

McCALL MIDDLE SCHOOL PARENT AND STUDENT HANDBOOK 2021-2022

Winchester Human Rights Statement

“Winchester is a community that is grounded in respect for every individual, and therefore protects all residents, employees, business owners, students and visitors in the enjoyment and exercise of human and civil rights. It is town policy to ensure equal treatment and opportunity to all individuals regardless of race, gender, gender identity, ethnicity, religion, ideology, socioeconomic status, health, sexual orientation, age, military status, or disability.”

James Lin, Principal

Jeannine Lavoie, Assistant Principal

Terence Sheehan, Assistant Principal

Maureen Merta, Special Education Supervisor

Grade 6

- **Samantha Belanger (Oracles)**
- **Christine Nunziato-Bonenfant (Discovery, Gemini, Titans)**

Grade 7

- **Samantha Belanger (Globetrotters)**
- **Shareen Dolan (Marathoners, Olympians, Voyagers)**

Grade 8

- **Chuck Downing (Platinum, Diamond)**
- **Melissa Suvak (Gold, Silver)**

School Registrar: Donna Skeffington

School Secretary: Laurel Anthony

School Nurses: Marie Saba and Lynn Vozzella

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www.winchesterps.org/schools/mccall_middle_school/index.php

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PRINCIPAL'S WELCOME

Welcome to McCall Middle School and the start of the 2021-2022 school year. On behalf of the entire faculty and staff, I am delighted to greet all the incoming 6th graders to McCall Middle School. I am also pleased to celebrate the return of our 7th and 8th grade students. Additionally, I wish to extend a very special welcome to our students who are new to Winchester or new to our school.

The entire McCall community is looking forward to another great year of academic and personal growth, challenges, and accomplishments. Our entire faculty and staff work with students to achieve high academic and social standards as well as personal and community responsibility. With active parent participation, we work to make each day a positive experience for our middle school students. Personal and academic growth, as well as building skills in self-advocacy during the middle school years, will prepare students for high school and beyond. Our learning approach is to offer a balanced instructional program in a team setting that emphasizes academic integrity while making a connection with students as they continue to develop their social skills.

The real strength of our school is found in the strong core and exploratory educational programs that will be offered to students by a knowledgeable, caring, and experienced teaching staff. A large support staff (cafeteria workers, custodians, counselors, librarian/media specialist, nurse, administrators, administrative assistants, and special education personnel) stands ready to help students. As in the previous years, we will be able to offer an extensive list of extracurricular activities programs for our students free of charge during this coming school year.

Please review this handbook carefully, as it contains McCall Middle School's Statement of Purpose, expectations for students, and key policies and rules of our school. It is important that students and their parents and guardians are familiar with this information as it will help establish and maintain the positive learning environment that is so essential for a successful school experience. Working together, I anticipate that we will have a wonderful year of success and accomplishments.

Sincerely,

James Lin
Principal
McCall Middle School

WPS MISSION AND VISION STATEMENTS

Mission

To provide all students with an outstanding education in a nurturing yet challenging environment that fosters academic achievement, healthy social and emotional development, enthusiasm for education and a life-long love for learning.

Vision

To strengthen and promote Winchester's tradition of outstanding education for all, ours will be an exemplary public school system that works in partnership with students, parents, and the community to:

- Challenge every student appropriately and positively with a comprehensive curriculum that simultaneously emphasizes academic fundamentals, real-world skills, and healthy social and emotional development;
- Encourage every student and every teacher to reach their potential by providing a safe, nurturing, and rich learning environment that inspires leadership, enthusiasm for education, and a life-long love for learning;
- Prepare students to thrive in an increasingly complex, diverse world and to possess a strong sense of civic responsibility and citizenship;
- Value, support, and recognize skilled and passionate teachers committed to educating our students as individuals and as members of a caring and connected community; and
- Embrace and cultivate communication to support effective student learning and healthy development and to improve community awareness of the issues, challenges, accomplishments, and achievements that together define our school system.

We Value ...

- Quality teaching by teachers who are passionate learners capable of inspiring and motivating students through their mastery of content and pedagogy and their joy for teaching and learning.
- The unique strength of every student – and we commit to nurture each as an individual and as a partner in learning.
- A rigorous and comprehensive academic program and the tools and materials to support it.
- Respect and sensitivity toward self and others.
- Rich interaction between students and teachers.
- An environment that promotes and cultivates a life-long love for learning.
- A positive school culture and a nurturing climate.

FEDERAL LAWS GOVERNING STUDENTS' RIGHTS TO EDUCATION

Federal laws outline the rights of certain classes of students to an education. These laws are discussed briefly below. More detail governing these rights of students can be obtained in the principal's office.

Homeless Students:

Every child without a permanent home has a right to the same appropriate public education as provided to all other children. A homeless child may enroll in school even though they do not have a permanent address. The district Homeless Liaison is Mr. Jason Levene.

Title IX:

This law prohibits discrimination under any educational program or activity receiving federal aid on the basis of the student's gender. The district Title IX Coordinator is Ms. Laurie Kirby.

Section 504:

This law prohibits discrimination based upon any physical or mental handicap that substantially limits one or more major life activities, including but not limited to walking, hearing, performing manual tasks, learning, and working. The district Section 504 Coordinator is Mr. Jason Levene.

NONDISCRIMINATION POLICY

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

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

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

File: IJNDB

STUDENT ACCEPTABLE USE POLICY

Introduction

This Technology Acceptable Use Policy for the Winchester Public Schools (WPS) is enacted by the School Committee to provide the parents, students, and staff of the Winchester School Community with a statement of purpose and explanation of the use of technology within the Winchester learning community. This policy is reinforced by practice, acceptable use standards and is required to be read before accessing the technology devices, digital resources, and network infrastructure of the Winchester Public Schools.

Students and parents/ guardians as well as all staff members of WPS must also read and sign the accompanying Statement of Responsibilities.

Purpose

The Winchester Public Schools encourages the use of information technology to assist staff and students with academic success, preparation for the workplace, and lifelong learning. The Winchester Public Schools provides access to a wide range of information technology to support teaching and learning, and communicating and collaborating with others. Information technology will be used to increase communication, enhance student engagement, and assist staff and students in acquiring new skills. The technology devices, digital resources, and network infrastructure will also be utilized to provide relevant school information to a global community.

Implementation of this Policy

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

Definitions

"Technology devices, digital resources, and network infrastructure" is defined as the Winchester Public Schools network, the Internet, Google Apps for Education, email, hardware, software, printers, peripheral devices, individual computer devices, and web enabled devices.

"Information technology" is defined as Internet access, blogging, podcasting, email, published and non published documents, and various forms of multimedia technology.

"Educational use" is defined as a use that supports communication, research, and learning. "Devices" refer to district owned/leased, staff owned devices, and student owned devices.

Children's Online Privacy Protection Act (COPPA)

Congress enacted the Children's Online Privacy Protection Act, 15 U.S.C. §6501, et seq. (COPPA) in 1998. COPPA required the Federal Trade Commission to issue and enforce regulations concerning children's on- line privacy. The Commission's original COPPA Rule became effective on April 21, 2000. The Commission issued an amended Rule on December 19, 2012 that became effective on July 1, 2013.

Winchester Public Schools works diligently to comply with COPPA requirements. Winchester Public Schools does not collect student personal information or transmit such information directly to online entities for the purpose of creating web based accounts. In cases of web based account

creation, Winchester Public Schools will use an internal school district identification number to represent each student user.

Technology Related Services Provided by the Winchester Public Schools

What are Google Apps for Education?

Winchester Public Schools provides staff and students with a Google Apps for Education account. Google Apps is a free web based suite of programs provided by Google for schools to use. All staff and students in Winchester Public Schools have access to Google Apps for Education. Google Apps includes such programs as Google Drive, Google Calendar, and Google Gmail.

All of the Google Apps services can be accessed from anywhere you have an Internet connection (school, home, smart phone, etc.) This reduces and replaces the need for flash drives and/or external data drives. Since Google Apps is all online, it is the same everywhere you use it. There is no issue with having one version of a program at home and a different version at school. Google Apps allows users to easily share documents and files with teachers and other students, so users can turn in assignments electronically and collaborate on projects with classmates.

WPS Student Google Account Setup

WPS student accounts are created using only student local identification numbers and year of graduation. The student's username is their local student ID such as 123456

Gmail

Gmail is the powerful email program that comes with Google Apps for Education. With Gmail users can communicate with staff and students within the Winchester Public Schools domain.

Google Calendar

Google Calendar allows users to maintain multiple calendars for all needs. Users can keep calendars private, or they can share them with others determined by the user. Users can also invite people to specific events on your calendar.

Google Drive

Google Drive gives all users unlimited cloud storage space for most file formats. Google Drive can be accessed from any computer with an Internet connection. Google Drive allows users to access and share files from any device that has Internet connectivity.

Google Drive includes, but is not limited to, the following programs:

Google Docs - word processor similar to Microsoft Word

Google Slides - multimedia presentation tool similar to Microsoft PowerPoint

Google Sheets - spreadsheet program similar to Microsoft Excel

Google Forms - survey/data collection tool for creating forms and collecting data from an audience
Google Drawings - simple graphic design program

Uses for Student Gmail

Email can be a powerful communication tool for students to increase communication and collaboration. Students are encouraged to check their email regularly. Teachers may send email to middle and high school students to communicate reminders, course content, pose questions related to class work, and such. Students may send email to their teachers with questions or comments regarding class. Students may send email to other students to collaborate on group projects and assist with school classes.

Student Gmail Permissions

Winchester Public Schools' Gmail system controls who can send and receive emails. WPS Students cannot send email to parent accounts or anyone outside of the Winchester Public Schools domain. All WPS students cannot receive email from outside of the domain. Therefore, students should not use their WPS email for setting up accounts that need to be verified via email or receive notices via email (unless directed by faculty).

Student Emails to Staff

Students are encouraged to email staff concerning school related content and questions. However, there will be no requirement or expectation for staff to answer student email outside of their regular work day, although they certainly may if they choose. For example, an unanswered email to a teacher would not excuse a student from turning in an assignment.

General Email and Online Chat Guidelines

Below is a general summary of guidelines related to email and any form of online chat or instant messages:

- Email and online chat are to be used for school related communication.
- Do not send harassing email or instant messages or content.
- Do not send offensive email or instant messages or content.
- Do not send spam email or instant messages or content.
- Do not send email or instant messages containing a virus or other malicious content.
- Do not send or read email or instant messages at inappropriate times, such as during class instruction.
- Do not send email or instant messages to share test answers or promote cheating in any way.
- Do not use the account of another person.

Content Filtering

The Winchester Public Schools uses software designed to block access to certain sites and filter content as required by the Children's Internet Protection Act, 47 U.S.C. §254 (CIPA). Winchester Public Schools is aware that not all inappropriate information can be filtered and the district will make an effort to correct any known gaps in the filtering of information without unduly inhibiting the educational use of age appropriate content by staff and students. Users will inform teachers or administrators of any inadvertent access to inappropriate material, in order that there is appropriate modification of the filtering profile. Winchester Public Schools educates students about appropriate online behavior, including interacting with other individuals on social networking Web sites and in chat rooms and cyber bullying awareness and response.

WPS provides these educational opportunities as part of the Winchester Public Schools K12 Information and Digital Literacy Goals.

Monitoring

The Winchester Public Schools monitors the use of the school department's network to protect the integrity and optimal operation of all computer and system networks. There is no expectation of privacy related to information stored and transmitted over the Winchester Public Schools network. The information on the network in general files and email is not private and is subject to review by the network manager at the request of the Winchester Public Schools administration to substantiate inappropriate activity and to comply with requests of law enforcement agencies as part of their investigations.

The Winchester Public Schools will cooperate with copyright protection agencies investigating copyright infringement by users of the computer systems and network of the Winchester Public Schools.

Technicians and computer system administrators maintain full access rights to all storage devices, and may need to access/manage such storage devices as part of their duties.

Routine maintenance and monitoring of the system may lead to discovery that a user has or is violating the Winchester Public Schools Technology Acceptable Use Policy, other school committee policies, state laws, or federal laws.

Search of particular files of a user shall be conducted if there is a reasonable suspicion that a user has violated the law or Winchester School Committee Policies. The investigation will be reasonable and in the context of the nature of the alleged policy violation.

Email that is sent within the WPS district is monitored and filtered based upon content. Rules/filters are set up to monitor student email for profanity, harassment, and other inappropriate content. Student email that is identified as inappropriate will be reviewed by the school administration.

User Access and Explanation of Guideline

Access to information technology through the Winchester Public Schools is a privilege, not a right. Students, parents, and staff shall be required to read the WPS Technology Acceptable Use Policy and sign and return the Statement of Responsibilities.

The Winchester Public School Acceptable Use Policy shall govern all use of technology devices, digital resources, and network infrastructure. Student use of technology resources, digital resources, web-enabled devices, and network infrastructure will be governed by the Winchester School committee disciplinary policies as outlined in the policy manual of the district and the student's school handbook.

Because information technology is constantly changing, not all circumstances can be anticipated or addressed in this policy. All users are expected to understand and comply with both the "letter" and the "spirit" of this policy and show good judgment in their use of these resources.

The Winchester Public Schools provides students access to its technology devices, digital resources, and network infrastructure, along with information technology for educational use. If a student has doubts regarding whether a resource has educational merit, he/she should ask a staff member.

Scope of Technology Policies

Policies, guidelines and rules refer to all computing devices including but not limited to computers, mobile web enabled devices, iPads, MP3 players, portable memory storage devices, calculators with interfacing capability, cell phones or ECDs (electronic communication devices), digital cameras, etc., as well as technology infrastructure, associated peripheral devices and/or software.

Policies, guidelines, and rules refer to any computing or telecommunication devices owned by, leased by, in the possession of, or being used by students and/or staff that are operated on the grounds of any district facility or connected to any equipment at any district facility by means of web connection, direct connection, telephone line or other common carrier or any type of connection

including both hardwired, fiber, infrared and/or wireless.

This Technology Acceptable Use Policy also applies to any online service provided directly or indirectly by the district for student use, including but not limited to: Google Apps for Education accounts, Email, Calendar, and the student management systems.

Expectation of Privacy

At any time and without prior notice, the WPS reserves the right to monitor, inspect, copy, review, and store any and all usage of technology devices, digital resources, and network infrastructure, along with information technology as well as any information sent or received in connection with this usage. Staff and students should not have any expectation of privacy regarding such materials.

Consequences for Violation of Technology Policies

Use of the computer network and Internet is an integral part of research and class work, but abuse of this technology can result in loss of privileges. Students who use technology devices, digital resources, and network infrastructure, along with information technology inappropriately may lose their access privileges and may face additional disciplinary or legal action.

The length of time for loss of privileges will be determined by building administrators and/or other staff members. If the user is guilty of multiple violations, privileges can be removed for one year or more.

Unacceptable Uses of Technology Resources

Inappropriate technology use includes but is not limited to the following:

- Interfering with the normal functioning of devices, computer systems, or computer networks.
- Damaging or theft of devices, computer systems, or computer networks. Accessing, modifying, or deleting files/data that do not belong to you. Sending or publishing offensive or harassing messages and content.
- Accessing dangerous information that, if acted upon, could cause damage or danger to others.
- Giving your username or password to any other student, or using the username or password of someone else to access any part of the system. Sharing and/or distribution of passwords or using another student or faculty member's password. Intentional viewing, downloading or distribution of inappropriate and/or offensive materials. Gaining unauthorized access to computer and or telecommunications networks and resources.
- Viewing, transmitting or downloading pornographic, obscene, vulgar and/or indecent materials. Using obscene language, harassing, insulting or bullying others, posting of private or personal information about another person, spamming of the school email system, violating any federal or state law, local regulation or school committee policy.
- Violating copyright laws and/or the district policy on plagiarism. Copying software or applications from Winchester Public School devices through any electronic means unless the particular licensing agreement in place for the software allows user distribution.
- Intentionally wasting limited network or bandwidth resources. Destructions/vandalism of system software, applications, files or other network resources. Employing the network for commercial or political purposes. Using the network / Internet to buy or sell products.
- "Hacking" and other illegal activities in an attempt to gain unauthorized access to restricted files, other devices or computer systems. Uploading any harmful form of programming, bypassing filters; installing any type of server, aliasing / spoofing, peer-to-peer networking or

remote control software.

- Possession of and/or distribution of any of software tools designed to facilitate any of the above actions will also be considered an offense.

Saving inappropriate files to any part of the system, including but not limited to:

- Music files
- Movies
- Video games of all types
- Saving offensive images or files
- Programs which can be used for malicious purposes
- Any files for which you do not have a legal license
- Any file which is not needed for school purposes or a class assignment.

Uses that contribute to the violation of any other student conduct code including but not limited to cheating, plagiarism, hazing or harassment, theft, falsification of records, possession of banned substances/items, etc.

NOTE: If you need a file for a class project that you think may be considered inappropriate, then you need to have teacher and school administration permission prior to the class project.

Due Process

The Winchester Public Schools will apply progressive discipline for violations of the district policy and signed Acceptable Use Agreement Form which may include revocation of the privilege of a user's access to technology devices, digital resources, and network infrastructure, along with information technology. Other appropriate disciplinary or legal action may be undertaken by the Winchester Public Schools administration. The nature of the investigation will be reasonable, and for staff, will reflect the contract language for each bargaining unit.

Winchester Public Schools Limitations of Liability

The Winchester Public Schools makes no warranties of any kind, implied or expressed, that the services and functions provided through the Winchester Public Schools technology devices, digital resources and network infrastructure, along with information technology will be error free or without defect. The Winchester Public Schools will not be responsible for damages users may suffer, including but not limited to loss of data or interruption of service.

The Winchester Public Schools, along with any persons or organizations associated with the school department internet connectivity, will not be liable for the actions of anyone connecting to the internet through the school network infrastructure. All users shall assume full liability, legal, financial or otherwise for their actions while connected to the internet.

The Winchester Public Schools assumes no responsibility for any information or materials transferred or accessed from the internet.

Parents/Guardians should read this WPS Technology Acceptable Use Policy. Parents/guardians should discuss the technology use responsibilities with their children. Questions and concerns can be forwarded to the Winchester Public Schools and appropriate offices.

Parents and guardians agree to accept financial responsibility for any expenses or damages incurred as a result of their student's inappropriate or illegal activities on the Winchester Public

Schools network. Parents and guardians agree to reimburse Winchester Public Schools for any expenses or damages incurred in the use of district owned devices such as iPads in 1:1 school deployments. Parents and guardians will have access to optional third party insurance carriers.

Modification

The Winchester School Committee reserves the right to modify or change this policy and related implementation procedures at any time.

SOURCE: WINCHESTER

LEGAL REFS: 47 USC § 254

CROSS REFS: IJND, Access to Electronic Media

Winchester Public Schools would like to thank Burlington Public Schools for sharing their Acceptable Use Policy, adopted by Burlington School Committee August 20, 2013

Student Acceptable Use Policy

Student Expectations

I have read, understand and will follow this Acceptable Use Policy. If I break this agreement, the consequences could include suspension of computer privileges and/or disciplinary action. I also understand the school network and email accounts are owned by Winchester Public Schools and that Winchester Public Schools has the right to access any of the information used through the mediums provided through the school at any time.

Parent/Guardian Acceptable Use Signature

Parent collaboration and consent working together is a crucial focus of Winchester Public Schools. Through our technology integration, we want to work with parents so they understand the different initiatives that are taking place at school, whether they are using technology or not. We encourage you to have your children guide you through their work so you will see their work as it develops.

As parents, students and teachers working together, we become a strong learning community, therefore, creating more opportunities for our students to become successful. As the parent or guardian of this student,

I have read the Winchester Public Schools Acceptable Use Policy. I understand that technology is provided for educational purposes in keeping with the academic goals of Winchester Public Schools, and that student use for any other purpose is inappropriate. I recognize it is impossible for the school to restrict access to all controversial materials, and I will not hold the school responsible for materials acquired on the school network. I understand that children's computer activities at home should be supervised as they can affect the academic environment at school.

I understand and will support my student in adhering to this Acceptable Use Policy. I am aware that if my child breaches this agreement, the consequences could include suspension of computer privileges and/or disciplinary action. I also understand the school network and email accounts are owned by Winchester Public Schools and that Winchester Public Schools has the right to access any of the information used through the mediums provided through the school at any time. I hereby give permission for my child to use technology resources in Winchester Public Schools.

Parent/Guardian Student Images for Educational Purposes

Winchester Public Schools attempts to provide students with the best educational practices and resources. Winchester schools will also attempt to recognize student achievement and success by publishing student names and/or pictures in the newspaper, school based web pages or blogs, school newsletters, and video/cable access television. The information, which may be released for publication, includes only the student's name, class, participation in officially recognized activities and sports, degrees, honors, and awards. Photographs and video recordings may also be taken during school activities for use on Winchester Public Schools web pages, blogs, newsletters, yearbooks, and newspaper articles. Winchester Public Schools owns the photographs and video recordings and all rights to them.

Parent or Guardian Name **(please print)**

Student Name **(please print)**

Parent or Guardian Signature & Date

Student Signature & Date

I have read and understand the WPS Technology AUP. I have read and understand the WPS Technology AUP.

McCall Middle School
Excellence in Every Classroom

McCALL MIDDLE SCHOOL'S CORE VALUES

- Act Responsibly
- Lead with Integrity
- be a Life-long learner

INTRODUCTION

This handbook contains the school's statement of purpose, key goals for students, policies, rules, and discipline policy – all of which are aimed at ensuring a safe, productive, and enjoyable environment for learning. Students and their parents or guardians are required to read and discuss this handbook, then sign and return the Student Handbook 2020-2021 Student & Parent/Guardian Sign-Off sheet.

STATEMENT OF PURPOSE

McCall Middle School is a community of learners committed to academic and personal growth. As educators, our purpose is to help you:

- Develop intellectually and socially as fully as possible.
- Think creatively and critically and solve problems constructively.
- Clarify and strengthen your goals and values.
- Develop self-discipline, personal responsibility, self-respect, and pride in your work.
- Master organization and time management skills.
- Develop your tolerance and respect for others, especially those who are different from you.

Why should these goals be important to you? Simply put, the more you learn and the more you are able to get along with different people at McCall, the better prepared you will be to:

- Further your own education and advancement in high school and thereafter.
- Create and take advantage of the many opportunities in your future.
- Work successfully on teams and with others in diverse workplaces.
- Be an independent, responsible, knowledgeable, and contributing citizen in our society.

To maximize your opportunities to learn and grow, we believe our school needs to:

- Be safe for all students.
- Have high expectations for everyone: students, teachers, and staff.
- Be challenging and rigorous to enable and stimulate each student to achieve their best.
- Offer varied and appropriate curricula for early adolescents, including opportunities for exploratory and hands-on learning.
- Provide academic and emotional support.
- Be a place for fun and enjoyment as well as learning.

WHAT IS A MIDDLE SCHOOL?

As you settle into McCall, you will see that our school is designed for students your age. It is different from the elementary and high schools in a variety of ways.

First, you have a team of core teachers who work cooperatively to plan and integrate curricula, coordinate homework assignments and tests, and facilitate your learning. This should help to make McCall Middle School a more personal school for you.

Second, a major goal is to teach you how to learn. Your teachers will encourage and challenge you to think for yourself, learn the art of asking useful questions, seek answers on your own, and study more effectively.

Third, you will use several different approaches to learning, such as listening, reading, writing, creating things with your hands, and thinking to solve various problems. Sometimes you will learn from information your teachers give you, and sometimes you will work and learn on your own. At other times you will work in groups with your classmates.

McCall offers you many opportunities to expand your knowledge, develop new interests, discover new skills, build new friendships, and have fun. The time to explore and venture into new areas of learning is now. Make the most of it and enjoy your years at McCall!

EXPECTATIONS FOR STUDENTS

McCall's teachers and staff expect and want students to grow during the years here academically, socially, emotionally, morally, and ethically.

Academic Growth:

- Becoming an independent learner, a critical and cooperative thinker, and a problem-solver through a variety of challenging and interactive learning experiences.
- Developing skills in reading, writing, listening, and speaking.
- Developing skill in the understanding and use of mathematics, sciences, information management, and technology.
- Increasing an appreciation for the arts and for the aesthetic dimensions of every discipline.
- Developing good study skills and producing high quality schoolwork and homework, on time.
- Taking advantage of opportunities for self-evaluation, reflection, and planning.

Social and Emotional Growth:

- Working effectively in a group.
- Dealing with challenges and successes as well as frustrations and disappointments.
- Relating well with many other people; exhibiting self-control, cooperation, good manners, respect, and tolerance for differences.
- Advancing and defending a personal point of view more effectively.
- Making healthy lifestyle choices that promote physical, emotional, social, and mental well-being.
- Strengthening a sense of civic responsibility and service to others.

Moral and Ethical Growth:

- Practicing honesty, fairness, and trust.
- Recognizing, appreciating, and respecting differences in other people and the diversity in the school and world at large.
- Developing a sense of responsibility for oneself and others; accountability for one's actions; and pride in one's skills, accomplishments, and work.
- Respecting the school environment and the personal and private property, including the work

product, of others.

GENERAL SCHOOL INFORMATION

The Office:

Visitors to McCall will use the buzzer system at the front entrance of the school. Visitors should first press the blue button outside of the front door, look into the camera, and when prompted state their name and the reason for visiting before being allowed entry into the building. Visitors may also be asked to show identification. All visitors, including parents and guardians, must first report to the Main Office, sign in, pick up a visitor's badge, and affix the badge so that it is visible. Visitors in the building without a visitor's identification sticker during the school day will be escorted to the main office.

Parents and Guardians Visiting Teachers:

Parents and guardians who want to meet with a staff member should first make an appointment with that staff member. Upon entering the building, parents and guardians must first report to the main office, sign in, pick up a visitor's badge, and affix the badge so that it is visible. An office administrative assistant will notify the teacher of your arrival.

Health Office:

Students who feel ill or who have sustained an injury during the school day should go to the health office. A student may be accompanied by another student. If necessary, first aid will be administered and parents/guardians will be contacted.

Note: Only the school nurse may dismiss a student for illness or injury.

Students who receive medications during the school day must first consult with the school nurse.

Medications are to be kept in the original container in the nurse's office, and a signed permission slip must be on file. Self-administration of prescribed emergency medications such as an inhaler or Epi-pen is permissible on a case-by-case basis, upon review by the school nurse. The McCall Middle School Nurses can be reached at 781-721-7026 ext. 1119 and ext. 1129.

New students:

Any student who is new to the Winchester Public School system must present documentation of the required immunizations. A physical exam within the last year is required before school entry. Please meet with your school nurse upon registration.

Grade 7

A current physical exam within the last year (September 2019 - September 2020) and documentation of the following immunizations are required to be submitted to the McCall Health Office for entrance into seventh grade.

Required Immunizations:

Hepatitis B - 3 doses complete

DTap/DTP - 5 doses

Tdap - 1 dose

Polio - 4 doses

MMR - 2 doses

Varicella - 2 doses or medical documentation of chicken pox

MenACWY (meningococcal) - 1 dose required for all students

All immunizations must meet Massachusetts minimum requirements and must be certified in writing by a licensed physician. The Commonwealth's School Immunization Law, Chapter 76, requires the above.

Communications:

The McCall Middle School staff believes a vital part of our role as educators is communicating with students and their families. Teachers and staff members strive to communicate effectively with families about academic and social-emotion progress of our students. Listed below are various avenues that McCall Middle School takes to provide students and families with important information. Parents and guardians are welcome to contact a staff member directly to ask questions or to resolve concerns. The primary responsibility of teachers is to instruct students; therefore, an email or a phone call is strongly recommended prior to scheduling a face-to-face meeting.

Topic	Information Resources	Primary Contact
Academic Progress	<ul style="list-style-type: none">- Back-to-School Night- Progress Reports- Report Cards- Grades & Comments on Student Work- Emails or Phone Calls from Teachers- Teacher websites- Parent/Teacher Conference Day- Team Conferences- Google Classrooms- Google Calendars	Classroom Teachers Team Leaders Guidance Counselors
Social –emotional progress	<ul style="list-style-type: none">- Email or phone calls from teachers or staff- Parent/Teacher Conference Day- Team Conferences	Classroom teachers Guidance Counselors, Clinical Social Worker, or School Psychologists
Special Education	<ul style="list-style-type: none">- Email or phone calls from Special Education Liaisons- IEP Team Meetings- IEP progress reports	Special Education Liaisons Special Education Supervisor
Logistics	<ul style="list-style-type: none">- Daily Announcement Emails- School Website- McCall Principal's Blog	Team Leaders Principal/Assistant Principals

Parents/Guardians Bringing Student Items to School:

An important part of our job as parents and middle school educators is helping our students develop the key attribute of responsibility. This is an important challenge we face as adults who live and work with middle school children. With the importance of this challenge in mind, we request that you help your McCall student remember the main items they need to take to school such as lunch, books, homework, instrument, appointment notices, etc. Please work with your child to develop strategies to ensure that he/she brings all necessary materials (e.g., lunch, homework, charged Chromebook, etc.) to school daily. Parents are discouraged from bringing these items to school for their children. In the event that parents must bring essential items to school for their children, one PA announcement will be made during the school day to notify students that items have been brought in for them. That announcement will be made at the start of the first lunch. Please note there are three bins located in the main office foyer labeled Grade 6, Grade 7, & Grade 8. If a parent/guardian is dropping off an item for their child, we ask that the child's name be written clearly on the item and the item be placed

in the appropriate grade level bin. Students should check the bins between classes if they are anticipating someone bringing something to school for them. Your support in this regard will be most appreciated.

Elevator Policy:

Students permitted to use the elevator are those who have provided a note from a medical provider to the school nurse or those students we have prior knowledge of requiring the use of the elevator. Students who need assistance in carrying school materials may be accompanied by one other student.

Physical Education Policy:

Notes from parents/guardians are required in order for a student to be excused from Physical Education class. If a student will be excused for a period exceeding two consecutive physical education classes, authorization from a physician will be required. Physical Education excuses from a physician should be delivered to the nurse at the start of the school day and should include the number of days that the student will not be able to participate in Physical Education or specify the extent to which the student may participate in Physical Education classes.

School Property Policy:

The staff, especially the custodial staff, work very hard to keep the building clean and to maintain school equipment in good working order. Students have the responsibility to respect and protect all school property and spaces including, but not limited to classrooms, bathrooms, hallways, cafeteria and outside areas, and all furnishings. Do not litter or damage anything in or around our school premises.

Lockers:

At the beginning of each school year, students will be assigned a locker. Students must keep the locker combination confidential and their locker locked at all times to ensure that belongings will be secure. The school is not responsible for the loss or theft of items in lockers. Students experiencing difficulty opening their locker should speak with a team teacher or secretary in the main office for assistance. Lockers can be decorated with removable items. **Tape, stickers, or permanent markers cannot be used.** Lockers are the property of McCall Middle School and are subject to inspection by the administration with or without notice.

Search and Seizure:

School officials may search a student when they have reasonable grounds for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Searches may include, but are not limited to, clothing, bags, lockers, personal computers, cell phones, school-issued network accounts, or school-issued email accounts.

- Members of the administrative team or their designees will be responsible for conducting all searches.
- Evidence and items found during the search may be held by the school until turned over to the police or returned to the student or a parent/guardian.
- A warrant is not required for searches of students suspected of violating a school rule or criminal statute.
- Following any search, parents/guardians will be notified.
- Students who refuse a search may be suspended pending a meeting with their parent/guardian.

Backpacks:

A backpack may be used to bring books and other items to and from school. Bags, including rolling backpacks, must be stored in the student's locker during the school day, unless otherwise specified.

Classroom or Office Phone Use:

With permission of the classroom teacher or office staff, a student may use a classroom phone or office phone.

Cell Phone Use:

Prior to homeroom each morning, all students must turn off their cell phones and secure them in their lockers. Students are not permitted to use cell phones during the school day. If a student needs to make a phone call, they will be able to access one in a classroom, main office or guidance office. Students found carrying their cell phone or using their cell phone during the school day may be required to turn the item over and disciplinary action may be assigned by an administrator. Repeat offenders may be required to turn their phone into the main office at the start of each school day.

Classroom Sign-Out Procedures:

Students who leave a class must sign out/in on the Sign-In/Sign-Out log located in the classroom. In addition, students will be provided a pass by their teacher to carry with them. Students should never be out of class without a pass.

Breakfast and Lunch Program:

Breakfast is available for purchase in the cafeteria from 8:00-8:25 each morning that school is in session. Lunch is available for purchase every full day school is in session and it is supervised by staff members. Parents/Guardians and their child should review the POS System details mailed during the summer. Parents/Guardians may update their child's lunch account by visiting the website payforit.net. Drink-only purchasers may move to the front of the line. Students are expected to eat lunch in school.

Students are expected to behave appropriately, use good table manners, and keep the cafeteria clean. When necessary, the lunchroom supervisors may assign students to sit at identified tables. Before leaving the cafeteria, all debris on, under, and around tables and benches is to be thrown out in the appropriate barrels.

Lunchroom Behavior Expectations:

Students are expected to:

1. Enter quietly. Walk to and sit at your table.
2. Wait to be called to the food service line. Refrain from pushing or cutting in line.
3. Treat food service staff, lunch monitors, custodial staff, and each other with respect.
4. Speak at a conversational level.
5. Remain seated unless you have received permission from a lunch monitor to leave your seat.
6. Refrain from visiting other tables during lunch.
7. Stop talking, look at the speaker, and listen to what is being said when announcements are being made.
8. Keep tables and immediate areas clean, placing litter and recyclable items in the designated receptacles.
9. Wait to be dismissed by a lunch monitor and go directly to class.

Possible consequences for lunchroom behavior violations:

1. Reminder of behavioral expectations from lunch monitor

2. Reassigned seating
3. Lunch detention
4. Conference with parents/guardians

Additional guidelines will be shared the first week of school by the lunch supervisors.

Food and Beverages:

Eating candy, food, and drinking anything other than water in a container without approval from a McCall staff member is prohibited in classrooms, hallways, the gymnasium and the auditorium. Students are encouraged to bring a refillable water bottle to school.

Each grade level team will designate an appropriate time during on-team periods for students to consume a snack. Students should bring snacks that can easily and neatly be consumed during those time periods

Lost and Found:

Lost and found boxes are located in the cafeteria, in the main office foyer, and outside the PE locker rooms. Students who have lost an item are encouraged to check these locations. Students should PRINT their name in all books and on any item that is brought to the school.

End of School Day:

The regular school day ends at 3:07 p.m. At that time, all students are expected to exit the building using their assigned team entrances, and vacate school grounds including Manchester Field and Knowlton Stadium, unless arrangements have been made to meet with a teacher or the student is participating in a supervised after-school activity.

School Bus:

Students in grade 6 who live two miles or more from school are eligible for a free bus pass to ride the regular school bus. All passes to ride the bus are issued by the school district's business office (781-721-7001). Students must present the appropriate bus pass to the driver in order to board the bus. Drivers have been instructed not to let any student on the bus without a pass. To avoid suspension of bus services, all students must obey school bus safety regulations while boarding, riding, and exiting school buses.

Parents should refer to the transportation section in the school district's websites for specific information about student transportation at <http://www.winchesterps.org/>

Bicycles:

A student may ride a bicycle to and from school. A protective helmet must be worn while riding to and from school. Bicycles must be LOCKED in the racks provided. At dismissal time cyclists must wait until all school buses have vacated the parking lot before riding their bikes. Students should walk, not ride, their bikes on the sidewalk. Students who violate these safety rules may be prohibited from riding bikes to and from school. Upon entering school grounds, cyclists should WALK alongside their bike on the sidewalk and lock their bike in the bike rack.

Drop-off and Pick-up Safety Reminders

The streets around McCall are congested at drop off and pick up times. We ask that all individuals who drive students to or from school use extreme caution when driving on or near school premises. Please note that the side and rear parking lots are for buses and staff parking only.

Parents should not drop off or pick up students in either the side or rear parking lots.

Furthermore, parents/guardians are encouraged to not drop off their children directly in front of the school to avoid congestion. Remote drop-off locations have been identified for students to use and a map of these locations can be found at the end of this handbook.

Drivers should always be alert for pedestrians, students on bikes, buses and other cars. Please be mindful of the safety concerns and use sidewalks and crosswalks appropriately.

ATTENDANCE, TARDINESS, ABSENCES, AND DISMISSALS

MIDDLE SCHOOL STUDENT ATTENDANCE POLICY

It is important for the continuity and consistency of education that absence from school is kept to a minimum. Chapter 76, section 1 of the Massachusetts General Laws requires all children between the ages of six and sixteen to attend school. A school district may excuse up to seven full-day sessions or fourteen half-day sessions in any period of six months.)

Attendance Notification Procedure:

If a student will be absent or tardy, a parent/guardian must call the school at **(781) 721-7026** and provide the student's name, grade, and reason for the absence or tardiness. This call should take place before 8:30 a.m. on the day of the absence or tardiness. Students who have been absent during the school day may not participate in after-school or evening activities.

Early Arrival:

Students are encouraged not to arrive at school any earlier than 8:15 a.m. unless they have made arrangements to meet with a teacher or intend to purchase a breakfast. Students wanting a breakfast may arrive at school as early as 8:00 a.m. as breakfast is available for purchase from 8:00-8:25. Students should enter the building using their team designated entrances and will not be permitted into the building until 8:23 a.m. Students who arrive to school after 8:30 should enter the building through the main office doors and enter the main office to receive a tardy pass.

Punctuality:

The school day officially begins at 8:30 a.m. Students are considered tardy if they are not seated in their homeroom by 8:30 a.m. It may be helpful to plan to arrive by 8:15 a.m. to ensure punctuality.

Homeroom:

Every day will begin with an eight-minute homeroom period. Students will be dismissed from their homeroom to begin the day's instruction. At times, homeroom periods may be extended.

Excused Absences:

Winchester Public Schools allows for the following reasons to excuse an absence:

1. Student illness
2. **Emergency** medical or dental treatment
3. Serious illness or death in the family
4. Family emergency
5. Religious observance
6. Suspension
7. School sponsored events

Unexcused Absences:

The building principal will make the final determination as to whether an absence is classified as excused or unexcused even if the absence meets the approval of parents or caregivers. Unexcused absences include, but are not limited to: Appointments (non-emergency), oversleeping, family vacations or other recreational activities, missed bus, non-school-sponsored extracurricular events, and truancy.

Parents are requested to schedule non-emergency appointments for physicians, dentists, or special lessons after school hours. Absences for recreational, vacation purposes, or to attend non-school sponsored extracurricular events will be recorded as unexcused absences and the parent/guardian must notify the principal in writing at least one week in advance of the absence to jlin@winchesterps.org. In the event that an unexpected emergency or situation arises that will impact your child's attendance, please speak with the building principal.

Students who are absent 10 or more consecutive days for unexcused reasons will be withdrawn from Winchester Public Schools. Students will be re-enrolled upon their return.

For chronic absenteeism due to illness, parents/guardians may be asked for medical documentation to support the absences and may be asked to provide periodic, updated medical documentation if the absenteeism continues.

Students absent due to an emergency medical appointment will be documented as excused as long as medical documentation has been provided for the appointment. If medical documentation is not received within three days of the absence, the missed day will be marked as unexcused.

Tardiness:

Excessive tardiness places a student at a great disadvantage and disrupts the learning environment. Any student who is in school and not present in the homeroom by 8:30 a.m. will be marked tardy by the homeroom teacher unless the student arrives with a pass. Any student entering the building after 8:30 a.m. must report directly to the main office and exchange a note of explanation (signed by a parent or guardian) for a tardy slip. Any student who enters the building after 8:30 a.m. and does not sign in at the main office will receive an office detention. Excusable reasons for tardiness follow the same guidelines for excused absences. The consequences for repeated unexcused tardiness in a given semester may include:

1. Parent and student notification
2. Parent/Student meeting
3. Creation of an attendance plan
4. Lunch detentions
5. Meetings with School Resource Officer

The amount of time students lose due to tardiness will be recorded. Students may accrue enough time lost to receive unexcused half or full day absences. Students who have accrued 6 or more unexcused tardies in a semester, or more than twelve for the year will result in detention for each additional day and may be placed on school probation (see Student Conduct section of this Handbook).

Please note: For chronic tardiness due to illness, parents/guardians may be asked for medical documentation to support the tardiness and may be asked to provide periodic, updated medical documentation. Students tardy due to an emergency medical appointment will be documented as

excused as long as medical documentation has been provided. If medical documentation is not received within three days of the tardy, the tardy will be marked as unexcused.

Call to Parents and Attendance Plan if Needed:

Parents/Guardians must furnish the school with a home, work, or other emergency telephone number where they can be contacted during the school day. Parents/Guardians will be contacted as soon as practical and in any event within three (3) days of the student's absence if a parent or guardian has not contacted the school regarding an absence. When a student begins to demonstrate a pattern of unexcused tardiness or absences in the school year, the parents/guardians will be contacted and a meeting will be scheduled with the Principal (or his/her designee), the parent(s)/guardian, and the student to develop an action plan to improve the student's attendance. In all circumstances, parents/guardians are encouraged to contact school staff and work collaboratively with them to remedy the causes of a student's absences.

Make-up Work for Excused Absences:

- Students will be allowed to make up work after an excused absence.
- Students excused from class for extracurricular activities and field trips must get assignments from the teacher prior to the absence so that all work can be turned in on the date due.
- No credit will be given for work not turned in or made up within the time prescribed by the teacher.
- If a student is absent on the day of an exam or when a major paper or project is due, the student must be prepared to meet the obligation upon return to school.
- Students receiving an incomplete grade on the report card because of excused absences will be given until the midpoint of the next marking period to make up the work. Failure to do so will result in a failing grade for the assignments not completed.

Students who are suspended from school will be given the opportunity to make up work as needed to make academic progress, including making up homework, tests, quizzes, etc. that were due during the period of suspension. When a student is suspended for ten consecutive days or less, it is the student's responsibility to get the work from the teachers and it is the student's responsibility to do the work. The teacher will determine when the work is due, with a maximum of five school days allowed for the make-up. If the student is excluded from school for more than ten (10) consecutive days for any reason, the student will have an opportunity to receive education services in order to make academic progress through the school-wide education service plan and will be informed of this service at the time of the suspension.

Make-up Work for Unexcused Absences:

- Students will be allowed to make up work after an unexcused absence.
- Teachers are under no obligation to provide students' work before an unexcused absence.
- It is at the teacher's individual discretion to determine a feasible plan for the missed instruction.
- No credit will be given for work not turned in or made up within the time prescribed by the teacher.
- If a student is absent on the day of an exam or when a major paper or project is due, the student must be prepared to meet the obligation upon return to school.

Dismissals:

A student may be dismissed for reasons of illness, injury, or urgent medical appointments. Students intending to be dismissed must bring a note to the Main Office prior to homeroom. The note should be

written and signed by a parent or guardian requesting early dismissal. The student will receive a dismissal slip to present to their teacher at the time of dismissal. Work missed should be made up as soon as possible and at a time convenient for both the student and teachers.

Parents/Guardians must come to the Main Office to escort their children from the school premises. In the case of dismissal due to illness or injury, parents/guardians must meet their children in the Nurse's Office.

Please Note: Students cannot be dismissed during the school day unless met by a parent, guardian, or other authorized adult. A student may not leave the building on their own.

ACCOMMODATION FOR RELIGIOUS AND ETHNIC OBSERVANCES POLICY

The Winchester School District serves children from many different religious and ethnic backgrounds. Out of respect for our students' different religious and ethnic traditions, and to ensure fair and sensitive treatment of all students, the district shall:

- Place responsibility for implementation of this policy on the school principal;
- Distribute school calendars to teachers, staff, and families that include those major religious and ethnic holidays whose observance would require absence from school or other accommodations;
- Impose no penalty or detriment on students who participate in observances of their family's major religious and ethnic holidays;
- Provide ample and flexible accommodations to allow students to make up subject material, assignments, and assessments within a reasonable time (assuming students will not do schoolwork or study during their absence);
- Take major religious and ethnic holidays into consideration when scheduling test preparation, tests, and long-term assignments;
- Avoid scheduling one-time events (field trips, athletic events, music or theatre performances, auditions, group photographs, back-to-school functions, and graduation) when possible on major religious and ethnic holidays. Some major religious holidays begin at sundown on the preceding evening (for example, Jewish Holidays of Rosh Hashanah, Yom Kippur, and first day of Passover);
- Not require students observing major religious or ethnic holidays to participate or face penalties for their non-participation in school-scheduled events, such as in tryouts, athletic contests, or music performances;
- Not prevent coaches and advisors from holding optional athletic practices on major religious and ethnic holidays;
- Not deprive any student absent from school because of a religious or ethnic holiday of any award or of eligibility or opportunity to compete for any award because of such absence.

SOURCE: Winchester

Legal Ref: M.G.L. Ch. 151C, Sec. 2B

Cross Refs: IMD – School Ceremonies and Observances

JH – Student Absences and Excuses

JH-E – Excused Absence Guidelines

JI – Student Rights and Responsibilities

Winchester Multicultural Network Publication – Accommodating Our Religious Holiday Observances – “A Learning Tool”

ADOPTED BY SCHOOL COMMITTEE: June 16, 2016

AMENDED BY SCHOOL COMMITTEE: March 22, 2016

ACADEMIC PROGRAM

Homework Policy:

Homework is an important component of being a successful student at McCall Middle School. Students should expect to receive daily homework assignments in their core classes. Homework is meant to foster student initiative, enrich classroom experiences, reinforce concepts, enhance learning skills, promote personal responsibility, and inspire students to work together with their teachers to become the very best students they can be.

During the school year, students will be given a broad variety of daily, short-term, and long-term assignments. Homework assignments will vary from week to week. The time needed to complete assignments will vary from student to student. Plan to allow a block of time each day in order to complete assigned work. At the start of the school year, set up a distraction-free study environment.

We believe that the student, teachers, and parents must support each other in making sure that assignments are understood, that lines of communication remain open, and that adequate time is allowed each day to complete homework assignments.

McCall Middle School teachers use a grade-leveled team approach. Teachers work together and communicate regularly to plan the academic calendar to avoid excessive overlap of tests, quizzes, and long-range projects. It is recommended that students allow the following amount of time to complete daily homework assignments:

- 6th Grade- 1 to 1 1/2 hours
- 7th Grade- 1 1/2 to 2 hours
- 8th Grade- 2 to 2 1/2 hours

If a student frequently spends more than this amount of time completing homework assignments, they are encouraged to speak with teachers or talk with their guidance counselor. Additional support may be needed. When to “draw the line”: If a student is not able to complete a nightly homework assignment, a parent/guardian may intervene and choose to draw a line to indicate the point where a student had to end working on it. The date, time, explanation for the incomplete assignment, along with the parent signature should be written at the top of the page. Completing the assignment will be subject to the teacher’s discretion.

HOMEWORK GUIDELINES

Students agree to:

- Come to school each day with completed homework assignments.
- Work with parents to set up a focused, quiet, and distraction-free location to do homework.
- Do their own work.
- Complete homework that is neat, timely, and accurate.
- Follow teacher guidelines that are given. If they aren't clear, please ask for clarification.
- Use classroom support tools such as Aspen, teacher and team websites, and weekly online calendars to assist in staying in step with current assignments, deadlines, and announcements.
- Make individual arrangements with teachers to complete all required tests and homework in a timely manner.
- Understand that homework is an important component in being a successful McCall Middle School student.

Parents/Guardians agree to:

- Be knowledgeable of what's being asked of their child and assist them by providing necessary school supplies and providing a quiet, distraction-free study area.
- Encourage their child to do their own work. Do not do the work for them.
- Check Aspen periodically for information regarding their child's progress.
- Use the tools available at McCall to help their child succeed: subscribe to the school newsletter, record teachers' email addresses, attend parent/teacher conferences, and refer to the team/teacher websites regularly.
- Maintain an open line of communication with their child's teacher.
- Contact the teacher or guidance counselor if their child has a frequent need for additional support in meeting homework requirements.
- Notify the school if their child must be absent so that missed homework can be provided; please see Attendance policy in this handbook.

Teachers agree to:

- Give homework assignments that will not exceed the recommended grade-level range of time needed to complete the work.
- Provide classroom homework guidelines to parents and students at the start of the school year along with contact information and curriculum support materials.
- Assign homework that is meaningful, enriching, and related to the classroom curriculum.
- Provide a balance between short-term and long-range assignments.
- Provide written instruction for long-term and complex assignments.
- Not assign homework during vacation periods or over legal holidays.
- Not assign homework that interferes with the observance of district approved religious holidays.
- Give clear directions/instructions for homework assignments and allow students time for questions and/or clarification of assignments.
- Encourage a student buddy system for homework support.
- Work with students to complete missed required homework/tests due to absence, illness, or scheduling conflicts.
- Maintain communication with parents throughout the school year (via Aspen, team website, school newsletter, email, phone,) to inform them of student progress, upcoming events, performance tracking, etc.

- Offer organizational assistance to students as needed to enhance study skills, test preparation, and project completion skills.
- Not give assignments over weekends that are longer than one daily assignment.

Group Projects:

Students can benefit from the collaborative aspect of group projects. It is understood that the collaborative part of a required group project must take place during the school day.

If a teacher feels that a component of the collaboration should take place outside of school, the teacher must notify parents prior to the start of the group project. Parents may request that their child work individually rather than in a group.

Grading System:

A report card will be provided for students and their parents at the end of each quarter and trimester. At the midway point in the trimester, Progress Reports will also be available through Aspen for all core academic subjects.

Letter grades are as follows:

- | | |
|------------------------|--------------|
| ● Superior Achievement | A (90-100) |
| ● Good to Excellent | B (80-89) |
| ● Average | C (70-79) |
| ● Below Average | D (60-69) |
| ● Failing | F (below 60) |
| ● Incomplete | INC |
| ● Pass | P |
| ● Medical Excused | M |

A "+" mark indicates the upper end of the numerical equivalent (for example, B+ = 87-89, inclusive).

A "-" mark indicates the lower end of the numerical equivalent (for example, B- = 80-82, inclusive).

Effort and behavior evaluations are as follows:

- | | |
|--------|-------------------------------------|
| ● None | Normal Development |
| ● 1 | Attitude/behavior needs improvement |
| ● 2 | Attitude/behavior unsatisfactory |
| ● 3 | Effort needs improvement |
| ● 4 | Effort unsatisfactory |

Final Exams:

Students at McCall may need to take final exams or participate in a culminating project. These exams and projects are designed to help prepare for such exams and projects in the future and to demonstrate how well the curriculum has been mastered. Exams and projects may be given in English, foreign language, math, science, and social studies and may be given in other areas.

Study Hall:

All study halls are conducted in a quiet atmosphere so that students have the assurance of being able to concentrate. Students are expected to have all study materials with them, arrive on time, and begin work immediately. Students that do not have any assignments to complete must make sure they bring some school-appropriate reading material with them.

Cheating:

Giving or receiving unauthorized information during a test, or copying another student's homework or another student's work will result in a zero (0) and the parents/guardians will be contacted. Infractions may result in suspension from school.

Promotion Policy:

In order to be promoted students must achieve a passing end-of-the-year grade in English and a passing end-of-the-year grade in two out of three of their other major courses (math, science, social studies, and world language).

Access to Student Records by Non-Custodial Parents:

Since 1998, Massachusetts law (General Laws, Chapter 71, Section 34H) specifies detailed procedures that govern access to student records by parents who do not have physical custody of their children. For more information, please contact the school principal.

STUDENT SUPPORT SERVICES

Extra Help:

Extra help is available and students are encouraged to take advantage of it. Teachers will inform students when they are available; it may be before or after school. Teachers may offer academic support when they recognize that a student is in need of assistance. Sometimes the student will have to take the initiative and let the teacher know help is needed.

Parent/Guardian Conferences:

Parents/Guardians will have an opportunity to meet with their child's teachers during the January conferences. These conferences are scheduled during the four early-release days in January. In addition, parents are encouraged to contact the teacher, the team leader, or guidance counselor to set up a meeting at any time during the school year if they have questions or concerns about their students' progress.

Guidance:

Guidance counselors respond to a wide variety of issues. The counselors work with teachers, students, and parents regarding academic scheduling and school related concerns. Students are welcome to stop by anytime to make an appointment with their guidance counselor. The best time to make an appointment is between classes or before or after school. Parents are also welcome to call and make an appointment as needed.

Library:

The library is an area for quiet study, research, and reading enjoyment. Students may use the library during class time with the permission of library staff and a pass from their classroom teacher. Books are signed out for two (2) weeks and may be renewed. Students are responsible for either returning all borrowed library materials or paying for lost library items.

Special Education:

Winchester Public Schools has a range of special education and related services available for students who have been identified as having special education needs. Students are identified through an evaluation process set forth in Chapter 766 and related federal laws. Students not eligible for services under Chapter 766 may be eligible for accommodations under Section 504. Parents or teachers may initiate a referral for a special needs evaluation for a student at any time.

Section 504:

Section 504 of the Rehabilitation Act of 1973 is a Civil Rights Act that prohibits discrimination against qualified persons with a handicap in any program receiving Federal financial assistance. Section 504 law defines a *disabled* person as anyone who: "Has a mental or physical impairment, which substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working, or the person has a record of such impairment or is regarded as having such impairment by others."

Notification of Non-Discrimination Policy:

The Winchester Public Schools prohibits discrimination on the basis of a handicap condition and will not exclude such person from participation in, be denied benefits of, or otherwise be subjected to discrimination under any program which receives Federal financial assistance (43 C.F.R. § 104.4). Winchester Public Schools has the responsibility to identify, evaluate - and if the child is determined eligible under Section 504 - to afford equal access and opportunity to receive all appropriate educational services.

What to do if you disagree with the school's determination?

If the parent or legal guardian disagrees with Section 504 Team determinations or related actions made by the Winchester Public School professional staff, they have a right to a meeting to reconsider these determinations and actions by a school administrator. Please send a letter stating your reason for the meeting within 30 days of receipt of the Section 504 Team's decision.

Send request to:

Jason Levene
Administrator of Counseling, Health, and Wellness
40 Samoset Road
Winchester, MA 01890
Telephone: 781-721-7000

You are also entitled to pursue a remedy through the USDOE located at:

Office for Civil Rights
New England Office
U.S. Department of Education
33 Arch Street, Suite 900
Boston, MA 02110-1491
Telephone: 617-289-0111
TDD: 877-521-2172
<http://www.hhs.gov/ocr/office/file/index.html>

Parent and Student Rights under Section 504

1. To take part in and receive benefits from public education programs without discrimination due to handicapping conditions.

2. To have equal opportunity to participate in non-academic and extracurricular activities offered by the district.
3. To receive education in facilities comparable to those provided with non-handicapped students.
4. To be advised of your rights under federal law.
5. To receive notice with respect to a specific change in the placement of your child.
6. To receive all information in your native language and primary mode of communication.
7. To have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the student.
8. To examine records related to identification, evaluation, educational program and placement.
9. To obtain copies of educational records at a reasonable cost.
10. To a response from the school system for reasonable requests for explanations and interpretations of your child's records.
11. To request amendment of a child's records if there is reasonable cause to believe they are inaccurate or in violation of the child's privacy rights. If school denies this request, you will be notified within a reasonable amount of time and advised of your right to a hearing.
12. To have transportation provided to and from the alternative placement setting at no greater cost to you than would be incurred if the child were placed in a program operated by the district.
13. To file a grievance with the school district over an alleged violation of Section 504 regulations.
14. To request an impartial hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement.
15. To participate in the hearing and have an attorney represent you. You have a right to ask for payment of reasonable attorney fees if you are successful in your claim.

Section 504 Grievance Procedures

It is the policy of Winchester Public Schools not to discriminate on the basis of disability. Winchester Public Schools has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) of the U.S. Department of Health and Human Services regulations implementing the Act. Section 504 prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance.

Any person who believes she or he has been subjected to discrimination on the basis of disability may file a grievance under this procedure. It is against the law for Winchester Public Schools to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance. Grievances must be submitted to the Section 504 Coordinator within 10 days of the date the person filing the grievance becomes aware of the alleged discriminatory action. A complaint must be in writing and contain the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.

The Section 504 Coordinator (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint.

The Section 504 Coordinator will maintain the files and records of Winchester Public Schools relating to such grievances.

The Section 504 Coordinator will issue a written decision on the grievance no later than 30 days after its filing.

The person filing the grievance may appeal the decision of the Section 504 Coordinator by writing to the Superintendent within 15 days of receiving the Section 504 Coordinator's decision. The Superintendent shall issue a written decision in response to the appeal no later than 30 days after its filing.

The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U. S. Department of Health and Human Services, Office for Civil Rights. Winchester Public Schools will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, or assuring a barrier-free location for the proceedings.

Contact Information:

Jason Levene
Administrator of Counseling, Health, and Wellness
40 Samoset Road
Winchester, MA 01890
Telephone: 781-721-7000

SPECIAL PROGRAMS AND OFFERINGS

Dance/Activity Nights:

Dance/Activity Nights for all students have been scheduled for the school year. The activities are planned by students under the guidance of the Student Council and are held on Friday evenings with faculty supervision. Students are expected to stay the full time unless they are picked up by a parent or guardian who must enter the school and speak to an activity supervisor. Parents/Guardians should pick up their child promptly at the conclusion of the event. Dance/Activity Nights are for McCall students and for middle school students who live in Winchester but attend school outside of Winchester. Students who do not attend McCall but wish to attend a McCall School function must have their parent/guardian contact the McCall Middle School administration. Students must be in school during the day to attend a Dance/Activity Night.

EXTRACURRICULAR ACTIVITIES

Intramurals:

The Intramural Program provides an opportunity for the athlete and non-athlete alike to participate in a variety of physical activities offered throughout the year.

Activities and Clubs:

In addition to the intramural program, a number of clubs meet after school during the year. Examples of the extracurricular activities available to students are the following: Anime Club, Art Club, Dungeons & Dragons Club, En Ka Marching Band, Green Team, Greenhouse Club, Heritage Singers, High School Helpers, Homework Club, Intramurals, Jazz Band, Math Team - Grade 6, Math Team - Grades 7 & 8, McCall Buddies, Multicultural Club, Photography Club, QSA Club, Rubik's Cube Club, School Newspaper, Solo Voci, Student Council, Student Help Desk, & Yoga & Meditation Club. An updated list of 2020-2021 clubs and activities will be made available by the beginning of October.

This list will be posted on the McCall website.

Students interested in setting up a club in a particular field of interest should contact the advisor of the student council. Students must be in school during the day to participate in any extracurricular activities after school or in the evening.

The running of intramurals and clubs offered in the activity program will be dependent upon available funds and level of participation.

Field Trips:

Students at McCall will have the opportunity to take part in a number of field trips subject to parent permission and school approval.

All out-of-state field trips require School Committee approval. Each student participating in these trips must pay their own way. Financial assistance will be made available to parents/guardians as needed. If a student intends to participate in a field trip that will result in missed class time, they are responsible for completing all missed work from their teachers and complete those assignments on the due date determined by the teachers. Assignments not completed on or before the due date may result in no credit or a grade of zero. All McCall rules contained in this handbook must be adhered to when students attend field trips.

Personal Appearance:

Middle school occurs at a critical juncture in a student's development. Middle school students simultaneously experience varying degrees of physical, cognitive, communicative, social, and emotional growth. Personal appearance is an important component of a middle school student's development. As middle school students navigate this important phase in their lives, the personal appearance policy will serve as a guide to ensure a safe, inclusive, and welcoming school environment that ensures equal treatment and opportunity to all individuals regardless of race, gender, gender identity, ethnicity, religion, ideology, socioeconomic status, health, sexual orientation, age, or disability.

Personal Appearance Policy:

Personal attire should not be destructive to school property, should comply with health and safety requirements, and should not substantially disrupt the school environment. In addition, students' attire must completely cover the torso, buttocks, genitals, and undergarments (waistbands and undergarment straps excluded). Hats and hoods should not be worn. Shoes should ensure safe navigation of rooms, hallways, and stairwells and safe participation in classes, such as physical education and science labs. In addition, clothing depicting references to alcohol, drugs, sex, tobacco/smoking products, profanity, violence, hate groups, other harassing categories, or evidencing inappropriate or discriminatory language or visual references is prohibited.

Students and parents/guardians are asked to determine how the student will dress according to our personal appearance policy. This policy applies to the school day and all school-sponsored events. This policy will be reviewed with staff annually. All questions of personal appearance are under the discretion of the administration, who will make every effort to respect the dignity of students.

Athletics Concussion Policy and Student Athlete Responsibilities:

The School Committee voted on an Athletics Concussion Policy. The first paragraph of the policy outlines the requirements and individuals affected by the policy. The purpose of this policy is to provide information and standardized procedures for persons involved in the prevention, training management and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities including, but not limited to, interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law

apply to all public middle and high schools, however configured, serving grades six through high school graduation. In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) as found on its website: coaches; certified athletic trainers; trainers; volunteers; school and team physicians; school nurses; athletic directors; directors responsible for a school marching band; employees or volunteers; and students who participate in an extracurricular activity and their parents. Extracurricular Athletic Activity means an organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, athletic director or marching band leader including, but not limited to, Alpine and Nordic skiing and snowboarding, baseball, basketball, cheerleading, cross country track, fencing, field hockey, football, golf, gymnastics, horseback riding, ice hockey, lacrosse, marching band, rifle, rugby, soccer, skating, softball, squash, swimming and diving, tennis, track (indoor and outdoor), ultimate frisbee, volleyball, water polo, and wrestling. All interscholastic athletics are deemed to be extracurricular athletic activities.

Athletic Concussion Regulations (JJIF-R)

The Athletic Concussion Regulations, approved by the School Committee, include the following Student Athlete Responsibilities (Section X):

1. Complete district concussion test prior to participation in athletics.
2. Return required concussion history form prior to participation in athletics.
3. Participate in all concussion training and education and return a certificate of completion to the athletic department prior to participation in athletics.
4. Report all symptoms to the athletic trainer and/or school nurse.
5. Follow the recovery plan ordered by your physician.
6. Tell your teachers if you are having difficulty with your classwork.
7. See the athletic trainer and/or school nurse if there is recurrence of symptoms.
8. Return to sports only when cleared by physician and the athletic trainer.
9. Report any symptoms to the athletic trainer and/or school nurse and parent(s) or guardian(s) if any occur after returning to play.
10. Return physician's medical clearance document to school nurse prior to return to play.
11. Students who do not complete and return all required training, testing, and forms will not be allowed to participate in sports.

The regulations also include the following parent responsibilities (Section IX):

1. Complete and return concussion history form to the athletic department with the pre-participation form.
2. Inform school if a student sustains a concussion outside of school hours and provide medical documentation.
3. Complete a school-based or online training provided by the school on concussions and return a certificate of completion, with the pre-participation form, to the athletic department.
4. Watch for changes in your child that may indicate that your child does have a concussion or that your child's concussion may be worsening. Report to a physician symptoms that may include but not be limited to:
 - A. Loss of consciousness
 - B. Headache
 - C. Dizziness
 - D. Lethargy
 - E. Concentrating
 - F. Balance problems

- G. Answering questions slowly
 - H. Difficulty recalling events
 - I. Repeating questions
 - J. Irritability
 - K. Sadness
 - L. Emotionality
 - M. Nervousness
 - N. Difficulty with sleeping
 - O. Nausea and vomiting
5. Encourage your child to follow concussion protocol.
 6. Enforce restrictions on rest, electronics, and screen time.
 7. Reinforce recovery plan.
 8. Recognize that your child will be excluded from participation in any extracurricular athletic event if all forms are not completed and on file with the athletic department.

STUDENT CONDUCT

Conduct Expectations:

The conduct expectations outlined below exist to ensure that the McCall philosophy and goals are met in an environment in which all students and staff feel **safe and respected**. The McCall community hopes to achieve this through clearly defined standards and consequences with fairness and consistency.

The principles at the foundation of our rules and procedures include: **accountability, dignity, integrity, fairness, honesty, justice, respect, and responsibility**.

It is important for students to realize that no handbook can thoroughly cover all possible violations or infractions, however complete it attempts to be. There will be occasions when discretion and judgment must be exercised by teachers and administrators in maintaining an orderly environment. Below is a non-exclusive list of behaviors and actions that are unacceptable at McCall Middle School. The following are merely examples of conduct that are prohibited:

- Forgery of a staff or parent's signature on passes, notes, warnings, etc.
- Cheating
- Cutting class or leaving school without permission.
- Assaults, fighting or engaging in violent behavior
- Damaging school property (vandalism, graffiti, etc.)
- Using profane, vulgar or abusive language (including ethnic slurs), gestures or behavior
- Harassment, bullying, or retaliation. For specific information, see Anti-Bullying Policy on page 35 and Policy on Harassment and Civil Rights on page 37.
- Threats – verbal, written or electronic
- Hazing
- Truancy
- Failing to follow bus rules
- Throwing snowballs, rocks or other dangerous objects
- Creating a hazardous or physically offensive condition by any act which serves no legitimate purpose – pulling fire alarms, stink bombs, throwing dangerous objects

Illegal Activities

- Distributing, using or possessing of alcohol, drugs, drug paraphernalia, tobacco or tobacco related products, or other controlled substances
- Distributing, using or possessing weapons, fireworks, or other dangerous instruments or contraband
- Distributing, using or possessing obscene materials
- Theft

Insubordination:

Failing to comply with the lawful directions of a teacher, school administrator or other staff member may result in disciplinary action.

DISCIPLINARY ACTIONS

Progressive discipline will be used by all schools in the Winchester Public Schools System to the extent possible. Progressive discipline is a system in which the penalties increase upon repeated occurrences. The consequence for a particular infraction will depend on a variety of factors that include the severity and nature of the infraction and previous discipline history of the student. For example, a student's second and subsequent violations may merit a more severe penalty than the first violation. It is also the school's policy to consider all relevant factors when determining an appropriate consequence. The above consequences may be imposed either alone or in combination.

Efforts will be made to incorporate a restorative component to provide opportunity for students to repair damage or hurt created by their actions when infractions occur. The end goal is to have the students recognize the impact of their actions and learn from their mistakes so that infractions are not repeated. In addition to the restorative component, additional consequences may be imposed.

Examples of disciplinary actions include but are not limited to:

- Communication with parent/guardian
- Restorative Conversation
- Detention (before, after school, lunch)
- Community Service - Examples include: after school building or grounds, clean-up, assistance in the main office, work with other community agencies.
- Change in schedule
- Suspension from school bus transportation
- School Probation - Limiting student participation in school activities, typically lasting 2 or more weeks. School probation may be assigned by the principal or assistant principals.
- In school suspension - A student may be suspended from one or more classes at the discretion of the assistant principal or the principal. During the period of the suspension the student will remain in the office
- Out of school suspension - Suspension from school is considered a very serious matter at McCall Middle School. When a student is suspended, they will be placed on school probation for a minimum of two weeks. Students suspended more than once for violation of other students' civil rights, etc. may be placed on school probation for the remainder of the school year. Students may be suspended for these types of offenses at the discretion of the assistant principal or the principal, subject to applicable procedural requirements as described below, which may include appeal to the Superintendent. Except in the case of the "Statutory

Offenses” as described in M.G.L. ch. 71, §37H and 37H1/2 and set forth below, students may not be suspended more than 90 days in a school year, and school staff will avoid suspensions of more than 10 days until alternatives such as positive behavioral interventions and supports have been tried as appropriate. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

- Expulsion - Students are subject to expulsion (i.e., permanent exclusion) by the Principal for the following:
 - Possession of a dangerous weapon
 - Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
 - Assault on teachers, administrative staff or other educational personnel. Students are also subject to long term suspension/expulsion by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H1/2. The types of conduct described above are governed by G.L. c. 71, §37H or §37H1/2 and are sometimes referred to as “Statutory Offenses.” For additional information and procedures that apply to suspension or expulsion from school for such conduct, see pages 39-45.

It is also the school’s policy to consider all relevant factors when determining an appropriate consequence. The above consequences may be imposed either alone or in combination.

Teacher Detention:

Teachers may assign students detention at a time, duration (not to exceed one hour), and location determined by the individual teacher. Students who fail to report to a teacher- assigned detention will be referred to Administration.

Office Detention:

- Office detention is held after school 3:10-4:10 p.m. (or by agreement with Assistant Principals).
- Students must arrive on time to detention.
- Students are encouraged to bring schoolwork to detention. There will be no talking in detention.
- If a student is asked to leave detention for inappropriate behavior, two additional mandatory detentions will be assigned.
- If a student is absent from school on the assigned day of detention, he/she is reassigned for the day he/she returns.
- Failure to attend a mandatory detention may result in additional detentions or a suspension.

Discrimination Prohibited

In no circumstances will the McCall disciplinary system discriminate based on a student’s race, color, sex, religion, national origin, sexual orientation, or disability. If you believe such discrimination has taken place, you should notify an administrator using the same sequence of contact as outlined in the appeals process listed above.

Investigations and Confidentiality

It is important that all students, staff members, and volunteers at McCall feel safe and respected. Please report known or suspected violations of school rules and policies to a guidance counselor, teacher, assistant principal or principal, school nurse, or other staff member. In all cases, and particularly when charges are made that someone has been bullied, harassed, threatened, assaulted, or had their civil rights violated, charges are taken seriously and are thoroughly investigated and addressed.

Ongoing investigations are to be kept confidential to the extent possible given the district's obligations to investigate and effectively address the allegations. We ask that students, staff, and parents not discuss or spread information about pending investigations.

It is equally important that students who are considering making a false accusation against someone understand that intentional false reporting is a violation of school rules and will lead to disciplinary actions against the student making the false report.

Reporting Conduct to the Police

As reflected throughout this handbook, the police will be notified in cases when conduct relating to school may reasonably lead to criminal charges. In particular, in compliance with the Memorandum of Understanding between the Winchester Police Department and Winchester Public Schools, all assaults (which mean to threaten) and battery (which mean to unlawfully touch) that occur on school premises and during school-sponsored activities will be immediately reported to the police department. There will also be immediate reporting to the police department for incidents in which students are in possession of weapons and illegal substances on school premises and during school-sponsored activities. In addition, serious civil rights violations or possible hate crimes will be reported to the police. Further, acts of bullying or retaliation relating to bullying will be reported to the police in accordance with the provisions of 603 CMR 49.00.

Mandatory Reporting of Abuse and Neglect

Under Mass. Gen. Law Chap. 119 Sec. 51A, school personnel, including but not limited to teachers, administrators, and guidance counselors, are required to report suspected cases of child abuse or neglect to the Massachusetts Department of Children and Families.

LAWS AND POLICIES GOVERNING STUDENT CONDUCT

Federal, state, and local laws are incorporated into the Policies of the Winchester Public Schools and are highlighted in the sections below. Copies of statutes and full policies are available for student and parent inspection in the offices of the Principal, Assistant Principal, and in the McCall library.

Anti-Bullying Policy

On May 3, 2010, Governor Deval Patrick signed an *Act Relative to Bullying in Schools*. This law prohibits bullying and retaliation in all public and private schools and requires schools and school districts to develop a Bully Prevention and Intervention Plan to address bullying incidents. The McCall Middle School is committed to maintaining a school environment where students are free from bullying, including cyberbullying, and the effects of such conduct. We further recognize that students may be more vulnerable to bullying based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical developmental or sensory disability or by associations with other people who have one or more of these characteristics. We will provide support to students whose vulnerability is brought to

the attention of a teacher, guidance counselor or administrator through observation or direct report from a student, staff member or parent/guardian. This support may be in the form of counseling, education to support both the student's ability to report bullying and his/her skills, knowledge and strategies to respond to bullying or harassment.

Definitions

Advocate of Safety: a person who steps in to stop a bullying incident or who reports an incident after witnessing or becoming aware that one has occurred.

Aggressor: a student or a member of the school staff who engages in bullying, cyberbullying, or retaliation

Bullying: repeated use by one or more students or by a member of the school staff 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 themselves;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school or substantially disrupts the education process or the orderly operation of a school.

Cyberbullying: Bullying through the use of electronic devices such as telephones, cell phones, computers, websites, blogs, or the Internet. It includes but is not limited to the creation, forwarding, or perpetuation of email, instant messages, text messages, and postings of pictures or videos. This can occur directly or by a person(s) impersonating the identity of another.

Hostile Environment: an environment created when bullying causes the atmosphere in school to be permeated with intimidation, ridicule, or insult so that it severely alters the target's education.

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

Target: a student against whom bullying, cyberbullying, or retaliation has been directed.

Acts of bullying, which include cyber-bullying, are prohibited:

- on school grounds or property immediately adjacent to school grounds;
- at school-sponsored or school-related activities whether on or off school grounds;
- at school bus stops;
- in vehicles used by the school district;
- through the use of technology or an electronic device owned, leased, or used by the Winchester Public Schools;
- anywhere that causes there to be a hostile environment at school for the target or substantially disrupts the education process or the orderly operation of a school or infringes on the rights of the target at school.

McCall has adopted an Anti-Bullying Code for all students and personnel.

- We will treat all members of the school community with civility and kindness.
- We will help students who are being treated in a socially cruel way.
- We will make a point to include students who are left out.

- If we know someone is being bullied, we will advocate for their safety by reporting it to an adult.

Students can deal with bullying:

Calmly tell the person to stop in a clear, firm voice or say nothing, walk away, and report it to an adult. Reporting is not tattling. It is advocating for your safety and the safety of others.

Reporting methods include:

1. Report to a staff member at the school
2. Complete and submit the anonymous "Alleged Bullying Reporting Form" located on the McCall home page.
3. Complete a Bullying Reporting Form located in the Yellow box and turn in or mail to Ms. Lavoie, Assistant Principal, or Mr. Sheehan, Assistant Principal.

Adult help:

The McCall Staff is committed to a bully-free environment. Adults who have been made aware of or have observed a possible bullying incident will immediately respond and report such incident to the administrative office. All reports will be investigated following the protocol as stated in the District Bully Intervention and Prevention Plan.

Students who bully others or who retaliate will face immediate consequences that can include: mandatory counseling, detention, prohibition from social activities, exclusion from certain areas of the school, suspension, or other disciplinary actions deemed appropriate for the action.

Students who are involved in a bullying incident will be provided support so that a feeling of safety is restored.

Any parent wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information is also available at the Superintendent's office.

Harassment, Threats, and Civil Rights Violations

The School Committee prohibits any acts of harassment based upon race, color, gender, gender identity, national origin, ethnicity, religion, sexual orientation, or disability.

Harassment includes not only "in person" conduct, but also acts or threats conducted by mail or by use of telephone, including text messaging, or other electronic means.

It is important that students and faculty understand and be sensitive to the fact that what might seem to be said *or done* in jest, or even well-intentioned, can easily be hurtful and demeaning to the recipient and should be avoided. Examples of harassment include but are not limited to: name calling, put downs, threats, sexually suggestive remarks, unwelcome physical contact or threat of physical contact, unwelcome comments and gestures, damage to property, and the display or circulation of written materials or pictures that are degrading to any individual or any ethnic, religious, or gender group.

Negative conduct based upon bias relating to the protected classifications above is sometimes referred to as a "civil rights violation." In addition, the Massachusetts Civil Rights Criminal Statute prohibits interference with someone's enjoyment of constitutional or statutory rights by threat,

intimidation, or coercion. The behaviors may also constitute hate crimes under Massachusetts law. Violations of these statutes may lead to significant criminal penalties. To facilitate the carrying out of this policy the assistant principal will serve as the Civil Rights Administrator for McCall.

All members of the McCall Middle School community:

- Are expected to adhere to the above policy.
- Are strongly encouraged not to tolerate, even by silence, any violation of it by others.
- Should report violators of the policy to the school Civil Rights Administrator.
- Consequences for violation of this policy may include but are not limited to mandatory counseling, prohibition from social events, and suspensions from school ranging from one to ten days, and notification to the police. Repeated or extreme forms of harassment may result in long-term suspension from McCall Middle School.

Hazing Prohibited

In compliance with Massachusetts General Law, Chapter 269, the School Committee prohibits any acts of hazing (endangering the physical or emotional well-being of a person during an initiation into any student organization) whether such acts are committed on school grounds or elsewhere. Upon receipt of a hazing report, the following process will be carried out, with referral to the police where appropriate.

Process:

1. Investigation to gather and review evidence will occur.
2. Determination of hazing will be made.
3. Consequences will be given

Penalties:

1. Three day suspension and/or removal from activity for the remainder of the year for minor infractions.
2. Longer suspensions, up to 90 days in a school year for serious infractions.

Possession or Use of Alcoholic Beverages and Drugs

Possession or use of alcoholic beverages on school grounds or at school functions such as activity nights, sporting events, or field trips, will result in suspension. In accordance with Mass Gen. Law Chap. 71 Sec. 37H, any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a controlled substance as defined in chapter 94C may be subject to expulsion by the school principal. Such controlled substances include not only illegal drugs such as marijuana, cocaine, or heroin, but also prescription drugs that a student may have without the nurse's authorization.

Students who appear to be under the influence of alcohol or drugs or any other substance will not be permitted to attend classes or school functions and will also be subject to suspension. Parents will be notified of the infraction as soon as possible. Local law enforcement officers will also be notified as appropriate.

While even small quantities of alcohol or drugs may lead to penalties as described above, possession of quantities that suggest potential sale or distribution is of particular concern.

In the event of (1) even a first instance suggesting potential sale or distribution or (2) a second instance of personal possession or presence at school/school events while under the influence of such, the student will undergo screening by a team under the direction of the assistant principal.

Such screening shall be in addition to any disciplinary or legal consequences and will include but not be limited to a review of the student's academic performance, attendance, and discipline records, an

interview by a trained substance abuse counselor, and a conference with the student's parents. Based on a review of the data gathered from the screening process, a recommendation for further action will be made to the principal. Further action may include probation (outlined in a contract developed by the school principal and signed by the parent and student), probation with substance abuse counseling, and/or an alternative education program.

Gun Free Policy

In accordance with the Gun Free Schools Act of 1994, any student who is determined to have brought a firearm to school or to a school-related event will be excluded from Winchester Public Schools for a period of not less than one year except as determined by the Superintendent on a case by case basis. The definition of a firearm includes but is not limited to guns (including a starter gun, bombs, grenades, rockets, missiles, mines, and similar devices). 20 U.S.C. §8921. For additional information on potential consequences for possession of not only a firearm, but also other dangerous weapons at school or school related events, see Mass.Gen.Laws. c. 71 §37H at pages 36-38.

No Smoking Policy and Tobacco Products

McCall Middle School is committed to ensuring a smoke, tobacco-free, and nicotine-free environment for all members of the school community, including students, faculty, staff, and visitors. State and Federal law and Town of Winchester by-laws provide that Winchester Public Schools must be tobacco-free facilities. Therefore, the use or possession of tobacco products and smoking-related products (including nicotine-delivery devices such as e-cigarettes and vape pens) on school property and in vehicles used in the transportation of students is strictly prohibited. This ban will apply to all school-related functions, during and beyond the regular school day, as well as to activities sponsored by outside groups renting or using the buildings or grounds. Violations of this policy may result in suspension and will result in the additional consequences set forth below.

Students

1st offense

- Mandatory tobacco education
- \$25 fine, if unable to complete tobacco education
- Notification of parents
- Notification of Winchester Board of Health

2nd offense & thereafter

- \$50 fine – mandatory
- \$25 fine – unable to complete additional tobacco education
- Notification of parents
- Notification of Winchester Board of Health
- Meeting with student, parents, administration and Board of Health (optional)

Visitors

1st offense

- Verbal notification of no smoking policy

2nd offense

- Request to leave school property

Ticketing Agents: Fines for violating the *No Smoking Policy* will be issued in the form of tickets, payable to the Winchester Town Clerk's Office. All members of McCall's administration, faculty, and staff are required to report any student or staff member violating the policy (or perceived to have violated the policy) and the circumstances of the violation to the assistant principal. Following each report, the assistant principal will meet with the violator and impose consequences according to the

policy. The assistant principal is a deputized ticketing agent of the Winchester Board of Health and as such is authorized to issue tickets for violation of the *No Smoking Policy*.

Payment of Fines: Fines issued for violations of the *No Smoking Policy* must be paid to the Winchester Town Clerk's Office within 21 days of receipt. Failure to pay a fine may result in a criminal complaint.

DUE PROCESS: PROCEDURES FOR SUSPENSION FOR CONDUCT OTHER THAN STATUTORY OFFENSES

In-School Suspension for Less Than 10 Cumulative Days During A School Year

An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.
2. On the same day as the in-school suspension decision, the administrator will 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 administrator will 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 meetings will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
3. The administrator will 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 administrator for the purpose set forth above, if such meetings have not already occurred. The administrator will 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 administrator and the parent.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension found at pages 40-41.

Procedures for Short-Term, Out-Of-School Suspensions (10 Cumulative Days Or Less In A School Year)

1. Except in the case of an Emergency Removal as provided on pages 41-42, prior to imposing a short-term out-of-school suspension (10 days or less in a school year) an administrator will provide the student and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

Notice: The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:

- a. the disciplinary offense;

- b. the basis for the charge;
 - c. the potential consequences, including the potential length of the student's suspension;
 - d. the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
 - e. the date, time, and location of the hearing;
 - f. the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
 - g. Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and parent.
2. Efforts to Involve Parent: The administrator will make reasonable efforts to include the parent in the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator 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.
 3. Format of Hearing: The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
 4. Decision: The administrator will provide written notice to the student and parent of his/her 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 notice of determination may be in the form of an update to the original written notice of hearing.

Procedures for Long-Term Suspension

1. Except in the case of an Emergency Removal provided on pages 41-42, prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:
Notice: The notice will include all of the components for a short-term suspension in Section C above, plus the following:
 - a. In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
 - b. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
 - c. the right to produce witnesses on their behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
 - d. the right to cross-examine witnesses presented by the school district;
 - e. the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and

- f. the right to appeal the administrator's decision to impose long-term suspension to the superintendent.
2. **Format of Hearing:** The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
3. **Decision:** Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will 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 school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:
 - a. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
 - b. Set out the key facts and conclusions reached;
 - c. Identify the length and effective date of the suspension, as well as a date of return to school;
 - d. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);
 - e. Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:
 - i. the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
 - ii. the long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

No long-term suspension will last more than 90 school days in a school year nor extend beyond the end of the school year in which such suspension is imposed.

Exception for Emergency Removal

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if 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 administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger or disruption caused by the student.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- 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, and other applicable matters;
- Provide written notice to the student and parent as provided in Section C or D above, as applicable;
- Provide the student an opportunity for a hearing with the administrator, as applicable, 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 administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Appeal to the Superintendent

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than **10 cumulative school days for the school year**, the student may appeal the decision to the superintendent. In order to do so the student or parent must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in their discretion, for good cause.

The following apply:

- The superintendent will make a good faith effort to include the parent in the hearing. The superintendent will be presumed to have made a good faith effort if they have made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent will send written notice to the parent of the date, time, and location of the hearing.
- The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section D above.
- The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section D above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

The decision of the superintendent constitutes the final decision of the school district.

STATUTORY OFFENSES: PROVISIONS OF LAW AND DUE PROCESS

MASS. GEN. LAWS, CHAPTER 71 SECTION 37H (CONTROLLED SUBSTANCES, DANGEROUS WEAPONS AND ASSAULTS ON EDUCATIONAL PERSONNEL) states as follows:

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
3. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the Superintendent of his appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

- a. The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the student (1) shall be informed of the reason for the conference and an explanation of the evidence against them; (2) shall be given the opportunity to present their side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension. (Goss vs. Lopez, 419 U.S. 565, 1975).

- b. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.
- c. A letter will be mailed to the parent/guardian of the suspended student stating:
 - i. The reason for the suspension
 - ii. A statement of the effective date and duration of the suspension
- d. A statement regarding whether or not the Principal will schedule a formal hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H

MASS. GEN. LAWS, CHAPTER 71 SECTION 37H1/2 (FELONY COMPLAINTS AND FELONY CONVICTIONS) states as follows:

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen on chapter seventy-six:

1. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the suspension to the Superintendent. The student shall notify the Superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's parent(s)/guardian(s) within three (3) calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such a decision shall be the final decision of the city, town or regional school district with regard to the suspension.
2. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five (5) calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent(s)/guardian(s) within three calendar days of the expulsion. At the hearing, the

student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal; or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such a decision shall be the final decision of the city, town or regional school district with regard to the expulsion. Upon expulsion of such a student, no school or school district shall be required to provide educational services to such student.

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

When considering a suspension/expulsion of a student charged with/convicted of felony, the Principal will use the standards and procedures set forth in M.G.L. c.71, §37H1/2 above. In addition, prior to initiating such procedures, the Principal may meet informally with the student and/or his parents to review the charge and the applicable standards if the Principal deems appropriate.

Discipline of Students on Special Education Plans

All students on special education plans are expected to meet the requirements for behavior, rules and regulations stated in this school handbook.

The Individuals with Disabilities Education Act (IDEA) and M.G.L.c. 71B requires that additional provisions be made for students who have been found by an evaluation team to have special needs and whose individualized program is described in an Individualized Educational Plan (IEP).

Students with special needs may be suspended for up to ten (10) consecutive days. Such suspensions may be carried out without any further or additional process. Students with special needs may also be suspended in excess of ten (10) cumulative days as fully outlined under M.G.L.c. 71B and the IDEA.

Suspensions or exclusions in excess of ten (10) consecutive days or ten (10) cumulative days may also occur provided that the conduct for which the student is being disciplined is not a manifestation of their disability and the district provides educational services which will allow the student to access the general curriculum and to make progress toward their goals.

In addition, the IDEA and M.G.L.c. 71B allow school personnel to move a student with disabilities to an interim alternative educational setting (IAES) for up to forty-five (45) school days if that student is in possession of a dangerous weapon at school or a school function or on school property, is in possession or uses a controlled substance or sells or solicits the sale of a controlled substance while at school or a school function or on school property, or inflicts serious bodily injury on a person, including themselves. The appropriate interim alternative educational setting shall be determined by the IEP team.

The IDEA and M.G.L.c. 71B also allows school personnel the option of asking a hearing officer or a court to move children with disabilities to an interim alternative educational setting for up to forty-five (45) school days if they are substantially likely to injure themselves or others in their current placement.

When a special needs student has been suspended for more than ten (10) consecutive or cumulative days in a school year, such that a substantial change in placement is occurring or will occur, the IEP team will meet to conduct a manifestation determination. Relevant members of the team meet for the manifestation determination and they answer two questions after reviewing relevant documents and the misconduct of the student:

1. *Is the misconduct the result of failure to implement the student's IEP?*
2. *Is the misconduct caused by or does it have a direct and substantial relationship to the student's disability?*

A summary of the manifestation determination review will be written and a copy provided to the parent(s) or guardian(s) as soon as possible after the review but no later than five (5) school days after the review. If the team finds that the misconduct was not a manifestation of the student's disability, then the student may be disciplined according to the discipline policy in this handbook. The student will receive educational services during this period of suspension or exclusion. If the team finds that the misconduct was a manifestation of the student's disability, then the school may still implement an IAES with parent consent or if the conduct involves possession of a weapon, drugs, or serious bodily injury as defined by applicable law. If the IAES is not permitted, then the student will remain in their current placement. In addition, the team will arrange for a functional behavioral assessment (if one has not been conducted on the student) and the development or modification of a behavior intervention plan.

The principal (or designee) will notify the special education office of the suspendable offenses of a special needs student, and a record will be kept of such notices.

Additional information regarding the procedural protections for students eligible for services under laws providing for services for students with disabilities can be obtained from Pamela Girouard, Director of Special Education, who can be reached at 781-721-7005.

Discipline of Students Not Yet Determined Eligible for Special Education

The IDEA protections summarized above also apply to students who have not yet been found eligible for IEP's if the school district is deemed to have knowledge that the students were eligible for IEP's before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is "deemed to have knowledge" if: (1) the child's parent had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services; (2) the child's parent had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel. However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent refused an evaluation of the child or IDEA services. If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion with services provided under the school-wide education service plan as otherwise applicable. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

Additional information regarding the procedural protections for special education students can be obtained from the McCall Special Education Supervisor, who can be reached at 781-721-7026.

Discipline of Students Identified as Having a Disability and Provided with a Section 504 Plan

Students are expected to meet the expectations for behavior, rules and regulations identified in this handbook. A student on a Section 504 plan may be disciplined like any other non-disabled student.

However, if the student is going to be suspended for ten (10) or more consecutive days, expelled or suspended for more than fifteen (15) cumulative days and there is a change in placement as a result, then a manifestation determination review shall be conducted. The student's 504 team shall convene, and answer two questions, after reviewing relevant documents and the misconduct of the student:

- Is the misconduct the result of failure to implement the student's 504 plan?
- Is the misconduct caused by or does it have a direct and substantial relationship to the student's disability?

A summary of the manifestation determination review will be written and a copy provided to the parent(s)/guardian(s) as soon as possible after the review but no later than five (5) school days after the review.

EMERGENCY SITUATIONS

Incident Management Team:

The McCall Incident Management Team (IMT) responds immediately to emergencies or crises. The IMT consists of the principal, assistant principal(s), school nurse, teachers from each grade level, and support services staff, such as guidance counselors, school psychologists, and social worker. Appropriate town services including but not limited to police, fire, and ambulance are brought in as needed. When the team is activated with regard to a student or students the parents of the students involved will be notified.

STAR's Team:

In the event of an emergency where there is an immediate threat of physical harm to the McCall community – for example, a bomb threat or intruder in the building – the regional STARs (School Threats Assessment Response) team will be called to respond to McCall. The STARs team is made up of specially trained and equipped police officers from Winchester and nearby towns. As soon as possible, the safest known course of action to protect all members of the school community will be implemented.

School Resource Officer:

McCall shares the services of the School Resource Officer with Winchester High School. This police officer, dedicated to working with the schools, works with McCall on safety and related issues.

Emergency Evacuation of Building:

Students should be familiar with exit routes from every area of the building. During an emergency, students are to be quiet, remain with their class, and follow directions given by the teacher in charge. Once outside the school, students are to remain on the sidewalk or other designated areas assigned by their teacher.

During lunch:

If the building needs to be evacuated during lunch, students should follow the directions of the teacher on duty. In most situations, all students will exit out the doors to the deck on the back side of the building. If a fire is in the kitchen, students on the window side of the cafeteria will exit through the doors leading to the deck. Students on the wall side of the cafeteria will exit out the main entrance to the cafeteria and use the stairs on the right.

Between classes:

If the students need to be evacuated between classes, they are to go to their next period class, and evacuate the building from that classroom.

Emergency Communication to Parents:

An effort is made to notify parents of an unanticipated school closing in the middle of the day. Such closings are most likely to occur in the case of equipment failure or inclement weather conditions.

Notification may be by parent phone chain, automated telephone communication, or local community access television. The principal or assistant principal may activate the phone chain at their discretion.

NONDISCRIMINATION ON THE BASIS OF GENDER IDENTITY

The Winchester Public Schools has a commitment to maintaining an educational environment and workplace where bigotry and intolerance, including discrimination on the basis of gender identity, sex, sexual orientation, or gender expression is not tolerated and where any form of intimidation, threat, coercion and/or harassment that insults the dignity of others and interferes with their freedom to learn or work is unacceptable.

The Winchester Public Schools strictly enforces a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees by anyone, including any fellow student, teacher, supervisor, co-worker, vendor, or other third party, as such conduct is contrary to the mission of the Winchester Public Schools and its commitment to equal opportunity in education and employment. The school district does not and will not discriminate on the basis of gender identity, sex, sexual orientation, or gender expression in the educational programs and activities of the public schools, and strives to create an environment where all students and staff feel safe, welcome and included.

The Winchester Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints. Where it is determined that inappropriate conduct has occurred, the Winchester Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include termination of employment or school-related discipline. The provisions of the Winchester Public Schools' Nondiscrimination Policy and Prohibition Against Sexual Harassment, Nondiscrimination on the Basis of Sex, Anti-Bullying, Bullying Prevention and Intervention Plan, Equal Educational Opportunities and Equal Employment Opportunity policies are incorporated as if fully set forth herein.

If a student requires assistance under this policy, the student and/or the student's parents/guardians/caretaker should contact the principal. If a staff member requires assistance under this policy, the staff member should contact the human resources director.

To help create a safe and supportive environment for all students, the school district will, consistent with applicable laws and guidance, take the following steps pursuant to the following definitions:

DEFINITIONS:

Gender identity is an individual's sincerely held core belief regarding their gender, whether that individual identifies as male, female, both, neither or in some other way (for example, individuals who identify in some other way such as nonbinary, queer, genderqueer or gender fluid).

Gender expression is the manner in which an individual represents or expresses gender to others, through such means as clothing, hairstyling, accessories, voice, behavior and mannerisms.

Transgender is an umbrella term for people whose gender identity or gender expression is different from that traditionally associated with their assigned sex at birth.

Transition is the experience by which a person goes from living and identifying as one gender to living and identifying as another.

Gender expansive is an umbrella term used to describe people who expand notions of gender expression and identity beyond what is perceived as the expected gender norms for their society or context. Some gender-expansive people identify with being either male or female, some identify as neither, and others identify as a mix of both. Gender-expansive people include those with transgender

and nonbinary identities as well as those whose gender in some way is seen to be stretching society's notions of gender.

Names/Pronouns

A student or staff member has the right to choose a name and pronoun appropriate to the student's or staff member's gender identity, regardless of the student's or staff member's assigned birth sex and name that appear on the student's or staff member's birth certificate. School District files should accurately record and use the student's or staff member's chosen name and pronouns that are consistent with the student's or staff member's gender identity. Court orders are not required to update student or staff records to reflect changes in a student's or staff member's name and gender markers. A student's individual school will work with a student and the parents/guardians/caregivers of the student if they are involved in the process, or in the case of a younger student with the student and the student's parents/guardians/caregivers, to develop a plan for communicating any name and pronoun change within the school. Similarly, the Director of Personnel will work with individual staff members to develop a plan for communicating any name and pronoun changes within the district and community.

Transitions

When a student transitions, the school may hold a meeting, upon request by student or the parents/guardians/caregivers of the student, with the student and the parents/guardians/caregivers of the student if they are involved in the process, or in the case of a younger student with the student and the student's parents/guardians/caregivers, to develop a plan to provide a safe and supportive educational environment for the student and to address any concerns that may arise.

When a staff member transitions, the staff member may request a meeting with the human resources director, who may assist the staff member in navigating workplace concerns that the staff members have as a result of the transition.

Privacy, Confidentiality and Student Records

Records with a student's or staff member's assigned birth name and sex, name change for gender identity purposes, gender transition, medical information related to gender identity or other information of a similar nature, if such records exist, will be maintained in a separate, confidential file. The school district shall ensure that all information related to a student's or staff member's gender identity shall be kept confidential in accordance with applicable federal, state and local privacy laws and regulations. Information that may reveal a student's or staff member's gender identity to others will not be disclosed unless the school is legally required to do so, or unless the disclosure has been authorized by the student or staff member, or in the case of a younger student, by the student's parents/guardians/caregivers. Schools will consult with a student and the parents/guardians/caregivers of the student if they are involved in the process, or in the case of a younger student with the student and the student's parents/guardians/caregivers, when determining whether any such information should be disclosed, and if so, how much information should be disclosed and to whom.

Accessibility to Restrooms, Locker Rooms and Changing Facilities

A student or staff member may access the restrooms, locker rooms and changing facilities that correspond to the student's or staff member's gender identity. Upon a student's or staff member's request, any student or staff member who is uncomfortable using a shared facility, regardless of the reason, shall be provided with a safe and non-stigmatizing alternative. Based upon availability and the appropriateness to address privacy concerns, accommodations that may be offered to a student

or staff member who desires increased privacy may include, but are not limited to: (a) use of a nearby private area (such as a gender neutral restroom, gender neutral changing room, nurse's restroom, or a nurse's office); (b) a separate changing schedule, or (c) use of private area within a public area (such as, an area separated by a curtain, or a bathroom or changing stall with a door). Schools will consult with a student and the parents/guardians/caregivers of the student if they are involved in the process, or in the case of a younger student with the student's parents/guardians/caregivers, to ensure accessibility and address any concerns that may arise.

Physical Education Classes and Athletic Activities

In those instances where there are gender-segregated classes or activities, as opposed to co-educational classes and activities, a student must be allowed to participate in a manner consistent with the student's gender identity. (For more information, please see Winchester Public School's Inclusive Sports and Extracurricular Activity Participation Policy (JJIC).)

Dress Codes

A student must be permitted to dress in compliance with the school district's dress code in a manner consistent with the student's gender identity. Staff members shall be permitted to dress in a manner consistent with their gender identity.

Other Gender-Based Activities, Rules and Practices

Schools should review and evaluate any gender-based activities, rules, and practices currently being utilized, and replace such gender-based activities, rules and practices with non-gendered alternatives. If there is a clear and sound pedagogical purpose to retain a gender-based activity, rule, or practice, a student must be allowed to participate in the activity, rule or practice in a manner consistent with their gender identity.

Education and Training

The school district shall incorporate training about transgender and gender nonconforming students into its anti-bullying and non-discrimination curriculum, student leadership training, and staff professional development in order to promote a safe and supportive environment for all students and staff.

Consistent with this policy and applicable laws and guidance, the Superintendent of Schools shall promulgate administrative procedures to address steps that school staff should take to create a culture where transgender and gender nonconforming students and staff feel safe, supported and fully included. The administrative guidelines should, at a minimum, address the following areas: gender transition, names and pronouns, privacy, confidentiality and student records, gender markers on student records, restrooms, locker rooms and changing facilities, physical education classes, intramural and interscholastic athletic activities, dress codes, and other gender-based activities, rules, policies and practices, and education and training.

References:

An Act Relative to Gender Identity (Chapter 199 of the Acts of 2011) MGL c.4, §5 MGL c. 76, § 5 603
CMR 26.00 603 CMR 1.00 603 CMR 23.00 603 CMR § 23.04 603 CMR §§23.01 and 23.07.

The Federal Family Educational Rights and Privacy Act, 20 USC 1232g

DESE – Safe Schools Program for LGBTQ Students

AC – ACAB, Subcategories for Nondiscrimination

GBA – Equal Employment Opportunity

JB – Equal Educational Opportunities

JICFB – Anti-Bullying

JJIC Inclusive Sports and Extracurricular Activity Participation Policy

ADOPTED BY SCHOOL COMMITTEE: March 19, 2019

INCLUSIVE SPORTS AND EXTRACURRICULAR ACTIVITY PARTICIPATION POLICY

Administrators, school staff, volunteers, students and others who interact with students (WPS community members) must be respectful of the ways in which individual people ask to be identified and, in general, employ the terms that WPS community members use to describe themselves. This policy extends to interscholastic athletic and extracurricular participation because they are valuable to students' physical, intellectual, social, and/or character development. Guided by our value of inclusion and in compliance with all applicable laws, our policy ensures that students can participate in athletics and extracurricular activities in a manner consistent with their gender identity.

GENDER IDENTITY-BASED PARTICIPATION

All students shall have the opportunity to participate in Winchester Public Schools' athletic and extracurricular activities in a manner that is consistent with their gender identity, irrespective of the gender listed on a student's records and without prior medical or mental health care.

Eligibility to participate. A student has the right to participate in athletics and extracurricular activities in a manner consistent with the gender listed on their school records. A student whose gender identity is different than the gender listed on the student's registration records shall have the right to participate in a manner consistent with their stated gender identity. For students whose school records indicate "non-binary" the student has the right to participate in sports teams of either gender; however, pursuant to MIAA policy, students are not permitted to try out simultaneously for MIAA sports teams of both genders.

If a student has an athletics issue under this policy, the student and/or the student's parent/guardian/caregiver shall contact the athletic director. If a student has an extracurricular activity issue under this policy, the student and/or the student's parent/guardian/caregiver shall contact the principal.

INCLUSION

The Winchester Public Schools endorse the following policies to ensure the full inclusion of students participating in Winchester Public Schools' athletic and extracurricular activities.

1. Changing Areas, Toilets, and Showers. Students shall be able to use the locker room, shower, and toilet facilities consistent with the student's gender identity. Every student has the right to access a private enclosed changing area, shower, and toilet. No student shall be required to use separate facilities. Upon a student's request, any student who is uncomfortable using a shared facility, regardless of the reason, shall be provided with a safe and non-stigmatizing alternative.
2. Hotel Rooms. Students shall be assigned to share hotel rooms based on their gender identity, with a recognition that any student who needs extra privacy should be accommodated whenever possible.
3. Language: Affirmed Names and Pronouns. A student may have a name and pronouns that are different from what may be indicated by the student's school records. Coaches, administrators, officials, and other individuals engaged in student sports or extracurricular activities will endeavor to ensure that the student's affirmed name and pronouns are made known to and respected by others including teammates, opponents, fans, volunteers, announcers, etc.
4. Dress codes and team uniforms. All students shall have access to uniforms that are appropriate for their sport/activity and that they feel comfortable wearing provided it maintains compliance with MIAA and National Federation sport specific uniform regulations. No student shall be required to wear a gendered uniform that conflicts with the student's gender identity. Dress codes for athletic teams when traveling or during a game day at school shall be gender-neutral. Instead of requiring a girls' or

women's team to wear dresses or skirts, for example, school leaders, coaches or athletic directors may ask that team members wear clothes that are clean, neat, well cared for and appropriately "dressy" for representing their school and team.

5. Competition at another school. When discussing competitions and student expectations, decisions shall be made in consultation with the student and without violating a student's confidentiality or privacy. If requested by the student, school leaders, athletic directors, and coaches should communicate with their counterparts at other schools prior to competitions in which a transgender or gender expansive student is participating about expectations for treatment of the student to ensure access to appropriate changing, showering, or bathroom facilities, and to request the use of affirmed names and pronouns by coaches, opponents, officials, announcers, fans, media and other individuals engaged in student sports or extracurricular activities.

6. Training and Education: The District shall provide culturally competent training regarding this policy to all staff, including but not limited to athletic department staff, coaches and extracurricular advisors, and to all students, including athletic captains or extracurricular leaders, on an annual basis as well as at the start of each athletic season for the student-athletes. This policy shall be distributed to all staff, students and parents and posted on the District's website.

References:

ACA-1 Gender Identity Policy

MIAA Policy 28.3

An Act Relative to Gender Identity (Chapter 199 of the Acts of 2011) MGL c.4, §5 MGL c. 76, § 5 603 CMR 26.00 603 CMR 1.00 603 CMR 23.00 603 CMR § 23.04 603 CMR §§23.01 and 23.07.

The Federal Family Educational Rights and Privacy Act, 20 USC 1232g

ADOPTED BY SCHOOL COMMITTEE: March 19, 2019

Winchester Schools Administrative Personnel

Central Office

40 Samoset Road
Winchester, MA 01890

- Superintendent of Schools – Dr. Frank Hackett 781-721-7004
- Assistant Superintendent – Dr. Jennifer Elineema 781-721-7006
- Director of Finance – Peter Rowe 781-721-0080
- Director of Special Education – Mrs. Pamela Girouard 781-721-7005
- Director of Personnel - Ms. Laurie Kirby 781-721-7009
- Administrator of Counseling, Health, and Wellness – Mr. Jason Levene 781-721-7000

McCall Office

458 Main Street
Winchester, MA 01890

- Principal – Mr. James Lin 781-721-7026 ext. 1117
- Assistant Principal – Ms. Jeannine Lavoie 781-721-7026 ext. 1106
- Assistant Principal – Mr. Terence Sheehan 781-721-7026 ext. 1118
- Special Education Supervisor – Ms. **Maureen Merta** 781-721-7026 ext. 1145
- Administrative Assistant to the Principal – Mrs. Laurel Anthony 781-721-7026
- Administrative Assistant/School Registrar – Mrs. Donna Skeffington 781-721-7026
- Administrative Assistant to Guidance – Ms. Carol Megna 781-721-7026 ext. 1123
- Administrative Assistant to Special Education – Mrs. Viktoria O'Reilly 781-721-7026
- School Nurse – Ms. Lynn Vozzella & Mrs. Marie Saba 781-721-7026 ext. 1119/1129
- Library/Media Specialist – Ms. LeeAnne Toner 781-721-7026 ext. 4105

Secondary Directors/Coordinators

- Art – Ms. Jennifer Levatino 781-721-7020
- Athletic Director – Mr. Marc Arria 781-721-7020
- English – Ms. Carolyn Plosky 781-721-7020
- Foreign Languages – Ms. Anna Tirone 781-721-7020
- Mathematics – Ms. Sandra Manoogian 781-721-7020
- Music – Mrs. Mary Costello 781-721-7026
- Science – Ms. Ann Ritchie 781-721-7020
- Social Studies – Mr. Chris Kurhajetz 781-721-7020
- ELL – Ms. Laura Shanahan 781-721-7030

District Coordinators

- Title I Coordinator – Dr. Jennifer Elineema 781-721-7006
- Title II ADA Compliance Coordinator – Mrs. Pamela Girouard 781-721-7005
- Title VI Civil Rights Coordinator – Ms. Laurie Kirby 781-721-7009
- Title IX Coordinator – Ms. Laurie Kirby 781-721-7009
- English Language Education Coordinator – Ms. Laura Shanahan 781-721-7030
- Homeless Education Coordinator – Mr. Jason Levene 781-721-7000
- 504 Coordinator – Mr. Jason Levene 781-721-7000
- Harassment Officers – Ms. Jeannine Lavoie & Mr. Terence Sheehan 781-721-7026