

2020-2021

MISSION STATEMENT

Date _____

TABLE of CONTENTS

<u>Topic</u>	<u>Page</u>
Abuse/Neglect Referral	6
Acquired Immune Deficiency Syndrome (AIDS)	6
Attendance.....	8
Bereavement	10
Bullying Policy.....	11
Conduct Marks.....	12
Corridor Passes	12
Counseling Services	63
Criminal Offender Records Checks (CORI).....	12
Digital Technology Acceptable Use Agreement.....	64
Discipline	15
Dismissals.....	23
Dress Code	24
Drugs & Alcohol	27
Educational Technology.....	28
English Language Learners	28
Extracurricular Activities.....	29
FERPA-Notification of Rights	29
Fingerprinting-State Law	31
Gifts	32
Hazing.....	32
Health Services.....	33
Homeless Student Education	35
Homework Guidelines	36
Honor Roll.....	37
Important Notices and Documents	37
Library/Media Center.....	37
Lockers	38
Lost & Found.....	38
Lunch.....	38
No School Announcement.....	38
Non-Discrimination Policy	38
Opening Exercises	41
Parent Information Center	41
Progress Reports	42
Promotion Guidelines.....	42
Report Cards.....	42
Safe School Environment, Physical Restraint.....	42
School Bus Transportation	52
School Hours and Year	53
School Property	53
Security in the Schools.....	53
School Resource Officers.....	53
Sexual Harassment.....	53
Smoking.....	54
Special Education	56
Student Records	57
Student Travel/Field Trips	57
Tardiness	58

Tutoring for Students Unable to Attend School..... 59

Wellness Policy 60

Student Device Guidelines 65

Non-Discrimination Notice: Waltham Public Schools does not discriminate on the basis of race, color, sex, religion, disability, national origin, gender, gender identity, homelessness or sexual orientation.

Middle School Handbook

INTRODUCTION

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

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

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

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

- Administrators:**
- provide leadership in the schools.
 - observe and evaluate teacher performance.
 - communicate in a timely and effective manner with staff members and parents.
 - implement school department rules and regulations.
 - maintain an atmosphere of respect and achievement in the schools.
 - seek to foster development of individual students.
 - seek to foster staff development.

PARENT INVOLVEMENT STATEMENT

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

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

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

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

1. membership on school councils;
2. membership on school PTO's;
3. membership on Title I, Bilingual, and Special Education PAC's.

A strong partnership between home and school is essential to meeting the goal of a high performing middle school. Parents and guardians provide the stability, encouragement, support and structure that middle schoolers need to succeed.

It would be helpful, too, if you would:

- Visit your child's school periodically and, when possible, meet with the teacher or principal to discuss progress
- Encourage reading for pleasure
- Involve your child in "real life" experiences related to selected curriculum such as: charting height and weight, estimating walks in the park or community, shopping, cooking, telling/remembering stories and creating art
- Identify a "study area" at home for doing homework or preparing for tests
- Encourage your child to eat breakfast before attending school. Breakfast fuels the mind and body to help your child feel well and work to his/her potential.
- REMEMBER: Your involvement in your child's school experiences helps to improve his/her school attendance, academic performance and social behavior.

This statement is distributed to parents annually. It will be available in English, Spanish, and other languages.

ABUSE NEGLECT REFERRALS

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

Attendance Department

The completed Form 51A will be delivered by the Supervisor of Attendance to the Department of Children and Families. A copy of the form will be sent to the physician in charge of medical service in the schools.

Protective Service Investigation and Decision Making

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

Follow-up Services

Treatment, not punishment, is the goal in working with these families. Depending on the parent's involvement and the nature of the individual situation, several different agencies and school staff members could be involved in helping the family.

AIDS/HIV POLICY

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

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

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

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

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

Student Records

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

Medical guidelines regarding students who bleed uncontrollably in a school setting

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

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

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

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

Universal Precautions

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

Disposal of Blood/Body Fluids

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

AIDS/HIV Prevention Education

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

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

Adopted: January 1995
Amended: January 2002

ATTENDANCE

The Waltham School Committee believes that school attendance greatly influences student success in school. The importance of punctuality is also essential to a child's development of responsibility. We ask that parents help instill this value in their child by helping him/her to be punctual for school. The School Committee strongly urges parents of students not to schedule vacations or family business during periods of time when students are in school. Long-term absences are disruptive to the teaching/learning process. Federal and state law requires all schools to keep a record of each and every student's daily attendance, and those attendance rates are one of four important criteria used to determine whether a school or school district makes Adequate Yearly Progress (AYP). Under the federal No Child Left Behind (NCLB) law, any school or district that does not make AYP faces severe consequences that directly affect all students and parents. It is now essential that no student miss school when it can be avoided. It is the responsibility of both parents and school personnel to communicate with each other about a child's absence from school.

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

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

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

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

In accordance with Massachusetts General Laws (MGL), Chapter 76, section 1, it is unlawful for a parent/guardian to absent a child between the ages of 6 and 16 for more than 6 days in a six-month period, and it is unlawful for anyone to induce a minor to absent him/herself from school. Such incidents will be reported by the principal to the attendance officer who will take appropriate action. In cases of truancy, excessive absences and/or continued tardiness, the attendance officer will seek to help the family reverse this pattern. Under Chapter 119, section 51A of the MGL, if a child is not attending school on a regular basis, a report can be filed on behalf of a child under the age of sixteen for educational neglect, and the court will be asked to intervene if necessary. In the event of chronic absences or long-term illness, documentation from a physician may be requested.

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

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

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

Absences

Excused absences include:

- Student illness with a doctor's note
- Student medical appointment with a doctor's note
- Observance of Religious holiday
- Student attends a funeral
- Authorized school field trip
- Student is required to appear in court

Whenever a student is absent due to an excusable reason, the following procedure is to be followed:

1. A parent is expected to phone the school on the morning of the absence.
2. Upon return to school, a note is to be brought from home if a parent/guardian has not called.
3. After three (3) consecutive days of illness, a student must report to the school nurse to be re-admitted.

TELECHECK PROGRAM

Parents must indicate on the emergency card if they wish to participate in the program. To ensure the safety of our students, parents should call the school as early as possible every time their child is absent. As a safety check, if a call is not received from the parent, the school will attempt to contact the parent if the child does not arrive at school.

"N" GRADE POLICY - to Denote Excessive Absence From Class

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

Absence Limits

Students who are absent from cluster subject classes more than eight (8) times during any marking period, or more than four times for non-cluster subjects, may receive an "N" (non-grade) on their report card.

Truancy

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

Illness, Injury, and Bereavement

If absence results from illness or injury verified in writing by a physician, or if absence results from the death of a parent, guardian, grandparent, brother or sister, teachers will arrange for a period of time in which missed work may be submitted and graded.

Class Field Trips and Authorized Student Activities

If class field trips or authorized student activities, approved in advance by the principal or his/her designee, cause the student to be absent from a class or classes, teachers will arrange for a period of time in which missed work may be submitted and graded. The principal or his/her designee may also exclude students from class field trips or student activities if, in the principal's sole judgment, attendance or discipline patterns are unacceptable.

Class Cuts, Family Vacations

Absences resulting from these situations will count toward the "N" grade limits.

Early Warning Requirement Summer School

A student with two "N" grades in the same subject may lose credit for the year. A student with more than two "N" grades in the same subject will lose credit for the year in that subject. If summer school courses are offered in subjects where students were graded "N", two "N" grades may be made up, three or more "N" grades may not.

Appeal Process

Parents may request a conference concerning an "N" grade. Parents may also appeal an "N" grade to a review panel to be designated by the principal.

During any marking period, when students have been absent from school four times, parents will be notified in writing of the possibility of their child receiving "N" grades.

BEREAVEMENT SUPPORT FOR STUDENTS

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

After the death is verified and family members are contacted to determine what information they would like to share, members of the school support staff (guidance counselors, school adjustment counselors, and administrators) meet to develop a plan. Teachers and staff are notified first. A note is written to send to the families of students in the homeroom, grade level or school (depending on support staff decision) that shares information about the death and describes the next in-school steps.

Support staff work together to determine if there are any students who may be at an increased risk for anxiety and/or distress and connect with parents about providing necessary support.

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

BULLYING POLICY

The Waltham Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying or cyber-bullying. This plan applies to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus driver, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

“Bullying” is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

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

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

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

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

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

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

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

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

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

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

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

Perpetrator – a student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying, cyber-bullying, or retaliation.

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

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

Adopted: April 2004 Amended: December 2010 Amended: March 2011 Amended: June 2014

CONDUCT MARKS

Students may be issued any one of the following five grades on their report cards. Please note that, unlike the academic marking system, students do not receive a plus or a minus relative to conduct.

Conduct grades are issued by the administration in close cooperation with the appropriate staff members. Conduct grades are as follows:

- A - Excellent conduct and cooperation.
- B - Good conduct and cooperation
- C - Unsatisfactory conduct and in need of improvement.
- D - Extremely poor and unacceptable conduct.
- F - Complete failure in terms of conduct.

CORRIDOR PASSES

When leaving a class, with the exception of regular passing time, a student must have a school-issued corridor pass.

CRIMINAL OFFENDER RECORDS INFORMATION CHECKS POLICY

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

- I. CORI checks will only be conducted as authorized by the MA Department of Criminal Justice Information Services (hereinafter, the "DCJIS"). If requested, the employee, applicant, volunteer, transportation provider, or other person on whom the CORI check is being conducted will be provided with a copy of the CORI policy.
- II. Individuals for whom CORI checks will be sought shall be notified in writing and asked to sign a Request Form each time such a CORI check is to be conducted. Such individuals shall also be required to verify identity through government issued photographic identification. If no such government issued form of photographic identification is available, verification of the information on the CORI Request Form shall be accomplished through the use of either a birth certificate or social security card. If the subject of the CORI request is not available to appear in person for verification prior to submission of the CORI Request Form, the District shall take the necessary steps to verify identification in person prior to or simultaneously with the applicant beginning or receiving any employment. In appropriate cases, the District will submit an ID Theft Index PIN Number with the CORI Request Form. The CORI checks shall be repeated for each individual no less than every three (3) years.
- III. An informed review of a criminal record requires adequate training. Accordingly, all personnel authorized to review CORI in the decision-making process will be thoroughly familiar with the educational materials made available by the DCJIS. Upon initial and renewal CORI certification, such authorized personnel shall attend CORI training as a condition of certification.
- IV. CORI records will be kept in a secure location, separate from personnel records or files maintained by the School District, for no more than three (3) years. Upon receipt of updated CORI records regarding an individual, older CORI records relating to that individual shall be destroyed. Access to CORI information shall be limited to those employees designated by the Superintendent and who have filed an Individual Agreement of Non-Disclosure and Statement of CORI Certification Compliance with the DCJIS.
- V. CORI information shall be handled with the utmost confidentiality and there shall be no unauthorized dissemination of the information. CORI information is not subject to the public records law and may not be disseminated to unauthorized persons or for any purpose other than to further the protection of children. CORI information may be shared with the individual to whom it pertains. In addition to providing a copy of the CORI results to the subject of the inquiry, the District shall also provide the subject of the CORI request with copies of the DCJIS' *Information Concerning the Process for Correcting a Criminal Record* and the DCJIS' *Information on How to Establish Yourself as a Victim of Identity Theft for CORI Purposes*.
- VI. The Superintendent or his designee will be responsible for determining whether or not a specific staff or volunteer position entails direct and unmonitored contact with children. However, since direct and unmonitored access may occur in many school settings, any and all individuals may be subjected to CORI checks in accordance with this policy.

- VII. Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on CORI checks will be made consistent with this policy and any applicable law or regulations.
- VIII. If a criminal record is received from DCJIS, the authorized individual will closely compare the record provided by DCJIS with the information on the CORI request form and any other identifying information provided by the applicant, to ensure the record relates to the applicant.
- IX. If the Waltham Public Schools is inclined to make an adverse decision based on the results of the CORI check, the applicant will be notified immediately. The applicant shall be provided with a copy of the criminal record and the organization's CORI policy, advised of the part(s) of the record that make the individual unsuitable for the position or license, and given an opportunity to dispute the accuracy and relevance of the CORI record.
- X. Applicants challenging the accuracy of the record shall be provided a copy of DCJIS' ***Information Concerning the Process in Correcting a Criminal Record***. If the CORI record provided does not exactly match the identification information provided by the applicant, the Waltham Public Schools will make a determination based on a comparison of the CORI record and documents provided by the applicant. The Waltham Public Schools may contact DCJIS and request a detailed search consistent with DCJIS policy.
- XI. If the Waltham Public Schools reasonably believes the record belongs to the applicant and is accurate, based on the information provided in section VIII of this policy, then the determination of suitability for the position will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to the following:
- a. Relevance of the crime to the position sought;
 - b. The nature of the work to be performed;
 - c. Time since the conviction;
 - d. Age of the candidate at the time of the offense;
 - e. Seriousness and specific circumstances of the offense;
 - f. The number of offenses;
 - g. Whether the applicant has pending charges;
 - h. Any relevant evidence of rehabilitation or lack thereof;
 - i. Any other relevant information, including information submitted by the candidate or requested by the hiring authority.

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

- XII. The Waltham Public Schools will notify the applicant of the decision and the basis of the decision in a timely manner.
- XIII. In the event that an employee refuses to sign the required CORI Request Form, disciplinary action in accordance with due process shall follow. All collective bargaining units will be informed of this requirement. In addition, job applications will contain the CORI requirement. Any applicant or potential volunteer whose position may involve direct

and unmonitored contact with children who refuses to sign a CORI request form shall be deemed ineligible for employment or to perform volunteer services. Job applications and volunteer forms will contain this requirement.

Adopted: June 2003 Amended: May 2009 Amended: May 2012

DISCIPLINE

Effective middle schools recognize that as students begin the task of defining who they are in relation to others, they need opportunities to learn self-discipline and determine the rules and procedures that affect the school community. Discipline will be positive and corrective to promote skills of self-discipline and encourage students to develop an awareness of how their actions affect others in the school community.

Realizing that a school must be a safe environment for all and that our diversity gives many different perspectives and priorities, a code of behavior has been developed and its implementation will involve staff, students, and parents. In September, each teacher will distribute a room management plan, a guideline for student behavior. Parents are encouraged to discuss appropriate behavior with their son/daughter and let the school know when there is a problem. Inappropriate classroom behavior will lead to student-teacher conference. Continuance of inappropriate behavior will require school administrators and parents to become involved. Consequences can range from after school sessions to exclusion from class. Students sent from class will report to office/designated area. Most infractions are handled satisfactorily between student and teachers.

DISCIPLINARY CODE

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

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

Other violations of the code of conduct will subject a student to disciplinary action up to and under the provisions of M.G.L. chapter 71, §37H 3/4.

The following are a list of guidelines that students must follow during the school day, while on school property, and at all school-sponsored activities. ALL staff members will enforce the disciplinary code. Teachers, guidance, or administration, depending on the issue at hand, may handle consequences. Anytime a student is given a blue slip, the issuer of the blue slip **MUST** call the student's home.

Prohibited Actions:

Type "1"

Actions:

- Use of skateboards, roller blades, scooters, bicycles, Heelies or any other type of wheeled device once a student has arrived at school
- Playing or using music or video devices
- Inappropriate language in "casual" conversation
- Use of "playthings" (i.e. Gameboys, cards, toys, etc.)
- Chewing gum or candy (cough drops are allowed with permission from the nurse or parent/guardian)

- Eating or drinking outside the cafeteria without permission, with the exception of water bottles (Water bottles are allowed in accordance with classroom based rules and Student Device Policy)
- Inappropriate/disruptive behavior and/or activity in the hallway, classroom, cafeteria, or on any other school property
- Littering
- Being in the hallway during class-time without a pass
- Unauthorized/inappropriate use of school phones
- Wearing hats, headbands, bandanas or other types of headdress (unless used to keep long hair up and/or back or for religious purposes) and other inappropriate school attire
- Wearing backpacks or side bags between classes (from 8:00 a.m.-2:30 p.m.)
- Tardiness to class without a pass
- Being in building before or after school, unsupervised
- Public display of affection
- Skipped detention
- Behavior not conducive to an effective/safe learning environment
- Use of headphones/earbuds/air pods/any other electronic listening device in hallways, classrooms or other school spaces unless granted permission from a staff member
- Use of cell phones/tablets/smart watches/other internet enabled devices during the school day or in the building, unless granted permission from a staff member

Possible Consequences:

- Verbal warning
- Conference
- Written apology
- Teacher Detention (must be done prior to office detention)
- Office Detention (given for all subsequent violations to the disciplinary code after a warning and teacher detention has been issued)

Other Possible Consequences:

- Work Detail
- Impact on academic grade
- Confiscation (possibly until conclusion of school year)
- Loss of bus privileges
- Restricted lunch privileges/cafeteria clean-up

*Note: Any Type #1 offense that takes place in a classroom warrants both a TEACHER DETENTION and home contact via phone, before an office detention can be assigned. A second offense for a Type "1" prohibited action could result in a Type "2" consequence.

Type "2"

Actions:

- Gambling/betting
- Cheating
- Throwing objects
- Inappropriate behavior on the school bus
- Inappropriate behavior on a field trip
- Possession of a chain, including chain wallets and studded materials
- Misbehavior for a substitute
- Misbehavior during fire drills, lock-downs, off-campus evacuations, etc.
- Insubordination/non-compliance/verbal assault to ANY staff member
- Lying
- Disrespectful swears, gestures, or actions that are directed at another person

- Disruptive/injurious behavior (including punching games)
- Vandalism
- Misuse of school technology
- Truancy or class cutting
- Instigating a fight
- Use of a laser pointer
- Leaving a supervised group
- Possession of live animals/organisms
- Forgery of notes, passes, or other documents
- Using school property without permission
- Violation of the school internet policy
- Skipped office detention
- Leaving school property after a student has arrived
- Failure to identify oneself to any staff member when asked
- Use of social media to cause harm

Possible Consequences:

- Office Detention
- Conference
- Written apology
- Work Detail
- Parent Shadow
- Impact on academic grade
- Confiscation (possibly until conclusion of school year)
- Exclusion from School-Sponsored Activities and Field Trips
- Suspension
- Police notification
- Restricted computer privileges
- Restricted lunch privileges/cafeteria clean-up
- Time out in office or ISS for part or all of a single class period

Type "3"

Actions:

- Pulling fire alarm
- Initiating a false emergency
- Fighting
- Terrorist/Harassing Prank
- Possession, use, or providing of tobacco, vaping and/or, alcohol
- Possessing or displaying sexually explicit material
- Bullying (including cyber), teasing, threats, and general harassment
- Sexual Harassment
- **Recording a teacher without permission**
- **Possession or use of squirt guns**
- Anti-Semitic, racial or ethnic slurs, or other discriminatory language
- Physical assault and/or battery of ANY student
- Possession or use of fireworks, smoke bombs, stink bombs, propellants, or any other explosive or flammable devices or materials
- Possession or use of a lighter or matches
- Initiating a bomb scare
- Theft of any personal, private, or school property

Law Enforcement/School Resource Officer may be notified of Type 3 offenses.

Possible Consequences:

- Exclusion from School-Sponsored Activities and Field Trips
- Work Detail
- Suspension

- * ALL SCHOOL PERSONNEL ARE EXPECTED TO ENFORCE THE DISCIPLINARY CODE AT ALL TIMES.
- * ANY STUDENT WHO VIOLATES A SUSPENDABLE PROHIBITED ACTION AFTER MAY 15TH MAY RECEIVE A "REVERSE" SUSPENSION BEGINNING WITH THE LAST DAY OF SCHOOL AND GOING BACKWARDS.

The Principal has the authority to exercise discretion in deciding the consequences for a student who has violated disciplinary rules. The Principal shall first consider ways to re-engage the student offender in the learning process, and shall avoid using expulsion until other remedies and consequences have been employed.

DEFINITION OF CONSEQUENCE TERMS

1. Teacher Detention:
Assigned to students for Type #1 and Type #2 Prohibited Actions. These are 30-60 minutes in length.
2. Office Detention:
Assigned for repeat Type #1 and Type #2 Prohibited Actions. Also assigned if administration witnessed the behavior or for failure to return documents which required a parent/guardian's signature. These are 60-120 minutes in length.
3. Work Detail:
May be assigned to students in place of a Detention/Suspension, with parental approval. School service work will be held from 3:00 p.m.-5:30 p.m. at a town-based site that needs assistance.
4. Suspension:

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

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

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

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

In school suspension

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

a short-term suspension. An in-school suspension of more than 10 days shall be deemed a long-term suspension.

For an in-school suspension, the principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year.

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

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

Opportunity for Academic Progress During Suspension/Expulsion

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

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

- STUDENTS AND PARENTS/GUARDIANS WILL BE GIVEN 24-HOUR NOTICE FOR TEACHER DETENTIONS, OFFICE DETENTIONS, AND WORK DETAILS, UNLESS PARENTS/GUARDIANS ARE NOTIFIED AND AGREEABLE TO THE CONSEQUENCE.

Student due process rights

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

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

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

less, the student will be given oral notice of the offense with which he/she is charged and an opportunity to respond. In the event that the Principal or designee determines that the student will be suspended from school, the student's parent(s)/guardian(s) will be notified by telephone and in writing.

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

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

Notice and principal's meeting:

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

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

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

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

a. Short-term Suspension

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

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

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

b. Long Term Suspension

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

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

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

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

Emergency Removal:

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

In the event of an emergency removal, the principal shall make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal. The principal shall provide written notice to the student and parent as provided above, and provide the student an opportunity for a hearing with the principal as provided above, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.

The principal shall render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements as described above.

In the event of an emergency removal from school, the principal will not release the student until adequate provisions have been made for the student's safety and transportation.

Superintendent's hearing:

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

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

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

Discipline and Students with Disabilities

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

1. The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student's individual needs.
2. Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student

with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or ten (10) cumulative school days in a given school year, building administrators, the parents/guardians and relevant members of the student's IEP or 504 team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination). During disciplinary exclusions exceeding ten (10) school days in a single school year, the student shall have the right to receive services identified as necessary to provide him/her with a free appropriate public education during the period of exclusion.

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

DISMISSALS

Dismissals will be verified by a telephone call to the home. Early dismissal from school should be rare and for important reasons only. When having a child dismissed, please send a signed note stating the reason, the time of dismissal, and who will be responsible for picking up the child.

1. The student must bring a note signed by the parent/guardian requesting dismissal.
2. A dismissal slip must be obtained before school in the morning.
3. A telephone request for dismissal does not fulfill this requirement.
4. Students will only be dismissed to adults listed on the emergency card and identified on the dismissal note.
5. If a child is to be transported by taxi, the driver must report to the school office, or the student may be escorted to the taxi by a school official. The taxi driver must know the name of the child and the destination.

DRESS CODE

Dress Code Philosophy

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

As a school system our values are:

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

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be

construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.

- Ensure that all students are treated equitably regardless of race, sex, disability, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Dress Code

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

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

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

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

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

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

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

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

- Religious headwear,
- Hoodie sweatshirts as long as the hood is down and not covering any part of the head.
- Fitted pants, including opaque leggings, yoga pants and "skinny jeans"
- Ripped jeans, as long as underwear and buttocks are not exposed.
- Tank tops, including spaghetti straps; halter tops
- Athletic attire
- Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate Section 1 above)

- Headbands

4. Students Cannot Wear:

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

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

5. Dress Code Enforcement

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

- Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined in Sections 1 and 4 above. Students in violation of Section 1 and/or 4 will be provided three (3) options to be dressed more to code during the school day:
 - Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
 - Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
 - If necessary, students' family members/emergency contact(s) may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
- No student should be affected by dress code enforcement because of racial identity, gender identity or expression, sexual orientation, ethnicity, disability status, cultural or religious identity, household income, body size/type, or body maturity.
- School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:
 - kneeling or bending over to check attire fit;

- measuring straps or skirt length;
- asking students to account for their attire in the classroom or in hallways in front of others;
- calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and,
- accusing students of “distracting” other students with their clothing.

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

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

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

DRUGS and ALCOHOL

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

- The teacher or staff member should refer the student to designated school personnel. Community programs should be identified. Students should be encouraged to confide in parents and receive counseling.
- No police involvement is indicated.
- The teacher should advise the student that there is no confidentiality protection under the law.

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

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

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

- The same procedure as is listed above for students **suspected** should be followed.
- School discipline consistent with the code of conduct should be imposed and, if the student and/or parent(s) fail to cooperate, a CHINS or Care and Protection complaint should be filed by the school.
- suspension may be indicated.

EDUCATIONAL TECHNOLOGY (or Instructional Technology)

Instructional Technology Specialists

Each middle school has an instructional technology specialist. They possess an Instructional Technology certification from the Massachusetts Department of Education.

Instructional Technology Program

Our philosophy is that instructional technology must be integrated into the educational program. The integration of instructional technology strengthens the teaching/learning process so that students can develop skills necessary to use technology for learning. The instructional technology specialist supports teachers who are focused on teaching the state curriculum frameworks. They also provide students with opportunities to acquire technology skills.

Instructional technology includes a broad range of hardware, software, networking capabilities, writing tools, graphing calculators, camcorders, LCD projectors, scanners, and digital cameras.

The instructional technology specialist works with teachers to support their efforts to achieve technology competency and to integrate technology into the curriculum.

Planning between the instructional technology specialist and the classroom teacher is the means that makes this integrated instructional technology program work. The teacher brings to the planning process a knowledge of subject content and student needs.

The instructional technology specialist contributes a broad knowledge of technology, an understanding of teaching methods, and a wide range of strategies that may be employed to help students learn technology skills.

Massachusetts Recommended Instructional Technology Standards have been developed to support and advance Massachusetts's educational reform in learning and teaching for learning. The *Recommended Instructional Technology Standards* fall under three broad categories:

- Demonstrate proficiency in the use of computers and applications as well as an understanding of concepts underlying hardware, software, and connectivity.
- Demonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media.
- Demonstrate ability to use technology for research, problem solving, and communication. Students locate, evaluate, collect, and process information from a variety of electronic sources. Students use telecommunications and other media to interact or collaborate with peers, experts, and other audiences.

ENGLISH LANGUAGE LEARNERS

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

staff that an alternate course of study would be better suited to the student's overall educational progress and rapid acquisition of English." The Director of English Language Learner Programs, as the designee of the Superintendent, will oversee the waiver process. Placement decisions of the Director of ELL shall be in accordance with the statute and shall be final. For more information on waivers, contact the English Language Learners office at 784-314-5499.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities are designed to provide students with opportunities to explore other than strictly scholastic interests, e. g. sports, music, dramatic productions, clubs, etc. These activities are supervised by professionals who structure the activity as a learning experience, stressing skill development, time management and socialization. However, a student who chooses to participate in an extracurricular activity does so with the understanding that the time spent must in no way interfere with the requirements of his/her scholastic schedule. Students absent from school may not participate in extracurricular activities scheduled on the day of their absence, and students suspended from school may not participate in or attend such activities for a period of four (4) weeks following the date of their suspension. In addition, students failing a subject will be on probation for at least two weeks and will not be permitted to rejoin the extracurricular activities until the grades are raised to passing.

FERPA - Notification of Rights and 603 CMR 23.00

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

1. The right to inspect and review the student's education records within ten (10) days of the initial request.
Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would effectively prevent the parents or eligible student from exercising their right, under federal law, to inspect and review the records.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Under state regulations, the eligible student or the parent shall have the right to add information, comments, data, or any other relevant written material to the student record. The eligible student or the parent shall also have the right to request in writing deletion or amendment of any information contained in the student record, except for information which was inserted into that record by an Evaluation Team. Such information inserted by an Evaluation Team shall not be subject to such a request until after the acceptance of the Evaluation Team Educational Plan, or, if the Evaluation Team Educational Plan is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:
 - (a) If such student or parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student record, either student or parent shall present the objection in writing and/or have the right to have a conference with the principal or his/her designee to make the objections known.
 - (b) The principal or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such student or parent a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the student

or parent, the principal or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits disclosure to school officials with legitimate educational interests. State regulations provide that subject to 603 CMR 23.00, authorized school personnel shall have access to the student records of students to whom they are providing services, when such access is required in the performance of their official duties. Authorized school personnel shall consist of three groups:
 - (a) School administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching counseling, and/or diagnostic capacity. Any such personnel who are not employed directly by the school committee shall have access only to the student record information that is required for them to perform their duties.
 - (b) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.
 - (c) The Evaluation Team which evaluates a student.
4. The right to file an appeal under 603 CMR 23.09
 - (a) In the event that any decision of a principal or his/her designee regarding any of the provisions contained in 603 CMR 23.00 is not satisfactory in whole or in part to the eligible student or parent, they shall have the right of appeal to the superintendent of schools. Request for such appeal shall be in writing to the superintendent of schools.
 - (b) The superintendent of schools or his/her designee shall within two weeks after being notified of such appeal (longer should the appellant request a delay) review the issues presented and render a written decision to the appellant, stating the reason or reasons for the decision. If the decision is in favor of the appellant, the superintendent of schools or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.
 - (c) In the event that the decision of the superintendent of schools or his/her designee is not satisfactory to the appellant in whole or in part, the appellant shall have the right of appeal to the school committee. Request for such appeal shall be in writing to the chairperson of the school committee.
 - (d) The school committee shall within four weeks after being notified of such appeal (longer should the appellant request a delay) conduct a fair hearing to decide the issues presented by the appellant.
 - (i) School officials shall have the burden of proof on issues presented by the appellant.
 - (ii) The appellant shall have the right to be represented by an advocate of his/her choosing, to cross-examine witnesses, to present evidence, to make a tape or other recording of the proceedings, and to receive a written decision within two weeks after the hearing.
 - (iii) If the appeal concerns statements by an employee of the school committee, such person(s) shall have the right to be present and to have an advocate of his/her own choosing.
 - (e) Nothing in 603 CMR 23.00 shall abridge or limit any right of an eligible student or parent to seek enforcement of 603 CMR 23.00 or the statutes regarding student records, in any court or administrative agency of competent jurisdiction.

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

6. As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

(a) A non-custodial parent is eligible to obtain access to the student record unless:

1. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
2. the parent has been denied visitation, or
3. the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
4. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

(b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).

(c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.

(d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).

(e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

(f) Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

FINGERPRINTING – STATE LAW

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

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

GIFTS-ETHICS COMMISSION-MA GENERAL LAWS

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

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

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

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

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

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

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

HAZING PROHIBITION

Students who participate in hazing in the Waltham middle schools are subject to immediate suspension and possible expulsion from school. In addition, state statutes provide for serious penalties for acts of hazing (MGL Chapter 269, §17 and §18).

The crime of hazing is governed by Chapter 269, Section 17 of the General Laws of Massachusetts. Hazing shall mean any conduct or method of initiation into any student organization, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which subjects such student or other person to extreme mental stress, including deprivation of sleep or rest or extended isolation, which is likely to adversely affect the

physical health or safety of any such student or other person. Consent shall not be available as a defense to any prosecution under this action. Organizers and/or participants in the crime of hazing shall be punished by a fine of not more than \$3,000 or by imprisonment in a house of correction for not more than one year, or both.

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

HEALTH SERVICES

The Waltham Public Schools' Health Services Department School Nurses are Registered Nurses, certified by the Massachusetts Department of Elementary and Secondary Education, and have expertise in pediatrics, public health, and community health. The School Nurses work under the direction of the Director of Nursing, the building Principal and the district's Medical Director to deliver quality comprehensive health services to our students. *Please see the last page of this handbook for contact information for the School Nurses.*

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

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

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

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

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

Screenings	Elementary	Middle	High School
Hearing	PreK-3	Grade 7	Grade 10
Vision	PreK-5	Grade 7	Grade 10

Height/Weight/BMI	Grades 1 & 4	Grade 7	Grade 10
Postural (Scoliosis)	Grade 5	Grades 6, 7 & 8	Grade 10
SBIRT* (Screening, Brief Intervention, & Referral to Treatment)		Grade 7	Grade 9

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

Screenings are a tool used for referral for further care and should not be considered diagnostic. Parents/guardians will be notified of results that need further follow-up by the PCP (primary care provider) or specialist as allowed by law. All completed referral results must be returned to the School Nurse. BMI data is available by parent request to the nurse.

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

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

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

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

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

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

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

Life Threatening Allergies: Students with a diagnosed Life Threatening Allergy (LTA) must have a Physician's Order and Allergy Action Plan for the administration of epinephrine by an auto-injector.

Parents/guardians must also sign the Authorization for Administering Medication in School form. Parents/guardians must send in the required valid medication, with the original pharmacy labeled box, at the beginning of each school year.

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

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

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

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

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

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

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

HOMELESS STUDENT EDUCATION

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

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

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

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

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

Transportation may include:

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

HOMEWORK and STUDY HABITS

Homework assignments can vary widely. They can consist of library research study, reading, computing, or writing. They can be short term or long term. In addition to reinforcing material already covered, they also can involve new material. In addition, the length and difficulty of assignments will vary according to the student's individual needs.

Generally speaking, students may expect homework every day. Homework is an extension of the school day. In order to have high academic expectations for all students, which includes challenging curriculum; students need to develop independent study habits. Homework provides the opportunity to do just that. Virtually all students can master meaningful curriculum, but students do vary in the amount of time they require to succeed. Homework provides students an untimed opportunity to demonstrate mastery and develop life-long study habits. Missed, incomplete or poorly prepared assignments will negatively impact the student's grades.

School vacations are opportunities for students, families and staff to enjoy time with families and friends. As a result, no homework should be assigned nor should any assignments be due immediately after the following school vacations:

- December Holiday
- February Vacation
- April Vacation

It is possible that students will need to work on long-term projects over a vacation, but we encourage our students and families to manage their time to account for vacation so the downtime can be enjoyed without the added pressure of finishing assignments.

HONOR ROLL

In order to earn honor roll status for a marking period, a student must receive grades of B- or better in all subjects. Any grade below B- will prevent a student from being on the honor roll. This includes all subject areas, cluster and non-cluster, as well as conduct grades.

IMPORTANT NOTICES and DOCUMENTS

During each school year, various important notices and documents are sent home via the students for parental completion. The majority of these forms are sent home during the first two months of the school year. We ask that parents and students work as a team to get these forms home, completed, and returned to school so that the collation and recording of required information can begin at the earliest possible time. Parents should expect and look for the following:

- emergency card sent home first or second day of school
- free or reduced lunch form sent home second or third week of school
- student accident Insurance sent home second or third week of school
- medical forms or notices sent home throughout the school year as needed
- special permission forms sent home throughout the school year as needed

LIBRARY CENTER

Library Teachers

Each middle school has a full-time library teacher. Library teachers hold a Library Media certification from the Massachusetts Department of Education.

Library Program

Waltham's philosophy advocates that the library media program must be integrated into the educational program. The integration of the library media program strengthens the teaching/learning process so that students can develop skills necessary to locate, analyze, evaluate, interpret, and communicate information and ideas. In this model the library teacher becomes a partner in learning. The library media center is an extension of the classroom. Information skills are taught and learned within the context of the classroom curriculum. The wide range of resources, technologies, and services needed to meet students' learning and information needs are readily available in a cost-effective manner.

Students and teachers come to the library media center throughout the day to use information sources, to read for pleasure, and to meet and work with other students and teachers.

Planning between the library teacher and the classroom teacher, which encourages both scheduled and informal visits, is the catalyst that makes this integrated library program work. The teacher brings to the planning process knowledge of subject content and student needs. The library teacher contributes a broad knowledge of resources and technology, an understanding of teaching methods, and a wide range of strategies that may be employed to help students learn information skills.

Cooperative planning by the teacher and library teacher results in the development of assignments that encourage open inquiry, and appropriate use of available materials.

LOCKERS

Lockers are the property of the Waltham Public Schools and are assigned to each student for use during the academic year. Students may be held responsible for damage to their assigned lockers. Locker doors are to be kept locked. Large sums of money or valuables should not be brought to school. Students are not to bring large sums of money or cameras to school. During the school day, phones and all electronic devices may not be used and must be stored in the student's locker. Students, not the school, are responsible for their own property. Locker combinations should be kept confidential; students are not to switch lockers or take on a second locker without permission. Lockers, desks and cubbies are the property of the Waltham Public Schools and are loaned for student use only. School officials retain the right to open and search each enclosure at any time the health or safety of the students is in question or when such actions are deemed necessary.

LOST and FOUND

Lost articles are sent to the main office and may be claimed before and after school. Lost textbooks are also sent to the office. Students are urged to leave large sums of money at home.

LUNCH

Since classes will be in session during lunch periods, it is necessary for students passing in the corridors to be orderly and quiet. The cafeteria is to be kept neat and clean at all times. Students will be allowed to use the rest room during this time.

NO SCHOOL ANNOUNCEMENT

When there is a possibility that school sessions may be canceled due to stormy or inclement weather, parents are instructed to listen to or watch the following media stations for such announcements:

Television	-	Channel 4; Channel 5; Channel 7; Fox 25
Radio - AM	-	WBZ; WRKO
FM	-	WBUR

In the event of unexpected early dismissal due to a storm or other emergency situations, volunteer parents in each school will attempt to contact parents. However, please be sure that your child knows where to go as an alternative location in the event that you cannot be reached.

NON-DISCRIMINATION POLICY

Equal Education Opportunity Law

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

Discrimination/Harassment Complaint Procedure

I. WHERE TO FILE A COMPLAINT

Any student or employee or third party who believes that the Waltham Public Schools, or a member of the school community, has discriminated against or harassed them because of their race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in its

services, programs, and activities may file a complaint with the Office of the Superintendent, or his/her designee, who will serve as the grievance officer in such matters.

II. CONTENTS OF COMPLAINTS AND TIMELINES FOR FILING

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

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

III. INVESTIGATIONS AND RESOLUTION OF THE COMPLAINT

Complaints will be investigated promptly and resolved as quickly as possible. (Any person who alleges discrimination on the basis of a disability relative to the identification, evaluation, or educational placement of a person, who becomes of a disability or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, Massachusetts General Law chapter 71B, and/or the Individuals with Disabilities Education Act, may use the procedure outlined in the Massachusetts Department of Education's Parents' Rights Brochure, rather than this procedure. Information on this alternative process may be obtained from the Director of Student Services for the Waltham Public Schools.) Respondents will be informed of the charges as soon as the grievance officer deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated. The grievance officer will interview witnesses who are deemed to be necessary and appropriate to determine the facts relevant to the complaint, and will gather other pertinent information. Interviews of students will be conducted in such a way as to reflect the age and emotional condition of the student. The Complainant shall have the opportunity to present witnesses and other evidence. Such interviews and gathering of information will be completed within fifteen (15) school days of the receipt of the complaint.

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

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

Notwithstanding the above, it is understood that in the event a resolution contemplated by the grievance officer involves disciplinary action against an individual, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (e.g., a directive to "stay away" from the complainant, as might occur as a result of a complaint of harassment). Any

disciplinary action imposed upon an individual will be subject to applicable procedural requirements. All the timelines indicated above will be implemented as specified, unless the nature of the investigation or exigent circumstances prevent such implementation in which case the matter will be completed as quickly as practicable. If the timelines specified above are not met, the reason(s) for not meeting them must be clearly documented. In addition, it should be noted that in the event the respondent is subject to a collective bargaining agreement which sets forth a specific timeline for notice and/or investigation, such timelines will be followed.

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

IV. RETALIATION PROHIBITED

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

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

NON-DISCRIMINATION ON THE BASIS OF DISABILITY

Americans with Disabilities Act

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

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

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

Section 504 of the Rehabilitation Act of 1973

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

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

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

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

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

NON-DISCRIMINATION ON THE BASIS OF SEX

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

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

**The Administrator of Human Resources, or his/her designee at 781-314-5406 is the
Waltham Public Schools' Title IX Administrator**

OPENING EXERCISES

Opening exercises are conducted each morning over the public address system. Each student is expected to observe a quiet period during the "moment of silence". The Pledge of Allegiance is recited daily. Important announcements are made at this time. Therefore, students are required to be on time.

PARENT INFORMATION CENTER

Building a Partnership between Schools & Families

Phone: 781-314-5524

Email: pic@walthampublicschool.org

Website: <http://www.walthampublicschools.org/parents/student-registration/>

The Parent Information Center (PIC) is an organization within the Waltham Public Schools that serves as a support system for all families in the district. One of its primary functions is to be a central location for new registrations for all students entering preschool through grade twelve.

The PIC makes information about the schools more accessible to families and can assist with many question topics such as: new student registrations, in-district transfers, student work permits, school transportation, school district boundaries and redistricting, busing and walk boundaries, before and after-school programs, summer programs, child-care and preschool providers, parent involvement in schools and community resources.

The PIC provides translation services in Spanish, Portuguese and Haitian Creole to schools and interpreting services in Spanish, Portuguese and Haitian Creole to assist families in communicating with their children's schools. Referrals can be given for other language resources.

The PIC is located at Waltham High School, 617 Lexington Street. Enter through the main entrance, located at the flag pole, and ring the doorbell. You will be required to check in with the front desk personnel and a member of the PIC staff will escort you to the office.

PROGRESS REPORTS

Progress reports are issued to students halfway through each marking period. Although these reports must be issued to students who are working below average, they may also be given to students who are doing well. Copies of progress reports indicating deficiency are submitted to the student's counselor. Students are required to return the report, signed by their parent/guardian, to the teacher. Parents desiring a conference with the teacher may phone the guidance office to schedule an appointment.

PROMOTION GUIDELINES

Cluster subjects in middle school are English, mathematics, social studies and science. *In order to be promoted, students must pass all four cluster subjects.* Students who fail 1-2 cluster subjects are eligible to attend summer school. The maximum number of courses a student can take in summer school is two (2), so any student who fails more than two (2) cluster subjects is automatically retained.

REPORT CARDS

Report cards are issued in the middle schools four (4) times during the school year: November, January, April, and June. The marking system used on the report card is as follows:

A+ :	97-100	D+ :	67-69
A :	93-96	D :	63-66
A- :	90-92	D- :	60-62
B+ :	87-89	F :	0-59
B :	83-86	N :	Non-grade
B- :	80-82	E :	Excused
C+ :	77-79	P :	Passing
C :	73-76	U :	Audit
C- :	70-72	I :	Incomplete

Students issued an "I" (incomplete) grade are granted a period of time, designated by the teacher and up to four weeks, to successfully complete and submit missing work.

SAFE SCHOOL ENVIRONMENT - PHYSICAL RESTRAINT PREVENTION AND BEHAVIOR SUPPORT POLICY AND PROCEDURES

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

I. GENERAL INFORMATION (46.01)

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

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

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

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

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

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

II. DEFINITIONS (46.02)

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

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

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

Department shall mean the Department of Elementary and Secondary Education.

Mechanical restraint shall mean the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

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

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

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

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

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

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

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

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

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

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

III. USE OF RESTRAINT (46.03)

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

1. Mechanical restraint, medication restraint, and seclusion are prohibited;
2. Prone restraint is prohibited;
3. Physical restraint shall be considered an emergency procedure of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances;
4. All physical restraints are administered in compliance with 603 CMR 46.05.

B. In all buildings/programs of the Waltham Public Schools, physical restraint is not used:

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

C. Physical restraint in the Waltham Public Schools shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

D. Nothing in these regulations prohibits:

1. The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
2. Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or

3. The exercise of an individual's responsibilities as a mandated reporter pursuant to G.L. c. 119, § 51A. 603 CMR 46.00 shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

IV. USE OF RESTRAINT (46.04)

A. Proactive Measures

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

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

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

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

Student Teacher Assistance Teams (STAT) provide opportunities for teachers to come together to seek advice and support from their colleagues. These teams are made up of teachers, administrators, school counselors and or school psychologists, and special education staff who work with the student's teacher to review the learning needs of the student and work as a team to develop and implement supportive interventions that reviewed on a regular basis.

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

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

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

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

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

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

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

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

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

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

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

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

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

In the event that the student's behavior is escalated such that he/she/they are a danger to self or others and cannot be deescalated by using above strategies, trained staff will use either the Children's Control Position or the Team Control Position.

All holds will be discontinued as soon as the student demonstrates that he/she/they have deescalated and are able to engage in a process that focuses on teaching/learning, strengthening the relations and having closure.

- For staff who are trained in CALM, in the event that the student's behavior is escalated such that he/she/they are a danger to self or others and cannot be deescalated by using

above strategies, they will use either the One Person Wrap, the Two Person Wrap or the Two Person Ring

All holds will be discontinued as soon as the student demonstrates that he/she/they have deescalated and are able to engage in a process that focuses on teaching/learning, strengthening the relations and having closure.

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

E. District Training, Reporting and Follow-up Procedures

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

a. Building principals will train their staff at the beginning of each school year on the district's restraint prevention procedure, behavior support protocol and requirements when restraint is used. For employees who are hired during the school year, the district will be responsible for providing this training within one month of hire. This training includes the following information:

- i. The role of the student, family, and staff in preventing restraint;
- ii. The Waltham Public School's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
- iii. Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
- iv. When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
- v. Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
- vi. Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.

b. In-depth training of staff in the use of physical restraint: Building principals will ensure that he/she/they have communicated who in their building have competency-based restraint training so that proper administration of physical restraint can happen, in the event that it is needed.

- i. WPS uses two models of physical restraint: CPI and CALM (for students in the TASC program). Training is offered several times a year. This training includes a full-initial training for 12 – 16 hours and an annual re-training of 4 – 6 hours.
- ii. The content of in-depth training includes:
 1. Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
 2. A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
 3. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;

4. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
5. Demonstration by participants of proficiency in administering physical restraint; and,
6. Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

2. Reporting: It is necessary to document situations that result in physical restraint.

- a. WPS staff who administer a physical restraint will inform the building principal verbally as soon as possible and will provide a written report to the principal no later than the next school working day. If the principal is the person who has administered the restraint, he/she/they will need to prepare the report and submit it to the Administrator of Pupil Personnel Services for review. The principal will keep all reports on file in the event that a parent or DESE requests to review them.
- b. WPS staff who administer a physical restraint or the building principal or his/her/their designee will make reasonable efforts to verbally inform the student's parent of the restraint within 24 hours of the event and shall provide the parent with a written report within 3 working school days. This report will be in the parent's native language. The principal will provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.
- c. The written report will include the following elements: the name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).
The report will also include:
 - A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
 - A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
 - Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
 - Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.
- d. Individual Student Review: The building principal conducts a weekly review of restraint data to identify students who have been restrained multiple times during the week. When such students are identified, the principal convenes

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

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

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

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

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

1. Informal Resolution of Concern about Use of Physical Restraint: Before initiating a formal complaint procedure, a student or his/her/their parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her/their concerns regarding a specific use of a physical restraint by raising the issue with the principal of the school. The student and/or his/her/their parent/guardian should direct their concerns regarding a specific use of a physical restraint to the principal within ten (10) days of the parent/guardian's receipt of the written report from the school detailed above. The principal shall attempt, within his/her/their authority to work with the individual to resolve the complaint fairly and expeditiously. If the student and/or his/her/their parent/guardian are not satisfied with the resolution, or if the student and/or his/her parent/guardian does not choose informal resolution, then the student and/or his/her parent/guardian may proceed with the formal complaint process (see below).
2. Formal Resolution of Concern about Use of Physical Restraint: A student or his/her/their parent/guardian, who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her/their concerns regarding a specific use of a physical restraint by submitting a written complaint to the Office of the Superintendent. The student and/or his/her/their parent/guardian should submit this letter to the Office of the Superintendent within twenty (20) days of the

parent/guardian's receipt of the written report from the school detailed in the section above. The written complaint shall include (a) the name of the student; (b) the name of the school where the physical restraint allegedly occurred; (c) the name of the individuals involved in the alleged physical restraint; (d) the basis of the complaint or concern; and (e) the corrective action being sought.

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

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

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

There two ways that time out can be used:

- Inclusionary time-out: Inclusionary time-out is the practice of using time out within the classroom setting and can be considered as part of a teacher's behavior support tools. Teachers can use "Planned ignoring" or set up their classrooms to include a table or desk in the back of the room for student use. During these types of time-outs, students are physically present in the classroom and can be involved in learning.
- Exclusionary time-out: Exclusionary time-out is a time-out that visually and physically separates a student from their classmates. This should only be used when the student is exhibiting behaviors that are presenting or can potentially present an unsafe or disruptive situation in the classroom. This type of time-out should not be used for punishment for noncompliance or for incidents of misbehavior that have been resolved.

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

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

When a student is separated from the learning environment in an exclusionary time-out, he/she/they must be in a safe and calming environment. In the event that an exclusionary time-out lasts longer than 30 minutes, staff must seek approval from the principal for the continued use of time-out. *The principal may not routinely approve such requests but must consider the individual circumstances, specifically whether*

the student continues to be agitated to determine whether time-out beyond 30 minutes is justified. If it appears that the use of exclusionary time-out worsens the student's behavior, or the continuation of the exclusionary time-out beyond 30 minutes has not helped the student to calm, then other behavioral support strategies should be attempted.

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

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

V. PROPER ADMINISTRATION OF PHYSICAL RESTRAINT

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

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

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

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

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

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

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

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

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

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

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

Resource:
603 CMR 46.00
Physical Restraint Regulations
Effective January 1, 2016

SCHOOL BUS TRANSPORTATION

Seatbelts on Buses

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

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

Bus Infractions

Reports of misconduct while waiting for or leaving the bus will be investigated by the school principal or his/her designee. Poor conduct on school buses will result in notification from the bus company to the principal. Upon receipt of a written or verbal complaint from the bus company, the principal or designee will utilize the following procedure:

- | | | |
|----------------|---|--|
| First Offense | - | A letter shall be sent from the principal of the school the student attends to the parents advising the parents of the misbehavior. |
| Second Offense | - | Bus privileges may be revoked for a two-week period and parents shall be notified of this action by the principal or the school that the student attends. |
| Third Offense | - | Transportation privileges may be taken away from the student for the remainder of the school year, and the parents shall be notified by the principal of the school the student attends. |

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

SCHOOL HOURS

Middle Schools - 8:00 a.m. to 2:30 p.m.

SCHOOL YEAR

The school year for students is 180 days. The school calendar may contain additional days to be utilized if storm cancellations occur. In the spring, the final day of the school year will be announced by school principals. The final day will be the 180th day of the actual school calendar, exclusive of storm cancellation days. The school calendar may also contain partial student release days for staff training purposes.

SCHOOL PROPERTY

Educational Materials

Children are responsible for all educational materials (books, equipment, and supplies) loaned to them. Students who lose or return any item in poor condition must pay for its replacement or repair.

Students are issued textbooks for which they are responsible. Those who return textbooks in poor condition must pay for their repair or replacement. Lost books must be reported to the subject teacher, and the student will be responsible for paying for their replacement. The student will be issued another book, and if the lost book is found the money will be refunded. This also applies to library books which are lost. A student's grades, records, or transfer may not be issued if these obligations have not been met.

SECURITY in the SCHOOLS

In order to enhance security measures designed to protect students in the schools, security personnel are employed at all schools. **All visitors and parents** will sign in, show identification and be assigned ID badges before going anywhere else in the school. This protocol is intended to prevent trespassing and intrusion into the schools by uninvited visitors.

A.L.I.C.E. PROGRAM

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

School Resource Officers (SRO)

The SROs contribute to the safety of Waltham Public School by ensuring a safe and secure campus, educating students about law-related topics, and mentoring students. The SROs are a valuable resource to our students and staff. A memorandum of understanding is on file in the principal's office.

SEXUAL HARASSMENT

All persons, including but not necessarily limited to the administration, staff and students are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community will be in violation of this policy. Specifically, no person shall engage in any form of sexual harassment and no person shall retaliate in any form against any person who files a sexual harassment complaint. Under Title IX regulations, the U.S. Office for Civil Rights defines sexual harassment as verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an

employee or student, which is unwelcome, hostile or intimidating. Under state law (MGL Chapter 151C, Section 1(e), sexual advances, requests or conduct made explicitly or implicitly a term or condition of the provision of benefits, privileges or placement services or as a basis for the evaluation of academic achievement, have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

Complaints alleging sexual discrimination/harassment may be made in accordance with the Discrimination/Harassment Complaint Procedure described above (Section entitled Non-Discrimination Policy). School principals will serve as grievance officers and are vested with the authority and responsibility of processing all sexual harassment complaints. In the event that the principal cannot serve as a grievance officer, individuals should contact the system-wide grievance officer and Title IX Coordinator, George Frost, Administrator of Human Resources at 781-314-5406. Every school employee is personally responsible for maintaining confidentiality in the investigation and resolution of complaints. Any employee found to have engaged in sexual harassment in violation of this policy is subject to disciplinary actions up to and including termination of employment." Any student found to have engaged in sexual harassment in violation of this policy may also be subject to disciplinary action.

SMOKING

TOBACCO/VAPE-FREE SCHOOLS POLICY

Section I **Mission Statement**

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

Section II **Authority**

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

Section III **Definitions**

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

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

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

Section IV
Student Possession and Use of Tobacco/Vape Products Prohibited

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

Confiscation of Visible Tobacco/Vape Products: Students

Visible tobacco or vape products (as defined above) will be confiscated and returned to the parent(s) or guardian(s) upon request.

Penalties for the Use or Distribution of Tobacco/Vape Products

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

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

Any student or parent who believes that a disciplinary action imposed by a Principal or the Principal's designee is unfair may submit a written request for an independent hearing by the Principal or the Principal's designee as described in the School Handbook.

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

Section V
Tobacco/Vape Policy: Staff
Staff Use of Tobacco/Vape Products is Prohibited

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

Penalties
Tobacco/Vape Policy: Staff

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

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

Section VI
Tobacco/Vape Policy: Visitors
Visitor Use of Tobacco/Vape Products Prohibited

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

Section VII **Severability**

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

Adopted: January 1995 Amended: April 2002 Amended: August 2016

SPECIAL EDUCATION

The Waltham Public Schools, through the Special Education Department, is committed to carrying out both letter and spirit of all laws and regulations concerning the education of students with special needs between the ages of three (3) and twenty-one (21). The department seeks to provide the most appropriate programs in the least restrictive setting for each student who is identified as having special needs. Decisions regarding programs and services involve the cooperative effort of parents, regular education staff, special education staff, and administrators, but are based on the child's identified needs.

The specific needs of special education students are met in a variety of settings and utilize specialists based on individual needs. The in-school programs may include:

1. Learning centers which provide students with support services and specialized assistance in the least restrictive environments.
2. Resource rooms are substantially separate programs where students who have been identified as having more severe needs can obtain services. Students in this setting receive some academic and all non-academic services in the regular education setting.
3. Pre-school programs which offer a variety of special services to three and four year old children with significant disabilities who otherwise would not be eligible for public school services because of their young age.
4. Related services: These are supportive services that are required to assist a child with special needs in order for them to benefit from special education. Related services include, but are not limited to, specialists trained in speech, hearing, vision, occupational and physical therapies.

When appropriate services cannot be provided otherwise, the school department may contract with other school systems, collaboratives, state agencies, and private day and residential schools approved by the Massachusetts Department of Elementary and Secondary Education.

In each school, the evaluation team leader (ETL) coordinates the special education initial evaluation process and services as the chairperson for initial evaluation meetings. Children evaluated must be found to be eligible for special education services and have an IEP developed prior to receiving the services.

The services of the middle school adjustment counselor are available to parents and children. The school adjustment counselor possesses training in social work, psychology, and counseling. Counselor services are extended to referred students whose emotional complexities or circumstances are interfering with their learning process. In collaboration with teachers and parents, school adjustment counselors set up either individual or group counseling sessions to assist these students to develop better self-management skills both inside and out of school.

STUDENT RECORDS

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

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

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

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

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

STUDENT TRAVEL/FIELD TRIPS

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

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

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

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

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

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

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

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

Adopted: May 2004

TARDINESS

Students must be in their Homerooms by 8:00 a.m. When a student is tardy, he/she must report to the office before reporting to class. A parental note, acceptable to the office, will excuse the tardiness. If a student is excessively tardy, sessions will be given.

Tardiness and absenteeism has the potential to become a serious problem that can affect learning and overall success. Students develop life-long habits and attitudes at middle school. We expect all students to be on time to school and to each and every class during the day. Excessive tardiness may be reported to the Attendance Supervisor and court officials.

Tardiness can effect a student's conduct grade, at the discretion of an administrator.

1 st Unexcused tardy	-	Warning
2 nd - 5 th Unexcused tardy	-	Session given, contact with parents
6 th - 10 th Unexcused tardy	-	Session given, contact with parents, mandatory meeting with administrator and parent/guard
11 th Unexcused tardy	-	Refer to Attendance Officer

TUTORING

For Students Unable to Attend School for Medical Reasons

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

What is Home/Hospital Education?

A: Home/hospital services are temporary educational services for students physically unable to attend school. Tutoring services are intended to be short term and cannot replace or duplicate school based instruction. Home/Hospital instruction is not a remediation program or a home school

alternative. The goal is to keep students current with classroom instruction and facilitate a return to school when appropriate.

Who is eligible?

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

How do I request services?

A: If your child is unable to attend school for a medical reason, you should contact the school nurse. The guidance counselor, principal or classroom teacher may also be able to help direct you. The parent is responsible for obtaining the form from the school, then having the student's physician complete and submit it to the school nurse. The form is the *Physician's Affirmation of Need for Temporary Home or Hospital Education for Medically Necessary Reasons* and can be found at: https://www.marbleheadschoools.org/sites/marbleheadmaps/files/uploads/physicianstatement_home_hospital_placement_0.pdf

Where does tutoring take place?

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

Must a parent/guardian or responsible adult be present?

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

Who provides the instruction and material?

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

Will a high school student receive grades and credit?

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

What is the schedule?

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

How much time each week is provided?

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

What is expected of parents?

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

Who do I call if there is a problem?

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

What if I need to cancel?

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

WELLNESS POLICY

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

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

Nutrition Guidelines for Schools

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

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

A La Carte and Competitive Foods:

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

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

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

Meal Times & Scheduling:

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

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

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

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

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

Health and Wellness

Health Education Staff & Classes:

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

Physical Education

Physical Education:

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

Physical Education Staff and Classes:

- Qualifications: The entire PE staff has a Professional License in Physical Education and is certified by the Massachusetts Department of Education.
- All units are standards based. Units are aligned with the Massachusetts Curriculum Health Frameworks (Standard 2) and the North American Standards for Physical Education (NASPE)

- Standards 1-5). The curriculum is designed to develop and challenge students mentally, physically, and socially. Students will learn to work cooperatively, communicate respectfully, while developing an array of motor skills and movement patterns. The goal is to create lifelong learners who understand the important role physical activity plays in maintaining a healthy lifestyle.

Recess/Physical Activity Breaks

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

Health Services

- The district will strive to have a minimum of one DESE certified nurse in every school to align with the Department of Public Health's recommendation of one nurse per every 500 students.
- School nurses promote healthy eating and healthy behaviors for all students and staff with individual and classroom education and outreach to families. This may include web resources, bulletin boards, newsletters, etc. This includes topics such as substance use, dental hygiene, handwashing, etc.
- School nurses will encourage a healthy lifestyle at school and at home, incorporating concepts of mindfulness when appropriate.
- School nurses are trained to recognize various medical/psychological/psychosocial conditions related health problems among students and refer them to their PCP and/or appropriate resources.
- School nurses will be offered the opportunity for wellness-focused professional development opportunities.
- School nurses screen students for height, weight, and BMI as directed by the Massachusetts Department of Public Health (MDPH). Data is compiled and sent to the MDPH annually.
- School nurses are responsible for monitoring immunization compliance and working with administrators to ensure students comply with MDPH immunization requirements.
- School nurses are responsible for completing annual vision, hearing, postural, and SBIRT (Screening, Brief Intervention, and Referral to Treatment) screenings according to Massachusetts General Laws and the requirements set forth by the MDPH.

School Counseling Services

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

Monitoring and Compliance

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

Adopted: August 31, 2017

Amended: June 2019

DIGITAL TECHNOLOGY ACCEPTABLE USE AGREEMENT

All students will be required to sign a Digital Acceptable Use Agreement. The use of your account must be for education and/or research, and be consistent with the educational objectives of the Waltham Public Schools. All laws pertaining to copyrighted material protected by trade secret must be obeyed. It is illegal to take material created by others and use that material as if it was your own work. For example, copying material and pasting to a computer program, without referencing the course, violates copyright law.

WALTHAM PUBLIC SCHOOLS STUDENT DEVICE GUIDELINES

Vision

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

Mission

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

1 Device Distribution and Return

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

2 Care of Your Device

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

3 Device Use at School

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

4 Managing Files and Saving Your Work

5 Software on the device

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

6 Camera Responsibilities and Use

- 6.1 Camera Responsibilities
- 6.2 Camera Use

7 Parent/Guardian Role in Device Supervision

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

Appendix - Device Documents

Section 1: Device Distribution and Return

1.1 Device Deployment and Documents to be Signed

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

1.2 Returning the Device

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

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

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

Section 2: Care of Your device

2.1 Cases and Screen Protectors

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

2.2 Labels

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

2.3 Security and Protection

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

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

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

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

2.4 General Equipment Care

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

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

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

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

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

2.5 Screen Care

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

Avoid leaning on and bumping the device.

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

2.6 Troubleshooting and Repairs

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

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

Section 3: Device Use at School

3.1 Charging the Device

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

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

3.2 Devices Left at Home

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

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

3.3 Devices Undergoing Repair

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

Repairs will be completed as quickly as possible.

3.4 Screensavers/Background Photos

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

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

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

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

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

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

Section 4: Managing Files and Saving your Work

Students should save their work to Google Drive.

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

Device malfunctions are not an acceptable excuse for missing assignments.

Section 5: Software on the device

5.1 Account Setup

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

Students must not tamper with the Google account.

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

5.2 Downloaded Apps

The device will have school-approved apps preloaded.
These apps must be readily available for school use.
Students are not allowed to add or remove apps, but teachers can request that specific apps be whitelisted by emailing their school's Digital Learning Teacher.

5.3 Procedure for Re-loading Software and Apps

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

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

5.4 Software Updates

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

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

5.5 Inspection

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

Section 6: Camera Responsibilities and Use

6.1 Camera Responsibilities

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

6.2 Camera Use

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

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

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

Section 7: Parent/Guardian Role in Device Supervision

7.1 Know about the Online World

Review the Digital Citizenship and Responsibility Contract with your child.

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

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

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

7.2 Device Location

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

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

7.3 Caring for the device

Encourage your child to care for the device.

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

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

Appendix - Device Documents

[WPS Digital Citizenship Contract](#)

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

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