

## **WALTHAM HIGH SCHOOL STUDENT HANDBOOK**

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## **I. INTRODUCTION**

### **PRINCIPAL'S MESSAGE**

Dear Students, Parents, and Guardians:

As Principal of Waltham High School it is my pleasure to welcome you to an exciting and productive school year. Waltham High School offers multifaceted academic programs, a wide variety of extracurricular activities, an excellent, caring and enthusiastic staff, along with excellent students who are highly motivated.

The key elements to attain success include energy and motivation to learn, a creative mind to explore your interests and goals, and a willingness to connect and understand your classmates and teachers.

This handbook is designed to make your experience at Waltham High School a time to learn, grow, explore, and enjoy. It contains important information relating to graduation requirements, school policies, procedures, student resources, and regulations. Please continue to refer to this handbook throughout the school year.

I look forward to working with you this school year.

Sincerely,  
Paul J. Maiorano, Principal  
Waltham High School

### **FOREWORD**

Here is your revised and updated Waltham High School Handbook. Its purpose is to answer any questions you may have concerning the school.

It is essential that every student read this handbook carefully, because he/she will be responsible for the material contained therein.

The handbook contains important information about the Waltham High School code of conduct, disciplinary policies and procedures, as well as student rights. This handbook is the result of the joint efforts of the Student Council, Faculty, and Administration.

Translations of this handbook in your primary language are available.

## **WALTHAM HIGH SCHOOL MISSION STATEMENT**

At Waltham High School, we are proud of our academic programs. We provide courses to meet every student's needs: challenging standards-based courses for all students, advanced placement courses for higher achieving students, and technical certification courses for multiple vocational and technology pathways. Our fine and performing arts, vocational, and athletic programs are an integral part of Waltham High School that augment our academic program of studies. We are educating the citizens of tomorrow.

### **Core Values, Beliefs and Learning Expectations**

Waltham High School believes that in order to succeed in the 21st century, all people must think both creatively and analytically, work with diligence both individually and in teams, and possess the ability to share ideas clearly with a variety of audiences. To prepare its graduates for success, Waltham High School provides a safe and supportive learning environment which emphasizes high academic expectations and civic and social responsibility. Our community fosters respect for the individual with an appreciation of cultural diversity, while our curriculum and programs provide a comprehensive education, opening multiple career paths and educating the whole student (mentally, physically, and emotionally). Whether students intend to pursue a college education, employment, or military service, Waltham High School has programs to facilitate their success. Graduates of Waltham High School will be prepared to think, work and share as skilled members of our 21st century global community.

### **Academic Expectations**

Waltham High School students will:

- Think and communicate clearly and effectively
- Read, write, and listen for understanding
- Work independently and collaboratively
- Effectively apply technology
- Solve problems effectively

### **Social Expectations**

Waltham High School students will:

- Know their strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset" (Self Awareness).
- Effectively manage stress, control impulses, and motivate themselves to set and achieve goals (Self-Management).
- Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures (Social awareness).
- Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed (Relationship skills).
- Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms (Responsible decision-making).

### **Civic Expectations**

Waltham High School students will:

- Advocate for self and others
- Formulate viewpoints that reflect a global perspective, valuing community and diversity

The goals of Waltham High School include building strong learning communities to improve student performance. Our mission is to create a high performing school that is academically excellent, responsive to the unique developmental needs of young adolescents and provides every student with

highly qualified teachers, resources, learning opportunities and supports. We will incorporate these six key elements to collectively support student performance:

- A safe and healthy school climate
- Innovative use of technology to support curriculum, instruction and assessment
- Strong links among family, school and community
- Ongoing professional development of staff
- Rigorous and developmentally responsive curriculum, instruction and assessment
- Collaborative leadership

High school education is most effective if a partnership is achieved among students, parents, teachers, and administrators. Within that partnership there exists recognition and deep appreciation of Waltham's culturally diverse student population. This diversity, because it can only enrich a community and its school system, will be enhanced and fostered. Some of the criteria which mark an effective partnership and are likely to enhance the quality and effectiveness of middle school education are as follows:

**Students:**

- strive to perform at their best on in-school and homework assignments.
- take pride in their work and conduct.
- respect the rights of peers and adult authority.
- obey school rules and regulations.
- ask for help or assistance when needed.

**Teachers:**

- respect each student as an individual.
- maintain an effective learning environment.
- exhibit qualities of competence, creativity, and self-control.
- inspire in students the desire for personal achievement.
- implement school department rules and regulations.
- guide students toward the development of self-discipline.
- communicate in a timely and effective manner with administrators and parents.

**Parents:**

- instill in children respect for peers and for adult authority.
- exhibit qualities of patience, support, and self-control.
- reinforce in children the importance of completing assignments.
- encourage children to always try their best.
- support school rules and regulations.
- communicate in a timely manner with administrators and teachers.
- alert school staff to any significant situations or incidents involving your child.
- demonstrate support for your child's school by becoming involved in school activities whenever possible.

**Administrators:**

- provide leadership in the schools.
- observe and evaluate teacher performance.
- communicate in a timely and effective manner with staff members and parents.
- implement school department rules and regulations.

- maintain an atmosphere of respect and achievement in the schools.
- seek to foster development of individual students.
- seek to foster staff development.

### **STATEMENT OF EQUAL OPPORTUNITY**

Waltham Public Schools is committed to ensuring equal educational opportunities for all students, and does not discriminate on the basis of students' disability, race, color, gender identity, sex, sexual orientation, homelessness, religion, or national origin.

### **PARENT INVOLVEMENT STATEMENT**

The Waltham Public Schools are committed to the active involvement of all members of the Waltham community. We encourage families and other members of the Waltham community to become actively involved.

Parents and guardians of Waltham students are encouraged to participate in the learning process at home to help students achieve the standards established for learning and social development at school.

The Waltham Public Schools invite parents and citizens to visit during American Education Week and on other days that may be set-aside for that purpose.

The Waltham Public Schools encourage the recruitment of volunteers to participate in partnership with the schools in activities such as the following:

1. Membership on School Councils
2. Membership on school PTO's
3. Membership on Title One, ELL and Special Education PAC's

The Waltham Public Schools report student progress to parents and guardians via report cards. Each individual school shall plan parent teacher meetings at which individual conferences may be scheduled.

### **WALTHAM HIGH SCHOOL CODE OF BEHAVIOR**

In order to establish a more peaceful atmosphere, eliminate ignorance, and increase respect and dignity for all, we have proposed the formation of a code of behavior.

Because it is our belief:

1. That each person of the Waltham High School community has the basic right to have the respect and the dignity due to each human being;
2. That individual differences such as students' disability, race, color, religion, national origin, sex, gender identity or sexual orientation, should in no way determine the quality of rights and/or opportunities provided for each person;
3. That each person should expect treatment that is free from all prejudices, stereotypes, and biases; and,
4. That each person has the right to participate in academic, athletic, social and any other school activity without fear of any kind of harassment.

We therefore will abide by the following code of behavior:

5. We will treat each person of Waltham High School's community with respect and dignity;

6. We will tolerate and appreciate each other's feelings, cultural backgrounds, opinions, beliefs, appearances and generational differences;
7. We will protect and recognize the right of each individual to a quality education and a safe learning/teaching environment;
8. We will willingly control our attitudes and our behaviors;
9. We will help resolve, when witnessing any stereotyping, prejudicial and/or bias-motivated behavior;
10. We will attempt to resolve any differences with open and sensitive communication/dialogue; and,
11. We will assume the responsibility to establish and to respect the dignity for all people whether in school or in our community.

### **SCHOOL RESOURCE OFFICERS (SRO)**

The SROs contribute to the safety of Waltham High School by ensuring a safe and secure campus, educating students about law-related topics, and mentoring students. The SROs are a valuable resource to our students and staff.

A memorandum of understanding between the Waltham Police Department and Waltham Public Schools is on file in the principal's office.

## **II. ORGANIZATION**

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### **AUTHORITY OF TEACHERS**

Because teachers are in a position of authority in their classrooms and elsewhere in the school, it is necessary for students to obey them at all times. Courtesy is expected of you, and insubordination, back talk, or other disrespect cannot be tolerated. If for any reason you are asked to return after school, you must do so. This right to detain pupils has been given specifically to teachers by the school administration. A one-day delay in serving a session may be arranged with the specific teacher for sufficient reasons.

### **HOUSE SYSTEM**

Waltham High School is divided into four sections, or houses. The term "house" refers to a particular combination of pupils of one class (freshman, sophomores, juniors, or seniors) and the teachers that are assigned to a specific area of a building. Each house has a separate administrator, known as the Associate Principal, who is essentially the principal of a "school within a school." Each student remains in the same house, with the same student support services counselor, and the same Associate Principal during four years of high school.

### **STUDENT COUNCIL**

The Student Council is a very active group at Waltham High School. The aims of the council are to work for the welfare of the student body, to provide a method of communication between students and faculty, and students and School Committee, to stimulate interest in school activities, and to improve the general atmosphere of the school.

The Student Council is an organization in which students can actively participate in making their high school years enjoyable.

### **COURSE REQUIREMENTS FOR GRADUATION**

1. Every student must take and pass 4 years of ENGLISH. Ninth and tenth grade students will take six periods of English per week.
2. Every student must take and pass 4 years of MATH
3. Every student must take and pass WORLD HISTORY, UNITED STATES HISTORY I and UNITED STATES HISTORY II.
4. Every student must take and pass PHYSICAL EDUCATION each year.
5. Every student must take and pass 3 years of Lab SCIENCE.
6. Every student must take and pass 5 credits of FINE ARTS and 5 credits of PRACTICAL ARTS.
7. All students should take and all college prep students must take and pass two years of a single FOREIGN LANGUAGE.
8. Every student must have a schedule that has thirty (30) class periods per week.
9. Every student must have a schedule with at least 5 courses that meet a minimum of four times each week. At least four of those five courses must be in the following subjects: English, Mathematics, Foreign Language, Social Studies, Science, Business, History of Art.
10. The courses listed in this booklet meet either two, four or six periods per week. Two period courses earn 2.5 credits, four period courses earn 5 credits, and six period courses earn 7.5 credits.
11. All graduating seniors must accrue a minimum of 120 credits in order to graduate.

## **GRADUATION REQUIREMENTS**

In order to participate in graduation exercises students must be an enrolled member of the respective class at the date of graduation, have met all Waltham High School graduation requirements, and whose conduct is in good standing.

## **COMMENCEMENT**

Per state guidelines (603 CMR 27.05), Commencement will take place no earlier than within 12 days of the scheduled last day of school. The planning and execution of commencement will be the responsibility of the Principal and/or his or her designee. Students may decorate or wear forms of self-expression on their mortar at the discretion of the Principal and/or his designee. The Principal reserves the right to remove signs or symbols that are in violation of the school's dress code.

## **MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM (MCAS)**

Students will take the State MCAS tests in the spring of sophomore year. The testing sessions will include English Language Arts, mathematics, and science and are intended to measure the extent to which students have acquired the skills, concepts, and knowledge as expressed in the Curriculum Frameworks in those subject areas. The tests include multiple choice, short answer, open-ended questions, and an essay. There are four levels of achievement, and the descriptors for each level are clear. All students will be required to pass these tests in order to graduate. Course selection should reflect the necessary preparation for those exams.

## **PLACEMENT OF STUDENTS**

Promotion or re-entry of a student to W.H.S. is based on previous credits earned and on the ability of a student to fulfill core and graduation requirements. Thus, at a minimum, a student must have earned 20 credits to enter sophomore year, 45 credits to enter junior year and 82.5 credits to enter senior year. The Associate Principals will meet annually to determine the "house" status of the students.

## **ENGLISH LANGUAGE LEARNERS WAIVER PROCESS**

In accordance with Section 5 of Massachusetts General Law Chapter 71 A, individual students may be provided with waivers of placement in the English Language Learners Program under certain conditions if the parent annually applies for the waiver by visiting the student's school and providing written informed consent. For students under age ten, the law allows waivers under the following conditions: (a) the student has been placed in an English language classroom for at least thirty days before the parent applies for the waiver; (b) documentation by school officials in no less than 250 words that the student's special and individual physical or psychological needs, separate from lack of English proficiency, makes an alternative course of educational study better suited to the student's overall educational development and rapid acquisition of English; (c) inclusion of such documentation in the student's permanent school record; and (d) authorizing signatures on the waiver application of both the school superintendent and the school principal. For students age 10 and older, the law allows waivers when it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the student's overall educational progress and rapid acquisition of English. The Director of English Language Learner Programs, as the designee of the Superintendent, will oversee the waiver process. Placement decisions of the Director of ELL shall be in accordance with the statute and shall be final. For more information on waivers, contact the English Language Learners office at 781-314-5499.



## **GIFTS-ETHICS COMMISSION-MA GENERAL LAWS**

Chapter 268A: Section 3. Gifts, offers or promises for acts performed or to be performed; corruption of witnesses; solicitation of gifts; witness fees; regulations

Section 3. (a) Whoever knowingly, otherwise than as provided by law for the proper discharge of official duty, directly or indirectly, gives, offers or promises anything of substantial value to any present or former state, county or municipal employee or to any member of the judiciary, or to any person selected to be such an employee or member of the judiciary: (i) for or because of any official act performed or to be performed by such an employee or member of the judiciary or person selected to be such an employee or member of the judiciary; or (ii) to influence, or attempt to influence, an official action of the state, county or municipal employee or to any member of the judiciary; or

(b) Whoever knowingly, being a present or former state, county or municipal employee or member of the judiciary, or person selected to be such an employee or member of the judiciary, otherwise than as provided by law for the proper discharge of official duty, directly or indirectly, asks, demands, exacts, solicits, seeks, accepts, receives or agrees to receive anything of substantial value: (i) for himself for or because of any official act or act within his official responsibility performed or to be performed by him; or (ii) to influence, or attempt to influence, him in an official act taken; or

(c) Whoever knowingly, directly or indirectly, gives, offers or promises anything of substantial value to any person, for or because of testimony under oath or affirmation given or to be given by such person or any other person as a witness upon a trial, hearing or other proceeding, before any court, any committee of either house or both houses of the general court, or any agency, commission or officer authorized by the laws of the commonwealth to hear evidence or take testimony or for or because of his absence therefrom; or

(d) Whoever knowingly, directly or indirectly, asks, demands, exacts, solicits, seeks, accepts, receives or agrees to receive anything of substantial value for himself for or because of the testimony under oath or affirmation given or to be given by him or any other person as a witness upon any such trial, hearing or other proceeding, or for or because of his absence therefrom; shall be punished by a fine of not more than \$50,000, or by imprisonment in the state prison for not more than 5 years, or in a jail or house of correction for not more than 2 1/2 years, or both.

(e) Clauses (c) and (d) shall not prohibit the payment or receipt of witness fees provided by law or the payment by the party upon whose behalf a witness is called and receipt by a witness of the reasonable cost of travel and subsistence incurred and the reasonable value of time lost in attendance at any such trial, hearing or proceeding, or, in the case of expert witnesses, involving a technical or professional opinion, a reasonable fee for time spent in the preparation of such opinion, in appearing or testifying.

(f) The state ethics commission shall adopt regulations: (i) defining "substantial value," ; provided, however, that "substantial value" shall not be less than \$50; (ii) establishing exclusions for ceremonial gifts; (iii) establishing exclusions for gifts given solely because of family or friendship; and (iv) establishing additional exclusions for other situations that do not present a genuine risk of a conflict or the appearance of a conflict of interest.

### **HOMEWORK GUIDELINES**

Homework assignments can vary widely. They can consist of library research study or writing; they can be short-term or long-term. In addition to reinforcing material already covered, they can also involve new material. For example, students could be asked to read chapters in a book preparatory to a discussion the next day.

The following guidelines differ according to grade and course level. They should be made known to all students and parents. Nightly homework is an implied part of any academic course. It usually includes review of class text and notes, written and reading assignments and study for mastery. A typical high school student averages about two hours of study per evening at home.

Minimum and maximum time allocations might be less productive than setting goals for accomplishment. Instead, "COURSE EXPECTATION STATEMENTS" should be prepared for all courses, to be distributed to students and parents at the outset of the course. These statements would emphasize the importance of homework, how much it will count, its length, frequency, etc. Statements will likely differ across academic levels, from department to department, and even from course to course within a department.

### **HOMEWORK REQUESTS**

Pupils planning to be out of school for more than 3 days should request class assignments for preparation at home. Students are responsible for completion of such assignments in a timely manner. Their parents should contact the Associate Principal for these assignments. Arrangements should be made for picking up assignments by another student, the parent, or a brother or sister.

### **MAKEUP POLICY**

In the event that a student misses an exam or class work due to a legitimate reason, the student should contact the teacher and arrange for makeup at a mutually agreeable time. Ordinarily, all make-up should be completed in one week. (Refer to room management plans.)

### **ACADEMIC HONESTY POLICY**

Waltham High School students are expected to abide by the fundamental principles of honesty with respect to their academic work. Students are expected to put forth their best effort in responding to homework, daily assignments, quizzes, tests, essays, and research papers/projects. Cheating and plagiarism undermine a student's ability to realize his/her full academic potential, destroy the trust between teacher and student, and compromises other students' academic standing.

**Cheating** is defined as follows:

1. Copying or attempting to copy another student's homework, quiz, test, essay, or lab report.
2. Giving a completed homework assignment, essay, or lab report to another student without the teacher's approval.
3. Allowing another student to copy answers during a test or exam.
4. Collaborating with other students on an assignment in direct violation of teacher's instructions.
5. Using books and electronic information in generating an assignment in direct violation of teacher's instructions.
6. Accessing, taking, and benefiting from copies of tests and quizzes previously used (or to be used) by teachers. \*

### **Plagiarism:**

Plagiarism is a serious form of cheating. Plagiarism occurs when a student takes the written, musical, or artistic composition and/or ideas of another person or source and presents them as his/her own. Students at Waltham High School are prohibited from plagiarizing the work of others. Examples of plagiarism include the following:

1. Copying material from the source, including the Internet, without citing the source (or citing the source but omitting quotation marks).
2. Paraphrasing the source without proper citation.
3. Copying stories, in whole or in part, which appear in books, magazines, television, or film.

4. Copying directly, without making changes, alterations or adaptations from a drawing, painting, illustration, photographic image, or graphic symbol without citing the source.
5. Submitting papers written in whole or part by someone else, including the Internet.
6. Submitting papers on which the student has received substantial assistance from peers and/or adults that dramatically changes the character of the work so that it is no longer the student's own\*.

(\*Adapted from A Guide to MLA Documentation, Lexington High School Student/Parent Handbook, Wellesley High School Student Handbook, and School Principal's Legal Alert Fall 2001 Supplement.)

### **Cheating**

<b>Cheating Offenses</b>	<b>First Offense</b>	<b>Second Offense</b>
<b>1) Copying or attempting to copy another student's homework, quiz, test, essay or lab report</b> <b>2) Giving a completed homework assignment, essay or lab report to another student without the teacher's approval</b> <b>3) Allowing another student to copy his/her answers during a test or exam</b> <b>4) Collaborating with other students on an assignment in direct violation of teacher's instructions</b> <b>5) Using books and electronic information in generating an assignment in direct violation of teacher's instructions</b>	<ul style="list-style-type: none"> <li>• <b>Grade earned: 0</b></li> <li>• <b>Parents notified at teacher's discretion.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Grade earned: 0</b></li> <li>• <b>Associate Principal and parents notified.</b></li> <li>• <b>"C" in Conduct</b></li> </ul>
<b>Cheating Continued:</b> <b>1) Accessing, taking, and/or benefiting from copies of tests and quizzes previously used or to be used by the teacher</b>	<ul style="list-style-type: none"> <li>• <b>Grade earned: 0</b></li> <li>• <b>"D" in conduct</b></li> <li>• <b>Associate Principal and parents notified.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Grade earned: 0</b></li> <li>• <b>Possible suspension</b></li> <li>• <b>"F" in conduct</b></li> <li>• <b>Associate Principal and parents notified.</b></li> </ul>

### **Plagiarism**

<b>Plagiarism offenses</b>	<b>First Offense</b>	<b>Second Offense</b>
<b>1) Inadequate citing of a few instances within a major project including the following:</b> <ul style="list-style-type: none"> <li>• <b>Copying material from the source, including the Internet, without citing the source</b></li> <li>• <b>Citing the source but omitting quotation marks</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Some percentage points deducted from final grade of the paper to be determined by the teacher.</b></li> <li>• <b>Student cannot make up lost points.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Grade earned: 0</b></li> <li>• <b>No make-up allowed.</b></li> </ul>

<ul style="list-style-type: none"> <li>• Paraphrasing the source text without proper citation</li> </ul>		
<p>2) Submitting papers or final products on which the student has received substantial and inappropriate assistance from peers and adults which dramatically changes the character of the work so that it is no longer the student's own</p>	<ul style="list-style-type: none"> <li>• Student and parents are notified of suspicions.</li> <li>• If student agrees/admits, student will be asked to redo the paper according to the teacher's guidelines or receive no credit for the assignment.</li> <li>• If student does not agree/admit, teacher and director will question student orally on contents of paper.</li> <li>• If there is still doubt, student's paper will be compared to previous writing samples by an impartial committee of teachers to determine originality of content and final grade.</li> <li>• If the committee decides that the paper is not the student's work, then the student will be asked to redo the paper according to the teacher's guidelines or receive no credit for the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• See first offense.</li> <li>• Associate Principal and parents are notified.</li> </ul>
<p>Plagiarism continued:</p> <p>1) Taking stories in whole or in part which appear in books, magazines, television or film;</p> <p>2) Submitting papers written in whole or in part by someone else, including the Internet;</p> <p>3) Submitting entire works in whole or in part by someone else, including the Internet</p> <p>4) Taking art pieces or any other visual products in whole or in part which appear in books, magazines, television or film</p>	<ul style="list-style-type: none"> <li>• Grade earned: 0</li> <li>• If a National Honor Society Student, it is reported to advisor for examination.</li> <li>• If the teacher decides that the paper is not the student's work, then the student will be asked to redo the paper according to the teacher's guidelines or receive no credit for the assignment.</li> <li>• "D" in conduct</li> </ul>	<ul style="list-style-type: none"> <li>• Grade earned: "F" for the quarter</li> <li>• If a National Honor Society Student, it is reported to advisor for examination.</li> <li>• Associate Principal and parents notified.</li> <li>• Possible Suspension</li> <li>• "F" in conduct</li> </ul>

### **TUTORING - For Students Unable to Attend School for Medical Reasons**

Guidelines for Accessing Home/Hospital Services  
Parents/Students  
(Updated 9/2018)

What is Home/Hospital Education?

A: Home/hospital services are temporary educational services for students physically unable to attend school. Tutoring services are intended to be short term and cannot replace or duplicate school based instruction. Home/Hospital instruction is not a remediation program or a home school alternative. The goal is to keep students current with classroom instruction and facilitate a return to school when appropriate.

Who is eligible?

A: A student with a documented medical problem enrolled in a Waltham public school, local charter school, or any other approved placement such as a special education collaborative or approved special education school. All medical information is verified before the service is approved. Suspended or excluded students and students waiting placement in another educational program may also be eligible. Pregnant students are eligible for six (6) weeks post-partum of home instruction after the delivery date.

How do I request services?

A: If your child is unable to attend school for a medical reason, you should contact the school nurse. The guidance counselor, principal or classroom teacher may also be able to help direct you. The parent is responsible for obtaining the form from the school, then having the student's physician complete and submit it to the school nurse. The form is the *Physician's Affirmation of Need for Temporary Home or Hospital Education for Medically Necessary Reasons* and can be found at:

[https://www.marbleheadschoools.org/sites/marbleheadmaps/files/uploads/physicianstatement\\_home\\_hospital\\_placement\\_0.pdf](https://www.marbleheadschoools.org/sites/marbleheadmaps/files/uploads/physicianstatement_home_hospital_placement_0.pdf)

Where does tutoring take place?

A: Tutoring takes place in a location such as a library or site deemed accessible and safe by the family, teacher and Department of Special Education. Instruction in the home is determined on a case by case basis depending on the medical needs of the student and the availability of service providers. The district reserves the right to reassign the location when the conditions of the home preclude his/her benefit from instruction.

Must a parent/guardian or responsible adult be present?

A: Yes, a parent/guardian or responsible adult over 18 years of age must be present regardless of the location.

Who provides the instruction and material?

A. Instruction is provided by a teacher licensed in a curriculum area. Although the teacher often provides support in more than one subject area, he/she is not required to be licensed in all areas. Teaching materials are provided by the student's classroom teacher and follows the curriculum provided in the classroom.

Will a high school student receive grades and credit?

A: It depends. Since grades are given, it depends on the quality and amount of work completed as well as test scores and grades earned for any assigned project. School administrators along with the teachers make the final decision.

What is the schedule?

A: Instruction is scheduled at a mutually convenient time for the teacher, student and parent. Since the tutors tend to be teachers from Waltham schools, instruction is often scheduled later in the day. Tutors follow the school calendar, so there is no service during school vacations, holidays or summer vacation.

How much time each week is provided?

A: The amount of time is determined by the school, but typically it is 4 hours per week. Instruction focuses on the priority needs of the student and is not intended to duplicate all services or hours that would be available in the school setting. This is especially important to remember if your student is on an IEP.

What is expected of parents?

A: Since only a portion of the student's studies are completed under the supervision of the tutor, the parent/ guardian is responsible for supervising independent work. So, make every effort to see that homework assignments are completed. Make sure the student attends, is on time and ready for the teacher. If instruction takes place in the home, provide an uninterrupted, quiet, clean, properly lighted, consistent space. The space must be smoke free. Ensure that pets are confined prior to the arrival of the teacher. Make sure that the student has pens, pencil and a place to store books and materials.

Who do I call if there is a problem?

A: If there is any problem or concerns with instruction, contact a Home/Hospital Liaison: Assistant Director of Special Education, Elementary (PK-5 students) at 781-314-5587 or Assistant Director of Special Education, Secondary (6 – 12 students) at 781-314-5429 between the hours of 8:00 AM and 3:30 PM.

What if I need to cancel?

A: Please notify the teacher at least 24 hours before the session to be cancelled. If you need to cancel at the last minute, and it is before the Special Education Office closes please call the Home/Hospital Liaison (Assistant Director of Special Education, Elementary for Grade PK-5 students at 781-314-5587 or Assistant Director of Special Education, Secondary for Grade 6 – 12 students at 781-314-5429) who will contact the tutor. Failure to attend sessions and/or frequent cancellation might result in suspension of services.

## **PROGRESS/DEFICIENCY REPORTS**

Reports of attendance and scholastic deficiency are issued midway through each quarter. They are issued to students who are not working to capacity. Copies of the report are submitted to the Pupil Services Department to serve as a basis for follow-up consultation. The students must return the Progress Report, signed by their parents, to the teacher who issued it.

## **EXAMINATIONS**

Regular examinations during the course of the school year will be given as deemed necessary by individual departments and their teachers. A schedule for final exams, which may count 25% of the fourth quarter grade, will be provided by the administration at the end of the fourth quarter. Final exams must be taken when scheduled.

## **REPORT CARDS AND GRADING SYSTEM**

Report cards are issued four times a year: in November, January, April, and June.

The marking schedule on the report cards is as follows:

### **SUBJECTS**

A+	97 - 100	C+	77 - 79
A	93 - 96	C	73 - 76
A-	90 - 92	C-	70 - 72

B+	87 - 89	D+	67 - 69
B	83 - 86	D	63 - 66
B-	80 - 82	D-	60 - 62
F	0 - 59		

## **CONDUCT**

A	Excellent
B	Good
C	Unsatisfactory
D	Serious Misconduct
F	Complete Failure

D's and F's in Conduct are issued only by the Associate Principal. If a pupil's conduct is exemplary, the grade for Conduct will appear as A. Conduct grades are issued by the Associate Principal.

## **PLUSPORTALS**

Waltham High School uses PlusPortals, a software program that will allow access to current updates of students' grades and assignments, as well as other important information regarding classroom and school wide activities. Early in the school year parents and students will receive a link and invitation to join PlusPortals if they have not yet set up an account for Waltham High School. If at any point you are unable to access PlusPortals, email [portalshelp@walthampublicschools.org](mailto:portalshelp@walthampublicschools.org).

## **GRADE POINT AVERAGE (GPA)**

A weighted grade point average is determined for all Waltham High School students based on major academic courses at the end of each school year. The higher the level of an academic course, the higher the GPA weight. Thus, Honors level courses carry a 5.3 value for an A+, C1 level courses carry a 4.3 value, C2 level courses carry a 3.3 value and CP courses carry a 2.3 value.

## **STUDENT RECORDS**

All students have an academic record that includes information not contained in the transcript but important to the educational process. The transcript contains the student's name, phone number, and birth date. It lists course titles, grades, grade level completed, and year of graduation. The temporary record consists of all information in the student record other than the transcript. Such information may include standardized test results, evaluations by teachers or other school staff, and other materials. Seniors receive and sign for this record just prior to graduation. Unclaimed records must be destroyed seven years after the student graduates or leaves the school system. Transcripts are maintained for sixty (60) years.

Parents/guardians shall have access to their student's record. Upon reaching fourteen years of age, a student may inspect his/her student record. These records consist of the transcript and temporary file. The parent/eligible student may add information, comments, data, or other relevant written information to the student record. If a parent and/or eligible student wishes to amend his/her records in any way, he/she must submit the request to the principal. In the event that any decisions of the Principal or his designee is not satisfactory in the whole or in part, the student shall have the right to appeal to the Superintendent of Schools to have the decision changed.

With a few exceptions, no third party may inspect any records without the written authorization of the other two parties. These exceptions are set forth in a federal statute "FERPA", 20 USC §1232g and 34 CFR Part 99, and in Massachusetts regulations, 603 CMR 23.00. The Waltham Public Schools may provide access to authorized school personnel of a school to which a student seeks or intends to transfer provided the Waltham Public Schools gives notice to the student and his or her parents or

legal guardian that it forwards student records to schools in which the student seeks or intends to enroll.

The request to see a record must be submitted to the Director of Student Support Services and access will be provided within ten (10) days after the initial request. After leaving school, or upon reaching age eighteen, a student may decide whether or not he/she wishes to continue to extend the right for his/her parents to inspect the records.

State law requires that non-custodial parents follow procedures set forth in Massachusetts General Law chapter 71, §34H and 603 CMR 23.07 (5). Non-custodial parents (those that do not have physical custody of their child) must submit a written request to the school principal annually in order to obtain a copy and/or access their child's record.

## HONOR ROLL

The following are the requirements for a student to achieve the Honor Roll:

HIGH HONORS	HONORS
All A's	A's and B's in all subjects
A in conduct	A or B in conduct

## SELECTION PROCEDURE FOR W.H.S. NATIONAL HONOR SOCIETY

According to the National Honor Society Handbook, membership in the National Honor Society is an honor bestowed upon a student. Selection for membership is by the faculty council and is based on outstanding scholarship, character, leadership, and service. Once selected, members have the responsibility to continue to demonstrate these qualities. No student has a "right" to be selected for membership in the National Honor Society, rather it is an honor awarded to a deserving student.

1. The faculty council, consisting of five voting faculty members appointed by the principal, shall meet in September to select students for membership in the National Honor Society. This will be the only opportunity for students to become members of the National Honor Society.
2. Only seniors shall be eligible for membership in the National Honor Society.
3. A student must have attended Waltham High School for one semester in order to be eligible for membership. A National Honor Society member who transfers to Waltham High School and brings a letter from the former principal or chapter advisor shall be accepted automatically as a member of the Waltham High School National Honor Society. A transfer member must meet the standards set by Waltham High School within one semester in order to retain membership.
4. To be considered for membership, a student must have a weighted cumulative grade point average of 3.7.
5. To be considered for membership, a student must be active in at least two extra-curricular activities (either in school or out of school).
6. To be considered for membership, a student must have maintained a good conduct record.
7. Students who qualify academically will be surveyed to determine interest in membership and to obtain information regarding service and leadership activities. Students who are surveyed should understand that such surveys are not applications for membership, and that review of information gathered does not guarantee selection.
8. The faculty council will evaluate potential members for leadership, service, and character. Faculty members will be surveyed regarding prospective candidates. However, the five appointed members of the faculty council, based on a majority vote, will make the actual selections.



NOTE: THE SELECTION PROCEDURE WILL BE REVIEWED BY THE FACULTY COUNCIL ON AN ANNUAL BASIS FOR POSSIBLE REVISION AND ADJUSTMENT.

See Student Activities section for further description.

## **SEAL OF BILITERACY AWARD**

### **Purpose and Rationale**

The **Seal of Biliteracy** is an award given in recognition of students who have studied and attained proficiency in speaking, reading, and writing in two or more languages by high school graduation. It promotes biliteracy as an asset and rewards students' hard work in becoming bilingual and biliterate.

The Seal of Biliteracy can be evidence of skills that are attractive to future employers and college admissions offices.

### **Benefits of Learning a Second Language**

Children who are learning two languages and who have a familiarity with one or more cultures different from their own have the advantage of understanding the viewpoint of others and recognizing the importance of communicating effectively when tackling issues across the globe.

The study of languages and cultures enables students to think more critically and creatively.

Students' abilities to understand and adapt to a changing world are the foundation for global competence.

Massachusetts Seal of Biliteracy will be displayed on diploma and transcript to validate proficiency in English and another language.

### **Requirements**

- Proficiency demonstrated in English and partner language
- Students must meet all graduation requirements

### **Criteria**

1. English: Proficiency demonstrated on standardized state assessments
  - a. MCAS: a minimum Proficient score of 240 OR
  - b. ACCESS for ELLs – Level 4.2 overall and Level 3.9 composite literacy score
2. Partner Language
  - a. STAMP Assessment in foreign language with a minimum score of Intermediate High
3. Community Service
  - a. 10 hours of community service for academic year (The World Language Department will determine the standards for acceptable community service)

**Seal of Biliteracy with Distinction** – MCAS English score of 260, score of Advanced – Low level on partner language assessment

## **ADMISSION TO POSTSECONDARY SCHOOLS**

The criteria generally used for admission to college are the student's scholastic record, the College Board exams (SAT) I and/or II), extracurricular activities, letters of recommendation. Some colleges require an essay and/or an interview. It is important to get an early start, preferably the spring of the junior year, and meet the application deadlines. It is essential that students plan their program of studies to meet the requirements of any postsecondary school that might be of interest.

## **SCHOLARSHIPS/FINANCIAL AID**

The cost of financing schooling beyond the secondary level has increased in the past few years. Parents should be aware of scholarships, loans, grants in aid, work-study programs, and cooperative education plans that are available to assist students in financing their education.

Sources of funds for financing postsecondary education:

1. Assistance from parents
2. The student's savings
3. Federal scholarships, loans and college work-study programs
4. Commonwealth of Massachusetts's scholarship Program
5. Scholarships provided by companies or unions where parents are employed
6. Fraternal organizations to which parents belong: e.g., Elks, Kiwanis, K. of C., etc.
7. National Merit Scholarship Program
8. Local Scholarships
9. Co-operative Education - a plan available at several colleges whereby the student alternates study with employment in a related job for an equal number of weeks
10. State and Community Colleges where tuition charges are considerably less than in private colleges.

## **HOW DOES A STUDENT APPLY FOR FINANCIAL AID?**

Most financial aid is awarded on the basis of information furnished by students and their parents/guardians through the FAFSA and PROFILE financial aid forms. These forms are available online. The FAFSA (Free Application for Federal Student Aid) is free and available on the FAFSA website. It cannot be filed until January 1<sup>st</sup> of the senior year but should be filed as soon after January 1<sup>st</sup> as possible. The PROFILE charges a fee per college, and can be filed early in the fall of senior year. The PROFILE form is available on the College Board website.

## **WHAT IS THE PURPOSE OF THE FAFSA AND PROFILE?**

The FAFSA is a federal financial aid form required by all colleges, NCAA, and many scholarship services. The PROFILE is a financial aid form required by some private colleges and universities and is administered by the College Board. Both forms are designed to evaluate a family's financial ability to contribute to the cost of postsecondary education. FAFSA and PROFILE both send the family's financial information to the colleges the student selects. Financial aid is then awarded by each college or scholarship program according to this information.

FAFSA uses a formula to determine the amount of financial aid a student will receive in a fair and equitable manner. Colleges and universities receive funds from the federal and state government which they use to assist students in the form of grants, loans, and work-study programs. These funds are awarded to students based on guidelines established by the federal and state government. Colleges also have funds of their own which they make available to student according to need.

## **LOCAL WALTHAM SCHOLARSHIPS**

Waltham students are fortunate to receive a large number of local scholarships given out each year by organizations in the community. The dates for application are announced, usually in late January, with ample time to apply. Scholarships are also available from companies, unions, and fraternal organizations. Most local scholarships are awarded on the basis of financial need. Other factors such as academic potential, personal qualities, service to school and community, and specific restrictions are also considered.

## **COLLEGE ADMISSIONS TESTING**

Many colleges and universities require standardized tests such as the SAT, SAT Subject Tests and ACT. The SAT and SAT Subject Tests are administered by the College Board. The ACT is administered by the American College Testing Program. Students should discuss required testing for college admissions with their guidance counselor and check with the individual colleges to which they are applying. SAT, SAT Subject Tests, and ACT are administered in the months of October through June. Students should check the yearly schedule posted online for which month each test is offered. Waltham High School is a test center for the SAT and SAT Subject Tests.

The TOEFL, Test of English as a Foreign Language, may also be required by some universities for students whose first language is not English. The TOEFL is administered by the Educational Testing Service at locations in the Boston area.

Information and registration materials for the SAT, ACT, and TOEFL are available online. It is important for students to register early to avoid late fees. Fee waivers are available through the student's guidance counselor for those that qualify.

The PSAT is a practice test for the SAT and qualifies students for the National Merit Scholarship. The PSAT is administered in October, free of charge, to all Waltham High School juniors.

## **DESCRIPTION OF TESTS**

SAT - Scholastic Assessment Test - Used to assess student academic readiness for college in reading, writing, and math.

SAT Subject Tests - Used to measure what has been learned in specific high school subjects. Each test is one hour long. Students can take up to three on one day. Not required by most colleges, students should check admissions requirements.

ACT - American College Testing Program

- This is an admissions and scholarship test battery consisting of four tests: English, mathematics, social studies, natural sciences, and an optional writing test. Most colleges will accept ACT scores or SAT scores.

PSAT/NMSQT - The Preliminary Scholastic Assessment Test/ National Merit Scholastic Qualifying Test

- PSAT scores qualify students for the National Merit Scholarship Competition and prepare students for the SAT.

AP - Advanced Placement Tests

- These are given in May over a period of two weeks at Waltham High School. Students enrolled in the course are expected to take the AP Exam. Some colleges use the tests for placement purposes or award college credit for scores of 3 and above.

TOEFL - Test of English as a Foreign Language

- Designed for students with limited English speaking and listening abilities.

### **III. ATTENDANCE POLICIES AND PROCEDURES**

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#### **ATTENDANCE POLICY**

The Waltham School Committee believes that school attendance greatly influences student success in school. The importance of punctuality is also essential to a child's development of responsibility. We ask that parents help instill this value in their child by helping him/her to be punctual for school. The School Committee strongly urges parents of students not to schedule vacations or family business during periods of time when students are in school. Long-term absences are disruptive to the teaching/learning process. It is essential that no student miss school when it can be avoided. It is the responsibility of both parents and school personnel to communicate with each other about a child's absence from school.

Teachers will take daily attendance in each class period and maintain attendance records.

Parents/guardians will be notified of a student has two or more unexcused class periods over at least 5 days in a school year or who has missed 5 or more school days unexcused in a school year.

Parents/guardians will be notified of a student absence if the school has not received notification of the absence from the parent/guardian within three days of the absence.

Upon reaching the fifth absence in a school year, the parents/guardians will be notified. Students will be required to develop an action plan for student's attendance with the Principal or designee, Guidance Counselor and their parents/guardians. The principal or designee, or Guidance Counselor shall make a reasonable effort to meet with the parent or guardian of a student who has 5 or more unexcused absences.

In accordance with Massachusetts General Laws (MGL), Chapter 76, section 1, it is unlawful for a parent/guardian to absent a child between the ages of 6 and 17 for more than 6 days in a six month period, and it is unlawful for anyone to induce a minor to absent him/herself from school. Such incidents will be reported by the principal to the attendance officer who will take appropriate action. In cases of truancy, excessive absences, and/or continued tardiness, the attendance officer will seek to help the family reverse this pattern. Under Chapter 119, section 51A of the MGL, if a child is not attending school on a regular basis, a report can be filed on behalf of a child under the age of sixteen for educational neglect, and the court will be asked to intervene if necessary. In the event of chronic absences or long-term illness, documentation from a physician may be requested.

In accordance with MGL, Chapter 76, sect. 18, no student sixteen years of age or older shall be considered to have permanently left public school unless an administrator of the school which such student last attended has sent notice within five days of the tenth consecutive absence to the parent or guardian of such student in both the primary language of such parent or guardian and English, stating that such student and his parent or guardian may meet with the superintendent or the superintendent's designee for an exit interview. The time for meeting may be extended at the request of the parent or guardian and with consent of the school committee or designated representatives, provided no extension shall be for longer than fourteen days. The superintendent

or designee shall convene a team that may consist of the principal, guidance counselor, teachers, attendance officer, and other relevant school staff, to participate in the exit interview. During the exit interview, the student shall be given information about the detrimental effects of early withdrawal from school, the benefits of earning a high school diploma and the alternative education programs and services available to the student. The superintendent shall annually report to the department of education the number of students sixteen years of age or older who have permanently left school, the reasons for such leaving and any alternative educational or other placement which each such student has taken.

The provisions of this section shall not apply to a student who has completed the regular course of education, apply to a student whose absences have been excused, nor shall this section be construed to permanently exclude a student who wishes to resume his education.

Teachers at all grade levels are not responsible for preparing long-term work or assignments prior to the student's leaving for a vacation trip. If a family vacation or family business causes a student to miss school, teachers are also under no obligation upon the student's return to prepare or assess missed work. In such cases of avoidable absences from school, students are not relieved of their responsibility to keep up with the material covered while they were missing school. The loss of real-time instruction with teacher and classmates cannot be replicated and may impair the absent student's academic progress. Therefore, parents/guardians and students should make every effort to prevent any and all intentional absences from school.

In the event that a student does not report to school for more than fifteen (15) consecutive days, and the principal has inquired about the student and determined that the student is no longer residing in Waltham, the student may be removed from the school register. Should a parent/guardian wish to re-enroll his or her child, the parent/guardian will need to contact the Parent Information Center. Readmission to the school system will require proof of residency, proof of physical/medical examination, immunization records, birth certificate, proof of legal guardianship and tuberculosis testing may be required.

### **SCHOOL ATTENDANCE**

No person shall be excluded from or discriminated against in admission to a public school, or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin, gender identity, or sexual orientation, in accordance with Chapter 76, Section 5 of the General Laws of Massachusetts. Students have the right to attend the public schools of the community where they actually reside. No school committee is required to enroll a non-resident unless said enrollment is authorized by law or by the school committee. Anyone who violates or assists in the violation of this provision may be required to remit full restitution to the community of the improperly attended public schools.

### **UPPER END AGE ADMISSION**

Any student who is nineteen years or older seeking admission to Waltham High School, with inadequate or no prior academic credits, will be referred to programs offered locally or at Massachusetts Community Colleges. Special education students between the ages of 19 and 21 will be assigned on a case-by-case basis in accordance with their Individual Education Plans.

### **FOURTH TERM ADMISSION**

Any student who seeks admission to Waltham High School after the completion of the third term, who has no prior work cited for that academic year, will be deferred to the following September for admission. Summer programs and additional relevant programs will be identified.

## **EXCESSIVE ABSENCES FROM SCHOOL/CLASS ('N' Policy)**

Promptness and regular attendance are prerequisites for success in school and in adult pursuits. In order to benefit from classroom instruction and master the required material and concepts, students must be on time for class, must attend all classes when in school, and must do everything possible to prevent absence from school. In order to assist students in developing habits of promptness and regular attendance, the 'N' Grade policy has been adopted. If student absence in any marking period exceeds the limits listed below, teachers may issue an 'N' grade on report cards. Students are responsible for monitoring their own absences.

### **ABSENCE LIMITS**

During any marking period, students who are absent from class more than nine (9) times for classes which meet six times per week, for more than six (6) times for classes which meet four or more times per week, or more than three (3) times for classes which meet two times per week may receive an 'N' (non-grade) on their report card.

### **SATURDAY SCHOOL (8:30-11:30 a.m.)**

Saturday School is an alternative means of addressing excessive tardiness or cutting classes, or other school infractions. One purpose of Saturday School is to impose a penalty without students missing class time. Saturday School requires that the student complete academic work, not recreational activity. Headphones and cell phones, etc. will not be permitted in Saturday School.

It is the student's responsibility to arrange with teachers for academic work or homework. If the student does not arrange for Saturday schoolwork, the Saturday School monitor, a teacher at Waltham High School, will provide academic work. The penalty for not completing academic work during Saturday School will be a repeat of Saturday School.

Student (or family members) must provide his/her own transportation to and from Saturday School. No student will be allowed to enter Saturday school after 8:30 a.m.

### **TRUANCY**

In cases of truancy, the attendance office will seek to help the family reverse this pattern. The court will be asked to intervene if necessary.

### **EXCUSED ABSENCES**

Verified absences resulting from the following circumstances will not be counted toward an 'N' grade, provided the student follows the outlined procedure. Teachers will arrange for a period of time in which missed work may be submitted and graded in order to remove the 'N' grade. The student is responsible to make arrangements with teachers for make-up work.

#### **REASON FOR ABSENCE** **Extended Illness or Injury**

#### **PROCEDURE**

Up to 3 Days: Upon return, student must bring note from physician to nurse's office. Nurse will issue verification to student. Student will review this form with each teacher.

4-14 Days: Once aware, the student's parent or guardian must notify the house office of the illness or injury and expected return date.

15-45 Days: Once aware, the student's parent or guardian must notify the school to create an intermediate plan to address work missed due to these absences.

**Bereavement: Death of a parent, guardian, grandparent or sibling  
Field Trips, Authorized Student Activities**

45+ Days: Students, parents or guardians, physician, school nurse, and Associate Principal must develop and review long-term plans to address work missed for these absences.

Upon return, student should report to the House Office. Associate Principal will notify teachers and counselor of bereavement.

**Observance of Religious Holiday  
Required appearance in court**

The sponsoring teacher will circulate a list of participating students in advance to teachers and nurses. The principal or his/her designee may withhold permission for students from attending class field trips or student activities if attendance or discipline patterns are unacceptable.

Upon return, student should report to the House Office. Associate Principal will notify teachers about the excused absence.

Upon return, student should report to the House Office with court documentation. Associate Principal will notify teachers about the excused absence.

**CLASS CUTS**

Cutting a class will result in a one hour after-school detention from 2:15-3:15 p.m. to be served within one school day of the offense. Absences resulting from these situations will count toward the 'N' grade and 'N' grades resulting from an accumulation of such absences shall not be removed by makeup work.

**FAMILY VACATIONS**

Absences resulting from these situations will count toward the 'N' grade and 'N' grades resulting from an accumulation of such absences shall not be removed by makeup work. Please refer to our Attendance Policy for further information.

**EARLY WARNING REQUIREMENT**

During any marking period when a student is in danger of failing or receiving an 'N' grade, the teacher will inform the parent or guardian through a Progress Report. Should a signed Progress Report not be returned **or** if the student is in imminent danger of losing credit for the year, the teacher will initiate a personal parent contact, with follow-up information to the respective Associate Principal and guidance counselor. If necessary, the teacher may seek the assistance of the Director, Associate Principal, or Student Support Services Counselor to make this contact.

**APPEAL PROCESS**

Parents may request a conference concerning an "N" grade at the end of the quarter in question. Parents may also appeal an 'N' grade to a review panel to be designated by the principal.

**SUMMER SCHOOL**

A student may regain course credit for a failed class by successfully completing summer school. To be eligible for summer school, the student must have received an "F" for the course for the year (not an "N") with at least a 40% average. Students whose final grade is "F" and final average is less than 40% and wants to attend summer school may appeal to the principal's office for consideration. Students who are permitted to attend summer school with a final average below 40% will be required to pass summer school with a grade of "C" or higher.

If a student receives an "N" for two terms, they may be assigned an "N" for the year in the course, at the discretion of the teacher. If a student receives "N" grades for three terms for a course, they will be assigned an "N" for the year in that course. A student that receives an "N" grade for the

year will not receive credit for the course and is not eligible to regain course credit by completing summer school.

Students that have demonstrated significant behavior problems during the regular school year may be excluded from summer school at the discretion of the Associate Principal or principal.

### **ABSENCES OF THREE (3) OR MORE DAYS DUE TO ILLNESS**

Students who are absent three or more consecutive days because of illness must report to the nurse's office before they can be readmitted to school.

### **NOTES FOR ABSENCES, TARDINESS AND DISMISSALS**

A note signed by a parent or legal guardian or phone call from same is required whenever a student is legitimately absent, tardy or dismissed. The note must contain the date and reason. It should be brought to the House Office. Whether a note excuses a student from a penalty will be determined by the Associate Principal in accordance with school regulations regarding absence, tardiness, and dismissal. A note is not automatically an excused absence.

### **DISMISSALS**

Dismissals should be very rare and only for very important reasons. A note from the parent or legal guardian requesting the dismissal must state the reason for the request. The telephone number where the parent may be reached should be included as well.

#### **Dismissal Procedure for Appointments:**

1. Note must be brought to the House Office before 7:25 a.m. in the morning.
2. Students will return to the House Office at the time of dismissal to pick up their dismissal slip.
3. Students will take home one copy of the dismissal slip, have it signed by parent/guardian and return it to the House Office on the day of return.
4. Students 18 years or older will not be dismissed without parental contact.

#### **Dismissal Procedure for Illness:**

1. Students are dismissed for illness after nursing assessment and parental consultation.
2. Students will only be dismissed with the permission of a parent/ guardian or other persons specified on the Emergency Card.
3. Students may not walk home if they are dismissed for illness.
4. Students 18 years or older will not be dismissed by the nurse without parental contact.

### **TARDINESS TO SCHOOL**

Procedure When Late to School - Student must:

1. Sign in at House Office.
2. Receive excused or unexcused pass to class.
3. After the third unexcused tardy per quarter; a one hour detentions will be imposed.
4. Any student who arrives to school after 8:00 a.m., without an excuse from the House Office, will receive an hour detention.
5. Each unexcused tardy after the fifth tardy per quarter will result in an over-night suspension. The student must return to school with a parent or guardian to confer with the Associate Principal.
6. After the eighth unexcused tardy for the year, Saturday School for three hours. Additional tardies will warrant a one hour detention or further Saturday School sessions, depending on frequency.
7. Be familiar with teacher's policy regarding absence from class due to unexcused lateness. Any student more than twenty minutes late will be considered absent from that class.
8. Three unexcused tardies may be considered an absence from class.



9. Students arriving late to school with food or beverages may have the food/beverage confiscated.  
This does not include food or beverages to be consumed during the student's assigned lunch
10. Excessive tardiness may result in students receiving a lower conduct grade.
11. Conduct grades are issued by the Associate Principal.

### EXCESSIVE TARDINESS

Along with discipline, excessive tardiness will result in students receiving a lower conduct grade. Associate Principals issue conduct grades on the following per quarter:

# of Tardies	=	Conduct Grade
0-3		A
4-5		B
6-7		C
8-9		D
10+		F

### TARDINESS DUE TO LATE BUS

Student must:

1. Get Late Bus Pass from teacher on duty at main door.
2. Bring late bus pass to House Office and sign the special Late Bus Sheet.
3. No penalty will be assessed.

**Remember:** A student tardy to school for any reason must proceed to the House Office immediately and sign in. There are no exceptions to this rule. Failure to sign in at the House Office when late will result in a penalty of 3 demerits and a "C" in conduct. Every tardy student must sign in at the House Office as soon as he enters the building. Three unexcused tardies may be considered an absence.

### TARDINESS TO CLASS

Pupils who are late arriving to class should have a pass from the teacher or administrator who detained them. Pupils who do not have a late pass will be admitted to class, but they must report to the teacher after school if so instructed. Three unexcused tardies may be considered an absence. Pupils who are habitually late to class will be referred to the Associate Principal for further disciplinary action.

### EXTRACURRICULAR ACTIVITIES

Students who are legitimately tardy or dismissed must be in attendance for three full periods in order to participate in extracurricular activities on that day. Extenuating circumstances require a written waiver from the student's Associate Principal.

## **IV. STUDENT RESOURCES**

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### **STUDENT SUPPORT SERVICES**

Waltham High School provides counseling programs and services focused on the development of skills necessary for school success and post-secondary transition. Counselors are focused on improving academic achievement for all students. While counselors still attend to students' career/vocational and personal/social issues, they do so in ways that clearly lead to improved achievement for all students. Counselors guide and encourage students to become engaged, self-directed learners and assist in identifying sources of extra academic help when needed. The counseling program consists of a guidance curriculum that is standards-based with activities and services that address immediate crisis needs of students, as well as, individual planning consisting of advising interventions focused on planning and decision making. The curriculum is developed from a formal set of learning objectives derived from the Massachusetts Career Development Education Benchmarks. These benchmarks are aligned with the Massachusetts Academic Curriculum Frameworks. Career/vocational interventions make classroom learning more relevant. Personal/social interventions connect classroom learning to personal growth and help all students develop skills needed for successful learning and work.

Upon entering Waltham High School, each student is assigned to a guidance counselor who follows the student throughout high school. Students are encouraged to see their counselor whenever needed by signing up in the counselor's appointment book in the Student Support Services Office, Room 119. A pass confirming the appointment is delivered to the student.

Guidance Counselors provide many services to assist students throughout high school. They include referral to a School Adjustment Counselor, MCAS preparation, administration and interpretation of standardized tests such as PSAT, SAT I and SAT II, career interest surveys, college selection and application process, the TEC College Fair at Waltham High School, in-school college representative visits, group presentations on course selection, participation in Special Education team meetings, letters of recommendation for college, scholarship information, financial aid information and assistance. Student Support Services contains college catalogues, reference books on careers and colleges, self-help pamphlets and books, financial aid information, test preparation, and summer opportunities. A Job Specialist is on staff during the school day to assist students in finding employment. Parents are also provided opportunities to meet counselors and to attend informational workshops and presentations throughout the four years of high school. Informational letters are sent home periodically and are accessible on the web.

### **SCHOOL ADJUSTMENT COUNSELORS**

There are four School Adjustment Counselors, who work on a one-to-one basis with any student with a problem that may interfere with his/her functioning in the school. This contact is confidential. Any student who wishes to have an appointment with the School Adjustment Counselor may make contact himself/herself or through his/her Guidance Counselor or Associate Principal.

### **SUPPORTING STUDENTS DURING TIMES OF BEREAVEMENT:**

By the time children complete high school, most will experience the death of a family member or friends with 5% of children experiencing the death of a parent by 16 years of age. Nearly 40% will experience a death of a peer and 20% will have witnessed a death (<http://www.schoolcrisiscenter.org/>).

After the death is verified and family members are contacted to determine what information they would like to share, members of the school support staff (guidance counselors, school adjustment

counselors, and administrators) meet to develop a plan. Teachers and staff are notified first. A note is written to send to the families of students in the homeroom, grade level or school (depending on support staff decision) that shares information about the death and describes the next in-school steps. Support staff work together to determine if there are any students who may be at an increased risk for anxiety and/or distress and connect with parents about providing necessary support.

Support staff members will work with the family of the deceased to determine how the family can be supported outside of school and if an in-school memorial is appropriate. Support staff members, in conjunction with the family of the deceased, determine how to support the bereaved student during the school day and/or seek outside resources for additional support.

### **AIDS/HIV POLICY**

Students with AIDS/HIV infection have the same right to attend classes or participate in school programs and activities as any other student.

Confidentiality: The student's parent(s)/guardian(s) are the gatekeepers of information relating to the student's AIDS/HIV status. The parent(s)/guardian(s) are not obliged to disclose this information to school personnel.

A student who is diagnosed with AIDS or presents evidence of being immunocompromised is at greater risk of contracting infections. This means there may be good reasons to inform the school nurse or school physician of a student's AIDS diagnosis or HIV infection status. This student's parent(s)/guardian(s) could benefit from information from the school nurse or school physician about the occurrence of threatening contagious diseases (such as chicken pox, influenza, etc.) when making a decision regarding school attendance. The school nurse or school physician may also be able to attend to the particular needs of HIV-infected students regarding immunization schedules and medications.

If the parent(s)/guardians(s) so choose to share information on a student's HIV/AIDS status, the following guidelines are recommended:

1. The student's parent(s)/guardian(s) may inform the school nurse or school physician directly.
2. Alternatively, the student's parent(s)/guardian(s) may request that their primary care physician make the disclosure. In this case, specific, informed consent of the student's parent(s)/guardian(s) is required.
3. Further disclosure of a student's HIV status by the school nurse or school physician to other personnel **requires** the specific, informed, written consent of the student's parent(s)/guardian(s).

### **Student Records**

Information regarding a student's AIDS/HIV status cannot be included in the Massachusetts School Health Record without the parent(s)/guardian(s) specific, informed, written consent. Therefore, medical information related to AIDS/HIV status must be kept in a locked file separate from the Massachusetts School Health record and should only be accessible to staff who have been given written consent to view them.

### **Medical guidelines regarding students who bleed uncontrollably in a school setting**

A number of serious infectious diseases are spread by contact with human blood. Among these blood-borne infections is the Hepatitis B virus and HIV (the virus that causes AIDS). Consequently, students who bleed uncontrollably should not have routine contact with other individuals in school settings.

As a public health measure, students who exhibit the following conditions should be advised not to attend school until such time as these conditions are resolved:

1. If a student has a weeping or bloody skin or mouth sores that cannot be successfully covered or controlled with medications;
2. If the student exhibits biting of a frequency or severity that would be accompanied by actual transfer of blood from the biter, as might happen from a student with chronically bloody gums or mouth;
3. If the student exhibits bloody diarrhea.

These conditions are grounds for the exclusion of any student from a school setting, regardless of whether he/she is known or suspected to harbor a blood-borne infection.

### **Universal Precautions**

The Waltham Public Schools shall follow the ten most current recommendations from the Massachusetts Department of Public Health and the Centers for Disease Control (CDC). As prescribed by CDC guidelines, training about techniques for preventing the spread of infectious diseases shall be comprehensive and shall be provided for all staff annually.

### **Disposal of Blood/Body Fluids**

Any spills of blood/body fluids must be cleaned using gloves as a barrier, and must always be followed by good hand washing. It is essential to disinfect any exposed surfaces such as floors and furniture. Mops should be rinsed in a bleach solution to be disinfected. Annual update of the guidelines should be made after reviewing the most current recommendations from the Massachusetts Board of Health and the CDC.

### **AIDS/HIV Prevention Education**

AIDS/HIV prevention education is included in the comprehensive health education curriculum and is in alignment with the Massachusetts Curriculum Health Frameworks.

Adapted from AIDS/HIV Infection Policies for Early Childhood and School Settings, Massachusetts Department of Public Health (1993), and the Massachusetts Comprehensive School Health Manual (1995)

Adopted: January 1995  
Amended: January 2002

### **Health Services**

The Waltham Public Schools' Health Services Department School Nurses are Registered Nurses, certified by the Massachusetts Department of Elementary and Secondary Education, and have expertise in pediatrics, public health, and community health. The School Nurses work under the

direction of the Director of Nursing, the building Principal and the district's Medical Director to deliver quality comprehensive health services to our students. *Please see the last page of this handbook for contact information for the School Nurses.*

The nurse will provide support for children who become sick during the day, who are injured at school and/or need medications administered while at school. The School Nurse is also available as a resource for students and families regarding a wide variety of chronic or acute medical and psychosocial needs. Please update the School Nurse if there are changes in your child's health throughout the school year.

**Immunizations:** Massachusetts General Law requires students be fully immunized to enroll in school. Students who do not have the required immunizations (except those with a valid exemption) will be excluded from school until they present their updated immunization record. When a case of vaccine-preventable disease emerges, those students who are not vaccinated (including those with medical or religious exemptions) will be excluded for the appropriate time periods as stated in the DPH regulations: Reportable Disease, Surveillance and Isolation and Quarantine Requirements (105 CMR 300.000). Immunization requirements are published annually by the MA Department of Public Health and may be found on the district's website, under Services for Students/ Health Services and Nursing.

**Physical Exams:** Massachusetts General Law requires periodic exams for all students within one year prior to entrance to school or within 30 days after entry, and at intervals of 3-4 years thereafter. It is recommended that this be completed by a MA primary care provider. A student transferring from another school district shall be examined as an entering student. It is encouraged that each time your child has a physical exam, a copy be submitted to your School Nurse so that the school health record remains current.

Waltham Public Schools requires that the student's parent/guardian submit written documentation of immunizations and physical exams at the intervals required by Massachusetts laws and regulations, or their child will be excluded from school until such documentation has been provided. Parents are responsible for providing a copy of the original exam and record of immunizations. Those families who are not in compliance with this procedure will be notified of the required documentation well in advance of the date of possible exclusion from school.

**Screenings:** Massachusetts General Law requires routine health screenings for all students. Waltham's schedule for these mandated screenings is as follows:

Screenings	Elementary	Middle	High School
Hearing	PreK-3	Grade 7	Grade 10
Vision	PreK-5	Grade 7	Grade 10
Height/Weight/BMI	Grades 1 & 4	Grade 7	Grade 10
Postural (Scoliosis)	Grade 5	Grades 6, 7 & 8	Grade 10
SBIRT* (Screening, Brief Intervention, & Referral to Treatment)		Grade 7	Grade 9

\* A pupil's parent or guardian may opt out of the screening by written notification at any time prior to or during the screening.

Screenings are a tool used for referral for further care and should not be considered diagnostic. Parents/guardians will be notified of results that need further follow-up by the PCP (primary care

provider) or specialist as allowed by law. All completed referral results must be returned to the School Nurse. BMI data is available by parent request to the nurse.

For a student to be excused from any screening, the parent/guardian must make a request in writing to the School Nurse annually. For postural screening exclusion requests, documentation of screening within the past year by a medical professional must also be provided.

**Student Illnesses:** The spread of germs is a reality in any group of young children. Please do not send your child to school when they are ill. Students should be fever free for 24 hours (without the use of fever-reducing medications such as Tylenol, Motrin, etc.) prior to returning to school. This applies even if the underlying cause is non-infectious, such as an ear infection or urinary tract infection. Children with a fever do not usually feel well enough to participate and attend school activities. Some guidelines to help you decide if your child should stay home are:

- Fever greater than 100 degrees F (orally).
- Earache with a high fever.
- Redness on the white part of the eye with colored drainage/pus in the morning.
- Persistent cough.
- Sore throat with high fever.
- Skin rash that is new and unusual.

Speak to your School Nurse directly with any questions or concerns. Students should not call their parents/guardians directly concerning illness and dismissal, but work with the School Nurse to contact the parent/guardian. Please note that a child who exhibits symptoms of illness (with or without a fever) may be sent home if the nurse feels that it is in the best interest of the child and/or the child's classmates.

**Administration of Medication:** All medications, both prescription and over the counter (OTC), require written permission from the parent/guardian and primary care provider each school year. **NO** medications can be given without signed permission. The Authorization for Administering Medication in School form is available from the School Nurse, and may be found on the WPS website under Health Services. The OTC form is on the reverse side of the Emergency Contact information sheet. Any other OTC medications require a physician's order.

All medications **MUST BE** in the original, pharmacy labeled container with a valid expiration date. Those medications to be given throughout the school year, such as a rescue inhaler, epinephrine or daily medications, require the Authorization for Administering Medication in School form to be completed each school year. All Medication Orders expire at the end of each school year. A 30-day supply of controlled substances is the maximum amount allowed to be held in the nursing office. All forms and valid medications must be provided the first day of school and picked up by parent/guardian the last day of school. Any medication that is not picked up will be destroyed.

Students may carry their own inhalers and emergency medications if the parent/guardian, School Nurse and Primary Care Provider feel they are safe and developmentally able. Please contact your School Nurse about this.

**Life Threatening Allergies:** Students with a diagnosed Life Threatening Allergy (LTA) must have a Physician's Order and Allergy Action Plan for the administration of epinephrine by an auto-injector. Parents/guardians must also sign the Authorization for Administering Medication in School form. Parents/guardians must send in the required valid medication, with the original pharmacy labeled box, at the beginning of each school year.

Volunteer staff are trained annually on the signs and symptoms of allergic reactions and how to give an epinephrine auto-injector to a student with a diagnosed LTA who is experiencing symptoms of anaphylaxis. School Nurses have stock epinephrine for those students, staff, or visitor who has an undiagnosed anaphylactic reaction. If epinephrine is given, 911 will be called and the student, staff or visitor will be transported to the local Emergency Room.

The Waltham Public School policy does not ban peanuts, nuts or other foods; however, we request that parents/guardians avoid sending foods that contain peanuts/nuts for the safety of all students. Depending on the severity of the allergy, individual classrooms may be peanut/nut free. If there is a student with a known peanut/nut allergy, the School Nurse will inform elementary parent/guardians and request that they avoid sending in peanut/nut products for snack. Parents should inform bus drivers of any LTA or medical condition that may warrant attention during transport.

Students with potentially life threatening allergies should carry an epinephrine auto-injector in their backpack for quick access when away from the school supply. The medication should be stored in the front zipper section of the backpack. The epinephrine auto-injector must have the original pharmacy label on it for student safety and for emergency administration. All students with a LTA must have an Individual Health Care Plan and an Emergency Action Plan that is developed by the parents/guardians, school nurse, student and Primary Care Provider. The plans must be reviewed and updated at least yearly. Some students with LTA may be evaluated for eligibility for a Section 504 plan.

**Environmental Allergies:** WPS will reasonably accommodate students with seasonal and environmental allergies. Parents/guardians should speak directly with their School Nurse to develop an Individual Health Care Plan to provide for the student's safety and comfort.

**Health Records:** All students will have a Massachusetts School Health Record. The Department of Education considers these records to be temporary and will be destroyed seven years after a student graduates or leaves the school system if they have not been previously delivered to the student or parent on the student's last day of school.

**Doctor's Notes:** A note/order from the Primary Care Provider must be given to the School Nurse/Front Office when a student:

- Has been absent for more than three days due to illness.
- Needs to be excused from physical education and/or recess.
- Requires the use of crutches, wheelchair or elevator.
- Requires transportation or handicap accessibility.
- Requires home tutoring.
- Requires daily administration of medication.

## **HOMELESS STUDENT EDUCATION**

The Waltham Public Schools adhere to the requirements of the McKinney-Vento Homeless Education Act and other relevant statutes and regulations governing the education of homeless students.

The Waltham Public Schools will immediately enroll homeless students in school, even if he/she is unable to produce records usually required for enrollment, such as previous academic records, medical records, or proof of residency.

- homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing;
- students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing;
- Homeless Education Liaisons must assist students who arrive without records by contacting the previously attended school system to obtain the required records.
- School enrollments and offerings will ensure that the homeless students are neither isolated nor stigmatized. They will not be segregated in a separate program within a school.
- Homeless students are entitled to full participation in all school sponsored events and programs.
- Homeless students will be enrolled immediately in the free lunch program (and breakfast if offered)

If a dispute arises over school selection or enrollment, the Waltham Public Schools will immediately enroll the homeless student in the school in which enrollment is sought – pending resolution of the dispute – and shall provide the parent, guardian or unaccompanied youth with both a written statement of the school placement decision and a notice of the right to appeal the decision. The Waltham Public Schools shall refer the unaccompanied youth, parent or guardian to the Homeless Education Liaison, who will expeditiously carry out the dispute resolution process. The final decision in such a situation resides with Massachusetts Commissioner of Education.

The Waltham Public Schools shall ensure that transportation is provided, at the request of the parent, guardian or unaccompanied youth, to and from the school of origin, a one hour guideline will be followed.

Transportation may include:

- if the homeless student continues to live in the area served by the district in which the school of origin is located, that district must provide or arrange transportation;
- if the homeless student moves to an area served by another district, though continuing his or her education at the school of origin, the district of origin and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin; and
- if the districts cannot agree upon such a method, the responsibility and costs must be shared equally.

Homeless students will be provided services and education programs comparable to those received by other students and for which they meet eligibility criteria, such as services provided under Title I or similar state or local programs; programs for students with disabilities; programs for students with limited English proficiency; vocational or technical programs; gifted and talented programs; and school nutrition programs.

The Waltham Public School's Homeless Education Liaison and early care and education providers, including child development and preschool program personnel, child care resource and referral agencies and other service providers, must coordinate and collaborate to review and revise practices, or policies that inadvertently act as barriers to the enrollment of homeless children in child care and early education programs.

The Waltham Public Schools Homeless Liaison may be reached at 781-314-5423 - FAX 781-314-5695 or EMAIL [mkvliaison@walthampublicschools.org](mailto:mkvliaison@walthampublicschools.org)



## **CRIMINAL OFFENDER RECORDS INFORMATION CHECKS POLICY**

Agencies such as the Waltham Public Schools which provide educational, athletic or similar instructional training may receive criminal offender record information (hereinafter, "CORI") pertaining to conviction and pending criminal case data for the purpose of screening current or otherwise qualified prospective employees and other individuals who have the potential for direct and unmonitored access to children. The purpose of CORI checks is to ensure the protection of our students. In accordance with Mass. G.L. c. 71, Section 38R and Mass. G.L. c. 6, Section 172I, CORI checks of all current and prospective employees; volunteers; those who regularly provide school related transportation services to students; any subcontractor or laborer commissioned by the School Committee to perform work on school grounds; employees of taxicab companies that have contracted to provide transportation of pupils pursuant to section 7A of Mass. G. L. c. 71; and any other individuals who may have direct and unmonitored contact with children (hereinafter, collectively referred to as "applicant(s)" or "individuals" ) will be performed by the Waltham Public Schools (hereinafter, the "District") in accordance with the following practices and procedures:

I. CORI checks will only be conducted as authorized by the MA Department of Criminal Justice Information Services (hereinafter, the "DCJIS"). If requested, the employee, applicant, volunteer, transportation provider, or other person on whom the CORI check is being conducted will be provided with a copy of the CORI policy.

II. Individuals for whom CORI checks will be sought shall be notified in writing and asked to sign a Request Form each time such a CORI check is to be conducted. Such individuals shall also be required to verify identity through government issued photographic identification. If no such government issued form of photographic identification is available, verification of the information on the CORI Request Form shall be accomplished through the use of either a birth certificate or social security card. If the subject of the CORI request is not available to appear in person for verification prior to submission of the CORI Request Form, the District shall take the necessary steps to verify identification in person prior to or simultaneously with the applicant beginning or receiving any employment. In appropriate cases, the District will submit an ID Theft Index PIN Number with the CORI Request Form. The CORI checks shall be repeated for each individual no less than every three (3) years.

III. An informed review of a criminal record requires adequate training. Accordingly, all personnel authorized to review CORI in the decision-making process will be thoroughly familiar with the educational materials made available by the DCJIS. Upon initial and renewal CORI certification, such authorized personnel shall attend CORI training as a condition of certification.

IV. CORI records will be kept in a secure location, separate from personnel records or files maintained by the School District, for no more than three (3) years. Upon receipt of updated CORI records regarding an individual, older CORI records relating to that individual shall be destroyed. Access to CORI information shall be limited to those employees designated by the Superintendent and who have filed an Individual Agreement of Non-Disclosure and Statement of CORI Certification Compliance with the DCJIS.

V. CORI information shall be handled with the utmost confidentiality and there shall be no unauthorized dissemination of the information. CORI information is not subject to the public records law and may not be disseminated to unauthorized persons or for any purpose other than to further the protection of children. CORI information may be shared with the individual to whom it pertains. In addition to providing a copy of the CORI results to the subject of the inquiry, the District shall also provide the subject of the CORI request with copies of the DCJIS' **Information**

**Concerning the Process for Correcting a Criminal Record and the DCJIS' Information on How to Establish Yourself as a Victim of Identity Theft for CORI Purposes.**

VI. The Superintendent or his designee will be responsible for determining whether or not a specific staff or volunteer position entails direct and unmonitored contact with children. However, since direct and unmonitored access may occur in many school settings, any and all individuals may be subjected to CORI checks in accordance with this policy.

VII. Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on CORI checks will be made consistent with this policy and any applicable law or regulations.

VIII. If a criminal record is received from DCJIS, the authorized individual will closely compare the record provided by DCJIS with the information on the CORI request form and any other identifying information provided by the applicant, to ensure the record relates to the applicant.

IX. If the Waltham Public Schools is inclined to make an adverse decision based on the results of the CORI check, the applicant will be notified immediately. The applicant shall be provided with a copy of the criminal record and the organization's CORI policy, advised of the part(s) of the record that make the individual unsuitable for the position or license, and given an opportunity to dispute the accuracy and relevance of the CORI record.

X. Applicants challenging the accuracy of the record shall be provided a copy of DCJIS' **Information Concerning the Process in Correcting a Criminal Record**. If the CORI record provided does not exactly match the identification information provided by the applicant, the Waltham Public Schools will make a determination based on a comparison of the CORI record and documents provided by the applicant. The Waltham Public Schools may contact DCJIS and request a detailed search consistent with DCJIS policy.

XI. If the Waltham Public Schools reasonably believes the record belongs to the applicant and is accurate, based on the information provided in section VIII of this policy, then the determination of suitability for the position will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to the following:

- a. Relevance of the crime to the position sought;
- b. The nature of the work to be performed;
- c. Time since the conviction;
- d. Age of the candidate at the time of the offense;
- e. Seriousness and specific circumstances of the offense;
- f. The number of offenses;
- g. Whether the applicant has pending charges;
- h. Any relevant evidence of rehabilitation or lack thereof;
- i. Any other relevant information, including information submitted by the candidate or requested by the hiring authority.

The District may also take into account unique factors such as the school environment, the student population, health and safety needs, and other relevant district policies and procedures when it makes decisions based on CORI.

XII. The Waltham Public Schools will notify the applicant of the decision and the basis of the decision in a timely manner.

XIII. In the event that an employee refuses to sign the required CORI Request Form, disciplinary action in accordance with due process shall follow. All collective bargaining units will be informed of this requirement. In addition, job applications will contain the CORI requirement. Any applicant or potential volunteer whose position may involve direct and unmonitored contact with children who refuses to sign a CORI request form shall be deemed ineligible for employment or to perform volunteer services. Job applications and volunteer forms will contain this requirement.

Adopted: June 2003

Amended: May 2009

Amended: May 2012

### **FINGERPRINTING**

In January 2013 Massachusetts signed into law Chapter 77 of the Acts of 2013, "An Act Relative to Background Checks." This law expands on what we as public schools already do with Criminal Offender Record Information (CORI) checks. Specifically, it requires a fingerprint-based state and national criminal record check for all school employees. The State Applicant Fingerprint Identification System (SAFIS) Morpho Trust USA IdentGo has been created for this purpose. There are several locations throughout the state.

Parents/guardians/volunteers who have direct and unmonitored contact with students, including those who intend to chaperone day or overnight field trips, are required to be fingerprinted. Register online at <http://www.identogo.com/FP/Massachusetts.aspx>, select Online Scheduling or register by phone at (866) 349-8130. There is a fee of \$35.00 for fingerprinting. You will be required to provide **Waltham Public Schools ESE Organization Code: 03080000**

## **V. EXTRACURRICULAR ACTIVITIES/ATHLETICS**

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### **ELIGIBILITY FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES AND SCHOOL SPONSORED EVENTS**

In order to be eligible for athletics or any performance-based activities a student must meet the following two-step process:

1. A student must secure a passing grade in at least four major subjects that carry a minimum of 5 credits each during the last marking period preceding the event or activity. Excessive absences and tardies may preclude participation. To be eligible for the fall marking period, students are required to have final passing grades for the year in the required number of credits of prepared work. The Associate Principal shall determine the scholastic eligibility on the date that the report cards have been issued to the parents of all students.
2. A student must have an overall GPA (unweighted) of at least a 1.7 (a C- or better) in all his/her major courses and must have a passing conduct grade. Students who fail to meet these steps would be ineligible for the quarter. Eligibility for fall athletics and activities will be determined by the final grades of the preceding academic year. Ineligibility can be subject to appeal.

**Students who participate in our athletics programs are subject to the rules of the Massachusetts Interscholastic Athletic Association (MIAA). The MIAA Handbook is available at: <http://www.miaa.net>**

### **3D GAMING CLUB**

The 3D Gaming Club meets once a week in the library. During meetings students discuss games, play games, and work on game development.

### **3D PRINTING CLUB**

Learn to 3D print and design your own models. Develop modern technical skills in a friendly environment.

### **ANIME CLUB**

Anime Club is an organization that meets weekly after school to appreciate the art of Japanese cartoons. We have workshops to learn about Japanese culture, art, and games. We also hold events that have been inspired by our members, including our annual human chess game.

### **ART CLUB**

Members of the Art Club participate in a variety of Art related activities, such as trips to galleries and museums.

### **BEST BUDDIES**

Best Buddies is a program that affords students the opportunity to work with fellow students to assist in their academic and social life.

### **BOOK CLUB**

The Book Club meets once a month in the library during second and third lunches. Book Club members select the reading list at the beginning of the year and read one book per month.

### **CAMPAIGN AND GOVERNMENT CLUB**

The Campaign Club is a diverse group of politically motivated students who meet throughout the year to discuss politics and organize campaign volunteer work. The club brings in guest speakers and coordinates volunteer activities for the various on-going local, state, and federal political campaigns. Any student of any political persuasion who is interested in political issues is invited to join the Campaign Club.

### **CHEERLEADING**

Different squads perform in support of Football and Basketball teams. Procedure for Selection is available through the Director of Athletics.

### **COMMUNITY SERVICE**

Juniors and Seniors who are recommended by Waltham High School staff volunteer at least two hours per week for twelve weeks, in one of the following four non-profit agencies; GWARC, Boys and Girls Club, YMCA and hospitals.

### **DANCES**

Throughout the school year, dances are held in the Waltham High School cafeteria. These dances are open only to students enrolled in the Waltham Public Schools grades 9-12. Admittance with proper school ID and rules of conduct apply as to behavior in school. Freshman and sophomore dances and activities will be exclusive to current members of those classes.

### **DANCE THEATRE**

Dance experience is not necessary to participate in the production. We need energy, enthusiasm, and dedication. Performances are usually held in early February. Crew positions are also available for all interested students.

### **DRAMA CLUB**

The Drama Department produces productions each year. Ordinarily, there is at least one major musical in the fall and a production (either comic or serious) in the spring. Occasionally, there may be short plays. Participation in all of these is open to all students in the high school. Watch and listen for announcements about auditions. Besides performing, there are many opportunities for students to get involved in backstage work.

The Drama Department sponsors an annual theatre weekend in New York City. Usually four or five major productions are included along with special interviews with members of the casts. Again, this activity is open to the entire school population.

### **DUNGEONS & DRAGONS CLUB**

The Dungeons & Dragons club engages the students in the world's favorite roleplaying game. Nominated into the toy gaming Hall of Fame; D&D combines communal storytelling, problem solving and "theatre of the mind" to create stories of magic, mystery and high adventure!

### **ENTREPRENEURSHIP CLUB:**

Curious about entrepreneurship, but not sure where to start? In partnership with MIT, students will go through the process of founding a company. Club members will talk with business owners, create pitches, interview potential customers and eventually start up real small businesses that will positively impact the community.

### **FRESHMAN MENTOR PROGRAM**

The Freshman Mentor Program is an organization of juniors and seniors who organize activities and events to help incoming freshmen transition to high school. These events include an orientation on the day before school, a tutoring program during the school year, and various seasonal social events.

### **GAY/STRAIGHT ALLIANCE**

The Gay/Straight Alliance is a student run organization created to unite people with a common goal of forming a safe, open-minded, and informed environment for all. It promotes equality and acceptance, regardless of personality, lifestyle, and sexual orientation. The GSA focuses its efforts on homophobia and its effects.

### **GIRLS WHO CODE**

Girls Who Code is an after school club for students interested in learning more about computer science. Students in this club learn different coding languages and work together to complete programming projects. This club is meant for students at all different levels of computer science.

### **HISTORY CLUB**

The History Club is an organization that provides a wide variety of programs, offerings, and events that examine all eras and types of history. The goal of the History Club is to pique student interest for history in an extracurricular setting that utilizes Waltham's rich history and community partnerships. However, history from all eras, including United States and World History, is supported and explored. History Club programs are vetted by its teacher advisers and run with input from an appointed student advisory board.

### **HYDROPONICS CLUB**

The Hydroponics Club is an after school activity that gives students the opportunity to learn how to grow healthy foods in a fast and environmentally friendly way without using soil. Students explore different system types, how to manipulate variables and solve problems, and can experiment with what to grow. Students guide the direction of the club by making all decisions and are able to explore various connections to science, health and business.

### **LANGUAGE CLUBS**

**French Club:** Members of this club attend French movies and plays. They also dine at a French restaurant. There is a parents' night in the spring at which students and teachers cook and invite parents to sample student cooking. There is a field trip to the Museum of Fine Arts.

**Italian Club:** the Goal of the Italian Club is to promote Italian culture. Several of the activities may include Columbus Day and Holiday Celebrations, Italian Night, field trips, and fundraising.

**Latin Club:** Activities in the Latin Club include field trips, fund-raisers, creating enthusiasm for Latin, providing tutoring, and having fun!

**Spanish Club:** The purpose of the Spanish Club is to give students the opportunity to explore the Spanish culture. Annual activities include an International night dinner at a Spanish restaurant and a Spanish movie night.

### **LIBRARY STUDENT INTERNS**

Students can apply to become a library intern by speaking to the library teacher. Student interns will benefit by learning how to use the library's print and online collections. Interns will receive a three period orientation to the library program and an introduction to the duties and responsibilities

required. Once trained, student interns will be able to demonstrate and assist students and teachers in using the library's various resources. Student interns will be expected to re-shelve books, shelf-read the collection, deliver passes, check books in and out, assist with technology, and run school errands for the library staff.

The library staff expects student interns to be enthusiastic, highly motivated, and eager to meet the challenges and responsibilities of working in a 21st Century library.

### **LITERARY MAGAZINE - ABSTRACT**

The ABSTRACT is the Waltham High School literary magazine that features many kinds of student writing; including poetry, fiction and non-fiction as well as student artwork. Last year, the publication contained contributions from students at all grade levels. The publication is supervised by a student editorial board and two English faculty members.

### **MATH LEAGUE**

Math League is a Math competition for high school students in the United States, Canada, and other countries. There are six thirty minute contests per year. Contest problems are designed to cover a range of mathematical knowledge for each grade level. The top scorers are asked to compete in other Math contests and tests and may be recognized nationally and internationally. Come and improve your problem solving skills and enjoy refreshments!

### **MUSIC**

**PEP BAND:** The Pep Band is open to all grade 9 – 12 students who play a band instrument. Activities include performances at football games and pep rallies during the year. Rehearsals are after school one day per week during the football season.

### **PAVE**

PAVE (Peers Against Violence) is a student run club where peer leaders learn about healthy and unhealthy relationships. PAVE has a partnership between REACH Beyond Domestic Violence and Waltham High School. Peer leaders receive training from REACH and build facilitation skills throughout their time in the club. They educate themselves and their peers at school about relationships, gender roles, and ways to help a friend.

### **QUIZ BOWL TEAM**

High School Quiz Show is an academic competition for High School students in Massachusetts. The Quiz Bowl Team represents Waltham High at this event and possibly others. We'll sponsor trivia games periodically throughout the year and take a trip to the studio where students compete to land a spot on the televised High School Quiz Show.

### **REC**

REC (Revolutionary Equality Council) Club was made in order to provide a safe and inclusive space for all students to discuss the issues that are happening in the local community and the entire country. It is a club designed to help students process the information that they are seeing in the media and freely communicate how it makes them feel. We show documentaries and organize events to educate the student population about the social injustices that are happening in this country in order to help bring positive change.

**SMALL ENSEMBLES:** These are small groups of like instruments that range in number from three individuals to as many as twelve. The ensembles rehearse at the convenience of the participants, and may include Brass Quintet, Show Band, and String Quartet.

### **PEER MEDIATION / CONFLICT RESOLUTION**

The Waltham High School Peer Mediation/Conflict Resolution Program is committed to assisting all students in resolving their conflicts with words not violence, and to ensure that everyone feels safe at school. Students are trained as peer mediators.

### **ROBOTICS TEAM**

The Robotics Team plans, designs, builds, programs, tests, troubleshoots and presents a robot for the US FIRST Tech Challenge Massachusetts Regional Competition. Team members develop communication, business, engineering, computer, mathematical, leadership, mechanical, scientific and electronics skills.

### **SCIENCE CLUB**

Members of the Science Club are students in grades 9-12 with a serious interest in the sciences. Students visit area universities and laboratories. A school or community service project is completed each year.

### **STUDENT ADVISORY COUNCIL**

A group of six students who represent the student body at the School Committee meetings twice each month. They research student concerns and suggestions and communicate frequently with the teaching and administrative staff.

### **STUDENT COUNCIL**

An organization that plans many of the full school activities at Waltham High. Events include the Student Santa Program, Homecoming, and the Scavenger Hunt. Elections are held in June each year.

### **STUDENT SANTA PROGRAM**

Each group at Waltham High School is assigned a needy child. Students collect money and purchase a gift(s) for their child.

### **TECHNOVATION**

Technovation is an all-girls entrepreneurial mobile app design challenge. Students meet after school once a week and work in a team of five (5) to develop and create their own mobile application. Students on the team are mentored by local tech industry volunteers. In the spring, the Technovation team presents their final product at a local showcase event.

### **TIYADI**

T.I.Y.A.D.I. = Talented Innovative Young and Diverse Individuals. T.I.Y.A.D.I. is the Waltham High School Step Team. The students are not only all of the above; they are a very dedicated group of young adults. To be on the team, a student needs to make a commitment to practice and feel comfortable performing in dance & step competitions and at school events. Tryouts are held in October. Practices are located in the cafeteria after school; days vary, and are sometimes held on weekends and over school vacations. Team is made up of 15-18 members. T.I.Y.A.D.I. is a fun club to be a part of and we hope to see you there!

### **TRAILBLAZERS**

The Waltham Youth & Community Coalition (WYACC) Trailblazers are students who are dedicated to making positive change in their school and in the community. Creating a trail of opportunities to make Waltham a safe, healthy, and engaging community, where all young people can thrive. Change and opportunities occur when students themselves create them. WYACC Trailblazers meet every Wednesday after school to plan and organize events in response to the needs of their



peers. They create social marketing campaigns, develop surveys, and lead presentations. They also run activities, promote diversity, and role model positive behavior.

### **YEARBOOK - THE MIRROR**

The Mirror is the Waltham High School yearbook. The staff consists of one editor-in-chief, three Co-editors, one sales editor, and one advertising editor. The staff members are elected from applications submitted in the junior year to the current editors. Teacher recommendations, class load, activities, and interviews play a big role in the selection of the staff. The staff members start to work on the book in April of their junior year and continue to work until the September after graduation. Any student wishing to help with the yearbook, an outstanding, consistently award-winning project is most welcome.

### **ATHLETICS - VARSITY SPORTS**

The following varsity sports are offered by the Athletic Department. Students interested in obtaining further information should contact the Athletic Director, who maintains an office at the high school.

<b><u>FALL SPORTS</u></b>	<b><u>WINTER SPORTS</u></b>	<b><u>SPRING SPORTS</u></b>
Football	Boys Basketball	Baseball
Boys Soccer	Girls Basketball	Softball
Girls Soccer	Boys Ice Hockey	Boys Outdoor Track
Boys X-Country	Girls Ice Hockey	Girls Outdoor Track
Girls X-Country	Swimming and Diving	Boys Tennis
Golf	Boys Skiing	Girls Tennis
Girls Volleyball	Girls Skiing	Boys Lacrosse
Football Cheerleading	Wrestling	Girls Lacrosse
Field Hockey	Boys Indoor Track	
	Girls Indoor Track	
	Basketball Cheerleading	

### **ELIGIBILITY FOR PARTICIPATION IN VARSITY SPORTS**

The Massachusetts Interscholastic Athletic Association (M.I.A.A.) is responsible for enforcement of rules relative to the eligibility of athletics. A student must secure a passing grade in at least 20 credits from four period subjects during the last marking period preceding the contest. To be eligible for the fall marking period, students are required to have final passing grades for the year in the required number of credits of prepared work.

A student must also have an overall GPA (unweighted) of at least a 1.7 (a C- or better) in all his/her major courses and must have a passing conduct grade. Students who fail to meet these steps would be ineligible for the quarter. Eligibility for fall athletics and activities will be determined by the final grades of the preceding academic year.

The scholastic eligibility shall be determined by the Associate Principal on the date that the report cards have been issued to the parents of all students.

## **VI. PROCEDURES**

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### **ABUSE/NEGLECT REFERRALS**

According to MGL c.119, § 51A all WPS employees are mandated reporters. Massachusetts law requires mandated reporters to immediately make an oral report to the Department of Children and Families when, in their professional capacity, they have reasonable cause to believe that a child under the age of 18 years is suffering from abuse, neglect or injury.

#### **Attendance Department:**

The completed Form 51-A will be delivered by an attendance officer to the Protective Services Department. A copy of the form will be sent to the doctor in charge of Medical Service in the schools.

#### **Protective Service Investigation and Decision Making:**

Protective Services Department investigates the situation through a home visit, interview with parents and discussions with others involved in the case. They make the actual decision regarding the existence of the child neglect and/or abuse.

### **ACCIDENTS**

Any accident occurring on school property must be reported to the nurse immediately.

Teachers or staff members who observe an accident on school property should report it to the nurse immediately. An accident form will be filled out in the nurses' office as soon as possible.

### **A.L.I.C.E. PROGRAM**

The Waltham Public Schools has rolled out the A.L.I.C.E. Program to all schools in the district. The A.L.I.C.E. Program provides additional protocols for staff and students to use in case there is ever an intruder in one of our school buildings. All staff and students have participated in A.L.I.C.E. training. All schools will participate in A.L.I.C.E. drills two times per year.

### **ASSEMBLIES**

Assemblies will be held periodically in the Robinson Auditorium, usually on a class basis. Students are requested to report to the auditorium with their assigned teacher. Students are expected to conduct themselves in a responsible manner during the assemblies.

### **CANCELLATION OF SCHOOL**

Cancellation/Delayed Opening of School: Stations **WRKO, WBZ, WHDH, WCRB-FM**, and Channels **4, 5, and 7** will broadcast at frequent intervals between 6:00 a.m. and 8:00 a.m. Notice will also appear on WE-TV.

### **CHANGE OF ADDRESS**

It is important that changes of address and phone numbers - both home and business - be reported immediately to the House Office. Also, emergency phone numbers should be kept up to date with the school nurse.

### **COURSE SELECTION**

For leveled course, teacher recommendations will be used to inform placement. Please note the recommendations and pre-requisites in the course descriptions under all leveled courses. If students or parents/guardians are in disagreement with the recommended placement, the parent/guardian must contact the student's guidance counselor.

## **SCHEDULE CHANGES**

Schedule changes are disruptive to a student's education. Once the school year has begun, changes to class schedules are discouraged. Students are expected to select courses carefully: spring sign-ups are used to determine schedules and staffing. Please consult the pre-requisite course(s) and recommended placement in the course description.

The high school Guidance Office will be open in August (dates will be determined before each summer) to all students who wish to change a course or level. Appointments are welcome, but students are encouraged to drop in.

Changing one course often results in the need to move other courses; and even if appropriate approval is granted for the original request, there may not be the flexibility to move the other affected courses. Please follow the procedures listed on the "Request for Schedule Change" form to initiate schedule changes. These forms can be obtained in the Guidance Office.

- After 10 school days no elective course changes will be honored.
- Requests to change teachers will not be honored.
- All courses dropped after October 1st will result in the appearance of a Withdrawal "W" on a student's transcript.
- Changes approved in 1<sup>st</sup> quarter, but after progress reports are issued, will not be made until the start of 2<sup>nd</sup> quarter.
- No changes will be made after the first quarter unless extenuating circumstances exist.

## **DISMISSALS**

See "Attendance Policies and Procedures."

## **BUILDING EVACUATION REGULATIONS**

Every teacher and every student should be familiar with the fire alarm signal. Whenever this sound is heard, the following regulations are to be followed.

- Move rapidly in the direction designated on the instructions posted in each room, but do not run.
- Refrain from talking.
- Keep a single file out of the room, in the corridors and on the stairways.
- To avoid jams on the stairways, the third floor occupants are to keep close to the railing on the left-hand side of the stairwell.
- When the exit doors are reached, move away from the building as rapidly as possible to designated areas.

## **FIELD TRIPS**

The School Committee recognizes that firsthand learning experiences provided by field trips are a most effective and worthwhile means of learning. It is the desire of the committee to encourage field trips as part of and directly related to the total school program and curriculum.

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve, and evaluate 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 and reviewed and approved by the school committee. The use of privately owned vehicles to transport students is prohibited, as is late night or overnight travel. Companies contracted to provide student transportation must furnish evidence of driver competence/licensure, CORI checks of employees, vehicle safety inspections, and proper liability insurance. The use of subcontractors will not be permitted.

The superintendent or her/his designee will ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The district will not contract with any carrier that has a safety rating of "conditional" or "unsatisfactory".

These guidelines and appropriate administrative procedures shall ensure that all field trips have the approval of the principal and that all overnight trips and all out-of-state trips have the approval of the School Committee.

Waltham High School's recommended chaperone guideline is 0-20 students requires two (2) WHS employee chaperones, 20-40 students will require an additional WHS employee chaperon, etc. Parents, friends, etc. may assist with chaperoning duties along with the required WHS employees; they must have a current CORI.

Out-of-state travel by students must be approved by the School Committee prior to any fundraising activities for that purpose. It is preferable to schedule out of state field trips so as not to interfere with regular school time. This means on weekends or during school vacations.

Overnight accommodations must be made in advance with student safety and security in mind. Trip schedulers should avoid planning student travel between the hours of midnight and 6:00 a.m. Trip itineraries must leave enough time for drivers to rest in conformity with federal hours-of-service requirements.

Trip itineraries should take into account the likelihood of delays due to weather, traffic, stragglers, and other uncontrollable factors. The cost of trips must also take into account the means of families to afford the expenses. Every effort should be made to keep costs reasonable and to provide assistance where needed.

Staff are prohibited from soliciting for privately run, non-school sanctioned trips through the school system and our individual schools. The School Committee will only review for approval school-sanctioned trips which demonstrate educational value and offer significant educational benefits to students, which clearly justify the time and expense of the trips and are age and grade level appropriate.

The Waltham School Committee requires that all field trips have the approval of the Headmaster. Written parent permission is required for a student to participate in a field trip. The Waltham School Committee and the school department assumes no liability nor can it ensure any protection for students and parents who participate for non-approved field trips. Students who miss school for non-approved field trips will be dealt with in accordance with procedures for unexcused absence.

## **INSURANCE**

In September, there is an opportunity for all students to purchase accident insurance.

## **LOST AND FOUND**

Found articles are to be sent to the Main Office and may be claimed by the owner before and after school. Found books should be sent to the department offices. Students are urged to leave large sums of money or valuables at home. The school cannot be responsible for personal property.

## **MEDICATION**

See "Student Resources – Health Services"

## **PHYSICAL EDUCATION EXCUSES**

State law requires that all students participate in physical education classes unless excused for a medical reason by a physician. These written excuses must be renewed each year by the pupil and given to the school nurse. Medical excuses should be timely. Retroactive excuses may not be accepted.

## **SCHOOL POSTERS - NOTICES**

Any outside organization not related to the Waltham Schools must receive the approval of the Superintendent's Office to display a poster, notice, flyer, or any written announcements in the building. School-sponsored posters must be approved by the Principal or his/her designee. Any announcements to be read over the PA system and any posters or other documents that students and adults wish to be hung in the school must have prior approval of the Principal's Office. After the event or the activity is over, it is the responsibility of the individual organization that all posters and signs are removed within a reasonable amount of time.

## **TARDINESS TO CLASS**

See "Attendance Policies and Procedures" on pages 18-24.

## **TELEPHONES**

The Associate Principal should approve personal calls during the school day. No school telephone in any office or classroom may be used by pupils. In case of illness or emergency, calls will be made by the school nurses, the Associate Principal, the Student Support Services Counselor, or the Main Office.

## **TELEPHONE MESSAGES**

Pupils cannot be called to the telephone for any reason, and messages will be taken only in case of illness or emergency.

## **VISITORS TO SCHOOL**

Any visitor to the school must sign in at the security desk and seek permission from the Principal. Unauthorized visitors are considered to be trespassers and are subject to arrest.

Any individual who is not a registered, active student at Waltham High School and wishes to attend a school social function must secure permission from the high school administration.

## **WITHDRAWAL**

Whether you are leaving school permanently or transferring to another school, you must obtain a sign out slip from your Associate Principal and have it signed by all your teachers and Associate Principal as you return your books.

## **WORKING PAPERS**

The student's primary responsibility is to his/her education. Working papers are a privilege, which will be granted to a student in good standing. The Associate Principal may initially certify that the student:

1. Is passing a minimum of 20 credits.
2. Meets attendance requirements under the existing "N" policy for the previous quarter.

Working papers may be revoked at any time if the student doesn't continue to meet the above conditions as well as fulfill his/her educational commitments, such as promptness to school, class attendance and assigned after school sessions. Acceptable behavior is expected at all times. Permission to work slips may be obtained in the house office before school each morning

## **VII. REGULATIONS**

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### **ASBESTOS INSPECTIONS**

In compliance with the U.S. Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA), in the 1980's the school department contracted services to perform inspections of each of our school buildings for asbestos containing building materials. The inspection findings and asbestos management plans are on file in the Waltham Public School Facilities department.

The EPA requires public schools to perform re-inspection of the asbestos materials every three years. Every three years accredited asbestos inspectors performed these re inspections. An accredited management planner reviewed the results of the re-inspections and recommended actions we should take to safely manage each asbestos material in our buildings. In addition to this the Waltham Facilities department has an AHERA designated Liaison that re-inspects every 6 months to monitor and make known the condition of any and all previously inspected materials. All asbestos findings have either been removed or repaired professionally, slated to be removed or are being managed in place, as recommended by the accredited management planner.

The results of the inspections and re-inspections are on file in the Waltham Facilities department. Everyone is welcome to view these by appointment. To set up an appointment contact John Pinzone at the Waltham Facilities department at 781.314.5420 during the hours 9:00 a.m. - 4:00 p.m., Monday - Friday.

### **BOOKS AND EQUIPMENT**

Each student is responsible for all books, materials, and equipment that are issued to him/her. If the item issued to the student is misplaced, stolen, or damaged, the student will be required to pay for the item, the charge of which will be determined by the Department Head. All efforts should be made to return books. Once a student has lost a book, he/she will not receive another one until arrangements for payment is made.

Students are held responsible for all items they check out of the Media Center. If an item is misplaced, stolen, or damaged, a student will be required to pay for the item, the charge of which will be determined by the Media Center.

All student obligations must be cleared before school programs, report cards, or other school records are released by the school.

### **SCHOOL BUS TRANSPORTATION**

Students waiting for, transported on, or leaving the school bus are expected to conduct themselves in accordance with proper rules of conduct. While being transported, behavior must be such that it does not interfere with the safety of each passenger or the driver's operation of the vehicle. Students are to wait for the bus on the sidewalk at their designated pickup spot until the bus comes to a complete stop. They are not to stray onto private property. Misbehavior on the bus such as vandalism, fighting, tobacco use, pushing, refusing to cooperate with the bus driver, etc., will be referred to the principal's office for disciplinary action.

### **BUS INFRACTIONS**

Reports of misconduct while waiting for or leaving the bus will be investigated by the school principal or his/her designee. Poor conduct on school buses will result in notification from the bus company to

the principal. Upon receipt of a written or verbal complaint from the bus company, the principal (or designee) will utilize this procedure:

- **First offense:** A letter will be sent from the principal of the school to the parents advising the parent of the misbehavior.
- **Second Offense:** Bus privileges may be revoked for a two-week period and parents shall be notified by the principal of the school the student attends.
- **Third Offense:** Transportation privileges may be taken away from the student for the remainder of the school year and the parents shall be notified by the principal of the school the student attends.

Any misconduct, which may endanger the safety and/or well-being of the occupants of the bus, will result in immediate loss of bus privilege. **Riding the bus to school is a privilege.** Students guilty of misconduct on the bus may be subject to forfeiture of the privilege.

### **Seatbelts on Buses**

Waltham School Department school buses are equipped with seat belts for students' use. Such use is not required by federal or state law, nor by the School Department, and the decision to use or not use a seat belt rests solely with each student and his or her parents. All parents and guardians are required to sign a statement that will release, acquit, discharge and hold harmless the Waltham School Department and the City of Waltham from any and all actions, causes of action and claims on account of or arising out of their child(ren)'s use of Waltham School Department school buses including use or failure to use a seat belt.

Students waiting for, transported on, or leaving the school bus, are expected to conduct themselves in accordance with proper rules of conduct. While being transported, behavior must be such that it does not interfere with the safety of each passenger or the driver's operation of the vehicle. Students are to wait for the bus on the sidewalk at their designated pickup spot, and are not to stray onto private property. Misbehavior on the bus, such as vandalism, fighting, smoking, pushing, refusing to cooperate with the bus driver, etc., will be referred to the principal's office for disciplinary action.

### **CAFETERIA**

Students are to report to the cafeteria for lunch during their assigned lunch period only. No student may have more than one lunch period. Food and drink are not allowed out of the cafeteria without permission. A supervised lunch is provided for students guilty of improper behavior in the regular cafe, (excessive noise, boisterousness, throwing things, etc.). Students are to remain seated at lunch unless obtaining food or cleaning up their table area.

### **CARS/PARKING**

Extreme caution should prevail when driving on school property and in the vicinity of the school. Do not transport other students unless they have permission of their parents. Pedestrians and school buses have the right of way. Be sure that you comply strictly with State Motor Vehicle laws at all times. Avoid unnecessary noise such as blowing horns or racing motors. Observe the posted speed limit on school property. Bringing a car to school by a student is a privilege and may be revoked by the school authorities for just cause.

Parking for students may be limited by the availability of spaces. Availability will be determined in the following manner; staff first, visitors second, seniors third, and juniors and sophomores to

follow. Students who wish to drive to school will have to register their vehicles with the principal or his/her designee and display a placard on the rear window.

Parking rules will be strictly enforced and all cars must be in a designated space, no exceptions. Student parking is in designated yellow-lined spaces, white-lined spaces are for staff only. Student parking is not allowed in the rear of the building.

Students will pay a \$5.00 registration fee in order to receive a placard. Staff will also receive placards and a designated parking area.

Failure to register a vehicle, display a placard, or adhere to parking rules may result in a warning, a \$5.00 fine, in towing the vehicle at the owner's expense and/or losing the placard and the privilege of driving to school.

### **HALLWAY PASS PROTOCOL**

Consistent implementation of school protocols is an important part of a positive school culture. All faculty members are asked and expected to fully implement all aspects of this protocol throughout the school year. In the case of an emergency, staff members may use their judgement to waive expectations below but should maintain consistent implementation at all other times.

**Goals:** Ensure the safety and security of students and staff

**Start and End of Class:** Smooth starting and ending routines are essential components of any lesson. Students should not be leaving class for any reason during the last 5 minutes of class (with the exception of emergencies). Students should not be let out of class prior to the bell signaling the end of the period including the last period.

**Between Periods:** We encourage all educators to be out in the hallways between periods so that they can greet students who are entering their classroom; monitor hallways to ensure the safety and security of all students, and encourage all students to get to their next period class on time. Whenever possible, Principal and Associate Principals will also be stationed in hallways during passing time.

**WHS Pass:** Each student is expected to have an official corridor pass at all times when he/she is out of class. Passes should show the date, time, destination and signature of the teacher.

**Sign Out Log:** Every class is expected to maintain an organized sign-out/sign-in log for the bathroom/nurse/SAC. (This log should be saved for the year and may be reviewed if questions arise about abuse of the bathroom policy or if administrators are investigating an incident). The sign out sheet includes: date, name, time out, time in, and destination. No more than one (1) student should leave the class at a time except in the case of an emergency. If you feel the policy is being abused, discuss it first with the student, and, if necessary, notify the family and the appropriate Associate Principal.

**Tardy Policy:** A timely arrival to homeroom and each class period is important to maximize learning time. A student late for class must have a pass, or they are marked tardy. If a student arrives late to class without a tardy pass, do not send them to the house office, or to a previous faculty member for a pass. Document the tardy arrival and follow up with the students and their families.



**Progressive Discipline:** Students in the hallways without a WHS Hallway Pass will be walked back to their class and Associate Principals will implement progressive discipline for repeat offenders.

## **DRESS CODE**

### **Dress Code Philosophy**

The Waltham Public School student dress code supports equitable educational access. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization of any group based on race, sex, disability status, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size or any protected category.

As a school system our values are:

- All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement and are expected to raise any student dress code violations with a school administrator who will address.
- Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.
- School leaders have a responsibility to promote reasonable standards of healthy, (psychological) safety, cleanliness and to ensure indecent, obscene, lewd messages and/or clothing that causes a “substantial disruption” in school or school-related activities are prohibited.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.

- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, disability, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

### **Dress Code**

The Waltham Public Schools expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should respect the district's intent to sustain a community that is inclusive of a diverse community. The primary responsibility for a student's attire resides with the student and their family. The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, body type/size or any protected class. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

#### **1. Basic Principle: Certain body parts must be covered for all students at all times.**

Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

#### **2. Students Must Wear\*, while following the basic principle of Section 1 above:**

- A **Shirt** (with fabric in the front, back, and on the sides under the arms), **AND**
- **Pants/jeans or the equivalent** (for example, a skirt, sweatpants, leggings, a dress or shorts), **AND Shoes.**

**Guidance on attire for PE classes:** Expectations are that students will have gym shorts or sweatpants and footwear that is appropriate to move (ask for them to wear sneakers). PE teachers will make determinations about attire that is unsafe or hazardous for student participation.

*\*Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering bodies in a particular way or promoting culturally-specific attire. Activity-specific shoes requirements are permitted (for example, athletic shoes for PE).*

**3. Students May Wear**, as long as these items do not violate Section 1 above:

- Hats facing straight forward or straight backward. Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff.
- Religious headwear
- Hoodie sweatshirts so long as the student's face and ears are visible to school staff.
- Fitted pants, including opaque leggings, yoga pants and "skinny jeans"
- Ripped jeans, as long as underwear and buttocks are not exposed.
- Tank tops, including spaghetti straps; halter tops
- Athletic attire
- Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate Section 1 above).

**4. Students Cannot Wear:**

School administrators will hold students accountable in ways consistent with this policy when students wear clothing that includes:

- Clothing that does not fully cover genitals, buttocks, breasts, and nipples are fully covered
- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity).
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment.
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
- Swimsuits (except as required in class or athletic practice).
- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face or ears (except as a religious observance).

**5. Dress Code Enforcement**

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

- Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined in Sections 1 and 4 above. Students in violation of Section 1 and/or 4 will be provided three (3) options to be dressed more to code during the school day:

- Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
  - Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
  - If necessary, students' family members/emergency contact(s) may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
- No student should be affected by dress code enforcement because of racial identity, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
  - School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.
  - Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:
    - kneeling or bending over to check attire fit;
    - measuring straps or skirt length;
    - asking students to account for their attire in the classroom or in hallways in front of others;
    - calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and,
    - accusing students of "distracting" other students with their clothing.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as graduation ceremonies, dances and prom.

Students who feel they have been subject to discriminatory enforcement of the dress code should contact the School Principal, Administrator of Pupil Personnel Services and/or Superintendent.

*Inspired, in part, by the thinking of the Waltham Student Handbook Committee, which included students, parents/guardians, teachers, school administrators. It is also inspired by the principles outlined in the Oregon NOW Model Dress Code and the Evanston Township (IL) Public School dress code.*

## **ELECTIONS**

Students who choose to run for Student Council, Class Office, or Student Advisory Council must comply with the following requisites for eligibility.

- Submit completed nomination papers within established time limit.
- Secure a passing grade in at least 20 credits from four period subjects during the previous marking period
- Have a Conduct grade no lower than a B during the previous marking period.

- Additionally, any elected officer who fails to maintain academic or behavioral guidelines established above will be removed from office.
- An Elections Commission, appointed by the principal, will oversee designated elections. Members will collect, independently tally and report election results.

## **PERSONAL ELECTRONIC DEVICE POLICY**

At Waltham High School we believe in creating an environment that cultivates the talents of every student preparing our graduates for an ever-changing world. We also believe in integrating technology and Personal Electronic Devices (PEDs) into classroom instruction in order to meet the needs of 21st century learners. Student use of PEDs promotes critical thinking, problem-solving, collaboration, and other essential life skills in a highly competitive and global society. However students can benefit from guidelines so that they understand the concept of responsible digital citizenship and so the use of PEDs does not conflict with classroom learning.

During instructional time in the classroom student use of PEDs is not allowed unless it is during a teacher approved lesson in which PEDs are being integrated into the instruction. (Please refer also to the Waltham Public Schools Chromebook Guidelines section of this student handbook)

During non-instructional time outside the classroom, students may use PEDs for personal or instructional purposes under the following guidelines:

- Use will not be disruptive to other students, staff, or to the overall school environment.
- Texting/communicating to other students while they are in class is prohibited.
- Sound from the device should not interfere with others.
- Students must abide by the Academic Honesty Policy as stated in the Student Handbook.
- There shall be no PED usage during assessments, exams, or any type of testing.
- Students may not use PEDs to bully or harass other students, faculty, or staff in any way, including social media.
- Students may not use PEDs to photograph or record other students or staff members.
- Before entering classes, students are expected to put away all PEDs and be ready, respectful, and responsible in regard to these policies.

Violations of this policy may result in teacher/staff/administrator warnings to students, parental conferences, loss of PED privileges either short term or for the year, confiscation of the PED, or additional disciplinary action. The Waltham Public Schools are not responsible for damaged, lost, or stolen PEDs

## **VIDEO/PICTURES/DIGITAL TECHNOLOGIES**

No individual may record/film, photograph, interview and/or publicly exhibit, distribute, or publish in print and in electronic media, any student or staff member's appearance, spoken words, and or works without the express written consent of that student (or their parent or guardian) or staff member.

Use and participation of social networking sites (i.e. Facebook, My Space, blogs, etc.) have widespread use by many of our students. Any student that negatively references or posts about a

student or staff member in a way that causes physical, emotional, or psychological hardship of any kind may face suspension or criminal charges

In Massachusetts it is a crime to secretly record a conversation, including a video recording. In addition to subjecting you to criminal prosecution, violating this law can expose you to a civil lawsuit for damages by an injured party.

## **NON-DISCRIMINATION POLICY**

### **Equal Education Opportunity Law**

In accordance with Massachusetts General Law Chapter 76, section 5, and 603 CMR 26.00, the Waltham Public Schools does not tolerate harassment nor discrimination including that based upon race, color, sex, religion, gender identity, national origin or sexual orientation. Complaints alleging discrimination or harassment may be made in accordance with the following Discrimination/Harassment Complaint Procedure.

### **Discrimination/Harassment Complaint Procedure**

#### **I. WHERE TO FILE A COMPLAINT**

Any student or employee or third party who believes that the Waltham Public Schools, or a member of the school community, has discriminated against or harassed them because of their race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaint with the Office of the Superintendent, or his/her designee, who will serve as the grievance officer in such matters.

#### **II. CONTENTS OF COMPLAINTS AND TIMELINES FOR FILING**

Complaints under this procedure must be filed within twenty (20) days of the alleged discrimination or harassment. The complaint must be in writing. The complainant may select another person to help with the filing of the complaint. The written complaint should include the following information:

1. The name and grade level (or address and telephone number if not a student or employee) of the complainant;
2. The name (or address and telephone number if not a student or employee) of the complainant's representative, if any;
3. The name of the person(s) alleged to have committed or caused the discriminatory or harassing action, or event (respondent);
4. A description, in as much detail as possible, of the alleged discrimination or harassment;
5. The date(s), time, and location of the alleged discrimination or harassment;
6. The name of all persons who have knowledge about the alleged discrimination or harassment (witness) as can be reasonably determined; and
7. A description, in as much detail as possible, of how the complainant wishes to see the matter resolved.

#### **III. INVESTIGATIONS AND RESOLUTION OF THE COMPLAINT**

Complaints will be investigated promptly and resolved as quickly as possible. (Any person who alleges discrimination on the basis of a disability relative to the identification, evaluation, or educational placement of a person, who becomes of a disability or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, Massachusetts General Law chapter 71B, and/or the Individuals with Disabilities Education Act, may use the procedure outlined in the Massachusetts Department of Education's Parents' Rights Brochure, rather than this procedure. Information on this alternative process may be obtained from the Director of Student Services for the Waltham Public Schools.) Respondents will be informed of the charges as soon as the grievance officer deems appropriate based upon the nature of the

allegations, the investigation required, and the action contemplated. The grievance officer will interview witnesses who are deemed to be necessary and appropriate to determine the facts relevant to the complaint, and will gather other pertinent information. Interviews of students will be conducted in such a way as to reflect the age and emotional condition of the student. The Complainant shall have the opportunity to present witnesses and other evidence. Such interviews and gathering of information will be completed within fifteen (15) school days of the receipt of the complaint.

Within twenty (20) school days of receiving the complaint, the grievance officer will meet with the complainant and/or his/her representative to review information gathered and, if appropriate, to propose a resolution designed to stop the discrimination or harassment, prevent its recurrence and to correct its effect.

Within ten (10) school days of the meeting with the complainant and/or representative, the grievance officer will provide written disposition of the complaint to the complainant and/or his/her representative and to the respondent(s). Where the grievance officer finds that discrimination has occurred, Waltham Public Schools will take steps that are reasonably calculated to end discrimination that has been found; prevent recurrence of any discrimination, and correct its discriminatory effects on the complainant and others, if appropriate. Where the grievance officer finds that there has been on-going discrimination or retaliation, Waltham Public Schools will determine whether additional supportive measures are needed, and so advise the complainant.

Notwithstanding the above, it is understood that in the event a resolution contemplated by the grievance officer involves disciplinary action against an individual, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (e.g., a directive to “stay away” from the complainant, as might occur as a result of a complaint of harassment). Any disciplinary action imposed upon an individual will be subject to applicable procedural requirements. All the timelines indicated above will be implemented as specified, unless the nature of the investigation or exigent circumstances prevent such implementation in which case the matter will be completed as quickly as practicable. If the timelines specified above are not met, the reason(s) for not meeting them must be clearly documented. In addition, it should be noted that in the event the respondent is subject to a collective bargaining agreement which sets forth a specific timeline for notice and/or investigation, such timelines will be followed.

Confidentiality of complainants/respondents and witnesses will be maintained, to the extent consistent with the obligations of the Waltham Public Schools relating to the investigation of complaints and the due process rights of individuals affected.

#### **IV. RETALIATION PROHIBITED**

Retaliation against someone because he/she has filed a complaint under this procedure is strictly forbidden. Retaliation against someone who has participated in an investigation is strictly prohibited. Waltham Public Schools will take appropriate steps as necessary to prevent retaliation. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

Upon request, the grievance officer will provide the complainant with the names and addresses of those state and federal agencies which handle discrimination and harassment matters.

#### **NON-DISCRIMINATION ON THE BASIS OF DISABILITY Americans with Disabilities Act**

Title II of the Americans with Disabilities Act of 1992, as well as Section 504 of the Rehabilitation Act of 1973, prohibit discrimination on the basis of disability. The ADA requires public schools districts to provide reasonable accommodations to persons with disabilities and imposes accessibility requirements at school facilities. The district/school shall make reasonable accommodations when necessary to avoid discrimination on the basis of disability, unless the district/school can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

A detailed explanation of the rights of individuals with disabilities under Federal Law has been given to each department and each house office. These rights are also available in our school medical department as well as our Student Support Services department.

Complaints alleging discrimination or harassment may be made in accordance with the Discrimination/Harassment Complaint Procedure described above

### **Section 504 of the Rehabilitation Act of 1973**

Section 504 is a federal statute that prohibits discrimination based upon a disability. It provides that no qualified individual with a disability shall, solely by reason of his or her disability, be excluded from participation or denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance. The statute covers students who have a mental or physical impairment which substantially limits major life activity, has a record of such impairment or is regarded as having such an impairment.

Each school has a Section 504 team, under the direction of the principal, which meets to discuss needs of individuals referred for Section 504 consideration. Please contact your principal for more information. A 504 referral form may be secured by contacting any of the following individuals: classroom teacher, guidance counselor, SAC counselor, nurse, or administrator. Upon receipt of the referral, the principal will appoint a team of individuals knowledgeable about the student who will determine eligibility. If so indicated, the team will submit a written plan as needed. This process will be completed in a timely manner.

Complaints alleging discrimination or harassment may be made in accordance with the Discrimination/Harassment Complaint Procedure described above.

The Waltham Public Schools' 504 Coordinator is George Frost, Administrator of Human Resources, or his/her designee at 781-314-5406.

Any person who alleges discrimination on the basis of a disability relative to the identification, evaluation, or educational placement of a person, who becomes of a disability or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, Massachusetts General Law chapter 71B, and/or the Individuals with Disabilities Education Act, may use the procedure outlined in the Massachusetts Department of Education's Parents' Rights Brochure, rather than this procedure. Information on this alternative process may be obtained from the Director of Student Services for the Waltham Public Schools.

### **NON-DISCRIMINATION ON THE BASIS OF SEX**

The Waltham Public Schools does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of sex in accordance with Title IX of the Education Amendments of 1972, and Massachusetts General Laws chapter 76, section 5.



Complaints alleging discrimination or harassment may be made in accordance with the Discrimination/Harassment Complaint Procedure described above.

The Waltham Public Schools' Title IX Coordinator is George Frost, Administrator of Human Resources, or his/her designee at 781-314-5406.

### **GAMBLING AND CARD PLAYING**

Gambling and card playing are not allowed in the school or on the school grounds at any time.

### **ID'S**

All students are expected to have their school IDs during the school day and at all school functions and produce them upon request.

Students arriving late to school must show their ID when signing in at the main office/security desk. In addition, Waltham High School reserves the right to enforce all students to wear and/or display their ID's at any time. There may be a processing fee to replace lost IDs.

### **INTERNET ACCESS**

Students have the opportunity to access the Internet in supervised settings. Students and parents/guardians must sign the guidelines for Internet Acceptable Use Agreement indicating compliance. Violation of the following regulations may result in suspension.

The following activities are strictly prohibited on any computer equipment owned by the Waltham Public Schools:

- Attempting to access restricted portions of the operating system or security software on any computer.
- Modifying software or hardware configurations on any computer.
- Uploading/downloading of any computer software.
- Uploading/downloading any libelous, threatening, violent or sexually explicit material.
- Accessing another user's documents, programs, electronic mail, or files.
- Copying software that has not been placed in the public domain.
- Game playing or any other non-productive or inappropriate use of the equipment.
- Food or drink of any kind near a computer or any other equipment.

### **LOCKERS**

It is very important for all students to keep their lockers properly locked at all times. An unlocked locker is an open invitation to theft, and the school cannot be responsible for such losses. There is no need for students to share lockers. Lockers are the exclusive property of Waltham High School and are assigned temporarily for student use. They are therefore subject to search by designated administrators.

### **PROMS**

Attendance at Junior and Senior prom will be limited to students attending Waltham High School. No one over age twenty (20) will be allowed as a guest at any prom. Requests for exceptions will be handled on a case by case basis, at the discretion of a school administrator. All school rules apply.

### **RESTRICTED AREAS**

The auditorium foyer is off limits for students entering and leaving school between 7:30 a.m. and 2:00 p.m.

Students may pass through the auditorium foyer on the way to class only. No loitering in this area is permitted.

### **SESSIONS**

Teachers have a right to detain a student after school for violations of school or class regulations. Students must remain after school when instructed by a teacher to do so. Failure to return will result in the student being referred to the Associate Principal. Consult the discipline code for the student's resulting penalty. An additional day will be given to students who cannot report for good reason on the day of the suspension.

### **STUDENTS WHO DO NOT REPORT TO HOUSE OFFICE WHEN CALLED**

When a student has not reported to a house office when called the Associate Principal will call the parent/guardian.

### **VISITING OTHER SCHOOLS**

Under no circumstances are high school pupils to be a source of annoyance on or about the grounds of any other school after they are dismissed from the high school.

## **VIII. DISCIPLINE GUIDE**

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### **CODE OF CONDUCT**

The Waltham High School Code of Conduct is designed to promote behaviors that will ensure that each student may take full advantage of educational opportunities.

All teachers and school staff have been requested to be alert for any behavior, which is in violation of school regulations or school committee policies. Students should behave in a manner that will be a credit to our school.

The following pages outline infractions and their potential penalties. Disciplinary rules are in effect before, during, and after school and at any school-sponsored event or on school transportation. The list of infractions below is not meant to be all-inclusive and the Administration reserves the right to take action to discipline behavior that interferes with the educational process. The Principal/Associate Principal has the authority to exercise discretion in deciding the consequences for a student who has violated disciplinary rules. The Principal/Associate Principal shall first consider ways to re-engage the student offender in the learning process, and shall avoid using long-term suspension until other remedies and consequences have been employed. Infractions may result in mediation, restitution, demerits, community service, extracurricular exclusion, detention, Saturday school, in-school suspension, out-of-school suspension, or expulsion, depending on the severity of the offense.

### **INFRACTIONS**

Some infractions are so serious that the Principal may long term suspend or expel a student under the provisions of M.G.L. c. 71, §37H and 37H ½. These include:

- Possession of a dangerous weapon while on school grounds or at a school-sponsored event
- Possession of a controlled substance while on school grounds or at a school-sponsored event
- An assault on a School Administrator, teacher, teacher's aide, or other staff person.
- A felony charge or conviction

The following actions will result in disciplinary action which may include suspension:

- Fighting or assault
- Use of vulgar, profane or obscene words or gestures including such words or gestures on clothing
- Threatening a staff member or student
- Spoken or written insult based on race, ethnicity, religion, physical disability, gender, gender identity, or sexual orientation
- Violation of the Waltham Public Schools' policies of non-discrimination.
- Violation of the Waltham Public Schools' Anti-bullying policy.
- Serious destruction of school property
- Malicious ridicule
- Hazing
- Stealing
- Throwing of objects such as food, firecrackers
- Forgery, counterfeiting or altering any school documentation
- Tobacco use
- Leaving the school building between 7:30 a.m. and 2:00 p.m. without written permission of Associate Principal

- Accumulation of 15 or more demerits
- Defacing of School property with graffiti
- Use of video and/or pictures of individual or group on school property without permission
- Refusal to identify self to a staff member
- Disrespect, insubordination, defiance, insolence
- Failure to report to Associate Principal when called
- Class disturbance

## **STUDENT SUSPENSION**

A suspension is a short term or long term removal from regular classroom activities.

**Short term suspension** is the removal of a student from the school premises and regular classroom activities for 10 consecutive days or less.

**Long term suspension** means the removal of a student from the school premises and regular classroom activities for more than 10 consecutive days, or for more than 10 days cumulatively for multiple disciplinary offenses in any school year.

A suspended student is restricted from entering the school buildings, or coming onto school grounds; and a suspended student may not participate in or attend any school sponsored activities or functions during the suspension period. It is also recommended that parents restrict the activities of a student during the suspension period to reinforce the importance of the disciplinary consequence and to demonstrate cooperation between the school and family.

The Principal or his/her designee has the sole responsibility for determining who is suspended. The suspended student may not be permitted to return to school until a parental conference has been held.

### **Opportunity for Academic Progress During Suspension/Expulsion**

Any student receiving in-school suspension, short-term suspension, or long-term suspension shall have the opportunity to make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal from the classroom or school.

Any student who is expelled or suspended from school for more than 10 consecutive days shall have an opportunity to receive educational services that will enable the student to make academic progress toward meeting state and local requirements through the school-wide educational services plan.

### **In school (“Indoor”) suspension**

At the discretion of the Principal, in-school suspension may also be imposed where a student is determined to have committed a suspendable offense. In-school suspension means the student is removed from regular classroom activities, but not from the school premises, for no more than 10 consecutive school days or no more than 10 school days cumulatively for multiple infractions in any school year. Students will be subject to limitations on their movements and activities as determined by the Principal. In-school suspension for less than 10 days shall not be considered a short-term suspension. An in-school suspension of more than 10 days shall be deemed a long-term suspension.

For an in-school suspension, the principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the

student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year.

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

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

### **SUPERVISED STUDY**

- If assigned, students must report to the Student Support Center for Supervised Study by 7:30 a.m. unless he/she has a pass from a building administrator.
- All Supervised Studies are until 2:00 p.m. No early dismissals.
- Students will be allowed to access courses and connect with teachers upon approval of the Associate Principal.
- Students are not allowed in the cafeteria during lunches for this break, nor are they permitted to have bathroom passes between class periods.
- Students will be responsible for obtaining assignments, books and writing materials, and bringing the same to the Student Support Center by 7:30 a.m.

### **STUDENT DUE PROCESS RIGHTS**

In administering discipline, school officials will be careful to observe the right to due process under the law for each student. The nature of the violation determines the due process that school officials follow.

1. DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH POSSESSION OF A DANGEROUS WEAPON, POSSESSION OF A CONTROLLED SUBSTANCE, ASSAULT ON SCHOOL STAFF AND/OR STUDENTS WHO HAVE BEEN CHARGED WITH OR CONVICTED OF A FELONY (M.G.L. c. 71, §37H and M.G.L. c. 71, §37H ½).

Short Term Disciplinary Sanctions: Prior to the imposition of any disciplinary sanction that might result in a student's suspension from school for ten (10) consecutive school days or less, the student will be given oral notice of the offense with which he/she is charged and an opportunity to respond. In the event that the Principal or designee determines that the student will be suspended from school, the student's parent(s)/guardian(s) will be notified by telephone and in writing.

Long Term Disciplinary Sanctions: Prior to the imposition of any disciplinary sanction that might result in the student's suspension from school for more than ten (10) consecutive school days

or expulsion, the parents/guardians will be given written notice of a hearing at which they may be represented by an attorney at their expense and may examine and present witnesses and documentary evidence. Following this hearing, a written decision will be issued. The parent(s)/guardian(s) will have the right to appeal any decision imposing a long term suspension or expulsion from school to the Superintendent. Where the student is excluded in accordance with M.G.L. c. 71, §37H, the student shall have ten (10) days from the effective date of the exclusion to file a written appeal with the Superintendent of Schools. For exclusions imposed pursuant to M.G.L. c. 71, §37H ½, the student shall have five (5) days from the effective date of the exclusion to file a written appeal with the Superintendent. For exclusions imposed by the School Committee in accordance with M.G.L. c. 76, §17, the student shall have the right to file a written request for reconsideration by the committee within ten (10) days of the effective date of the exclusion. Pending the outcome of any such appeal, the disciplinary sanction imposed shall remain in effect. M.G.L. c. 76, §17, M.G.L. c. 71, §37H and M.G.L. c. 71, §37H ½.

2. DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH OTHER VIOLATIONS (M.G.L. c. 71, §37H ¾)

**Notice and principal's meeting:**

For any suspension under this section, the principal or a designee shall provide notice of the charges and the reason for the suspension or expulsion to the parent(s)/guardian(s) in English and the primary language spoken in the student's home. The student shall receive written notice of the charges and the opportunity to meet with the principal or designee to discuss charges and reasons for the suspension and/or exclusion prior to suspension/exclusion taking effect.

The principal or designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. The meeting may take place without the student's parent(s)/guardian(s) so long as if the principal has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

The purpose of the principal's hearing is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

The principal shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense.

a. Short-term Suspension

The principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate. The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

Based on the available information, including mitigating circumstances, the principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The determination shall be in writing and may be in the form of an update to the original written notice.

b. Long Term Suspension

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

If present, the Parent shall have an opportunity to discuss the student's conduct and offer information, including mitigating circumstances that the principal should consider in determining consequences for the student.

Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent.

If the student is suspended for more than 10 days for a single infraction or for more than 10 days cumulatively for multiple infractions in any school year, the notice will include written notification of the right to appeal to the Superintendent and the process for appealing in English and the primary language spoken in the student's home. No student will be suspended for greater than 90 days, beginning on the first day the student is removed from the building.

**Emergency Removal:**

The principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The principal shall immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal.

In the event of an emergency removal, the principal shall make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal. The principal shall provide written notice to the student and parent as provided above, and provide the student an opportunity for a hearing with the principal as

provided above, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.

The principal shall render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements as described above. In the event of an emergency removal from school, the principal will not release the student until adequate provisions have been made for the student's safety and transportation.

**Superintendent's hearing:**

The parent(s)/guardian(s) shall have 5 calendar days following the effective date of the suspension or expulsion to submit a written request for an appeal to the Superintendent but may be granted an extension of time of up to 7 calendar days. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

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

At the hearing, the superintendent shall determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. Students shall have all of the rights afforded to students at the principal's hearing for long-terms suspension. The Superintendent will issue a written decision within 5 calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision. The Superintendent's decision is the final decision of the district.

**Discipline of Students with Disabilities [Includes students currently on 504 accommodation plans or Individual Educational Programs.]**

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act and related regulations require that additional provisions be made for students who have been found eligible for special education services, students who are in the course of being evaluated for special education eligibility, students who the school district knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities:

1. The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student's individual needs.



2. Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or ten (10) cumulative school days in a given school year, building administrators, the parents/guardians and relevant members of the student's IEP or 504 team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination). During disciplinary exclusions exceeding ten (10) school days in a single school year, the student shall have the right to receive services identified as necessary to provide him/her with a free appropriate public education during the period of exclusion.
3. If building administrators, the parents/guardians and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. The student's IEP team or 504 Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or where appropriate, conduct a functional behavioral assessment.
4. If building administrators, the parents/guardians, and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parent/guardians consent to, a new placement, or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The Student's Team shall also review the student's IEP, and modify as appropriate, any existing behavioral intervention plan or arrange for a functional behavioral assessment.
5. If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may place the student in an interim alternative educational placement (IAES) for up to forty-five (45) school days. A court or BSEA hearing officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.
6. Procedural requirements applied to students not yet determined to be eligible for special education.
  - A. If prior to the disciplinary action, a district had knowledge that the student may be a student with disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
    1. The parent/guardian had expressed concern in writing: or
    2. The parent/guardian had requested an evaluation: or
    3. School district staff had expressed concern that the student had a disability.
  - B. If the district had no reason to consider the student disabled, and the parent/guardian requests an evaluation subsequent to the disciplinary action, the district must have procedures to conduct an evaluation to determine eligibility. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.
  - C. The school district has developed procedures consistent with the federal requirements to expedite evaluations.

## **ALCOHOL AND DRUGS**

When a student voluntarily confides a drug or alcohol problem to a teacher or staff member:

The teacher or staff member should refer the student to the appropriate School Adjustment Counselor. Some community programs identified include:

- Wayside Youth and Family Support Network (781 891-0555)
- Adolescent Substance Abuse Program (Boston Children's Hospital) (617 355-2727)
- Additional resources are listed on the City's Health Department website page: <http://www.city.waltham.ma.us/health-department/pages/substance-use-disorder-support-0>

Students should be encouraged to confide in parents and receive counseling. No police involvement is indicated. The teacher should advise the student that there is no confidentiality protection under the law.

When a student is suspected of being under the influence of drugs or alcohol, but no contraband is found;

Ideally, parents should be notified by the principal and medical evaluation is advisable if possible. The student should be sent home under parent supervision. The principal, student, parent, and nurse should meet the next day to determine the facts and develop treatment options if necessary. There is no formal police involvement required under the law for such situations. However, an informal notification process should be established between the school and the police as part of the school drug policy. Programs available to help student and families should be identified and the school should arrange for follow-up.

When a student is found or admits to being under the influence of drugs or alcohol and no contraband is found:

The same procedure as what is listed above students "suspected" should be followed. School discipline consistent with the code of conduct should be imposed and, if the student and/or parent(s) fail to cooperate, a Child Requiring Assistance (CRA) or Care and Protection complaint should be filed by the school. School discipline involving removal from the classroom and, if possible, in-school suspension are indicated.

When a student is found to be in possession of a drug or alcohol:

The steps listed above should be followed plus a police representative such as a youth officer should be present at the school conference, plus imposition of discipline consistent with the school code of conduct, including expulsion or long term suspension. The police must be formally notified by the principal. The youth officer participates in discussion of discipline and a treatment plan if needed. Contraband must be turned over to the police. The principal, superintendent, police, parents and referral agency all work together to monitor compliance with a treatment plan.

When a student sells or distributes drugs or alcohol on school grounds:

The same procedure as listed above is followed plus imposition of discipline consistent with the school code of conduct, including expulsion or long term suspension. The police are notified by the principal. Contraband is confiscated and turned over to the police. Court action such as diversion, probation, and incarceration may occur. Treatment and counseling are indicated.

## **SEARCHES**

Students' personal belongings, desks, lockers, and vehicles may be subject to search by school personnel when school administrators have reasonable grounds to believe that a search will reveal evidence that a student has violated the law and/or the school rules. Ordinarily, searches will be conducted by a member of the school administration in the presence of another adult. As soon as is

practicable after the conclusion of the search, the parents/guardians of the student will be notified. Similarly, if a search uncovers objects prohibited by school rules, or which may be otherwise disruptive to the educational environment, these objects may be retained by school officials. Searches may include the use of canines.

## **BULLYING POLICY**

### **Elementary, Middle and High School Handbook Policy**

The Waltham 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 subjected to harassment, intimidation, bullying or cyber-bullying.

“Bullying” is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a 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, writings, 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 by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

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 school 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 Waltham 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 Waltham Public 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 operation of a school.

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

As stated in MGL c. 71, §370, nothing in this policy requires the Waltham Public Schools to staff any non-school related activities, functions, or programs.

Additional information regarding the District's prevention plan, as well as reporting forms, may be found on the Waltham Public Schools website: <http://www.walthampublicschools.org/index.cfm/>

Adopted: April 2004

Amended: December 2010

## **FORGERY**

Forgery, counterfeiting or altering any school documentation will result in 1-5 days out of school suspension (forgery of academic records or counterfeiting may result in long term suspension or expulsion)" (page 50)

## **HAZING**

The crime of hazing is governed by Chapter 269, Section 17 of the General Laws of Massachusetts. Hazing shall mean any conduct or method of initiation into any student organization, 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 subjects such student or other person to extreme mental stress, including deprivation of sleep or rest or extended isolation, which is likely to adversely affect the physical health or safety of any such student or other person. Consent shall not be available as a defense to any prosecution under this action. Organizers and/or participants in the crime of hazing shall be punished by a fine of not more than \$3,000 or by imprisonment in a house of correction for not more than one year, or both.

In accordance with Chapter 269, Section 18 of the General Laws of Massachusetts, failure to report one's knowledge that another person is the victim of hazing by someone who is at the scene of the crime, to the extent that such person can do so without danger or peril to himself/ herself or others shall be punished by a fine of not more than \$1,000.

## **PHYSICAL RESTRAINT PREVENTION AND BEHAVIOR SUPPORT POLICY AND PROCEDURES**

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Waltham Public Schools. Further, students of the Waltham Public Schools are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations as a last resort and with extreme caution after other lawful and less intrusive alternatives have failed or been deemed inappropriate.

## **I. GENERAL INFORMATION (46.01)**

Waltham Public Schools shall abide by the provisions of 603 CMR [46.00](#), which regulates the use of physical restraint on students in publicly funded elementary and secondary education programs. Waltham Public Schools has developed restraint prevention and behavior support procedures, in compliance with 603 CMR 46.04, which shall be annually reviewed, provided to school staff, and made available to parents.

Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

1. To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
2. To prevent or minimize any harm to the student as a result of the use of physical restraint.

603 C.M.R. [46.01](#)(3)(a) & (b).

Further nothing in 603 C.M.R. [46.00](#), Waltham Public Schools Physical Restraint Policy and/or Administrative Procedures and Guidelines shall be construed to limit the protection afforded to publicly funded students under other federal and state laws, including those laws that provide for the rights of students who have been found eligible to receive special education services. Additionally, nothing in 603 C.M.R. [46.00](#), Waltham Public Schools Policy and/or Administrative Procedures and Guidelines precludes any teacher, employee or agent of a public education program from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm. 603C.M.R. [46.01](#)(4).

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

## **II. DEFINITIONS (46.02)**

As used in 603 CMR 46.00, the following terms shall have the following meanings:

*Commissioner* shall mean the commissioner of the Department of Elementary and Secondary Education appointed in accordance with G.L. c.15, §1F, or his or her designee.

*Consent* shall mean agreement by a parent who has been fully informed of all information relevant to the activity for which agreement is sought, in his or her native language or other mode of communication, that the parent understands and agrees in writing to carrying out of the activity, and understands that the agreement is voluntary and may be revoked at any time. The agreement describes the activity and lists the records (if any) which will be released and to whom. In seeking parental consent, a public education program shall not condition admission or continued enrollment upon agreement to the proposed use of any restraint.

*Department* shall mean the Department of Elementary and Secondary Education.

*Mechanical restraint* shall mean the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater

freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

*Medication* restraint shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

*Parent* shall mean a student's father, mother, or legal guardian or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.

*Physical escort* shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

*Physical restraint* shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

*Principal* shall mean the instructional leader or headmaster of a public education school program or his or her designee. The board of directors of a charter school or virtual school, or special education school or program approved under 603 CMR 28.09, shall designate in the restraint prevention and behavior support policy who will serve as principal for purposes of 603 CMR 46.00.

*Prone restraint* shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

*Public education programs* shall mean public schools, including charter schools, virtual schools, collaborative education programs, and the school day of special education schools approved under 603 CMR 28.09, as provided in 603 CMR 18.05(5)(h), and school events and activities sponsored by such programs. The term "programs" may be used in 603 CMR 46.00 to refer to "public education programs." For purposes of 603 CMR 46.00, public education programs shall not include the educational services provided within Department of Youth Services, Department of Mental Health, Department of Public Health, and County Houses of Correction operated or contracted facilities.

*School Working Day* shall mean a day or partial day that students are in attendance at the public education program for instructional purposes.

*Seclusion* shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02.

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

### **III. USE OF RESTRAINT (46.03)**

#### **A. In all buildings/programs of the Waltham Public Schools:**

1. Mechanical restraint, medication restraint, and seclusion are prohibited;
2. Prone restraint is prohibited;
3. Physical restraint shall be considered an emergency procedure of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and

the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances;

4. All physical restraints are administered in compliance with 603 CMR 46.05.
- B. In all buildings/programs of the Waltham Public Schools, physical restraint is not used:
1. As a means of discipline or punishment;
  2. When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
  3. As a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
  4. As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.
- C. Physical restraint in the Waltham Public Schools shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.
- D. Nothing in these regulations prohibits:
1. The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
  2. Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or
  3. The exercise of an individual's responsibilities as a mandated reporter pursuant to G.L. c. 119, § 51A. 603 CMR 46.00 shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

#### **IV. USE OF RESTRAINT (46.04)**

##### **A. Proactive Measures**

Physical Restraint is only used as a last resort and in the event that a student is presenting behaviors that put him/her/themselves or others at imminent, serious physical harm.

The most important work is done prior to the display of risk behaviors.

The Waltham Public Schools offers opportunities for professional development that is focused on identifying and preventing student violence, self-injurious behavior and suicide, including individual behavior crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

There are a wide range of support services for students, families and teachers. These services are provided by guidance counselors, school adjustment counselors, school psychologists, school nurses and board certified behavior analysts/licensed applied behavior analysts. Each school utilizes these educators to address the needs of students whose behavior and health may interfere with learning. In addition, occupational therapists, physical therapists, speech and language therapists and special educators provide educator consultation, classroom observation of students, and informal screening for students. Special education teachers also provide counsel and advice to teachers who are making curricular accommodations and modifications to meet student needs.

Student Teacher Assistance Teams (STAT) provide opportunities for teachers to come together to seek advice and support from their colleagues. These teams are made up of

teachers, administrators, school counselors and or school psychologists, and special education staff who work with the student's teacher to review the learning needs of the student and work as a team to develop and implement supportive interventions that reviewed on a regular basis.

There are many potential behavioral and social emotional interventions that can be used as interventions. They can include making changes to the classroom environment, using classroom or individual behavior management plans, providing specialized counseling groups, observing the student in different settings throughout the school day, providing regular movement breaks, and accessing a social skills group.

Other options, though not an exhaustive list, can be found at:

- <https://www.pbisworld.com/>
- <https://www.interventioncentral.org/behavioral-interventions/challenging-students/teacher-behavioral-strategies-menu>
- <https://www.pacer.org/parent/php/php-c215b.pdf>

Each school has a Crisis Team who work together to respond to crisis situations. Staff are trained in Crisis Prevention Intervention or CALM (for students in our Autism program).

The district has a Safety/Risk Assessment Protocol that spells out steps to take in situations where students are exhibiting risk behaviors such as self-harm, suicidal ideation, bolting and making threats. The Safety/Risk Assessment Protocol includes contracts that can be used to externally support students who are struggling with risk behaviors.

Students with histories of significant emotional or behavior including at risk behavior (harm to self and/or others) and/or a student who required a physical restraint have access to a Behavior Intervention Plan that can include, depending on the individual student, specific antecedent modifications, de-escalation strategies, interaction and response strategies, rewards, incentives.

**B. Connecting with the School Community about Restraint Prevention and the Use of Restraint as a Last Resort**

Each building principal provides families and students with information about behavioral supports and restraint prevention efforts that are utilized within their school on a regular basis as they communicate at PTO and School Council meetings and through their newsletters.

Principals, or his/her/their designee, connect with the families of students who may be at risk of restraint to discuss prevention strategies. If a student is restrained, the Principal follows district and state guidelines with respect to engaging the student and their family about the use of the restraint, the report regarding the restraint, any disciplinary sanctions that may be imposed and/or any other related matters. Additionally, the school counselor or special educator, depending on student, follows up with the student and their family regarding behavioral supports.

**C. Alternatives to Physical Restraint and Methods of Restraint in Emergency Situations**

While Section A (above) speaks to proactive measures that when put in place and monitored can support students in developing more effective and appropriate ways to respond in challenging behaviors, we also need to be prepared to respond when a student begins to exhibit anxious and/or defensive behaviors. It is important to use these strategies to de-escalate behavior so that potentially dangerous situations are averted. Physical restraints only should be used as a last resort in emergency situations after these other less intrusive alternatives have failed or been deemed inappropriate.

Steps for staff to take to respond to students with escalating behavior include, but are not limited to:



- Assess student's behavior and adapt your response, thinking about how your behavior can impact the situation;
  - Use personal space, body language and communication through touch (when appropriate) to demonstrate respect, maintain safety and appear nonthreatening and nonchallenging;
  - Monitor your own paraverbals – the tone, volume and cadence of your speech – so that you are communicating appropriately with the student;
  - Stay close enough to student to be able to interact but far enough away so that you are not in the student's personal space;
  - Answer questions that the student might have rationally
  - Set simple/clear, reasonable and enforceable limits
  - Use empathic listening
  - Allow venting, listening to the message
  - Remove the audience, if possible.
  - If grabbed, use disengagement skills that include movements with biomechanical benefits that are designed to create a release while minimizing injury or harm.
  - Use a physical escort (temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder or back) or physical redirection (temporarily placing one hand on each of the student's shoulders) to support a student who is agitated to walk to a safe location.
  - Time-Out/Quiet Room: a behavioral support strategy in which a student temporarily separates from the learning activity or classroom, either by choice or by direction from staff, for the purpose of calming. During time-out a staff member must continuously observe a student. Staff will be with the student or immediately available to the student at all times. The space used for time-out will be clean, safe, sanitary and appropriate for the purpose of calming. Time-out shall cease as soon as the student is calmed.
  - Staff who are trained in CPI will use, as a last resort and to prevent imminent harm Lower-Level, Medium-Level, or Higher-Level Seated or Standing Holds. The decision of what level of Hold to use will be decided based on the level of behavior that the student is exhibiting. Staff will use the least restrictive response possible.
- In the event that the student's behavior is escalated such that he/she/they are a danger to self or others and cannot be deescalated by using above strategies, trained staff will use either the Children's Control Position or the Team Control Position.
- All holds will be discontinued as soon as the student demonstrates that he/she/they have deescalated and are able to engage in a process that focuses on teaching/learning, strengthening the relations and having closure.
- For staff who are trained in CALM, in the event that the student's behavior is escalated such that he/she/they are a danger to self or others and cannot be deescalated by using above strategies, they will use either the One Person Wrap, the Two Person Wrap or the Two Person Ring
- All holds will be discontinued as soon as the student demonstrates that he/she/they have deescalated and are able to engage in a process that focuses on teaching/learning, strengthening the relations and having closure.

D. The Waltham Public Schools prohibits medication, mechanical and prone restraint.

E. District Training, Reporting and Follow-up Procedures

1. Training: The Waltham Public Schools ensures that training about physical restraint (including the prevention and risks of restraints) is available to all staff. There are two levels of training for WPS educators

- a. Building principals will train their staff at the beginning of each school year on the district's restraint prevention procedure, behavior support protocol and requirements when restraint is used. For employees who are hired during the school year, the district will be responsible for providing this training within one month of hire. This training includes the following information:
  - i. The role of the student, family, and staff in preventing restraint;
  - ii. The Waltham Public School's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
  - iii. Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
  - iv. When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
  - v. Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
  - vi. Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.
- b. In-depth training of staff in the use of physical restraint: Building principals will ensure that he/she/they have communicated who in their building have competency-based restraint training so that proper administration of physical restraint can happen, in the event that it is needed.
  - i. WPS uses two models of physical restraint: CPI and CALM (for students in the TASC program). Training is offered several times a year. This training includes a full-initial training for 12 – 16 hours and an annual re-training of 4 – 6 hours.
  - ii. The content of in-depth training includes:
    - 1. Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
    - 2. A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
    - 3. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
    - 4. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
    - 5. Demonstration by participants of proficiency in administering physical restraint; and,

6. Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.
2. Reporting: It is necessary to document situations that result in physical restraint.
    - a. WPS staff who administer a physical restraint will inform the building principal verbally as soon as possible and will provide a written report to the principal no later than the next school working day. If the principal is the person who has administered the restraint, he/she/they will need to prepare the report and submit it to the Administrator of Pupil Personnel Services for review. The principal will keep all reports on file in the event that a parent or DESE requests to review them.
    - b. WPS staff who administer a physical restraint or the building principal or his/her/their designee will make reasonable efforts to verbally inform the student's parent of the restraint within 24 hours of the event and shall provide the parent with a written report within 3 working school days. This report will be in the parent's native language. The principal will provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.
    - c. The written report will include the following elements: the name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).

The report will also include:

      - A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
      - A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
      - Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
      - Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.
    - d. Individual Student Review: The building principal conducts a weekly review of restraint data to identify students who have been restrained multiple times

during the week. When such students are identified, the principal convenes one or more review teams to assess each student's progress and needs. During this meeting the team reviews and discusses the written reports, along with any parent a/o student input; analyze all aspects of the circumstances that led up to the restraint and; considers factors that may have contributed to student's escalation, alternatives to restraint (including de-escalation techniques/possible prevention interventions) with the goal of eliminating the use of restraint in the future. This team will come up with a written plan of action on behalf of the student.

If the principal has been involved in the restraint, the Administrator of Pupil Personnel Services will lead the review team's discussion.

The principal will keep all reports on file in the event that a parent or DESE requests to review them.

- e. Administrative Review: The principal will conduct a monthly review of school-wide restraint data. This review will consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal will determine whether it is necessary or appropriate to modify the school's restraint prevention and management protocol, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.
  - f. The Waltham Public Schools will report any restraint-related injuries to DESE. The principal will make sure that DESE is sent a copy of the written report within 3 working school days. In the event of an injury, the principal will also include a copy of the record of physical restraint maintained by the principal for the 30-day periods prior to the reported restraint. DESE will determine if additional actions are warranted within 30 calendar days of receipt of the written report.
  - g. The District will report all restraints to DESE annually through the use of a Google Form.
3. Follow-Up: The Waltham Public Schools will thoughtfully address concerns of parent, students, staff or DESE in a time-sensitive manner.

F. Process for Filing and Responding to Complaints re: Physical Restraint

- 1. Informal Resolution of Concern about Use of Physical Restraint: Before initiating a formal complaint procedure, a student or his/her/their parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her/their concerns regarding a specific use of a physical restraint by raising the issue with the principal of the school. The student and/or his/her/their parent/guardian should direct their concerns regarding a specific use of a physical restraint to the principal within ten (10) days of the parent/guardian's receipt of the written report from the school detailed above. The principal shall attempt, within his/her/their authority to work with the individual to resolve the complaint fairly and expeditiously. If the student and/or his/her/their parent/guardian are not satisfied with the resolution, or if the student and/or his/her parent/guardian does not choose informal resolution, then the student and/or his/her parent/guardian may proceed with the formal complaint process (see below).

2. Formal Resolution of Concern about Use of Physical Restraint: A student or his/her/their parent/guardian, who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her/their concerns regarding a specific use of a physical restraint by submitting a written complaint to the Office of the Superintendent. The student and/or his/her/their parent/guardian should submit this letter to the Office of the Superintendent within twenty (20) days of the parent/guardian's receipt of the written report from the school detailed in the section above. The written complaint shall include (a) the name of the student; (b) the name of the school where the physical restraint allegedly occurred; (c) the name of the individuals involved in the alleged physical restraint; (d) the basis of the complaint or concern; and (e) the corrective action being sought.

The Office of the Superintendent, through its designees, shall conduct an investigation into the complaint promptly after receiving the complaint. In the course of its investigation, the Office of the Superintendent and/or its designees shall contact those individuals that have been referred to as having pertinent information related to the complaint. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. The Office of the Superintendent and/or its designees will make sure that the complaint is handled as quickly as is feasible. After completing the formal investigation, the Office of the Superintendent shall contact the individual who filed the complaint regarding the outcome of its investigation and its determination as to whether any corrective action is warranted.

3. Other Complaint Processes also Available: It should be noted that the provisions of this section does not preclude a student from using the complaint process set forth in the districts Anti-Harassment and Sexual Harassment Policies to seek resolution of any complaints of discrimination or harassment that is based on a characteristic protected by law such as sex, race, color, gender, ancestry, national origin, ethnicity, religion, age, disability, marital status, sexual orientation, homelessness, gender identity or genetic information. It also should be noted that the provisions of this section does not preclude a student from using the complaint process set forth in the Waltham Public Schools Student Handbooks to seek resolution of any complaints regarding a student's deprivation of rights set forth in the school handbook.

- G. Use of Time Out: Time out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff will be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall end as soon as the student is calm and able to return to the learning activity or classroom.

There two ways that time out can be used:

- Inclusionary time-out: Inclusionary time-out is the practice of using time out within the classroom setting and can be considered as part of a teacher's behavior support tools. Teachers can use "Planned ignoring" or set up their classrooms to include a table or desk in the back of the room for student use. During these types of time-outs, students are physically present in the classroom and can be involved in learning.
- Exclusionary time-out: Exclusionary time-out is a time-out that visually and physically separates a student from their classmates. This should only be used

when the student is exhibiting behaviors that are presenting or can potentially present an unsafe or disruptive situation in the classroom. This type of time-out should not be used for punishment for noncompliance or for incidents of misbehavior that have been resolved.

During an exclusionary time-out, the student must be continuously observed by staff; staff must be with student or immediately available to the student at all times; the space must be clean, safe, sanitary, and appropriate for the use of calming.

Exclusionary time-out ends as soon as the student presents as calm.

When a student is separated from the learning environment in an exclusionary time-out, he/she/they must be in a safe and calming environment. In the event that an exclusionary time-out lasts longer than 30 minutes, staff must seek approval from the principal for the continued use of time-out. *The principal may not routinely approve such requests but must consider the individual circumstances, specifically whether the student continues to be agitated to determine whether time-out beyond 30 minutes is justified.* If it appears that the use of exclusionary time-out worsens the student's behavior, or the continuation of the exclusionary time-out beyond 30 minutes has not helped the student to calm, then other behavioral support strategies should be attempted.

Exclusionary time-out is an intervention that should be reserved for use only when students are displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom. In such circumstances, the student may either ask to leave the classroom, or the student may be directed to a separate setting for the purpose of helping the student to calm. Unless it poses a safety risk, a staff member must be physically present with the student who is in an exclusionary time-out setting. *If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. However, in order to ensure that the student is receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can **continuously observe and communicate** with the student as appropriate to determine when the student has calmed.* Students will never be locked in a room. For students displaying self-injurious behavior, a staff member will be physically present in the same setting with the student. Exclusionary time-out ends as soon as a student demonstrates he/she/they are calm.

- H. Use of Seclusion: The Waltham Public Schools does not use seclusion. Seclusion is defined by DESE as "the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving." The Waltham Public Schools does not use seclusion.

## **V. PROPER ADMINISTRATION OF PHYSICAL RESTRAINT**

All physical restraints are administered in compliance with 603 CMR 46.05. The Waltham Public Schools do not use prone restraints.

(1) Trained personnel. Only staff who have been trained in CPI or CALM are able to administer physical restraint on students. A team method is used during physical restraints for professionalism, safety and litigation reasons. It should be noted that the training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

(2) Use of force. A person administering a physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm.

(3) Safest method. A person administering physical restraint shall use the safest method available and appropriate to the situation subject to the safety requirements set forth in 603 CMR 46.05(5). Floor restraints, including prone restraints otherwise permitted under 603 CMR 46.03(1)(b) are prohibited in the Waltham Public Schools.

(4) Duration of restraint. All physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

(5) Safety requirements. Additional requirements for the use of physical restraint:

(a) No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.

(b) Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

(c) If a student is restrained for a period longer than 20 minutes, staff shall obtain the approval of the principal. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.

(d) Staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

(e) After the release of a student from a restraint, the student's team will implement follow-up procedures that include: reviewing the incident with the student to address the behavior that precipitated the restraint; reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

Resource:

603  
Physical Restraint Regulations  
Effective January 1, 2016

CMR

46.00

## **SMOKING**

Smoking and the use of all tobacco and vape products in all school buildings, on all school property and at all school sponsored activities is banned at all times by all persons, including all employees, students and visitors. This prohibition is contained in the Education Reform Act of 1993.

## **Tobacco/Vape Free Schools Policy**

### **Section I**

The Waltham School Committee is dedicated to providing a healthy, safe, and productive learning and recreation environment for its students, staff, and visitors. The use of tobacco and/or vape products has a direct link to numerous health problems. Tobacco and vape prevention and education plays a critical role in establishing life-long positive health habits for its students. The purpose of this policy is to comply with the requirements of the Massachusetts General Law, Chapter 71 Section 37H (Publication of School Committee Rules and Regulations Relative to the Conduct of Teachers and Students). It is the intention of this School Committee to prohibit the use or distribution of tobacco and/or vape products within school buildings, on school grounds, on

school buses, or in other school vehicles, and at any school sponsored functions by students, staff, and visitors in order to improve the health of students and all school personnel.

## **Section II**

Authority: The Waltham Public School Committee, pursuant to the authority granted under the Massachusetts General Laws Chapter 71, Section 37H, hereby adopts the following policy to protect the public health of the school community.

## **Section III**

Definitions:

Tobacco/Vape Products: Cigarettes, cigars, chewing tobacco, snuff, vape or any other form of tobacco.

Overnight Suspension: The student is sent home at the time of the violation. A student/parent conference with the Principal/Principal's designee the next day is required prior to readmission to school.

Staff: Encompasses all faculty and support staff employed by the Waltham Public Schools.

## **Section IV**

No student may be in possession of a tobacco and/or vape product on school property within the City of Waltham. No student may use, distribute, or be in possession of tobacco or vape products on school property within the City of Waltham. No student may use or distribute tobacco or vape products within school buildings, on school grounds, on school buses, or in other school vehicles, and at any school-sponsored functions.

### **Confiscation of Visible Tobacco/Vape Products: Students**

Visible tobacco or vape products (as defined above) will be confiscated.

Any violation of the Tobacco Free School policy by a student will be reported to the Principal and/or the Principal's designee. Penalties For the Use or Distribution of Tobacco Products may include suspension, tobacco education/cessation classes, and notification to parent(s)/guardian(s), student support services, sport/activity directors.

Students who fail to attend the tobacco education/cessation classes will incur the same penalty as cutting any academic class as described in the School Handbook.

A member of the Health Services Staff will offer the Tobacco Education/Cessation classes after school. The parent/guardians and the students will be notified as to specific times and dates of the programs.

## **Section V**

### **Tobacco/Vape Policy: Staff**

#### **Staff Use of Tobacco/Vape Products is Prohibited**

No staff member may use tobacco or vape products on school property within the City of Waltham. No staff member may use tobacco products within school buildings, on school grounds, on school buses, or in other school vehicles, and at any school-sponsored functions.

## **Penalties**

### **Tobacco/Vape Policy: Staff**

Any violation of this policy by staff shall be referred to the appropriate supervisor. It is every staff member's responsibility to comply with this policy and violations of the policy will be handled through the usual administrative procedures.



The immediate supervisor will initially handle any violation of the policy. Any subsequent violations of the policy will be handled by the following individuals in the following order: 2<sup>nd</sup> violation: building Principal, 3<sup>rd</sup> violation: Superintendent of the Waltham Public Schools.

## **Section VI**

### **Tobacco/Vape Policy: Visitors**

#### **Visitor Use of Tobacco/Vape Products Prohibited**

No visitor may use tobacco or vape products on school property within the City of Waltham. No visitor may use tobacco products within school buildings, on school grounds, and at any school-sponsored functions.

#### **Penalties:**

##### **Tobacco Policy: Visitors**

First Offense: Verbal Warning

Second Offense: Removal from Property

The Principal or the Principal's designee shall be responsible for the enforcement of this policy.

## **Section VII**

### **Severability**

If any paragraph, provision or section of this policy is found to be illegal, against public policy, or unconstitutional, said findings shall not affect the legality of any remaining paragraph(s), provision(s), or section(s) in force.

Adopted: January 1995

Amended: April 2002

Amended: August 2016

## **SEXUAL HARASSMENT**

All persons, including but not necessarily limited to the administration, staff and students are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community will be in violation of this policy. Specifically, no person shall engage in any form of sexual harassment and no person shall retaliate in any form against any person who files a sexual harassment complaint. Under Title IX regulations, the U.S. Office for Civil Rights defines sexual harassment as verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or student, which is unwelcome, hostile or intimidating. Under state law (MGL Chapter 151C, Section 1(e)), sexual advances, requests or conduct made explicitly or implicitly a term or condition of the provision of benefits, privileges or placement services or as a basis for the evaluation of academic achievement, have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

Complaints alleging sexual discrimination/harassment may be made in accordance with the Discrimination/Harassment Complaint Procedure described above (Section entitled Non-Discrimination Policy). School principals will serve as grievance officers and are vested with the authority and responsibility of processing all sexual harassment complaints. In the event that the principal cannot serve as a grievance officer, individuals should contact the system-wide grievance officer and Title IX Coordinator, George Frost, Administrator of Human Resources at 781-314-5406. Every school employee is personally responsible for maintaining confidentiality in the investigation

and resolution of complaints. Any employee found to have engaged in sexual harassment in violation of this policy is subject to disciplinary actions up to and including termination of employment.” Any student found to have engaged in sexual harassment in violation of this policy may also be subject to disciplinary action.

### **THROWING OBJECTS**

Throwing snowballs or any object, even in fun, is a dangerous practice and is not permitted on school grounds. This is a suspendable offense.

### **TRESPASSING**

Pupils under suspension or who have left school will not be permitted on school grounds or in the building. Violators of this rule are trespassers and can be subject to police action.

### **UNJUSTIFIED FORCE**

Any student who intentionally uses unjustified force, however slight, upon another student (note: a person is justified in using reasonable force in self-defense or to protect another)] may be subject to suspension or expulsion from the school or school district as determined by the principal and/or superintendent on a case-by-case basis. Any student so charged, shall have the same appellate rights enumerated in G.L. c. 71, sections 37H(c) and 37H(d).”

### **VANDALISM**

Any pupil defacing or destroying any part of this building or its equipment will pay full value. Transcripts, report cards, or diplomas may not be issued to a pupil if he/she owes the school money. Consult the discipline code for other penalties which will be imposed for vandalism.

## **WELLNESS POLICY**

Waltham Public Schools is committed to providing a school environment that promotes and protects the health and well-being of students and staff by supporting healthy eating, physical activity, health education, and wellness programs. The goal of the Wellness Policy is to encourage and enhance the health and safety of all students and staff in order to provide a supportive learning environment. To best achieve this goal, the School Health Advisory Committee (SHAC) recommends a comprehensive approach that includes students, parents, school staff, health care providers, community organizations, and government agencies. The Wellness Policy includes on-going assessments and evaluations in order to achieve goals and meet the needs of students and staff.

SHAC meets at least quarterly during the school year and is responsible for reviewing and recommending, to the Superintendent and School Committee, district wide policies that promote student wellness. Committee membership includes, but is not limited to: the Superintendent, Director of Nursing, Food Services Director, Director of Health and Science, Athletic Director, school physician, school nurses, school counselor, students, parents, teachers, a member of the Board of Health, a School Committee member, and community members that serve youth and their families.

### **Nutrition Guidelines for Schools**

**Waltham School Nutrition Program will provide meals through the National School Lunch Program (NSLP) & National School Breakfast Program (NSBP) that:**

- Meet nutrition requirements established by local, state, and federal statutes and regulations.
- Provide breakfast and lunch meals to all students on all school days.
- Are appealing and attractive to children and are served in a clean and pleasant setting.
- Eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-priced school meals.
- Provide professional development for all nutrition professionals in schools.
- Ensure all required and effective food safety and food allergy practices are applied to all foods prepared, sold, or served at school.

#### **A La Carte and Competitive Foods:**

- All food and beverages made available to students at school (sold or served in the cafeteria during the school day - this includes from midnight to 30 minutes after school) must be consistent with current USDA Smart Snacks for Schools Regulations and the Massachusetts state guidelines of the Nutrition Standards for Competitive Foods and Beverages in Public Schools (105 CMR 225.000). Vending machines shall comply with these specific regulations at all times.
- SHAC will develop "WPS Food Guidelines" which will consist of a list of approved foods for use in schools.
- "WPS Food Guidelines" will be updated yearly by the SHAC and be used as a tool for school staff and the parent community for adherence to policy.

#### **Food Celebrations, Fundraisers, Rewards and Food in the Classroom:**

- Snacks may be brought from home for a child's own consumption, with the understanding that some classrooms may need to restrict some types of snacks due to specific allergies that classmates or staff may have, such as nut allergies. <sup>[1]</sup><sub>SEP</sub>
- Parents and staff may not send or bring in any snacks to be shared because every school has children who have severe, life-threatening allergies of all kinds. No child shall be put at risk to have an allergic reaction from foods brought into school. <sup>[1]</sup><sub>SEP</sub>
- For all school celebrations or events, during the school day, food free parties should be enforced to align with the WPS Life Threatening Allergy Policy. If food or beverages will be offered or provided, they must meet the "WPS Food Guidelines" or be purchased through the School Nutrition Department. School building principals shall be responsible for monitoring compliance.
- All fundraising activities or school store sales involving food occurring 30 minutes before, during, and up to 30 minutes after the school day must meet the "WPS Food Guidelines."
- If foods are used as a reward in school when specified in an IEP, 504 or behavior plan, they should meet "WPS Food Guidelines" or be authorized by the principal in coordination with the nurse.

#### **Meal Times & Scheduling:**

- Students will be allowed adequate time to eat lunch and breakfast.
- Access to hand washing or sanitizing prior to meal periods is available at all schools.
- In accordance with the WPS Life Threatening Food Allergy Policy, there is no food sharing allowed amongst students.
- Drinking water is available for students to drink at no cost throughout the day.

#### **Nutrition Education and Promotion**

**Nutrition Education follows the Massachusetts Department of Elementary and Secondary Education (MA DESE) Health Education Standards:**

- Promotes health.
- Promotes dietary consumption of fruits, vegetables, whole grains, low-fat, and fat-free dairy products.
- Educates students on the relationship between caloric intake and energy expenditure.
- Is integrated throughout the curriculum in subject areas such as science, health, and physical education.
- Coordinates efforts among teachers and food service personnel.
- Includes enjoyable, developmentally appropriate, participatory activities such as contests, promotions, taste testings, school gardens, and farm visits.
- Increases parental awareness of nutrition education via online resources, bulletin boards, and colorful displays in the café to guide students to make good food choices.
- Involves community partnerships at various school wide health and wellness events such as a Health and Wellness Fair (high school and middle schools), a Health and Wellness Night (elementary schools), and a Fitness Day (elementary field days).

Waltham Public Schools aims to teach, encourage, and support healthy eating among students. Through the classroom and the school meal program the district will:

- Promote fruits, vegetables, whole grain products, low and fat-free dairy products, healthy food preparation methods, and health-enhancing activities.
- Include enjoyable, developmentally appropriate, culturally relevant, participatory activities, such as contests, promotions, taste testings, farm visits, and school gardens.
- Promote sustainable practices such as composting and recycling.

**Health and Wellness**

**Health Education Staff & Classes:**

- The health curriculum follows the Massachusetts DESE Health Curriculum frameworks.
- Students will understand the growth requirements of all living things and recognize that humans must also take in the nutrients necessary for proper growth and development by the end of Grade 5.
- Students will have sufficient practice in deciding what constitutes a healthy diet by the end of Grade 5.
- The elementary science and health curriculum will complement the physical education curriculum and the efforts of the school community in enabling students to make healthy choices in nutrition and fitness.
- Students will understand the maturation process (in Grades 4 and 5).
- All students in Grades 6-8 are enrolled in a health education class that includes: nutrition education, the importance of proper nutrition in disease prevention, substance use, bullying prevention, disordered eating, human body systems, healthy relationships, sexuality, and sexual health.
- Grade 9 Wellness Course includes a semester of Health and a semester of PE. Content covers health and wellness, decision making/goal setting, risk, drug prevention, the human body systems, disease prevention, sexuality education, stress management and nutrition.
- Elective health education classes at the high school are full year classes and include offerings such as: Current Health, Honors Health, Stress Management and Violence Prevention, and Nutrition and Fitness for Life.

## **Physical Education**

### **Physical Education:**

- Students in Grades K - 5 have 55 minutes of PE/week.
- Students in Grades 6 - 8 have two 57 minute classes of PE over a six day cycle.
- Students in Grades 9 have a semester of PE and a semester of Health (two 57 min classes per week).
- Students in Grades 10-12 have two 57 minute classes of PE/week.
- All high school students are required to pass PE all four years.
- Teacher/student ratios for physical education classes will be similar to all other classes with 25/1 being the average.
- Students typically spend at least 50% of their physical education class time participating in moderate to vigorous physical activity.
- All students participate in either fitness tests or movement screens each year through high school

### **Physical Education Staff and Classes:**

- Qualifications: The entire PE staff has a Professional License in Physical Education and is certified by the Massachusetts Department of Education.
- All units are standards based. Units are aligned with the Massachusetts Curriculum Health Frameworks (Standard 2) and the North American Standards for Physical Education (NASPE - Standards 1-5). The curriculum is designed to develop and challenge students mentally, physically, and socially. Students will learn to work cooperatively, communicate respectfully, while developing an array of motor skills and movement patterns. The goal is to create lifelong learners who understand the important role physical activity plays in maintaining a healthy lifestyle.

### **Recess/Physical Activity Breaks**

- Waltham Public Schools will acknowledge the importance of physical activity and having a break from school work.
- Waltham Public Schools will encourage physical activity breaks throughout the school day at all levels.
- Recess for up to 30 minutes, is an expected part of the school day for all K-5 students at every elementary school. This recess should not be taken away as a form of punishment for student misbehavior or as a time for catch up work following an absence without notifying the principal.
- Students with disabilities, whose Individual Education Program (IEP) teams deem it appropriate, will have access to Adapted Physical Education.

### **Health Services**

- The district will strive to have a minimum of one DESE certified nurse in every school to align with the Department of Public Health's recommendation of one nurse per every 500 students.
- School nurses promote healthy eating and healthy behaviors for all students and staff with individual and classroom education and outreach to families. This may include web resources, bulletin boards, newsletters, etc. This includes topics such as substance use, dental hygiene, handwashing, etc.
- School nurses will encourage a healthy lifestyle at school and at home, incorporating concepts of mindfulness when appropriate.

- School nurses are trained to recognize various medical/psychological/psychosocial conditions related health problems among students and refer them to their PCP and/or appropriate resources.
- School nurses will be offered the opportunity for wellness-focused professional development opportunities.
- School nurses screen students for height, weight, and BMI as directed by the Massachusetts Department of Public Health (MDPH). Data is compiled and sent to the MDPH annually.
- School nurses are responsible for monitoring immunization compliance and working with administrators to ensure students comply with MDPH immunization requirements.
- School nurses are responsible for completing annual vision, hearing, postural, and SBIRT (Screening, Brief Intervention, and Referral to Treatment) screenings according to Massachusetts General Laws and the requirements set forth by the MDPH.

### **School Counseling Services**

- Minimum of one DESE certified school counselor per school, strive to reach recommended level of one school counselor per 250 students.
- School counselors provide social, emotional, and behavioral support for students, through individual, small group, and whole class interventions, to promote emotional well-being and increase academic performance.
- School counselors remain current on mental health issues including: anxiety, depression, separation/school phobia, divorce, grief, family conflict, physical/sexual/emotional trauma, neglect, suicide, substance abuse, teasing and/or bullying; peer relations, coping skills, etc.
- School counselors review data on student achievement and development on a continual basis and work with the faculty, students, parents, and/or administration to interpret the data.
- School counselors demonstrate the day-to-day ability to anticipate and to resolve problems and crises and consult and collaborate with staff, parents, and outside providers.

### **Monitoring and Compliance**

- The Superintendent is the designated person charged with operational responsibility for ensuring that the schools meet the local wellness policy.
- The WPS Wellness Policy will be posted on the school webpage and in faculty and student handbooks.
- Building principals are responsible for monitoring and managing the Wellness Policy in their building.
- A survey to assess risk behaviors will be administered every 2 years to students in Grades 7-12. The data will be used to modify and improve the instructional content to meet the changing needs of the student body.
- Body Mass Index (BMI) data will be analyzed at targeted Grades (1, 4, 7, and 10) to assess the health of the student population. This information is reported to the State as required.
- Review and revisions to the Wellness Policy will be conducted every 2 years or if any state or federal law or mandated guidelines impact the policy.
- Local Wellness Policy staff training will be conducted yearly during new teacher orientation.

Adopted: August 31, 2017

## **IX. GETTING AROUND WALTHAM HIGH SCHOOL**

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Helpful directions include:

- Even numbered rooms are located in the rear corridors. Odd numbered rooms are located in the front corridors.
- Rooms identified by a 0 preceding the number, for example 040, are located on the lower level of the rear of the building. These rooms can only be accessed by two rear staircases. One is opposite the elevator, next to Room 140; the other is between the Home Economics and Art areas, next to Room 110.
- Music rooms, located in the front of the building, can be accessed by going through the Auditorium foyer. Art rooms, located in the rear, can be reached by continuing through the doors past Room 110.

## **WALTHAM PUBLIC SCHOOLS STUDENT DEVICE GUIDELINES**

### **Vision**

All students in Waltham Public Schools will have access to high-quality technologies for rigorous and relevant learning in flexible and student-centered classrooms.

### **Mission**

Ensure ALL students have access to technologies that enhance and reinforce their learning, preparing them to enter diverse and constantly evolving college and career settings. WPS will accomplish this mission through support of rigorous instruction, implementation of high-quality professional development for teachers and administrators, community outreach, and development of reliable networks and systems to support district goals.

### **1 Device Distribution and Return**

- 1.1 Device Deployment and Documents to be Signed
- 1.2 Returning the device

### **2 Care of Your Device**

- 2.1 Cases and Screen Protectors
- 2.2 Labels and Device Name
- 2.3 Security and Protection
- 2.4 General Equipment Care
- 2.5 Screen Care
- 2.6 Troubleshooting and Repairs

### **3 Device Use at School**

- 3.1 Charging the Device

- 3.2 Devices Left at Home
- 3.3 Devices Undergoing Repair
- 3.4 Screensavers/Background Photos
- 3.5 Sound, Music, Games, Movies, and Personal Entertainment

## **4 Managing Files and Saving Your Work**

### **5 Software on the device**

- 5.1 Downloaded Apps
- 5.2 Procedure for Re-loading Software and Apps
- 5.3 Software Updates
- 5.4 Inspection

### **6 Camera Responsibilities and Use**

- 6.1 Camera Responsibilities
- 6.2 Camera Use

### **7 Parent/Guardian Role in Device Supervision**

- 7.1 Know about the Online World
- 7.2 Device Location
- 7.3 Caring for the Device

## **Appendix - Device Documents**

### **Section 1: Device Distribution and Return**

#### **1.1 Device Deployment and Documents to be Signed**

Devices for 6th and 9th grade students will be distributed during Device Deployment Sessions held at the start of the school year. A parent or guardian and the student must sign both the Digital Technology Acceptable Use Agreement (DTAUA) and the Device Acceptance Form before the device can be issued to the student. Students are responsible for abiding by the expectations in WPS Digital Citizenship Contract.

#### **1.2 Returning the Device**

Devices will be returned at the end of 8th grade to be replaced in 9th grade. Devices will also be returned prior to a student's graduation. WPS may request device returns at other times for service or maintenance purposes.

If a student moves out of the Waltham Public School District during the school year, the device must be returned before his/her departure.

If a student fails to return the device, that student may be subject to criminal prosecution or civil liability. Failure to return the device will result in a theft report being filed with the Waltham Police Department.

### **Section 2: Care of Your device**

#### **2.1 Cases and Screen Protectors**

Your device will be delivered to you in a protective case or sleeve. Families are welcome to install appropriate screen protectors, but screen protectors are not provided with the device. Devices are insured against accidental damage for up to (2) damage events. Students are expected to keep their devices inside protective cases at all times.

#### **2.2 Labels**



Devices and/or cases will have labels on them. These labels identify the device as the property of the Waltham Public Schools, assigned for your use. Students are prohibited from altering or removing these labels.

### **2.3 Security and Protection**

Do not lend your device to anyone. It is assigned to you and the responsibility for its care and protection rests solely with you.

Devices should never be left in unsupervised areas. These areas include, but are not limited to library, computer labs, bathrooms, locker rooms, gym, unlocked classrooms, and hallways. The device should be in a secure, locked location when it is not in your possession.

Lost or stolen devices must be reported to the school. A police report is required before the device can be replaced.

Any device found in an unsupervised location will be taken to an administrator. The responsible student may be subject to disciplinary consequences.

### **2.4 General Equipment Care**

Devices and cases must remain free of any writing, drawing, stickers, or labels that are not the property of the Waltham Public Schools.

Devices should be kept from extreme temperatures (heat or cold), direct sunlight, and damp or wet weather. Never leave the device in a vehicle.

Use care when carrying your device. Be careful when placing the device in a backpack or book bag. Do not place heavy objects on top of the device. Do not place the device in a bag that contains liquids or any heavy or sharp objects. Never throw or set on the ground a bag containing a device.

Use care when inserting and removing cords to and from the device.

Do not use the device in the vicinity of food or beverages.

### **2.5 Screen Care**

Use only a soft, clean cloth when cleaning the screen.

Avoid leaning on and bumping the device.

Do not use anything other than your finger or a stylus to touch the screen.

### **2.6 Troubleshooting and Repairs**

If you have trouble with an application, try closing the application and relaunching it. If you are unable to resolve a software problem, bring your device to your school's digital learning teacher or your school's student help desk.

For repairs, bring the device to a teacher. The teacher will contact a member of the tech team. If the device requires a lengthy repair, a loaner device may be available for temporary use.

## **Section 3: Device Use at School**

### **3.1 Charging the Device**

Devices must be brought to school fully charged. The device should be charged nightly using the school supplied charger and a wall outlet. There are very few extra chargers and outlets, so charging at school may not be possible.

If a student does not have enough charge to complete required class work, the student will be responsible for completing the coursework.

### **3.2 Devices Left at Home**

If a student leaves their device at home, they are responsible for completing the coursework for the day.

If a student repeatedly leaves the device at home, he or she may be subject to disciplinary consequences.

### **3.3 Devices Undergoing Repair**

A loaner device may be available to a student whose device requires a repair. Availability of loaner devices will depend on the number of devices undergoing repairs.

Repairs will be completed as quickly as possible.

### **3.4 Screensavers/Background Photos**

Inappropriate material that displays obscene, sexually suggestive, illegal, intentionally harassing, bigoted remarks or symbols, or that is disruptive, or that encourages gang affiliation, drinking, drug use, sex, or tobacco, as stated in the student handbook, is not allowed as a screensaver or background photo.

### **3.5 Sound, Music, Games, Movies, and Personal Entertainment**

During the school day, sound must be muted on the device unless a teacher has given explicit permission for it to be turned on.

Appropriate music should only be used for school purposes and with permission.

Students may not play games, watch movies, or engage in other personal entertainment during instruction or without the consent of a teacher.

Only media required or permitted for school use is allowed for use on the device.

## **Section 4: Managing Files and Saving your Work**

Students should save their work to Google Drive.

It is the student's responsibility to make sure that work is not lost due to mechanical failure or accidental deletion.

Device malfunctions are not an acceptable excuse for missing assignments.

## **Section 5: Software on the device**

### **5.1 Account Setup**

Students will use their Google accounts to logon to the device.

Students must not tamper with the Google account.

Students are prohibited from using any other Google account on the device.

### **5.2 Downloaded Apps**

The device will have school-approved apps preloaded.

These apps must be readily available for school use.

Students are not allowed to add or remove apps, but teachers can request that specific apps be whitelisted by emailing their school's Digital Learning Teacher.

### **5.3 Procedure for Re-loading Software and Apps**

If technical difficulties occur or unauthorized apps are discovered, the device may be restored from backup.

The school does not accept responsibility for the loss of any documents due to a re-configuration.

### **5.4 Software Updates**

Software updates may become available for software and apps on the device.

The tech team will install and update software and apps as needed.

## **5.5 Inspection**

At any time, a teacher, administrator, or member of the tech team may request to inspect a student's device. It is the student's responsibility to provide their device for inspection.

## **Section 6: Camera Responsibilities and Use**

### **6.1 Camera Responsibilities**

Students must attend a Device Camera Safety presentation in Grade 6 in order to turn on the device camera for student use.

### **6.2 Camera Use**

Cameras on the device will not be turned on until students have received instruction on safe and proper camera use.

Use the camera for taking pictures and videos related to your schoolwork.

Students who misuse the device camera may be subject to disciplinary consequences.

## **Section 7: Parent/Guardian Role in Device Supervision**

### **7.1 Know about the Online World**

Review the Digital Citizenship and Responsibility Contract with your child.

You are the responsible adult away from school. Know what your child is doing on the device, and require your child to share his/her Google password with you.

Ask about assignments and apps that may be unfamiliar to you.

Ask about social networking sites, games, and apps that your child enjoys on personal electronic devices.

### **7.2 Device Location**

Designate a safe place for your child to work on the device. This space should be away from liquids, young children, and pets.

The work space should be in a common area of the living space where activities can be easily monitored. It would be convenient if this space were located close to a wall outlet for charging.

### **7.3 Caring for the device**

Encourage your child to care for the device.

Remind them that the care guidelines remain in effect at home.

Emphasize avoidance of liquids, screen care, maintenance of cases and screen protectors, and appropriate use of technology.

## **Appendix - Device Documents**

[WPS Digital Citizenship Contract](#)

[WPS Digital Technology Acceptable Use Agreement](#) (DTAUA)

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## XI. WALTHAM PUBLIC SCHOOLS ADMINISTRATORS

### MAIN OFFICE 781-314-5440

#### ADMINISTRATION-Waltham High School

		<u>Direct Phone</u>
Principal	Mr. Paul Maiorano	781-314-5445
Class of 2021 Associate Principal	Ms. Brenda Ortiz	781-314-5457
Class of 2022 Associate Principal	Mr. Christopher Gelinas	781-314-5453
Class of 2023 Associate Principal	Mr. Ryan Gendron	781-314-5447
Class of 2024 Associate Principal	Mr. Darrell Braggs	781-314-5442

#### SPECIAL EDUCATION

Administrator of Pupil Personnel Services	Dr. Nadene Stein	781-314-5428
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#### DIRECTORS

Athletics	Mr. Steven LaForest	781-314-5472
Career, Vocational and Technical Education	Mr. Michael Grace	781-314-5519
ChangeMaker Academy	Ms. Allyson McHugh	781-314-5486
ELL	Ms. Sara Hamerla	781-314-5498
English	Ms. Daphne Fay	781-314-5486
Fine Arts	Mr. Douglas Trudeau	781-314-5514
PE, Health & Wellness	Ms. Heather Metallides	781-314-5516
World Language	Ms. Cynthia Piantedosi	781-314-5498
Health Services	Ms. Patricia McCaffrey	781-314-5462
History and Social Science	Mr. Derek Vandegrift	781-314-5517
Mathematics	Ms. Valerie Alfeo	781-314-5513
Science	Ms. Deena DePamphilis	TBD

### STUDENT SUPPORT SERVICES

<b>Counselor</b>	<b>Phone</b>	
Ms. Willard Asst. Dir. School Counseling	TBD	<a href="mailto:katherinewillard@walthampublicschools.org">katherinewillard@walthampublicschools.org</a>
Mr. Burke	781-314-5506	<a href="mailto:paulburke@walthampublicschools.org">paulburke@walthampublicschools.org</a>
Ms. Cooper	781-314-5509	<a href="mailto:amycooper@walthampublicschools.org">amycooper@walthampublicschools.org</a>
Ms. Finn	781-314-5508	<a href="mailto:norafinn@walthampublicschools.org">norafinn@walthampublicschools.org</a>
Ms. Fournier	781-314-5505	<a href="mailto:nicolefournier@walthampublicschools.org">nicolefournier@walthampublicschools.org</a>
Ms. Green	781-314-5504	<a href="mailto:Genevievegreen@walthampublicschools.org">Genevievegreen@walthampublicschools.org</a>
Ms. Olden	781-314-5503	<a href="mailto:connieolden@walthampublicschools.org">connieolden@walthampublicschools.org</a>
Ms. Berta Padilla	781-314-5618	<a href="mailto:bertapadilla@walthampublicschools.org">bertapadilla@walthampublicschools.org</a>
Mr. Smith	781-314-5511	<a href="mailto:justinsmith@walthampublicschools.org">justinsmith@walthampublicschools.org</a>
School to Career Coordinator	781-314-5608	<a href="mailto:laurendeleon@walthampublicschools.org">laurendeleon@walthampublicschools.org</a>
<b>School Adjustment Counselors</b>		
Ms. Snider – Gr. 11	781-314-5455	<a href="mailto:kimsnider@walthampublicschools.org">kimsnider@walthampublicschools.org</a>
Ms. Feeley – Gr. 10	781-314-5449	<a href="mailto:brendafeeley@walthampublicschools.org">brendafeeley@walthampublicschools.org</a>
Ms. Gonzalez – Gr. 9	781-314-5444	<a href="mailto:nicolegonzalez@walthampublicschools.org">nicolegonzalez@walthampublicschools.org</a>
Ms. Malone – Gr. 12	781-314-5453	<a href="mailto:caramalone@walthampublicschools.org">caramalone@walthampublicschools.org</a>
BRIDGE - TBD	781-314-5739	

Individual Teacher Voice Mail Access: 781-314-3093 (follow prompts)

Cancellation/Delayed Opening of School: Stations **WRKO, WBZ, WHDH, WCRB-FM**, and Channels **4, 5, and 7** will broadcast at frequent intervals between 6:00 a.m. and 8:00 a.m.

Notice will also appear on WE-TV. Also on the internet at: [thebostonchannel.com](http://thebostonchannel.com)

## Notification of Rights under FERPA and 603 CMR 23.00

The Family Educational Rights and Privacy Act (FERPA) and state student record regulations (603 CMR 23.00) afford parents and students who are 14 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within ten (10) days of the initial request.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would effectively prevent the parents or eligible student from exercising their right, under federal law, to inspect and review the records.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Under state regulations, the eligible student or the parent shall have the right to add information, comments, data, or any other relevant written material to the student record. The eligible student or the parent shall also have the right to request in writing deletion or amendment of any information contained in the student record, except for information which was inserted into that record by an Evaluation Team. Such information inserted by an Evaluation Team shall not be subject to such a request until after the acceptance of the Evaluation Team Educational Plan, or, if the Evaluation Team Educational Plan 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:

(a) If such student or parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student record, either student or parent 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.

(b) 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 student or parent a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the student or parent, the principal or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits disclosure to school officials with legitimate educational interests. State regulations provide that subject to 603 CMR 23.00, authorized school personnel shall have access to the student records of students to whom they are providing services, when such access is required in the performance of their official duties. **Authorized school personnel** shall consist of three groups:

- (a) School administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching counseling, and/or diagnostic capacity. Any such personnel who are not employed directly by the school committee shall have access only to the student record information that is required for them to perform their duties.
  - (b) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.
  - (c) The Evaluation Team which evaluates a student.
4. The right to file an appeal under 603 CMR 23.09
- (a) In the event that any decision of a principal or his/her designee regarding any of the provisions contained in 603 CMR 23.00 is not satisfactory in whole or in part to the eligible student or parent, they shall have the right of appeal to the superintendent of schools. Request for such appeal shall be in writing to the superintendent of schools.
  - (b) The superintendent of schools or his/her designee shall within two weeks after being notified of such appeal (longer should the appellant request a delay) review the issues presented and render a written decision to the appellant, stating the reason or reasons for the decision. If the decision is in favor of the appellant, the superintendent of schools or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.
  - (c) In the event that the decision of the superintendent of schools or his/her designee is not satisfactory to the appellant in whole or in part, the appellant shall have the right of appeal to the school committee. Request for such appeal shall be in writing to the chairperson of the school committee.
  - (d) The school committee shall within four weeks after being notified of such appeal (longer should the appellant request a delay) conduct a fair hearing to decide the issues presented by the appellant.
    - (i) School officials shall have the burden of proof on issues presented by the appellant.
    - (ii) The appellant shall have the right to be represented by an advocate of his/her choosing, to cross-examine witnesses, to present evidence, to make a tape or other recording of the proceedings, and to receive a written decision within two weeks after the hearing.
    - (iii) If the appeal concerns statements by an employee of the school committee, such person(s) shall have the right to be present and to have an advocate of his/her own choosing.



(e) Nothing in 603 CMR 23.00 shall abridge or limit any right of an eligible student or parent to seek enforcement of 603 CMR 23.00 or the statutes regarding student records, in any court or administrative agency of competent jurisdiction.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Waltham Public Schools to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

6. As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

(a) A non-custodial parent is eligible to obtain access to the student record unless:

1. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
2. the parent has been denied visitation, or
3. the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
4. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

(b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).

(c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.

(d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).

(e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

(f) Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

## SCHOOL NURSE INFORMATION

**Patricia McCaffrey, Director of Nurses**-781-314-5462 [patriciamccaffrey@walthampublicschools.org](mailto:patriciamccaffrey@walthampublicschools.org)

### **Waltham High School** – 781-314-5440

Tara Dygon – 781-314-5579 [taradygon@walthampublicschools.org](mailto:taradygon@walthampublicschools.org)

Danielle Machado – 781-314-5463 [daniellemachado@walthampublicschools.org](mailto:daniellemachado@walthampublicschools.org)

Sarah Weintraub – 781-314-5464 [sarahweintraub@walthampublicschools.org](mailto:sarahweintraub@walthampublicschools.org)

### **Kennedy Middle School**

Cynthia Detzer – 781-314-5564 [cynthiadetzer@walthampublicschools.org](mailto:cynthiadetzer@walthampublicschools.org)

### **McDevitt Middle School**

Julie Davis– 781-314-5593 [juliedavis@walthampublicschools.org](mailto:juliedavis@walthampublicschools.org)

### **Dual Language School**

Joan Kelly – 781-314-5703 [joankelly@walthampublicschools.org](mailto:joankelly@walthampublicschools.org)

### **Fitzgerald Elementary School**

Christine Young – 781-314-5684 [christineyoung@walthampublicschools.org](mailto:christineyoung@walthampublicschools.org)

### **MacArthur Elementary School**

Danielle King – 781-314-5723 [danielleking@walthampublicschools.org](mailto:danielleking@walthampublicschools.org)

### **Northeast Elementary School**

Michelle Fitzgerald – 781-314-5737 [michellefitzgerald@walthampublicschools.org](mailto:michellefitzgerald@walthampublicschools.org)

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