction. Such guidelines shall include: building-based general medical emergency plans, life-threatening allergy emergency plans, individual healthcare plans for all students diagnosed with LTA, appropriate training of staff, availability of medical equipment on site for quick response to life-threatening allergic reactions, and such other guidelines that will ensure that students with LTA can participate fully in school activities without undue fear of harm from exposure to life-threatening allergens. Specific building-based guidelines/actions will take into account the health needs and well-being of all children without discrimination or isolation of any child. In order to assist children with LTA to assume more individual responsibility for maintaining their safety as they grow, it is the policy of the Wilmington Public Schools that the guidelines shift as children advance through the primary grades and through secondary school.

Parent/Guardian/Student LTA Guidelines

1. Life-threatening Allergy Notification: It is important for parents/guardians to communicate their child's medical condition(s) including Life Threatening Allergies to the School Nurse, the Classroom Teacher and C.A.R.E.S. (before and after-school extended day) Program. This will assist the school in being prepared for any potential emergency situations that may arise throughout the year.

2. Allergy Action Plan: Allergy Action Plan forms are required to be completed annually before the beginning of the new school year by the parent/guardian and physician or as needed with updated changes as necessary. This form acts as an individualized health care plan, doctor's orders & emergency care plan. It provides critical information necessary to care for the student in the event that an allergen is ingested requiring emergency care. Be sure to include a current picture of your child on the form. Forms may be accessed on the district website under Health Services or the Nurse's page on your child's school website or you may obtain them from any School Nurse.

3. Emergency Medication: Per Wilmington Public School Policy, any student requiring medication during the school day should have it delivered by a responsible adult in a prescription &/or manufacturer's labeled container to the school nurse. This is for the safety of your child as well as other students. The student's Epinephrine auto-injector and Benadryl (if indicated) should be provided at the beginning of the school year; and must be accompanied by an Allergy Action Plan, as previously noted. Please refrain from sending any medication in a student's backpack. Medication expiration dates should be noted upon delivery at school. It is the parent/guardian responsibility to replace expired medication in a timely manner. If your child requires an additional Epinephrine auto-injector in the classroom, kindly provide the extra medication in a red bag or waist pack. Please note that

Wilmington C.A.R.E.S. requires separate medication to be provided for the before and after-school program. The same WPS medication policy applies.

4. Food Allergy Questionnaire: The Food Allergy Questionnaire allows parents/guardians to provide a brief history of the child's food allergy diagnosis, management, and potential treatment. It is a very helpful reference for the school nurse in planning for your child's care during the school year. Please obtain this form from your child's School Nurse.

5. Documentation of life-threatening allergies: Please submit documentation &/or test results of your child's life-threatening allergy from your child's Primary Care Physician or Board Certified Allergist. (This will be done initially at the Kindergarten level and then again when applicable through a student's education in Wilmington Public Schools.) It is important to have clear documentation concerning any medical diagnosis or condition so that the school nurse can be prepared to care for your child while at school. Federal law permits information in your child's health record to be shared with WPS personnel on a 'need to know basis.' This information will also be shared with EMS if there is an emergency. The school nurse will review signs/symptoms of anaphylaxis with teaching staff.

6. Classroom Education: A parent/guardian of a student with LTA's is welcome to come into the class to either listen to or participate in a lesson about food allergies. This is on a voluntary basis. In the past, some parents/guardians have been very comfortable addressing the classroom regarding food allergies in an age appropriate manner. You may contact the School Nurse if you're available.

7. Classroom Celebrations: Only non-food related celebrations will be allowed. Parents/guardians may consult with teaching staff regarding possible options. Consideration should be made to ensure that non-food related items are safe and age-appropriate.

8. Lunch & Snacks:

- Early Childhood Centers: *All Classrooms* will be considered peanut-safe. All snacks sent in from home will be peanut-free and will contain an ingredient label or a list of ingredients. It is preferred that snacks from home be pre-packaged with a label when sent into school. *Cafeteria:* All school lunches served will be peanut-safe. Children may bring in peanut butter sandwiches from home and a peanut butter table will be provided.
- Elementary Schools: *All Classrooms* will be considered peanut-safe. *Cafeteria:* A peanut-free table will be provided in the lunchroom.

9. Curriculum Related Activities: Class projects and manipulatives will remain free of major allergens. For example, any organic materials, such as birdseed, play dough; clay,

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

10. Special Dietary Needs

- **Disability-Related:** *Examples include, but are not limited to: Speech/Swallowing problem, Food Anaphylaxis (severe food allergy) **, PKU, Celiac disease. **Signed Allergy Action Plan &/or Epipen Medication orders are acceptable for Physician's Prescription.*
 - A. Health Services protocol:
 - Student health information is obtained from the student's Health Record and student's Emergency Card annually by the School Nurse
 - All health conditions concerning food are confidentially shared with Food Services
 - B. Parent/guardian/Student Guidelines:
 - If a child is participating in a Food Service program, parents/guardians are encouraged to review lunch menus in advance. Product information containing ingredient information is available on CD from the Food Services Manager & Administrator of Food Services
 - Student education for self-management is important. As children grow and develop, they should be encouraged to read labels or ask about ingredients at lunch. Medical alert identification is highly recommended.
 - It is the parent/guardian responsibility to notify Health Services of all student health conditions and to provide proper documentation from the child's physician. When health conditions change, Health Services should be notified as soon as possible.
 - C. Food Services protocol:
 - Student dietary restrictions are entered into Point of Sale (POS) system as an Alert
 - During lunch, all attempts will be made to assist students with safe choices.
 - Wilmington Public School employees cannot be held responsible for companies that change ingredients or manufacturing without notification or proper labeling.
- **Non-Disability:**
 - USDA does not require schools to serve special meals**
 - *Food intolerances, Non-anaphylaxis food allergy, Diabetes, Obesity, High Cholesterol, Food Restrictions by Parent/guardian Choice*

11. Field Trips: Field trips will be chosen carefully and no child will be excluded from a field trip due to the potential of unavoidable allergen exposure. A clear plan to activate Emergency Medical Services (911) will be followed in accordance with the student's AAP. Emergency medication(s) and an allergy action plan will accompany the allergic student on all field trips. A parent/guardian may be asked to attend the field trip. If the parent/guardian of the LTA student is not available to attend, the student will automatically be placed with an Epinephrine-trained teacher/designee. No sharing of food or utensils will be allowed; and no eating will be allowed on the bus per transportation guidelines (see part 11).

12. Transportation: The parent/guardian of a student with LTA's are encouraged to complete a Transportation Emergency Card at the beginning of each school year. This card may be obtained from the school nurse or the Transportation Department. It is the parent/guardian's responsibility to complete the card and deliver it to the Transportation Coordinator. The Transportation Coordinator will review the card before handing it over to the appropriate bus driver. In the event that the student indicates he/she is having an allergic reaction while riding the bus to or from school, the bus driver will stop the bus to call for emergency help in accordance with the bus company policy. Having a Transportation card on file will assist the bus driver to readily identify that your child has a history of an LTA. Eating is not allowed on the bus, per the school district policy. Parent/guardians are also encouraged to verbally notify the bus driver of your child's life-threatening allergy on the first day of school.

13. Educate Child in Self-Management of His/Her Food Allergy: All students with LTA's should be encouraged to learn about his/her food allergy, how to recognize symptoms and how to ask for help if an allergen has been ingested. Parents/guardians play an important role in preparing students to be ready for school. It's important to teach your child to not share food in school or on the school bus and to only eat what a parent/guardian allows. When in doubt, the student should be taught to speak to an adult. Children with life-threatening allergies are encouraged to wear a medical alert bracelet/pendant.

14. Review 504 Accommodation Plan:

- a. A 504 Plan is an accommodation plan for any student who has a "physical or mental impairment that substantially limits one or more major life activities, has a record of such or is regarded as having such an impairment" so that s/he may access FAPE (Free Appropriate Public Education). The school **may** prepare and maintain such a plan in conjunction with the student's parent/guardian and primary care provider/allergist, if applicable.

- b. The school nurse and school principal/designee in conjunction with the student's parent/guardian(s) and the primary care provider/allergist, will help prepare a 504 Plan, if applicable, and an AAP for any student identified with an allergy that substantially limits a major life function. The 504 Plan and AAP will be updated and reviewed annually by the school nurse, the principal, the student's parent/guardian(s) and primary care provider and/or allergist.
- c. The 504 Plan (if applicable) and AAP will be available in the nurse's office and student's classroom.
- d. Photographs of students with life threatening allergies (LTA) should be provided by parent/guardian and attached to the 504 Plan and/or AAP.

15. Grade 1 Transition Program: Toward the end of the kindergarten school year, children with LTAs and their parent/guardian will be invited to attend a Food Allergy Transition Visit at the elementary school where the child will attend first grade, either the Shawsheen Elementary School or Woburn Street School. This visit is held during the school day and will provide both the student and the parent/guardian with an opportunity to meet and speak with the school nurse and food services staff. Classroom and lunchroom procedures will be reviewed and a tour of the cafeteria will be provided. All children and their parents/guardians are encouraged to attend.

16. Grade 6 Transition: As students transition to the Middle School, they will accept more responsibility for self-management of their LTAs. In an effort to assist students in making safe choices, most common food allergens will be posted. Wilmington School Food Services will be available to assist students during the process. Note: Wilmington Public School employees cannot be held responsible for companies that change ingredients or manufacturing without notification or proper labeling.

17. Latex Allergies: Latex allergies may also cause an anaphylactic reaction. In order to prevent a severe reaction, it is important to avoid exposure in the school environment. The following items are not allowed: Rubber Balloons and Tennis Balls sliced open and applied to chair legs, and other items as determined by the school nurse. If your child has an allergy to Latex, please contact the school nurse to develop a plan of care.

References:

Accommodating Children with Special Dietary Needs in the School Nutrition Program, USDA, 2001
 Food Allergy and Anaphylaxis Network, <http://www.foodallergy.org>
Managing Life Threatening Food Allergies in School, MA DESE, 2002
Massachusetts Comprehensive School Health Manual, MDPH, 2007

Health Records

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

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

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

STUDENT RECORDS

Emergency Information

Emergency Contact Information is required for every student. Prior to the beginning of each school year parents/guardians are to complete the form online using the parent/guardian portal in Aspen. The form must be completed in full. Information requested consists of, but is not limited to, the following:

1. Home telephone number
2. Name and telephone number of physician and dentist
3. Names and telephone numbers of two other persons to contact in case the parents/guardians cannot be reached
4. Parents/guardians work /cellular phone numbers
5. Authorization to provide medical attention at the nearest medical facility if parents/guardians cannot be reached
6. Any current medical conditions and medications

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

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

Failure to provide this information in Aspen may result in your child not being able to attend field trips and/or use the internet at school. Please go to <https://www.wpsk12.com/Page/416> for a tutorial.

Release of Information

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

Directory Information Notice

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

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

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

Any parent/guardian or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with the principal on or before October 1st of each school year. In the event that a refusal is not filed, it is assumed that neither parent/guardian of a student or eligible student objects to the release of the directory information designated.

Notice of Transfer to Other Schools

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

Amending a Student Record

- A. A parent/guardian has the right to add information, comments, data, or any other relevant written material to the student's record. The parent/guardian should submit the additional information in writing to the principal with a written request that the information be added to the student record.
- B. A parent/guardian has the right to request, in writing, deletion or correction of any information contained in the student's record, except for information which was inserted into that record by the TEAM. Such information inserted by the TEAM shall not be subject to such a request until after the acceptance of the Individual Educational Plan (IEP), or, if the IEP is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:
 - 1) If a parent/guardian is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student's record, the parent/guardian shall present the objection in writing and/or have the right to have a conference with the principal or his/her designee to make the objections known.
 - 2) The principal or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such parent/guardian a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the parent/guardian, the principal or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.
 - 3) If the principal's decision is not satisfactory to the parent/guardian, the parent/guardian may file an appeal to the Superintendent. Such appeal shall be in writing and submitted to the Superintendent within five (5) business days of receipt of the principal's decision. The Superintendent shall render a written decision on the appeal within two (2) weeks of receipt of the written appeal.
 - 4) If the Superintendent's decision is not satisfactory to the parent/guardian, the parent/guardian may appeal to the School Committee by filing a written appeal within five (5) business days of receipt of the Superintendent's decision. The School Committee shall conduct a hearing as required on the appeal as required by 603 CMR 23.09(4).

STUDENT BEHAVIOR AND CODE OF CONDUCT

Positive Behavior Intervention and Supports (PBIS)

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

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

Once students have arrived on school grounds or board the school bus, students are under the supervision and direction of the school staff and all school regulations. Infractions of school rules and disregard of orderly school conduct may result in detention by the teacher, referral to the office, student and/or parent conferences, in-school or out-of-school suspension, expulsion, or other penalties deemed appropriate by the Principal or his/her designee.

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

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

Alcohol possession / use	Inappropriate use of a cell phone
Assault	Inappropriate use of the Internet
Bullying	Leaving a classroom without permission

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

Referral to the Office

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

After School Detention

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

1. Tutorial assistance in a given subject area.
2. An opportunity to provide a period of time when missing assignments could be completed.

3. As a measure for inappropriate classroom behavior.

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

Suspension

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

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

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

Procedures for Short-Term Suspension

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

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

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - a. The disciplinary offense;
 - b. The basis for the charge;
 - c. The potential consequences, including the potential length of the suspension;
 - d. The opportunity to have a hearing with the principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - e. The date, time, and location of the hearing;
 - f. The right of the parent and student to interpreter services at the hearing; and
 - g. If the student may be placed on a long-term suspension following the hearing with the principal: (1) The rights set forth under the "Procedures for

Long-Term Suspension”; and (2) The right to appeal the principal’s decision to the superintendent.

2. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. Based on the available information, the principal shall make a determination as to whether the student committed the disciplinary offences and what remedy shall be imposed. The principal shall notify the student and parent in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.

Procedures for Emergency Removal

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

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

Procedures for Long-Term Suspension

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

The principal, or his/her designee, may issue long-term suspensions at the building level. The principal may also issue expulsions for the offenses set forth in M.G.L. c. 71, §37H and §37H1/2. Expulsions for other offenses are handled by the School Committee pursuant to M.G.L. c. 76, §16 and §17.

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

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

Expulsion

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

Discipline for Students with Disabilities (IEPs and 504 Plans)

All students are expected to meet the requirements for behavior as set forth in this handbook and to abide by the Wilmington Public Schools code of conduct. The disciplining of students with disabilities is governed by Federal and State laws and regulations. Specifically, these laws include the Individuals with Disabilities Act, 20 U.S.C.

1401 et seq., its implementing regulations 34C.F.R. et seq., Massachusetts General Laws, Chapter 71B and its implementing regulations, and Section 504 of the Rehabilitation Act of 1973. State regulations require that additional provisions be made for students who have been found by an evaluation TEAM to have special needs and whose program is described in an Individualized Education Plan (IEP) or 504 Plan. A student not yet determined eligible for special education also has these protections if the district had knowledge that the student was a “child with a disability” before the behavior that led to the discipline occurred. Students for whom the district had knowledge that the student was a “child with a disability” before the behavior that led to the discipline occurred, are entitled to an expedited evaluation to determine eligibility for Special Education Services prior to discipline being imposed. The following additional requirements apply to the discipline of students with disabilities.

1. The IEP or 504 Plan for every student with a disability will indicate whether the student can be expected to meet the regular discipline code or if the student’s disability requires a modification or accommodation. Modifications will be described in the student’s IEP and accommodations will be described in the student’s 504 Plan.
2. The principal (or designee) will notify the Director of Student Support Services of the suspendable offense of a student with disabilities and a record will be kept of such notices.
3. At any point that school personnel remove a student from his/her current educational placement for more than ten (10) days in any school year, it constitutes a change in placement. A change in placement carries certain procedural protections under the Individuals with Disabilities Act.
 - a. Prior to a suspension that constitutes a change in placement of a student with a disability, the school will convene a ***manifestation determination meeting*** to review all relevant information in the student’s file, including the IEP or 504 Plan, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district’s failure to implement the IEP or 504 Plan.
 - b. If the Team determines that the behavior is NOT a manifestation of the disability, then the district may suspend or expel the student consistent with the policies applied to any student with a disability, except that the district must still offer:

- i. services to enable the student to continue to participate in the general education curriculum and to progress towards IEP goals; and
 - ii. as appropriate, a functional behavioral assessment and behavioral interventions services and modifications or accommodations, to address the behavior so that it does not recur.
- c. If the Team determines that the behavior IS a manifestation of the disability, then the district completes a functional behavioral assessment and develops a behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies the plan, as necessary, to address the specific behavior. Except when he or she has been placed in an interim alternative educational setting in accordance with section (d), the student returns to the original placement unless the parents and district agree otherwise.
- d. Regardless of the manifestation determination, the district may place the student in an alternative educational setting (as determined by the Team) for up to 45 school days:
 - i. on its own authority if the behavior involves weapons, illegal drugs or another controlled substance, the infliction of serious bodily injury on another person while at school or a school function, or under unique circumstances considered on a case-by-case basis; or
 - ii. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is “substantially likely” to injure him/herself or others. In either case, the interim alternative educational setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP or 504 Plan, and provides services to address the behavior.

Student Conduct on School Buses

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

The following procedures shall be adhered to whenever bus discipline problems arise:

1. A student will be suspended from riding the school bus for a period of three consecutive days if he/she commits three (3) minor offenses or one (1) major offense against School Bus Rules and Regulations.
2. Judgment as to whether an offense is minor or major rests with the school principal or assistant principal.

Examples of major offenses are:

- a) Lighting matches/smoking
 - b) Throwing objects in or out of a school bus
 - c) Hanging out of the windows
 - d) Obscene language
 - e) Use of drugs or alcohol
 - f) Tampering with bus equipment
 - g) Destruction of property, i.e., tearing of seats, breaking windows, etc.
 - h) Fighting
3. Suspension will take place only after the parent/guardians have been notified verbally. This will be followed by a written confirmation. Every effort will be made to contact the parent/guardians on the day on which the offense was committed.
 4. A student will be suspended from riding the school bus for a period of five (5) consecutive days if he/she commits a second major offense against the School Bus Rules and Regulations.
 5. If a student commits three (3) major offenses, he/she will be suspended from riding the school bus for an indefinite period of time until satisfactory arrangements are made with the safety officer, the parent/guardians, the student and the school administrators.

PLEASE NOTE: Parents/guardians will be responsible for providing transportation for their child when he/she is suspended from riding the school bus.

Use of Video On Buses

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

Requests to have administration view a bus video must be made to the School's Principal. The School Principal will then make a request to the Director of Administration & Finance to request the video from the bus transportation company. The Superintendent and/or the Director of Administration & Finance will review a bus video if any misconduct is alleged. The School's Principal may also view the video at the discretion of the Superintendent or

the Director of Administration & Finance. Parents/guardians will not be allowed to view bus videos.

Vandalism

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

False Fire Alarms / Bomb Threats

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

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

Searches of Students and School Property

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

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

SELECTED DISTRICT POLICIES AND LAWS

This section contains selected policies that pertain to our schools. In some cases, due to their length, the policies were summarized. A complete transcript of these and other policies are on file at the Superintendent's Office and can be found on the district's website.

<https://www.wpsk12.com/domain/199>

Bullying Prevention (JICFB)

Revision Adopted: October 22, 2014

The Wilmington Public Schools is committed to providing a safe, positive, and productive educational environment where students can achieve the highest academic standards. No student shall be subject to harassment, intimidation, bullying, or cyber-bullying.

"Bullying" is the repeated use by one or more students or by school staff members (including but not limited to administrators, educators, school nurses, educational assistants, cafeteria workers, custodians, bus drivers, athletic coaches, or advisors of extracurricular activities) of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or,
- materially and substantially disrupts the education process or the orderly operation of a school.

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as

author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution of electronic means of communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

“Aggressor” means the student or staff member who engages in bullying or retaliation.

“Target” means the student who has been bullied or retaliated against.

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

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

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

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased, or used by the Wilmington school district if the act or acts in question:

- Create a hostile environment at school for the target;
- Infringe on the rights of the target at school; and/or,
- Materially and substantially disrupt the education process or the orderly operations of a school.

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying plan shall recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics. The plan shall include specific steps that each school shall take to support vulnerable students and to provide all students with the skills, knowledge, and strategies needed to prevent or respond to bullying or harassment. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

Investigation Procedures

The school principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

The Principal or their designee, upon confirmation of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

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

Target Assistance

The Wilmington Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying. Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

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

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

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Wilmington Public Schools website.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26:00
M.G.L. 71:37O; 265:43, 43A; 268:13B; 269:14A

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model
Bullying Prevention and Intervention Plan

CROSS REFS.: AC, Nondiscrimination
ACAB, Sexual Harassment
JBA, Student-to-Student Harassment
JICFA, Prohibition of Hazing
JIC, Student Discipline

Nondiscrimination Policy

Revision adopted: May 11, 2016

Public schools have the responsibility to overcome, as far as possible, any barriers that prevent children from achieving their potential. The public school system will do its part.

This commitment to the community is affirmed by the following statements that the School Committee intends to:

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

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

LEGAL REFS:

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

3/28/78

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

Discrimination and Harassment Grievance Procedures

Adopted by the Wilmington School Committee on May 11, 2016

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

Definitions

For the purposes of this procedure:

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

have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

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

Harassment and Retaliation Prohibited

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

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

How to make a complaint

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

of students or employees which have allegedly occurred on school grounds, at school related events, or actions which occurred outside of school but possibly create a hostile environment for a student or employee while he/she is at school.

Complaint Handling and Investigation

- A. The school principal shall promptly inform the relevant Civil Rights Coordinator and the person(s) who is the subject of the Complaint that a Complaint has been received.
- B. When a complaint of discrimination or harassment is alleged, the person making the allegations will be encouraged to write out a description of the allegations and the impact the alleged conduct has had on him or her (*See Complaint and Reporting Forms at Appendix A and B*). If the complainant or reporter is a student and the student chooses not to fill out a written report, the person accepting the complaint shall listen to the student and complete the complaint or reporter form for the student.
- C. After notifying the appropriate Civil Rights Coordinator, the school principal or designee may pursue an informal resolution of the Complaint with the agreement of the parties involved. Informal resolution is optional, and the Complainant may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.
- D. Under the formal resolution procedure, the complaint will be investigated by the school principal or other individual designated by the school principal or the Civil Rights Coordinator. The investigator will gather evidence to determine whether, by a preponderance of the evidence, discrimination against or harassment has occurred. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Superintendent should be submitted to the School Committee Chair, who will consult with legal counsel concerning handling the investigation of the Complaint.
 1. The Complainant shall have the opportunity to identify witnesses and provide other relevant evidence to the investigator.
 2. The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
 3. The privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.
 4. The investigator will keep a written record of the investigation process.
 5. The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
 6. The investigation and the notification of the outcome to the complainant and the subject of the complaint shall be completed within fifteen (15) school

- days of the date of the receipt of the Complaint.
7. The investigator may extend the investigation period beyond fifteen (15) school days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the investigator extends the investigation, he or she will notify the Complainant of the extension.
 8. If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the District will make reasonable efforts to complete the investigation within the above-referenced time frame, but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant of the extension and make reasonable efforts to interview the witnesses during the summer vacation period.
 9. Nothing in this procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the fifteen (15) school days described above.
- E. If the investigator determines that discrimination or harassment has occurred, he/she shall take steps to eliminate the discriminatory or harassing environment, which may include but is not limited to determining what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any; and determining what corrective and/or remedial steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment, and to correct its discriminatory effects if appropriate. Any student found to have engaged in discrimination or harassment will be subject to school-imposed discipline and/or legal action. Consequences imposed on any student found to have engaged in discrimination or harassment may include, but are not limited to, parent/guardian conference, written or verbal statement of apology, suspension, expulsion and mandatory counseling sessions with a counselor or mandatory in-house counseling sessions with a district administrator.
- F. The investigator will inform the alleged target of the discrimination and/or harassment and the person(s) who was the subject of the complaint of the results of the investigation (in accordance with applicable state and federal privacy laws) within fifteen (15) school days of receipt of the Complaint, unless the investigation is extended under the provisions described above. This notice of the outcome of the investigation must inform the complainant as to whether or not the investigation determined that the conduct occurred, any individual

remedies offered or provided to the complainant or any sanctions imposed on the perpetrator that directly relate to the complainant (e.g., stay away order or no contact order), and other steps the school has taken to eliminate the hostile environment, if one has been found to exist, and prevent recurrence. The perpetrator should not be notified of the individual remedies offered or provided to the complainant (e.g., counseling; alternative classes, etc.).

- G. If the Complainant or the student's parents/legal guardians are dissatisfied with the results of the investigation, an appeal may be made to the Civil Rights Coordinator within ten (10) school days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The Civil Rights Coordinator shall review the investigation and may conduct further investigation if deemed appropriate. Within five (5) school days of receipt of any such appeal, the Civil Rights Coordinator shall decide whether or not to reopen the investigation, uphold the principal or designee's determination, or reverse the principal or designee's determination. The Civil Rights Coordinator shall provide written notification of that determination to both the Complainant and the accused. The Civil Rights Coordinator's decision shall be final, subject to further written appeal to the Superintendent within five (5) days of receipt of the decision of the Civil Rights Coordinator.

H. WPS Civil Rights Coordinators are:

Employees: _____ Andrea Stern Armstrong, Human Resources Director
Wilmington Public Schools
161 Church Street
Wilmington, Massachusetts 01887
978-694-6000

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

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

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

Fax: 617-289-0150
TDD: 877-521-2172 or

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

Possession of Weapons or Controlled Substances or Assault of Educational Personnel (M.G.L. c. 71, §37H)

Massachusetts General Law Ch. 71, §37H authorizes the principal to expel students as follows:

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter Ninety-Four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
3. Any student who is charged with a violation of either paragraph (1) or (2) 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, at his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (1) or (2).
4. 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.
5. 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.

6. 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.
7. 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.

Suspension/Expulsion Based Upon a Felony Charge/Conviction (M.G.L. c. 71, § 37H1/2)

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal of a school may suspend a student for a period of time determined appropriate by the principal if the principal 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 a decision shall be the final decision of the city, town or regional school district with regard to the suspension.

The principal may expel a student who has been convicted, adjudicated, or admitted guilt with respect to a felony or felony delinquency, if the principal 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 a decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Smoking Policy

The Education Reform Act of 1993, Section 36 of Chapter 71, calls for the prohibition of tobacco products within school buildings, facilities, on school grounds, and on school buses. The use of any tobacco products is prohibited within the school buildings, the school facilities, on the school grounds or on school buses by any individual, including school personnel.

Enforcement: All individuals share the responsibility for adhering to and enforcing this policy. Any individual who observes a violation may report it in accordance with the procedures listed below.

- a) Students: Any violation of this policy by students shall be referred to the building principal. Students who violate provisions of this policy shall be subject to building student discipline procedures.
- b) Staff: Any violation of the policy by staff shall be referred to the appropriate supervisor. First-time violators shall receive a verbal warning. Second and third offenses will result in written warnings by the immediate supervisor with a copy being placed in the personnel file. Further violations will result in referral of the

employee to the Superintendent of Schools or the appropriate Town supervisor for implementation of progressive discipline.

- c) Citizens: Citizens who are observed smoking in school buildings and grounds shall be asked to refrain from smoking. If the individual fails to comply with the request, his or her violation of policy may be referred to the building principal or other school supervisory personnel responsible for the area or program during which the violation occurred. The supervisor shall make a decision on further action, which may include a directive to leave school property. Repeated violations may result in a recommendation to the Superintendent to prohibit the individual from entering school property for a specified period of time. If deemed necessary by school administration, the local law enforcement agency may be called upon to assist with the enforcement of this policy.

Sexual Harassment Policy

It is the policy of the Wilmington Public Schools, as well as state and federal law, that sexual harassment of a student, present or prospective employee, or visitor shall not be tolerated. Violation of this policy and of the law, if proven, will result in disciplinary action. Any person who believes that he/she has been the victim of sexual harassment may seek redress through the Wilmington Public School's Grievance Procedure.

A formal grievance may be filed at any time by a student, employee, administrator, and/or applicant who believes that his/her rights as outlined in the sexual harassment policy have been violated. Each student, faculty member, administrator, or staff member has an obligation to make every effort to resolve problems informally as they arise. All members of the Wilmington community are urged to resolve problems fairly and informally so that they do not become sources of grievances to be pursued formally through the grievance procedure. An admission of guilt, an acknowledgment of a verbal warning, a promise not to commit such abuse again, and action taken to provide appropriate relief for the grievant may be sufficient resolution. If a suitable solution cannot be reached informally through independent means, a formal grievance may be initiated. The grievant should file a written statement of the grievance within thirty (30) days of the alleged harassment. The grievance should be filed with his/her principal, or in the event that the principal is the alleged harasser, with the Wilmington Superintendent of Schools.

Hazing (CH.269,s.17.)

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

The term 'hazing' shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers

the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provision of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Duty to Report Hazing

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

Physical Restraint Policy

In certain incidences, physical restraint may need to be administered. Physical restraint shall be used only in emergency situations, after other less intrusive alternatives have been tried and have failed or have been deemed inappropriate. Physical restraint is done with extreme caution. Only those members of school personnel who have been formally trained will administer physical restraint when needed to protect a student and/or member of the school community from imminent, serious, physical harm or danger.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint, which the department of education recommends be at least 16 hours in length.

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

Homework Policy

Adopted September 12, 2018

I. Philosophy

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

shared responsibility among the teacher, student and family. The term "homework" refers to an assignment to be prepared during a period of supervised study in class or outside of class time hours.

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

The information for any homework assignment should be clear and specific so that the student can complete the assignment. Homework assignments should take into consideration individual differences of students such as health, ability, conditions at home, and educational resources at home. Homework should not require the use of reference materials not readily available in most homes, school libraries, or the public library, and should require the use of those materials only when the student has had instruction in the use of them.

Parents / Guardians can expect homework to be:

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

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

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

II. Research supports the following:

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

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

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

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

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

III. Administrative Responsibilities

The school administrator will:

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

IV. Teacher Responsibilities

The classroom teacher will:

1. Set out homework expectations early in the school year and implement them consistently.
2. Implement a routine, consistent system for assigning homework.
3. Assign homework congruent with students' needs.

4. Make clear in assigning homework to students the purposes of the assignment, the guidelines for completion, and the basis for evaluating the work performed.
5. Monitor and check for student understanding of the assignment and the skills necessary to successfully complete the homework.
6. Provide students with rubrics that will be the basis of evaluation for long-term projects, reports, and research.
7. Collect homework assignments on the date specified.
8. Review, acknowledge, and return homework within one or two days for daily assignments.
9. Be consistent about how homework assignments are assessed.
10. Assess homework through the use of rating scales, checklists, anecdotal records, and scoring rubrics that identify specific criteria for success.
11. Utilize homework to locate problems in student progress and to individualize instruction.
12. Confer with families regarding concerns as they arise and make proper accommodations
13. Strive to work with colleagues to develop a consistent pattern for homework expectations between and across grade levels, disciplines and courses, and work to coordinate assignments across disciplines.

V. Family Responsibilities

Families should:

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

VI. Student Responsibilities

The student should:

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

VII. Characteristics of Homework Best Practices

There are many other learning activities in the life of a student besides homework. For example, participating in school activities, pursuing cultural interests, participating in family living, and exploring personal interests should be considered when assignments are given. The research suggests that individual students may require less or more time for assignments. If students are consistently spending significantly longer on assignments, families should consult with the teacher(s) to let them know of their child's struggles.

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

Five characteristics of best homework practices:

(Cathy Vatterott - Rethinking Homework 2010)

1. Purpose of assignments = should be meaningful to student learning / extension of the classroom
2. Efficiency of assignments = does not take a long time to complete, but requires critical thinking
3. Ownership of assignments = give students choices connecting homework to their interests / real world
4. Competence of assignments = differentiate homework to the appropriate level of difficulty
5. Design of assignments = promotes engagement, innovation and creativity

Wellness Program

The Wilmington School Committee recognizes the relationship between student well-being and student achievement as well as the importance of a comprehensive district wellness program. Therefore, the school district will provide developmentally appropriate and sequential nutrition and physical education as well as opportunities for physical activity. The wellness program will be implemented in a multidisciplinary fashion and will be evidence based.

Wellness Committee

The Wilmington School District will establish a wellness committee that consists of at least one (1): parent/guardian, student, nurse, school food service representative, one School Committee member, school administrator, member of the public, and other community members as appropriate. The school committee designates the following individual(s) as wellness program coordinator(s): School Nurse Leader, School Food Service Administrator and Physical Education and Health Liaison. Only employees of the district who are members of the wellness committee may serve as wellness program coordinators. Wellness coordinators, in consultation with the wellness committee, will be in charge of implementation and evaluation of this policy.

Nutrition Guidelines

It is the policy of the school district that all foods and beverages made available on campus during the school day are consistent with School Lunch Program nutrition guidelines. Guidelines for the reimbursable school meals will not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to law. The district will create procedures that address all foods available to students throughout the school day in the following areas:

- Guidelines for maximizing nutritional value by decreasing fat and added sugars, increasing nutrition density and moderating portion size of each individual food or beverage sold within the school environment
- Separate guidelines for foods and beverages in the following categories:
 1. foods and beverages included in a la carte sales in the food service program on school campuses;
 2. foods and beverages sold in vending machines, snack bars, school stores, and concession stands;
 3. foods and beverages sold as part of school-sponsored fundraising activities; and
 4. refreshments served at parties, celebrations, and meetings during the school day; and

5. Specify that its guidelines will be based on nutrition goals, not profit motives.

Nutrition and Physical Education

The school district will provide nutrition education aligned with standards established by the USDA's National School Lunch Program and School Breakfast Program in all grades. The school district will provide physical education training aligned with the standards established by the Department of Education. The wellness program coordinators, in consultation with the wellness committee, will develop procedures that address nutrition and physical education.

Nutrition Education

Goals

1. Students in grades pre-K-12 receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors.
2. Nutrition education is offered in the school dining room as well as in the classroom, with coordination between the foodservice staff and teachers.
3. Students receive consistent nutrition messages throughout schools, classrooms, cafeterias, homes, community and media
4. District health education curriculum standards and guidelines include both nutrition and physical education.
5. Nutrition is integrated into the health education or core curricula (e.g., math, science, language arts).
6. Schools link nutrition education activities with the coordinated school health program.
7. Staff who provide nutrition education have appropriate training.
8. Schools are enrolled as Team Nutrition Schools, and they conduct nutrition education activities and promotions that involve parents/guardians, students, and the community.

Physical Education Activities

Goals

1. Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum.
2. Students are given opportunities for physical activity through a range of before- and/or after-school programs including, but not limited to, intramurals, interscholastic athletics, and physical activity clubs.
3. Schools work with the community to create ways for students to walk, or bike safely to and from school.

4. Schools encourage parents/guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.
5. Schools provide training to enable teachers, and other school staff to promote enjoyable, lifelong physical activity among students.

Other School-Based Activities

Goals

1. The school district provides a clean, safe, enjoyable meal environment for students.
2. The school district provides enough space and serving areas to ensure all students have access to school meals with minimum wait time.
3. The school district makes provisions in all schools for students to get water at meals and throughout the day.
4. The school district encourages all students to participate in the school meals program and protect the identity of students who eat free and reduced price meals.
5. Environmentally-friendly practices such as the use of local grown and seasonal foods, and non-disposable tableware will be considered and implemented where appropriate.
6. Physical activities and/or nutrition services or programs designed to benefit staff health will be considered and, to the extent practical, implemented.

Time to Eat

Goals

1. The school district will ensure an adequate time for students to enjoy eating healthy foods with friends in schools.
2. The school district will schedule lunch time as near the middle of the school day as possible.
3. The school district will look into the feasibility of scheduling recess for elementary schools before lunch so that children will come to lunch less distracted and ready to eat.

Food or Physical Activity as a Reward or Punishment

Goal

1. The school district will encourage principals to develop alternative forms of rewards and punishments that support the Wellness Policy.

10. Evaluation

The wellness committee will assess all education curricula and materials pertaining to wellness for accuracy, completeness, balance and consistency with the state and district's educational goals and standards. Wellness Program Coordinators shall be responsible for

devising a plan for implementation and evaluation of the district wellness policy and are charged with operational responsibility for ensuring that schools met the goals of the district wellness policy. Wellness Program Coordinators will report to the School Committee annually.

Homeless Students: Enrollment Rights & Services

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable preschool programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

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

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

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

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

If there is an enrollment dispute, the student shall be immediately enrolled in the school in

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

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

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

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

Internet Use

The purpose of the Wilmington School District network is to advance and promote education in Wilmington. It is intended to assist in the collaboration and exchange of information among all who are concerned with education. The Internet is a computer network (actually a network of networks) that links the schools with other schools, universities, private corporations and people worldwide. The primary purpose of using the Internet is to help students gain access to vast amounts of current research being conducted locally, nationally, and worldwide and to communicate with other students with similar interests who are on the network.

Access to the World Wide Web/Internet must be in support of education and research. The use of the Internet Access Network is a privilege, not a right. You are responsible for

what you say and do on the network. Because communication with thousands of others is so quick and easy, it is important for you to think before speaking and to show respect for other people and their ideas.

Network administrators will make reasonable efforts to maintain reliable service and user privacy, but they cannot absolutely guarantee that the system will always be available or that files will always be saved, nor can privacy be completely guaranteed.

Network Responsibilities

1. Transmission of any material in violation of any US or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening, harassing, or obscene material, pornographic material, or material protected by trade secrets. Any traffic from this network that traverses another network is also subject to that network's acceptable use policy.
2. Users must respect others' privacy and intellectual property.
3. All communication and information accessible via the network should be assumed to be private property. Any sources used in research must be cited and credit given to the author.
4. The legal rights of software producers and network providers, and copyright and license agreements, must be honored.
5. The Internet will be accessed from within the Wilmington school systems. When using the Network, the student must obey any faculty, staff members or supervising personnel.

Etiquette

1. Certain behaviors have gained acceptance on the network, some because they save misunderstanding and maintain privacy, and others because they help other users avoid a waste of time or help conserve system resources. As you join the on-line community, practice these appreciated behaviors.
2. Never give out personal information, such as your Social Security number, telephone number, mailing address.
3. What you say on the computer reflects upon you, be proud of it. Never use offensive or inappropriate language (e.g., derogatory or explicit language, swearing).
4. Don't publicly criticize ("flame") others.
5. Do not contribute to junk mail. Do not use all capital letters.
6. Conferencing and bulletin boards are "showcases." Proofread and edit before posting.

Access

To get Internet access, you must do the following:

1. Read this entire document and ensure that you understand these terms and agree to abide by them.

2. Complete and sign the application form.
3. Show the enclosed letter and this document to your parent/guardian and have them sign the application form.

Terms and Conditions

Any violation of the network responsibilities will result in a cancellation of network privileges. The system administrators will deem what is inappropriate use and their decision is final. Also, the system administrators may close the Network at any time as required. The administration, faculty and staff may request the system administrator to deny, revoke or suspend specific users. Disciplinary action including suspension may also take place. Wilmington School District will not be responsible for any damages you suffer, including loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by the school's own negligence, your errors or omissions. Use of any information obtained via the Network is at your own risk. Wilmington School District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Gifts

The acceptance of gifts worth \$50 or more by school personnel in a calendar year when the gift is given because of the position they hold, or because of some action the recipient could take or has taken in his or her public role, violates the conflict of interest law. Acceptance of gifts worth less than \$50, while not prohibited by the conflict of interest law, may require a written public disclosure to be made.

In keeping with this policy, no employee of the school district will accept a gift worth \$50 or more that is given because of the employee's public position, or anything that the employee could do or has done in his or her public position. Gifts worth less than \$50 may be accepted, but a written disclosure to the employee's appointing authority must be made if the gift and the circumstances in which it was given could cause a reasonable person to think that the employee could be improperly influenced. The value of personal gifts accepted is aggregated over a calendar year (4 gifts of \$20 value is the same as 1 gift of \$80 if given in the same calendar year).

In general, homemade gifts without retail value are permissible because a reasonable person would not expect an employee would unduly show favor to the giver, so no disclosure is required. Such gifts could include homemade food items (cookies, candy, etc.), handpicked flowers, and handmade gifts worth less than \$10 (ten) dollars.

Class Gifts

There is a specific exception to the prohibition against accepting gifts worth \$50 or more, when the teacher knows only that the gift is from the class, not from specific donors. A single class gift per calendar year valued up to \$150 or several class gifts in a single year with a total value up to \$150 from parent/guardians and students in a class may be

accepted provided the gift is identified only as being from the class and the names of the givers and the amounts given are not identified to the recipient. The recipient may not accept an individual gift from someone who contributed to the class gift. It is the responsibility of the employee to confirm that the individual offering such gift did not contribute to the class gift.

Gifts for School Use

Gifts given to a teacher solely for classroom use or to purchase classroom supplies are not considered gifts to an individual employee and are not subject to the \$50 limit. However, an employee who accepts such gifts must keep receipts documenting that money or gift cards were used for classroom supplies.

Solicitations

In spirit, the School Committee supports the many worthwhile charitable drives that take place in the community and is gratified when school employees give them their support. However, the solicitation of funds from staff members through the use of school personnel and school time is prohibited by the conflict of interest law. Therefore, no solicitations of funds for charitable purposes should be made among staff members. Staff members of course remain free to support charitable causes of their own selection.

Chain of Communication:

Who do I call with a question or suggestion?

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

Classroom or Curriculum Concerns:

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

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 – Assistant Superintendent
- STEP 4 – Superintendent of Schools

For Grades 1-3:

- STEP 1a – Classroom Teacher, Special Education Teacher, or Related Service Provider; if

not resolved...

- STEP 1b – If appropriate – School Guidance Counselor or Psychologist; if not resolved...
- STEP 2 – Building Administrator; if not resolved...
- STEP 3 – Superintendent of Schools

For Grades 4-5:

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

Preschool-5 Curriculum Issues & Questions:

Coordinator of ELA – Woburn Street School

Coordinator of STEM – North Intermediate

Grades 6-12:

- STEP 1a – Classroom Teacher, Special Education Teacher, or Related Service Provider; if not resolved...
- STEP 1b – If appropriate, School Guidance Counselor or Psychologist
- STEP 2 – Curriculum Team Leader/Liaison
- STEP 3 – Building Administrator
- STEP 4 – Assistant Superintendent of Schools
- STEP 5 – Superintendent of Schools

504 Plans:

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

Special Education

Preschool-Kindergarten:

- STEP 1 – Teacher, Special Education Teacher, Related Services Provider; if not resolved...
- STEP 2 – Head Teacher; if not resolved...
- STEP 3 – Building Administrator; if not resolved...
- STEP 4 – Team Chairperson; if not resolved...
- STEP 5 – Administrator of Special Education; if not resolved...
- STEP 6 – Superintendent of Schools

For Grades 1-3:

- STEP 1 – Teacher, Special Education Teacher, Related Service Provider; if not resolved...
STEP 2 – Building Administrator; if not resolved...
- STEP 3 – Team Chairperson; if not resolved...
- STEP 4 – Administrator of Special Education; if not resolved...
- STEP 5 – Superintendent of Schools

For Grades 4-5:

- STEP 1 – Teacher, Special Education Teacher, Related Service Provider; if not resolved...
- STEP 2 – Building Administrator; if not resolved...
- STEP 3 – Team Chairperson; if not resolved...
- STEP 4 – Administrator of Special Education; if not resolved...
- STEP 5 – Superintendent of Schools

For Grades 6-12:

- STEP 1 – Teacher, Special Education Teacher, Related Service Provider; if not resolved...
- STEP 2 – Liaison; if not resolved...
- STEP 3 – Special Education Curriculum Team Leader; if not resolved...
- STEP 4 – Building Administrator; if not resolved
- STEP 5 – Assistant Superintendent; if not resolved...
- STEP 6 – Superintendent of Schools

Medical Concerns

- STEP 1 – School Nurse; if not resolved...
- STEP 2 – Nurse Leader; if not resolved...
- STEP 3 – Building Administrator; if not resolved...
- STEP 4 – Director of Student Support Services; if not resolved...
- STEP 5 – Superintendent of Schools

Guidance Department

For Grades 6-12:

- STEP 1 – Guidance Counselor; if not resolved...
- STEP 2 – Guidance Curriculum Team Leader; if not resolved...
- STEP 3 – Building Administrator; if not resolved...
- STEP 4 – Assistant Superintendent of Schools; if not resolved...
- STEP 5 – Superintendent of Schools

Transportation

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

- STEP 4 – Superintendent of Schools

Athletics

For Grades 9-12:

- STEP 1 – Coach; if not resolved...
- STEP 2 – Athletic Director; if not resolved...
- STEP 3 – Building Administrator; if not resolved...
- STEP 4 – Assistant Superintendent; if not resolved...
- STEP 5 – Superintendent of Schools

C.A.R.E.S.

For Grades K-5:

- STEP 1 – Site Coordinator; if not resolved...
- STEP 2 – Director of C.A.R.E.S.; if not resolved...
- STEP 3 – Director of Finance & Administration; if not resolved...
- STEP 4 – Superintendent of Schools

WILMINGTON PUBLIC SCHOOLS SCHOOL CALENDAR 2021-2022

8/30 - 8/31 Professional Development for Teachers 9/1 First Day of School for Grades 1-12 9/3 Schools Closed 9/6 Labor Day (Schools/Offices Closed) 9/7 First Day of School for PreK and Kindergarten 9/29 Early Dismissal - Curriculum Improvement Time 20 Days	<table> <tr><th colspan="5">AUG./SEPT. '21</th></tr> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> <tr><td>30</td><td>31</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>H</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </table>	AUG./SEPT. '21					M	T	W	Th	F	30	31	1	2	3	H	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		<table> <tr><th colspan="5">FEBRUARY '22</th></tr> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>H</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>28</td><td></td><td></td><td></td><td></td></tr> </table> 2/3 Middle School Parent Conferences (Early Dismissal) 2/21 Presidents Day (Schools/Offices Closed) 2/22-2/25 February Break 15 Days	FEBRUARY '22					M	T	W	Th	F		1	2	3	4	7	8	9	10	11	14	15	16	17	18	H	22	23	24	25	28				
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12/9 Gr. K - 5 Parent Conf. (Early Dismissal) 12/10 Preschool Parent Conferences 12/24-12/31 Winter Break (Schools Closed) 17 Days	<table> <tr><th colspan="5">DECEMBER '21</th></tr> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table>	DECEMBER '21					M	T	W	Th	F			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	<table> <tr><th colspan="5">MAY '22</th></tr> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>H</td><td>31</td><td></td><td></td><td></td></tr> </table> 5/4 Early Dismissal - Curriculum Improvement Time 5/20 Preschool Parent Conferences 5/30 Memorial Day (Schools/Offices Closed) 21 Days	MAY '22					M	T	W	Th	F	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	H	31			
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1/17 M.L. King Jr. Day (Schools/Offices Closed) 1/26 Early Dismissal - Curriculum Improvement Time 20 Days	<table> <tr><th colspan="5">JANUARY '22</th></tr> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>H</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td></tr> </table>	JANUARY '22					M	T	W	Th	F	3	4	5	6	7	10	11	12	13	14	H	18	19	20	21	24	25	26	27	28	31					<table> <tr><th colspan="5">JUNE '22</th></tr> <tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td></td></tr> </table> 6/15 Last Day of School (if NO more days are used) Early Release Day - Professional Development 6/20 Juneteenth Holiday (observation) 6/23 Last Day of School (if ALL more days are used) Early Release Day - Professional Development 11 Days	JUNE '22					M	T	W	Th	F			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23						
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Total Pupil Days:
Days in Reserve:

180
5
185

H Early Dismissal
H Holiday- Schools and Offices Closed
H No School Day

H Early Childhood/Elementary Parent Conferences- Early Dismissal
H Middle School Parent Conferences- Early Dismissal
H No School for Students- Teacher Prof. Development Day
H Preschool Parent Conferences
H High School Parent Conferences (evening)

Approved by Wilmington School Committee:

4/7/2021



This handbook is made available at the beginning of every academic year to every student. It is the presumption of the administration and the school system that a parent/guardian and student will read and understand the handbook.