

WMS

# HANDBOOK

*SY 2023-2024*





<b>For Absences:</b>	<b>For Tardies:</b>	<b>For Dismissals:</b>	<b>For Messages / Forgotten Items:</b>
<p>If your child is going to be absent, a parent/guardian must call the school's attendance line by 7:45 a.m. at (978) 694-6080 option #1 to report the student's absence. Please provide the following information:</p> <ul style="list-style-type: none"> <li>- Student's Name</li> <li>- Grade</li> <li>- Your name, relationship to the student &amp; phone #</li> <li>- Dates of absence(s)</li> <li>- Reason for absence(s)</li> </ul> <p>If we do not receive a phone call, automated messages and/or email &amp; texts will be placed to the numbers and/or email addresses we have on file for the student.</p> <p><b>Note: Attendance calls must be received on or before the actual absence(s). These attendance calls are in lieu of notes from the parents/ guardians.</b></p>	<p>If your child is going to arrive to school after 8:05 a.m. (when the school day begins), a parent/guardian must call the school's attendance line by 7:45 a.m. at (978) 694-6080 option #1 to inform the school of such tardy.</p> <p>Please provide the following information:</p> <ul style="list-style-type: none"> <li>- Student's Name</li> <li>- Approximate time student will arrive to school</li> <li>- Reason for tardiness</li> </ul> <p>If we do not receive a phone call, automated messages and/or email &amp; texts will be placed to the numbers and/or email addresses we have on file for the student.</p> <p>Upon student's arrival, the student must check-in with the security monitor for a tardy pass.</p>	<p>If your child is going to be dismissed from school before the end of the school day (2:30 PM), a parent/guardian must call the school's attendance line by 11:00 a.m. to report the dismissal at (978) 694-6080 option #1.</p> <p>Please provide the following information:</p> <ul style="list-style-type: none"> <li>- Student's Name</li> <li>- Approximate time student will be dismissed</li> <li>- Reason for dismissal</li> <li>- Your name, relationship to the student &amp; phone #</li> </ul> <p>If someone other than the parent/guardian will be picking up the student, please call the school office directly at (978) 694-6080 option #2.</p> <p>Upon arrival, please ring the bell and the Security Monitor will guide you through the dismissal process. Identification should be readily available.</p> <p><b>Note:</b> Students will not be called down in advance of your arrival.</p>	<p>If you need to get a message to your child or drop off a forgotten item, please call or drop off item by 10:00 a.m. to ensure that your child receives the message or item at lunchtime. All items dropped off should be properly labeled with the student's name and grade.</p> <p><b>Note: We cannot disrupt classes for non-emergency situations.</b></p> <p><b>OTHERWISE:</b></p> <p>The student's teacher will be notified of the message and/or forgotten item and the student will be sent to pick it up at a convenient time that will not be disruptive to the class.</p>



**Central Administration:**

Superintendent – Glenn Brand

Assistant Superintendent of Curriculum & Staff Development– Christine Elliott

Assistant Superintendent of Administration & Finance – Paul Ruggiero

Director of Student Support Services/Title IX Coordinator/504 Coordinator – Alice Brown-LeGrand

**School Committee Members:**

David Ragsdale, Chair

Jesse Fennelly, Vice Chair

Mary Jane Byrnes, Secretary

Jennifer Bryson, Member

Michael Mercaldi, Member

Jay Samaha, Member

Stephen Turner, Member

**Middle School Administration:**

Jeanette Quirk, Principal

Daniel Faircloth, Assistant Principal

Brian Caira, Assistant Principal

**Notice of Non-Discrimination**

All educational and non-academic programs, activities, and employment opportunities at Wilmington Public Schools are offered without regard to race, color, sex, religion, national origin, ethnicity, sexual orientation, gender identity, homelessness, age and/or disability, and any other class or characteristic protected by law.

**Policy on Discrimination:**

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business. No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin, sexual orientation, gender identity or disability. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, religion, national origin, sexual orientation, gender identity or disability, their complaint should be registered with the Title IX compliance officer, Mrs. Alice LeGrand-Brown, (978) 694-6032.



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# SECTION 1 - INTRODUCTION

## **Included in this section:**

Principal's Message

Assistant Principals' Messages

Wilmington Middle School Core Values

Wilmington Middle School Mission and Vision Statements



# SECTION 1 – INTRODUCTION

## PRINCIPAL'S MESSAGE

Dear Staff, Students, Parents, and Guardians,

The start of a new school year is always a moment filled with anticipation, and I am thrilled to welcome every one of you back to our vibrant educational community.

With the school year quickly upon us, we are reminded of the remarkable power of education to illuminate our lives, just as the sunflowers turn their faces towards the sun, basking in its radiant glow. This year, the Wilmington Middle School theme is centered on the sunflower – a symbol of brightness, positivity, and growth. With its resilient spirit, the sunflower embodies the essence of our school's educational philosophy – to nurture and cultivate the potential within each of our students.

Our theme for this year is simple yet profound: "Let's Shine!" It encapsulates our commitment to fostering an environment where students are encouraged to shine brightly, explore their passions, and reach new heights. Like a sunflower reaching the sun, we believe that through dedication, effort, and a supportive community, each of our students can blossom to their fullest potential.

Through engaging lessons, interactive activities, and a range of opportunities, we are dedicated to providing an enriching educational experience that enables students to acquire knowledge and develop essential life skills, critical thinking, and a strong sense of character. Our devoted team of educators is excited to guide, mentor, and inspire our students on this incredible journey of discovery.

As we begin this new chapter, we invite you to join us in embracing the spirit of the sunflower – to face challenges with courage, to pursue knowledge with enthusiasm, and to always reach for the light of excellence. Together, we will create a community where every student feels valued, supported, and empowered to thrive.

We look forward to sharing the joys and successes this year will undoubtedly bring. Let us come together as we say, "Let's Shine!" I look forward to another school year with you as you are part of the WMS family.

Dr. Jeanette Quirk  
Principal  
Wilmington Middle School  
[jeanette.quirk@wpsk12.com](mailto:jeanette.quirk@wpsk12.com)  
978-694-6080 ext 8001



## **ASSISTANT PRINCIPAL'S MESSAGE FOR GRADE 7 AND SPECIAL EDUCATION PROGRAMS**

Dear Parents, Guardians, Students, and Staff,

Welcome to Wilmington Middle School. We are thrilled to have you as part of our vibrant school community. I'm Dan Faircloth, the Assistant Principal responsible for the 7th grade and Special Education Programming. Having served as a school administrator since 2011 and being a member of the Wilmington Middle School administrative team since 2017, I am excited for the upcoming school year.

Wilmington Middle School holds a special place in my heart. The students, staff, and challenges we encounter here make each day fulfilling. This community is one that fosters care, compassion, and respect, and I am honored to be a part of our student's learning journey.

As a dedicated team member, I believe in a holistic approach to education. It's not just about academics; we prioritize our students' social and emotional well-being. My vision for student learning centers on providing opportunities for active participation in engaging and challenging experiences that prepare them to become productive, responsible citizens. To achieve this, open communication is vital.

I want to assure you that I am here for each and every one of you. If you have any questions, concerns, or positive experiences you would like to share; please don't hesitate to reach out. I strive to be accessible and responsive, so feel free to email me or leave a voicemail at your convenience.

Thank you once again for being a part of Wilmington Middle School. Together, let's make this school year truly amazing!

Respectfully,

Dan Faircloth  
Assistant Principal  
Wilmington Middle School  
[daniel.faircloth@wpsk12.com](mailto:daniel.faircloth@wpsk12.com)  
978-694-6080 ext. 8003  
Follow us on Twitter @WilmMiddle





## ASSISTANT PRINCIPAL'S MESSAGE FOR GRADES 6 and 8

Welcome to Wilmington Middle School where every day is a great day to be a Wildcat. I am Mr. Caira, and I am so thrilled to be part of your middle school experience. As a lifelong Wilmington resident, a Wilmington High School graduate, and a member of the inaugural 7th grade class at Wilmington Middle School, I cannot begin to express my passion for this community, and specifically for this school. In 2010, I began teaching English Language Arts to 6th grade Explorer students, and continued to do so for ten years. This will mark my fourth year as an Assistant Principal.

Please know that my door is always open, and if there is ever anything that I can do to help make your middle school experience more enjoyable or more successful please do not hesitate to let me know. Over the course of your middle school careers, you will most likely experience frustration, disappointment, and maybe even failure. However, not one mistake or one bad test will define you. Middle school is a time for mistakes, so don't be afraid to make one (or one hundred!). Take risks. Ask questions. Work hard. Encourage your classmates, and above all, have some fun.

We, at the middle school, are here to help you. Do not be afraid to take advantage of that. Our goal is that every student feels safe, comfortable, and prepared for anything that comes next. With that, I welcome you to Wilmington Middle School. I hope you learn to love this place as much as I do.

-Mr. Caira

Assistant Principal  
Wilmington Middle School  
[brian.caira@wpsk12.com](mailto:brian.caira@wpsk12.com)  
978-694-6080 ext 8511

Follow us on Instagram @ Wilmington\_ms



## WILMINGTON MIDDLE SCHOOL CORE VALUES



Values within any workplace and organization are essential aspects around which decisions and priorities should meaningfully be shaped. The importance of values are certainly no more important within the educational setting as they collectively help influence and shape the work that our staff sets out to do with the young people we serve.

During the development of our 2018-19 strategic plan, the District has adopted the Wildcat Circle of values which include:

- Community
- Inclusivity
- Respect
- Collaboration
- Learning
- Engagement

On the next page, please find a table of the Wilmington Public Schools (WPS) Core Values and how they relate to the Wilmington Middle School Core Values.



<b>Wildcat Circle of Values</b>	
<b>DISTRICT</b>	<b>MIDDLE SCHOOL</b>
<b>Community</b>	
A unified group of people in the same classroom, school, or town who work toward a common goal.	All Wilmington Middle School staff and students will work together to create a safe and supportive environment for all.
<b>Inclusivity</b>	
A school community that embraces each person's intrinsic humanity.	All Wilmington Middle School staff and students will be kind and accept each other's differences.
<b>Respect</b>	
Regard for the rights, feelings, and traditions of others which conveys a sense of admiration for good and/or valuable qualities.	All Wilmington Middle School staff and students will appreciate and be considerate of the feelings, opinions, and property of themselves and others.
<b>Collaboration</b>	
A commitment to working together to produce, create, or achieve something.	All Wilmington Middle School staff and students will take personal responsibility for their role in individual and group activities.
<b>Learning</b>	
A demonstrated commitment to acquiring further knowledge, skill or understanding through experience.	All Wilmington Middle School staff and students will strive to do their best to achieve their personal success.
<b>Engagement</b>	
Exemplifying an emotional involvement and/or commitment to their school, the district or the community.	All Wilmington Middle School staff and students will demonstrate active involvement and resiliency in all aspects of their WMS experience.



## **WMS MISSION AND VISION STATEMENTS**

### **Wilmington Public School's (WPS) Mission Statement**

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

### **WPS Vision Statement**

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

### **Wilmington Middle School's (WMS) Mission Statement**

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

### **Wilmington Middle School Vision Statement**

Wilmington Middle School will instill in our students:

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



## SECTION 2 – GENERAL INFORMATION

### **Included in this section:**

WMS Personnel Information

General Contact Information

Chain of Communication

Important Dates

Report Card Information

Ways in Which Parents/ Guardians Can Participate

Overall Student Schedule Structure



## SECTION 2 - GENERAL INFORMATION

### WMS PERSONNEL INFORMATION

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

### WMS ADMINISTRATION

Dr. Jeanette Quirk	Principal	jeanette.quirk@wpsk12.com
Mr. Brian Caira	Assistant Principal	brian.caira@wpsk12.com
Mr. Daniel Faircloth	Assistant Principal	daniel.faircloth@wpsk12.com
Officer Emily McMeekin	School Resource Officer	emily.mcmeekin@wpsk12.com

### WMS OFFICE STAFF

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

### WMS HEALTH OFFICE

Mrs. Janice Bacon	School Nurse	janice.bacon@wpsk12.com
Mrs. Jeanette Albert	School Nurse	Jeanette.albert@wpsk12.com

### WMS SCHOOL COUNSELING OFFICE

Mrs. Kaley Dee	Adjustment Counselor	kaley.dee@wpsk12.com
Ms. Shannon Keeley	District Social Worker	shannon.keeley@wpsk12.com
Mrs. Kelly Laroche	Adjustment Counselor	kelly.laroche@wpsk12.com
Ms. Julie Norton	Adjustment Counselor	julie.norton@wpsk12.com
Mrs. Amy Lightfoot-Taylor	Social Worker	amy-marie.lightfoot@wpsk12.com
TBD	School Psychologist	TBD



## OTHER WMS RESOURCES:

Mr. Carlos Brown	World Language Curriculum Team Leader	<a href="mailto:carlos-luis.brown@wpsk12.com">carlos-luis.brown@wpsk12.com</a>
Ms. Mollie Dickerson	Guidance Curriculum Team Leader	<a href="mailto:mollie.dickerson@wpsk12.com">mollie.dickerson@wpsk12.com</a>
Mrs. Julie Kim	Science Curriculum Team Leader	<a href="mailto:julie.kim@wpsk12.com">julie.kim@wpsk12.com</a>
Ms. Mia Parviainen	English Curriculum Team Leader	<a href="mailto:mia.parviainen@wpsk12.com">mia.parviainen@wpsk12.com</a>
Mr. Mark Staffier	Social Studies Curriculum Team Leader	<a href="mailto:mark.staffier@wpsk12.com">mark.staffier@wpsk12.com</a>
Mrs. Mary Beth Valuk	Math Curriculum Team Leader	<a href="mailto:marybeth.valuk@wpsk12.com">marybeth.valuk@wpsk12.com</a>
Elyse O'Leary	Challenger 6 Team Leader	<a href="mailto:Elyse.oleary@wpsk12.com">Elyse.oleary@wpsk12.com</a>
Stacey Benoit	Discovery 6 Team Leader	<a href="mailto:Stacey.benoit@wpsk12.com">Stacey.benoit@wpsk12.com</a>
Timalie Fascione	Explorer 6 Team Leader	<a href="mailto:Timalie.fascione@wpsk12.com">Timalie.fascione@wpsk12.com</a>
Crystal O'Keefe	Challenger 7 Team Leader	<a href="mailto:Crystal.okeefe@wpsk12.com">Crystal.okeefe@wpsk12.com</a>
Melanie Ghizzoni	Discovery 7 Team Leader	<a href="mailto:Melanie.ghizzoni@wpsk12.com">Melanie.ghizzoni@wpsk12.com</a>
Patrick Taylor	Explorer 7 Team Leader	<a href="mailto:Patrick.taylor@wpsk12.com">Patrick.taylor@wpsk12.com</a>
Dana Robinson	Challenger 8 Team Leader	<a href="mailto:Dana.robinson@wpsk12.com">Dana.robinson@wpsk12.com</a>
Darin McDonald	Discovery 8 Team Leader	<a href="mailto:Darin.mcdonald@wpsk12.com">Darin.mcdonald@wpsk12.com</a>
Katianne Jackson	Explorer 8 Team Leader	<a href="mailto:Katianne.jackson@wpsk12.com">Katianne.jackson@wpsk12.com</a>
Kate Lerner	World Language Team Leader	<a href="mailto:Kate.lerner@wpsk12.com">Kate.lerner@wpsk12.com</a>
Jen Crane	Special Education Team Leader	<a href="mailto:Jennifer.crane@wpsk12.com">Jennifer.crane@wpsk12.com</a>
Paula Simpson	Unified Arts Team Leader	<a href="mailto:Paula.simpson@wpsk2.com">Paula.simpson@wpsk2.com</a>
Katy Downer	Unified Arts Team Leader	<a href="mailto:katy.downer@wpsk12.com">katy.downer@wpsk12.com</a>

Other WMS Resources have been added to the Student Handbook to assist in communication between the families and the school. As referenced on Page 18, in the various scenarios listed, Curriculum Team Lead and Team Leader are listed.

### **Curriculum Team Leader (CTL)**

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

### **Team Leader**

A Team Leader, is an educator at WMS that assists in organizing the team for upcoming events, communication with families, and communication between administration and staff. This person works closely with Administration regarding the inner workings of the building, as well as school culture.



## Staff Listing

Lesley Abraham - EA Life Skills	8128
^ \$ Jeanette Albert - Registered Nurse	8007
^ \$ Janice Bacon-Zega ~ Registered Nurse	8006
Gabrielle Barnes - ELA 6/EX	8247
** % ^ Stacey Benoit - SS 6 DISC	8121
^ Taylor Bergstrom - SCI 6/CH	8104
Beth Berube - Reading - 7	8325
Colleen Billings - ESL - Rm 209	8209
Matt Bonomo - Math 8/DISC	8224
Kayla Bourrell - LTS Health	8341
Robin Bouyer - Math Strategies	8303
Annette Bush - Inclusion 6/CH	8103
Felicia Byrne - Inclusion 8/DISC	8224
# Brian Caira - Asst. Prin. (Gr. 6/8) - Rm 307	8511
# Charles Cann - 7th Grade Inclusion	8322
John Carroll - Custodian	8512
^ \$ Emily Carroll - STRIDES	8105
Julie Chachus - Reading 6	8325
Jayanthi Chittoor - Language Based	8124
# Andrew Colella - Math 7/DISC	8324
Patty Corsetti - SS 6/EX	8240
Courtney Coulombe - Admin. Asst. x8005	8009
** # Jennifer Crane - Transition	8306
^ Caitlin Cronin - SCI 8/EX	8243
^ Carolyn Curtis - SCI 8/DISC	8223
Francesca DeCaro - Inclusion 6/EX	8247
# Kaley Dee - 7th Grade Counselor - RM 207	8541
Molly DeLosa - ELA 7/DISC	8322
** ^ // Katia DeStefano - Italian/Exploratory WL	8203
# Anthony DiFabio - Student Support	8340
** Katianna DiSanto - SS 8/EX	8246
** Katy Downer - Comp Literacy	8329
# Erin Dunham - Social/Emotional Family Engagement Specialist	1119
# Daniel Faircloth - Asst. Prin. (Gr. 7 & Student Support) - Rm 207	8003
# Paula Fairweather - Strides	8105
** Timalie Fascione - SCI 6/EX	8241
^ // Lisa Federici - Health	8341
Michael Ferrara - Band/Director	8308
Patrick Finn - SS 8/DISC	8221





Theresa Fisher -SCI 7/CH	8304
^ Krystn Forcina - Inclusion 6/DISC	8122
Chris Frye - SS 6/CH	8103
Willow Gertz- SCI 8/CH	8204
** Melanie Ghizzoni - SS 7/DISC	8321
Holly Gill - Art	8348
Mary Gillespie - EA/Disco 8	TBD
Hillary Glick - Psychologist - Rm 207E	8502
# Kerri Glinner - General Ed Tutor	8340
# Bonnie Gorrasi - Reading Interventionist	8127
Rachell Granara - Transitions	8308
Chris Grecco - ELA 6/CH	8101
Michele Hughes - Language Based	8225
# Whitney Jablonki - Team Chairperson (Grade 6 & 7)	8612
Yousra Khan - OT (W-Th-F)	-
Ed Kaizer - Tech Ed. / STEM	8327
Aislinn Kearns - Life Skills	8128
Christina Keefe - Inclusion 8/EX	8245
# Shannon Keeley - Dist. Social Worker - Rm 207C	8601
Sean Landers - SS 7/CH	8302
Kelly Laroche - 6th Grade Counselor - Rm 307	8546
Jayme Laurenza - Math 8/EX	8244
Sean Lebrun - Music	VM 8647
Kate Lerner - French	8206
Amy-Marie Lightfoot-Taylor - Social Worker	8543
% \$ Beth Livermore - Phys Ed (Gym)	VM 8560
Brenda Lomanno - Tech Integration Specialist	8553
Chris MacDonald - Ed Assistant	8221
^ Neil MacDonald - Inclusion 7/EX	8348
^ Jaclyn Madden - ELA 8/EX (OL)	8245
Courtney McClendon - Speech - Rm 326	8326
Meaghan McCluskey - Speech (White Days)	8209
^ \$ // Michelle McCreedy - SCI 7/EX	8343
** Darin McDonald – ELA 8/DISC	8222
Dan Miller - Team Chair (8th Grade)	1104
Jeanne McGonagle - Reading	8325
Emily McMeekin - SRO	8120
Mary Molina - Spanish	8206
Kimberlie Monteforte - Library	8150



Kristina Mulrenan - ELA 7/EX	8346
Madison Napoli - Math 6/DISC	8122
Lauren Nault - Inclusion 8/CH (OL)	8202
# ^ Julie Norton - 8th Gr. Counselor - Rm 307	8567
Amanda O'Brien - Math 6/EX	8242
Siobhan O'Flaherty - Admin. Asst. x8569	8009
Louise O'Hanley - Math 7/EX	8342
** Crystal O'Keefe - ELA 7/CH	8301
** Elyse O'Leary - Math 6/CH	8102
Michele Pepper - Food Service	8008
Jennifer Perkins - Strings	8308
Becky Philbrick - Spanish	8203
Sara-Jean Phillips - Social/Emotional Family Engagement Specialist	1122
Samantha Prindiville - Chorus	8109
Shaylee Puleo - Math 7/CH	8305
# Jeanette Quirk - Principal	8001
** ^ Dana Robinson - SS 8/CH	8202
Charles Ronchetti - Tech Ed. / STEM	8248
Maxwell Sabato - SCI 6/DISC	8123
Andrea Schiavone - Math 8/CH	8205
Nicholas Shennett - Inclusion 7/CH	8305
Melissa Simmons - ELA 8/CH	8201
Steven Simon - Language Based	8124
** \$ Paula Simpson - Phys Ed (Gym)	VM 8585
^ Kristin Smith - ELA 6/DISC	8125
Karli Swanson - Auditorium Manager	6598
** Patrick Taylor - SS 7/EX	8345
Edward Tivnan (LTS) - ELA 8/EX	8245
Christine Venezia - SCI 7/DISC	8323
Ziarra Villanueva - EA Strides	8105
Janice Wall - Admin. Asst. x 8004	8009
Rebecca Wangerin-Wolfe - Art	8347
Emily Whalen - Language Based	8344
Deb Williams - Language Based	8225
Lisa Wilson - Language Based	8344
Lauren Wood - Life Skills	8128
# Jane Woods - Language Based	8124
Peter Mattera - Ed Assistant	8306



## WMS CHAIN OF COMMUNICATION

### WHO DO I CALL WITH A QUESTION OR SUGGESTION?

#### General Questions

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

#### 504 Plans

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

#### Special Education

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

#### Medical Concerns

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

#### Guidance Department

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



# IMPORTANT DATES

## School Calendar 2023-2024

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

### Wilmington Public Schools 2023/2024 School Calendar

Aug./ Sept. 2023							October 2023							November 2023						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
27	28	29	30	31	1	2										1	2	3	4	
3	4	5	6	7	8	9	1	2	3	4	5	6	7	5	6	7	8	9	10	11
10	11	12	13	14	15	16	8	9	10	11	12	13	14	12	13	14	15	16	17	18
17	18	19	20	21	22	23	15	16	17	18	19	20	21	19	20	21	22	23	24	25
24	25	26	27	28	29	30	22	23	24	25	26	27	28	26	27	28	29	30		
							29	30	31											

December 2023							January 2024							February 2024						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	1	2	3	4	5	6				1	2	3		
3	4	5	6	*7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29		
31																				

March 2024							April 2024							May 2024						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	1	2	3	4	5	6				1	2	3	4	
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	*21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				

June 2024						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

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

**Notable Dates:**  
 8/30/2023 First Day of School for Grades 1-12  
 9/1/2023- NO School  
 9/5/2023 First Day of School for Boutwell  
 9/6/2023 First Day of School for Wildwood  
 9/27/2023 Early Release- Building-Based Professional Development Time  
 10/25/2023 Early Release- Curriculum Improvement Time  
 11/22/23 & 11/24/23- NO School  
 1/24/2024 Early Release- Curriculum Improvement Time  
 3/5/2024 Presidential Primary- NO School for Boutwell Students  
 3/13/2024 Early Release- Curriculum Improvement Time  
 3/29/2024 NO School  
 5/1/2024 Early Release- Curriculum Improvement Time  
 6/12/2024 Last Day of School if NO snow days used/ Early Dismissal  
 6/20/2024 Last Day of School if ALL snow days used/ Early Dismissal

**Parent Teacher Conferences:**  
 \*Grade K-5: 12/7/2023 and 3/21/2024- \*Early Release Days for K-5 Schools Only  
 Pre-School: 12/8/2023 and 5/17/2024  
 Middle School: 11/16/2023 and 2/1/2024- oEarly Release Days for WMS Only  
 High School: 11/14/2023

Federal & State holidays 23/24		Vacation Weeks 23/24	
Sep 4, 2023	Labor Day	Jan. 1, 2024	New Year's Day
Oct 9, 2023	Columbus Day	Jan 15, 2024	Martin L. King Jr. Day
Nov. 10, 2023	Veterans Day (obs.)	Feb 19, 2024	Presidents' Day
Nov. 23, 2023	Thanksgiving Day	April 15, 2024	Patriots' Day
Dec 25, 2023	Christmas Day	May 27, 2024	Memorial Day
		Jun 19, 2024	Juneteenth
		Winter Break	12/25/23-1/1/24
		Feb. Break	2/19/24-2/23/24
		April Break	4/15/24-4/19/24

Updated 6.14.23



## Academic Calendar

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

<b><u>FIRST SEMESTER</u></b>	<b><u>August 30, 2023 - January 22, 2024</u></b>
<b>First Quarter</b>	<b>August 30, 2023 - November 3, 2023 (45 days)</b>
<b><u>OPEN HOUSE</u></b>	<i>September 7, 2023</i>
Midterm	October 2, 2023 (Day 22)
Aspen Midterm Grades Entered by	October 10, 2023
Grade Close	November 3, 2023 (Day 45)
Aspen Grades Entered by	November 13, 2023
Report Cards Issued	November 14, 2023
<b>Second Quarter</b>	<b>November 6, 2023 - January 22, 2024 (45 days)</b>
<b><u>PARENT CONFERENCES</u></b>	<i>November 16, 2023</i>
Midterm	December 11, 2023 (Day 67)
Aspen Midterm Grades Entered by	December 18, 2023
Grade Close	January 22, 2024 (Day 90)
Aspen Grades Entered by	January 29, 2024
Report Cards Issued	January 30, 2024
<b><u>SECOND SEMESTER</u></b>	<b><u>January 23, 2024 - June 12, 2024</u></b>
<b>Third Quarter</b>	<b>January 23, 2024 - April 2, 2024 (45 days)</b>
<b><u>PARENT CONFERENCES</u></b>	<i>February 1, 2024</i>
Midterm	February 12, 2024 (Day 112)
Aspen Midterm Grades Entered by	March 6, 2024
Grade Close	April 2, 2024 (Day 135)
Aspen Grades Entered by	April 9, 2024
Report Cards Issued	April 10, 2024
<b>Fourth Quarter</b>	<b>April 9, 2024 - June 12, 2024 (45 days)</b>
Midterm	May 9, 2024 (Day 157)
Aspen Midterm Grades Entered by	May 16, 2024
Grade Close	June 12, 2024 (Day 180)
Aspen Grades Entered by	June 20, 2024
Report Cards Issued	June 21, 2024

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



**Semester Dates:**

**First Semester** Wednesday, August 30<sup>th</sup>, 2023 – Monday, January 22<sup>rd</sup>, 2024  
**Second Semester** Tuesday, January 23<sup>rd</sup>, 2024 – Wednesday, June 12<sup>th</sup>, 2024

**Report Card Dates:**

**First Quarter** Tuesday, November 14<sup>th</sup>, 2023  
**Second Quarter** Tuesday, January 30<sup>th</sup>, 2024  
**Third Quarter** Tuesday, April 10<sup>th</sup>, 2024  
**Fourth Quarter** Five days after the last day of school

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

**Important Changes for Incoming 6<sup>th</sup> Grade Students and Families:**

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

**MCAS Dates:**

Typically MCAS Dates are through the months of March 2024 and May 2024. Date-ranges are determined by the Massachusetts Department of Elementary and Secondary Education and are subject to change per their discretion.

**Open House:**

The Open House is an opportunity for parents/ guardians to meet their child’s teachers and receive information regarding the Middle School curriculum. This year’s open house will be held on Thursday, September 7<sup>th</sup>. More information on how the evening will be orchestrated will come at the beginning of the school year.

**Parent Teacher Conferences:**

Parent Teacher Conferences will be held on Thursday, November 16<sup>th</sup> and Thursday, February 2<sup>nd</sup>. Individual teams will be sending you our information regarding how the night will be organized for that particular house or subject. Participation is not mandatory; however, teachers will reach out to you if they would like to specifically speak to you.



## REPORT CARD INFORMATION

### Access Information

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

### Grading Criteria

Grades are as follows:

A+ = 97 - 100	A = 93 - 96	A- = 90 - 92
B+ = 87 - 89	B = 83 - 86	B- = 80 - 82
C+ = 77 - 79	C = 73 - 76	C- = 70 - 72
D+ = 67 - 69	D = 63 - 66	D- = 60 - 62
F = 0 - 59 (Failure)		

### Mid-Term Aspen Updates

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

### Honor Roll

Students who have achieved an eighty-five (85) or above overall average for the quarter, without any subject being less than an eighty (80). Students who have achieved all A's will qualify for **High Honors** while students who have achieved A's and B's will qualify for **Honors**. The Honor Roll will be published in local newspapers.



## OVERALL STUDENT SCHEDULE STRUCTURE

### Student Teams/ Houses

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

### Guidance and Assistant Principals

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

### WIN (What I Need) Block

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

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

- Executive Functioning. Study Skills Lessons at the start of the year
- Universal Screening: Students take an assessment 3 times a year
- Data Meetings and Progress Meetings: You will be provided with dedicated time throughout the year to meet with colleagues (both house teams and subject-specific teams) to look at the data, group students, and plan interventions/lessons
- Lessons can be shared across the grade level and discussions are underway to manage shared resources so we can collaborate.





For students that have IEP and services attached to the IEP such as Learning Center, they will be receiving as many of their services as possible during the WIN block time.

### **Advisory Block**

Unlike WIN Block, Advisory Block will be specifically scheduled to be once per six day cycle. Students will be grouped to maintain the lowest student to teacher ratio as possible. Advisory Blocks will include activities that involve but not limited to school expectations lessons, core value activities, other school-wide activities, Marc Lessons, etc. Advisory Block will also be a time for teachers and students to build relationships in this small group setting. Students will also be doing activities that center on CASEL's five Social Emotional Competencies, to help develop those skillsets. For more information on these competencies, please see Section 4 of this handbook.

### **MARC Lessons**

The Massachusetts Aggression Reduction Center (MARC) provides a free anti-bullying program, services that are utilized at Wilmington Middle School. The focus of MARC and the curriculum provided is on social and emotional adjustment in children, including bullying and cyberbullying, fighting, bias and diversity, peer relationships, and screen and social media use. MARC is an academic Center at Bridgewater State University.

These lessons will be used throughout the school year during Advisory Block time to help our students understand and identify bullying behaviors and how to deal with these situations.



## HOME/SCHOOL COMMUNICATION

There are ample ways to communicate between home and school.

### **Email and Phone:**

Teachers and staff may be contacted through phone, or e-mail. The school website may be accessed through the Wilmington Public School website at [www.wpsk12.com](http://www.wpsk12.com). The website includes teacher email addresses and school phone numbers in the Staff Directory.

### **Google Classroom:**

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

### **Aspen:**

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

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

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

### **Smores Newsletters:**

Dr. Quirk will be sending home at least one newsletter per month. Newsletters will be a method for teachers, students, and families to receive updates on school related issues, important announcements, and acknowledgement of student accomplishments.

### **Twitter and Instagram:**

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

Twitter: @Wilmmiddle

Instagram: Wilmington\_ms

### **Have Additional Questions?**

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

[https://www.wpsk12.com/our\\_district/technology/about\\_the\\_aspen\\_student\\_family\\_portal](https://www.wpsk12.com/our_district/technology/about_the_aspen_student_family_portal).



## WAYS IN WHICH FAMILIES CAN PARTICIPATE

Relationships between the school and with the home are important (Elias & Butler, 2005; Young & Michaels, 2014). When the relationship between the home and the school centers around caring for the student and goes beyond just academic performance, the adolescent can be more successful (Elias & Butler, 2005). At Wilmington Middle School, we want to involve families in their students' school activities. Below please find some ways in which you can be an active member of the Wilmington Middle School Community.

### **School Volunteers:**

It is the policy of the School Committee to encourage volunteer efforts in the schools. Parents/guardians, business representatives, senior citizens, and other community volunteers are recognized as important sources of support and expertise to enhance the instructional program and vital communication links with the community. The volunteer program will be coordinated in cooperation with building administrators. Per School Committee policy all volunteers must have a current CORI check on file. Please contact the Main Office for information on obtaining an updated CORI report.

### **Parent Advisory Council (PAC):**

Parents/ Guardians, teachers, and administrators meet monthly to discuss parent support of curricular and co-curricular activities. Parents/ Guardians will receive information about the location and time of these meetings and are encouraged to attend and participate.

Please find more information at <https://wilmmspac.weebly.com/about.html>



### **School Advisory Council (SAC):**

The Education Reform Act of 1993, specifically SECTION 53, provides for the formation of a school council at each public school in the state. The councils are made up of an equal number of teachers and parents/ guardians. These positions are on a volunteer basis and depending upon interest will require a vote from their representative group.

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

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

For SY 2023-2024, the following staff and parents will continue their roles as representatives on the WMS SAC:

- Jen Crane - WMS Teacher
- Bonnie Gorrasi - WMS Teacher
- Justine Viveiros - Parent
- Carla Ientile - Parent



## SECTION 3 – STUDENT INFORMATION

### **Included in this section:**

- Daily Student Routine
- Daily Student Schedule
- Student Expectations
- After School Activities



## **SECTION 3 – STUDENT INFORMATION**

### **DAILY STUDENT ROUTINE**

#### **School Hours**

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

Students will be allowed into the building at 8:05 AM and will report to their first period class. During this time a teacher will take attendance and will display the Morning Announcements. Students will begin dismissal at approximately 2:30 PM. Students will not be able to stay after school unless they have previous arrangements to get picked-up or have permission to walk home.

#### **Morning Announcements**

Morning announcements will be conducted by administrators on a daily basis. Morning Announcements are displayed for students during their Homeroom time which is the first seven minutes of First Period. Each morning, the announcements will be broadcasted into each classroom for the students and staff to see and hear. Some topics that are covered are:

- Upcoming Birthdays
- Wildcat Paws Announcements
- Important Reminders
- Schedule Changes
- Upcoming Events
- Student and Staff Accomplishments
- Pledge of Allegiance
- Moment of Silence
- Introduction and reinforcement of the WMS Core Values
- Introduction and/or reinforcement of student expectations

#### **Pledge of Allegiance**

A flag shall be displayed in each assembly hall and in each classroom. Each school day will begin with the Pledge of Allegiance to the flag.

#### **Moment of Silence**

*Massachusetts General Laws C 71, section 1A, reads as follows:*

"At the commencement of the first class of each day in all public schools, the teacher in charge of the room in which each such class is held shall announce that a period of silence not to exceed one minute in duration shall be observed for meditation or prayer,



and during any such period silence shall be maintained and no activities engaged in."

### **Classes**

Students will be attending 7 class periods throughout the day. Five of the classes are considered Core Classes and two classes are Unified Arts. Each day students will attend a Math, Science, Social Studies, and English class. During the Unified Arts classes, students will attend different courses depending on whether it is a Blue or White Day. Please refer to the Daily Schedule on the next page to see how the classes change throughout the week/ day-to-day.

### **Lunch**

Students will have a thirty minute lunch period.

### **Advisory**

Students will have a thirty minute Advisory Block once per six day cycle on Blue Day 1. Please refer to the upcoming graphic of the Blue and White Day schedule.

### **Dismissal**

Students will be dismissed from their last period class of the day at 2:30 PM.



## DAILY SCHEDULE

### Overview of the Daily Schedule:

Wilmington Middle School will be having a seven period scheduled day that will include three different types of classes throughout their day:

- Core Classes
- Unified Arts Classes
- WIN Block

Below please find the timing of classes for all students throughout their day:

<b>Student Schedule for All Students</b>					
<b>WMS Class Schedule</b>					
<b>6th Grade</b>		<b>7th Grade</b>		<b>8th Grade</b>	
<b>7:55-8:05 Arriving</b>					
<b>1</b>	<b>8:05-9:01</b>	<b>1</b>	<b>8:05-9:01</b>	<b>1</b>	<b>8:05-9:01</b>
<b>2</b>	<b>9:01-9:50</b>	<b>2</b>	<b>9:01-9:50</b>	<b>2-UA</b>	<b>9:01-9:50</b>
<b>3-UA</b>	<b>9:50-10:40</b>	<b>3</b>	<b>9:50-10:40</b>	<b>3</b>	<b>9:50-10:40</b>
<b>Lunch</b>	<b>10:40-11:10</b>	<b>4-UA</b>	<b>10:40-11:30</b>	<b>4</b>	<b>10:40-11:30</b>
<b>WIN</b>	<b>11:10-12:00</b>	<b>Lunch</b>	<b>11:30-12:00</b>	<b>5-UA</b>	<b>11:30-12:20</b>
<b>5</b>	<b>12:00-12:50</b>	<b>WIN</b>	<b>12:00-12:50</b>	<b>Lunch</b>	<b>12:20-12:50</b>
<b>6-UA</b>	<b>12:50-1:40</b>	<b>6</b>	<b>12:50-1:40</b>	<b>WIN</b>	<b>12:50-1:40</b>
<b>7</b>	<b>1:40-2:30</b>	<b>7-UA</b>	<b>1:40-2:30</b>	<b>7</b>	<b>1:40-2:30</b>

### Core Classes

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

### Unified Arts Classes

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





### WIN Classes

Teachers will provide interventions during the school day by looking at data through universal assessments administered regularly throughout the year. Core teams will determine the division of students into smaller groups based upon individual needs. Student progress will be monitored regularly throughout the year and adjustments to groupings and instruction will be made to meet the needs of the students. For students that have IEP and services attached to the IEP such as Learning Center, they will be receiving as many of their services as possible during the WIN block time.



**Six Day Cycle:**

Students' schedule are based upon a six day cycle with alternating Blue and White Days. Please see the graphic on the following page with the Blue/White Day Schedule for the entire year. Please note that this schedule is subject to change due to school cancellations.

**WMS 2023/2024 B/W Calendar**

Updated: 8/28/23 CMC

AUGUST/SEPTEMBER 2023					February 2024				
M	T	W	T	F	M	T	W	T	F
28 PD	29 PD	30 B1	31 W2	1 No School				1 W2 (ED) Conf.	2 B3
4 H	5 B3	6 W4	7 B5	8 W6	5 (100th day) W4	6 B5	7 W6	8 B1	9 W2
11 B1	12 W2	13 B3	14 W4	15 B5	12 B3	13 W4	14 B5	15 W6	16 B1
18 W6	19 B1	20 W2	21 B3	22 W4	19 H	20 V	21 V	22 V	23 V
25 B5	26 W6	27 B1 (ED) PD	28 W2	29 B3	26 W2	27 B3	28 W4	29 B5	
OCTOBER 2023					MARCH 2024				
M	T	W	T	F	M	T	W	T	F
2 W4	3 B5	4 W6	5 B1	6 W2					1 W6
9 H	10 B3	11 W4	12 B5	13 W6	4 B1	5 W2	6 B3	7 W4	8 B5
16 B1	17 W2	18 B3	19 W4	20 B5	11 W6	12 B1	13 W2 (ED) CIT	14 B3	15 W4
23 W6	24 B1	25 W2 (ED) CIT	26 B3	27 W4	18 B5	19 W6	20 B1	21 W2	22 B3
30 B5	31 W6				25 W4	26 B5	27 W6	28 B1	29 No School
NOVEMBER 2023					APRIL 2024				
M	T	W	T	F	M	T	W	T	F
		1 B1	2 W2	3 B3	1 W2	2 B3	3 W4	4 B5	5 W6
6 W4	7 B5	8 W6	9 B1	10 H	8 B1	9 W2	10 B3	11 W4	12 B5
13 W2	14 B3	15 W4	16 B5 (ED) Conf.	17 W6	15 H	16 V	17 V	18 V	19 V
20 B1	21 W2	22 No School	23 H	24 No School	22 W6	23 B1	24 W2	25 B3	26 W4
27 B3	28 W4	29 B5	30 W6		29 B5	30 W6			
DECEMBER 2023					MAY 2024				
M	T	W	T	F	M	T	W	T	F
				1 B1			1 B1 (ED) C.I.T.	2 W2	3 B3
4 W2	5 B3	6 W4	7 B5	8 W6	6 W4	7 B5	8 W6	9 B1	10 W2
11 B1	12 W2	13 B3	14 W4	15 B5	13 B3	14 W4	15 B5	16 W6	17 B1
18 W6	19 B1	20 W2	21 B3	22 W4	20 W2	21 B3	22 W4	23 B5	24 W6
25 H	26 V	27 V	28 V	29 V	27 H	28 B1	29 W2	30 B3	31 W4
JANUARY 2024					JUNE 2024				
M	T	W	T	F	M	T	W	T	F
1 H	2 B5	3 W6	4 B1	5 W2	3 B5	4 W6	5 B1	6 W2	7 B3
8 B3	9 W4	10 B5	11 W6	12 B1	10 W4	11 B5	12* W6	13 B1	14 W2
15 H	16 W2	17 B3	18 W4	19 B5	17 B3	18 W4	19 H	20** B5	
22 W6	23 B1	24 W2 (ED) CIT	25 B3	26 W4					
29 B5	30 W6	31 B1							

\* Last day NO snow days used - Will be early dismissal  
 \*\* Last day ALL snow days used - Will be early dismissal



## **OVERALL STUDENT EXPECTATIONS**

### **Upon Arrival on School Grounds**

Upon arrival on school grounds in the morning, whether by bus, by car, by foot or by bicycle, students may not leave school grounds unless they have permission from an Administrator. Leaving the building without permission is considered truancy and appropriate consequences will be imposed.

Students have the responsibility to be in school and in class on time. Students are to attend all classes and assigned activities. Students are to be present and accounted for at all times during the school day. More specifically (please refer to Student Discipline Rubric):

1. Students may not be absent from school except for reasons of health or family emergency.
2. Students may not leave school during the regularly scheduled school day without being dismissed by a school authority.
3. Students may not be consistently late to school.
4. Students may not be late to class or a scheduled activity.
5. Students may not skip class
6. Students may not refuse to remain after school for discipline or extra help.
7. Regardless of the reason for being absent or missing a class, students are responsible for making up ALL work that is missed.

### **Late to Class**

Students should pass quickly from one class to the next. Students entering the room after the teacher has started class are late. Any student who is tardy to class should have a note explaining the reason. If the student arrives without a note, then they are to return to the previous teacher for a pass but must go to the office. This will be considered an unexcused tardy. Unexcused tardiness will be assigned one teacher session for each incident.

### **Hall Pass System and My Flex Learning**

This year WMS will be using an electronic passing system called eHall Pass and MyFlex Learning. eHall Pass will assist in monitoring students in the hallway and analyze heavily trafficked times and areas. Students will be using their chrome books and not their cell phones to gain access to the program. Through the system, students can request to go to the bathroom, their locker, or the nurse (unless an emergency). MyFlex Learning will assist in grouping the students for WIN Block and for after school activities. Students will receive training on these systems during their Advisory Periods. These programs are currently used at Wilmington High School and will assist with vertical alignment between the two schools.



## **Cell Phones**

Students should not bring their cell phones to school. However, we realize that students and families may want their student to have them with them for afterschool commitments. Unless students are given specific permission to use their phone, the phone should never be seen or heard. Violation could potentially result in the student cell phone being confiscated for the day or may need to be turned into the office every day or left at home. Multiple violations may require a parent/ guardian conference and additional discipline.

## **Dress Code**

The administration of WMS respects the students' rights to choose their manner of dress. However, clothing or accessories that detract from the educational mission of WMS are not allowed. Clothing choices may not pose a safety hazard and must comply with state and local health laws, such as wearing footwear. Head coverings of any kind, including hoods, are not allowed, except for religious or health reasons that are verifiable. All head coverings should be placed in the student's backpack and should not be visible during the school day.

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

- Students may not wear clothing or accessories that display language, pictures or symbols that are profane, endorse products that are illegal, or that promote violence.
- Students may not wear clothing that poses a safety hazard, such as metal chains or spikes.
- Students may not wear hats while inside the building.

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

## **Food and Beverages**

Students may only consume food and beverages in the school cafeteria unless otherwise given permission by the classroom teacher or administration. Students are only allowed to have water in the classrooms and hallways.



## **Lockers**

Students will be given a locker at the beginning of the year and provided a lock. Teachers on the each grade level team, (Challenger, Discovery, and Explorer) will have designated times when the students can access them.

All students will be allowed to carry full size backpacks (rather than draw string backpacks). It is recommended that students use their lockers primarily for items such as winter clothing, lunches, bike helmets, etc. This change will allow more time in the classroom and allow students to have all of their materials with them.



## **Books**

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

## **Chromebooks and Personal Computer Devices:**

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

If students have a problem with their device, they will be able to have it looked at by a technician from the WPS Office of Technology. If needed, they will have the opportunity to obtain a loaner (depending on availability) if their device is being repaired or if they have forgotten theirs for the day. The loaner devices are not allowed to leave WMS and must be returned by the end of the day.

## **Forgotten Items**

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

## **Lost and Found**

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

## **Backpacks**

Students will be able to carry their large backpacks to assist with no scheduled locker breaks and to provide a larger, safer bag for their Chromebooks.



## **Field Trips**

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

## **Cafeteria**

Our WMS cafeteria accommodates up to approximately 315 students, during each lunch block by grade level. Currently this year, our largest lunch will be about 266 children. With this large number of students, safety is paramount. Our goal in organizing and monitoring the WMS cafeteria is to establish a system that honors these priorities and rewards students for exceeding student expectations. As students change grades, we believe that they are capable and ready to make increasingly responsible decisions, and we give them opportunities to demonstrate this growth. Ideally, the lunch block is a time for students to relax, socialize, and enjoy a break from the stress of the school day. It is not time for students to complete homework or print out assignments. If a student struggles with the cafeteria setting, they should notify their guidance counselor or teacher to decide on next steps.

As in all places in the building, the WMS Cafeteria is one that we expect students to uphold our Core Values. Students will be explained the procedures within the first few days of school.

Ways in which our students can uphold the WMS Circle of Values during the lunch period include:

- Being attentive to adults & announcements
- Being considerate to others eating
- Using indoor voices
- Maintaining personal space
- Cleaning up their lunch
- Cleaning their table/seat/floor
- Walking to their seats, trash safely
- Using the restroom with the appropriate pass
- Sitting with their house



- Using the serving line associated with their house
- Returning quickly & quietly to class using the correct hall
- Putting food/trash in the barrels
- Cleaning up after themselves
- Alerting staff to unsafe or inappropriate behavior or messes
- Seeking help if needed

Students are expected to enter the cafeteria in a quiet and orderly manner and find a seat in their section of Challenger, Discovery, or Explorer. Students are allowed to immediately go to the a la carte line. Each House has a designated serving line for those who wish to purchase lunch. Each serving line has a computerized system that requires an ID number to purchase lunch.

Students are expected to leave their eating area clean and orderly. Students may eat their lunch in the courtyard. Students may not leave the cafeteria area during lunch without permission from an administrator. Passes have been given to each teacher if they wish to see a student during lunch. Students will need to raise their hand to ask permission to go to the bathroom (this is done to alleviate crowding in the restrooms). No food or drink (except water) is allowed outside of the cafeteria at any time during the day.

Please refer to the “Student Discipline” section for additional expectations regarding cafeteria use.

### **Hallway Expectations**

This year, the WMS hallways will accommodate over 700 students moving at one time. With the large number of students moving, it is important to coordinate and have clear expectations for everyone. Students are expected to:

- Walk - “Quickly, Quietly, and Directly” to class and using the appropriate stairwell
- Always quietly close their lockers while keeping them locked and clean
- Walk on the right side of the hallway and stairwell
- Always be safe and uphold personal space while alerting staff to unsafe or inappropriate behavior or messes
- Be helpful to others that may need help with belongings, etc.





### **Bathroom Expectations**

Students are expected to be on their best behavior while using the bathroom facilities. Although an area in the building where students are not directly monitored, the following expectations are required for all students in order to provide the cleanliness and privacy that everyone deserves: Providing privacy

- Put away electronic devices and do not use them in any way in the bathroom facilities.
- Use the bathroom pass system appropriately
- Be prompt while traveling to and from the bathroom.
- Maintain a clean area and alert staff if cleaning supplies are needed
- Report all graffiti and vandalism

### **Auditorium Expectations**

At times throughout the school year, students will be asked to report to the auditorium for assemblies. These assemblies may be at times to address the student body on important issues and may include guests for presentations that the teachers and administration believe are important for the students.

While the students are in the auditorium for these reasons, the following behaviors are expected:

- Follow the instructions of teachers while entering and exiting in a quiet manner
- Actively listen (do not talk) during assemblies and presentations
- Students should always remain seated and their feet on the floor at all times
- Be mindful and respectful if questions or participation is part of the presentation, students should be mindful and respectful while making comments and ask appropriate questions.



## **After School Activities**

Wilmington Middle School offers a variety of after school activities. Below please find a description of after school activities that have occurred in the past year. More information regarding each activity including but not limited to dates and times when the club will meet, staff members in charge, etc. will be provided once school as started.

### ***Drama Club:***

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

### ***Homework Club:***

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

### ***Literary Magazine:***

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

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

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

### ***SADD (Students Against Destructive Decisions):***

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

### ***After School Sports:***

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

### ***Student Council:***

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



### ***Best Buddies:***

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

### ***Wilmingtones:***

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

### ***Math Team:***

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

### ***Gender and Sexuality Alliance (GSA)***

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

### ***World Cultures Club (WCC)***

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

### ***Robotics Club***

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



## SECTION 4 – OVERALL PROCEDURES

### **Included in this section:**

Arrival and Dismissal

Other information Regarding Arrival and Dismissal

Attendance

Lunch Procedures

Discipline

Bus Safety and Expectations

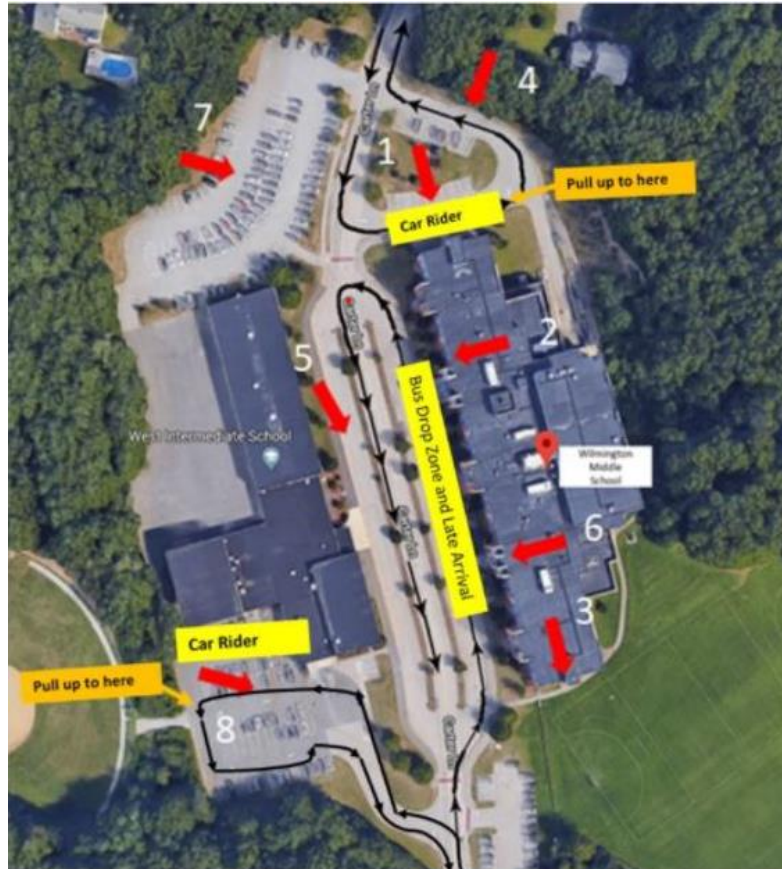
PBIS

Social Emotional Learning

Surveys



## SECTION 4 - OVERALL PROCEDURES ARRIVAL AND DISMISSAL



Please refer to the picture below for a view of the traffic flow. Here are the explanations of the numbers:

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



### **Arriving:**

Students and families should plan on arriving at the WMS between 7:55 and 8:05 AM. If students arrive early, they will need to wait outside by their respective designated doorways. Once the students are successfully off the bus or dropped off, they will follow the appropriate signage on the ground to their respective entrance. “Paws” in two different colors have been spray-painted on the ground, along with bus drop-off spots along the fire lane in front of the building. Each doorway will be left open to allow for an easier entry. *All students will cross over in front of the building - thought to be the safest rather than using an exit and crossing over inside of the building.*

*Students will no longer be able to use the former Discovery Doorway which is now the Wildwood School Entrance. Students can use the Main Entrance to the Middle School.*

### **Dismissal:**

Dismissal will start at 2:30 PM. Please avoid arriving too early as it can cause a backup in through traffic.

## **LOCATIONS**

### **Buses:**

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

### **Car Rider Drop Off and Pick Up:**

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

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



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

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

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



## **OTHER INFORMATION REGARDING ARRIVAL AND DISMISSAL**

### **Student Responsibilities Regarding Belongings**

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

### **What happens if a student misses the bus?**

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

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

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

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

If a student's parents/guardians allow them to walk, or ride their bike or scooter to school, they must assume the responsibility that they will travel safely to and from school. A bicycle rack is provided near the Challenger side entrance. Students riding bicycles, skateboards, scooters and those walkers should use extreme caution and follow all safety and traffic laws. State laws require all students under the age of 16 years of age to wear a safety helmet when riding bicycles. Students whose families are unable to purchase a safety helmet should see their guidance counselor or assistant principal for assistance.

MGL C. 85 s. 11(b). A If a student rides a bicycle or scooter to school, it should be parked and locked securely by the side door. Wilmington Middle School does not take responsibility for bicycles that are lost or damaged while on school property.

### **Early Release Schedule**

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

### **School Delays, Early Release, and Cancellations**

It is the policy of the school department to close school only in case of extreme weather or travel conditions. In certain situations, the need for a two-hour delay may be necessary rather than canceling school for the entire day. Dismissal on such days would





be at the regular time. Students typically attend all scheduled classes with an abbreviated meeting time. Lunches will continue to be served on delayed start days.

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

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

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

***Television*** – Channels 4, 5, and 7

***Radio*** – WRKO-AM 680 and WBZ-AM 1030

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

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



## **ATTENDANCE**

The important work of educating children is best approached through a shared responsibility of both parents/guardians and the school. The regular attendance of a child at school each year is vital to ensuring that learning is supported and progress can be made. It is essential for all to understand that unnecessary absences, tardiness, and early dismissal from school all negatively impact a child's progress in school. This can be supported by our families in trying to ensure where possible that appointments are made before or after school and family trips are scheduled during school vacations.

### **MA General Law & School Committee Policy**

Parents/guardians are required under Massachusetts General Law (Chapter 76, Section 1) to ensure that their child between the ages of six and sixteen regularly attends school. Under the law, a school District is allowed to excuse up to seven (7) days or fourteen half days in any period of six (6) months.

In addition to the law, the Wilmington School Committee has also established a policy (Student Absences and Excuses Policy JH). Regarding student attendance which can be found here: <https://www.wpsk12.com/cms/one.aspx?pageId=26933083>

It should be noted that it is not the intention of the administration of any of our schools or at the District level to be unreasonably punitive with efforts to support and enforce the described attendance policy. The purpose of an attendance requirement is to assist every student to be academically successful and we expect our students, their parents/guardians, and the schools to be held accountable for student attendance.

As per the District's policy, in instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying that such absence is justifiable.

### **Excused Vs Unexcused Absence**

It is understood that there are a variety of reasons that a child may be absent from school and the reason for the absence falls into one of two categories:



***Excused Absences:***

- Illness or quarantine
- Bereavement or serious illness in the child’s family
- Inclement weather that prevents safe travel
- Observance of a major religious holiday(s)
- School-sponsored event (i.e. a field trip)
- Documented prospective school visit
- Other exceptional reasons as approved by the child’s principal

A. ***Unexcused Absences*** – generally, anything that does not fall into one of the above categories will be considered unexcused and includes:

- Family vacations
- Attendance at a sporting event (i.e. a tournament)
- Non-emergency appointments
- Oversleeping

**Note:** In order to be eligible for extracurricular activities, students must attend all classes each day.

- Students who leave school early or who enter school late without an excused absence cannot participate in any games, practices, or extracurricular activities that day.
- Students who are absent from school on Friday or the last day of the week are ineligible to play on the next calendar day after the absence. The only exception to this rule is if a student has submitted in writing an excuse for a “planned” absence-and received written permission to participate.

**Absence Notification Program**

The parent/guardian must inform the school of their child’s absence by contacting the school no later than 90 minutes from the start of the school day with the following information:

- Date(s) of absence(s)
- Child’s Name
- Grade Level
- Reason for absence
- A phone number where the caller can be reached, if not at a home number
- If a child is absent from school the parent/guardian will be contacted by the school



- Each principal or their designee will meet with any student and that student’s parent/guardian when the student has missed five (5) or more unexcused school days (see M.G.L. c. 76, §1B). The purpose of the meeting will be to develop an action plan to improve attendance.
- Students who have 18 cumulative absences in one school year are labeled “chronically absent” by the Massachusetts Department of Secondary and Elementary Education. If a student accumulates 18 cumulative absences, the school may require an additional meeting to ensure that the student is making appropriate academic progress.



## OTHER ACADEMIC PROCEDURES

### Request for Homework

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

### Extra Help

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

### Summer Reading Program

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

### Promotion/ Retention

If a student failed one core subject (language arts, social studies, science, and mathematics) for the year, it is required that the student attend summer school. In the event that the student does not meet the minimum requirements for promotion, the parents/ guardians and the principal will meet to discuss the most appropriate placement.

### Summer School

Summer school is a four-week program which takes place at Wilmington High School. The requirement for summer school is that the student fails at least one subject. WMS Administration will be in contact with families after the second quarter grades are posted regarding the potential need for their student to attend summer school. Costs and schedule will be provided as soon as possible to those students and families that have this requirement.



## LUNCH PROCEDURES

### Lunch Offerings and Prices for SY 2023-2024

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

### Lunch Offerings and Prices:

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

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

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

### Student Lunch Accounts

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

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

Balances are always carried forward from school year to school year. Student accounts follow them when they are moving up to another school. WPS Food Services can refund money and when necessary, money can be transferred from one student's account to another student's account.



Parents/ Guardians may choose not to allow their children to purchase dessert with their cards. A letter must be sent to the school to request this process. WPS Food Services will never deny a child a lunch; however, if the account has a negative balance of \$2.00 or more, the student will not be able to purchase an additional lunch. In years when students were paying for lunch they may be offered an alternative lunch (sandwich, milk, fruit, and vegetable) until their account is paid. If a lunch account has a negative balance, no a la carte purchases are allowed (i.e. dessert and bottled water).

### **Free and Reduced Lunch Program**

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

### **Checks Returned with Insufficient Funds**

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

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



## HEALTH OFFICE

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

### **Emergency Information**

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

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

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

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

### **Accidents/Illness**

In case of accident, illness or other emergency, the school will try to immediately locate the parent or person responsible for the child. There may be times when a parent or guardian must dismiss the child at school or provide taxi fare for their return home. In the event of an emergency requiring immediate attention, if neither a parent/ guardian nor emergency contact can be reached, emergency procedures will be instituted by the school nurse/staff.





### **Exclusion/Absence from School**

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

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

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

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

### **Doctor's Notes**

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



### **Optional Insurance Coverage**

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

### **Medical Elevator Use**

Students who have a doctor's note requesting elevator use and who are approved by the nursing staff will be allowed to use the elevator.



## **PBIS**

### **Overall Information**

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

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

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

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



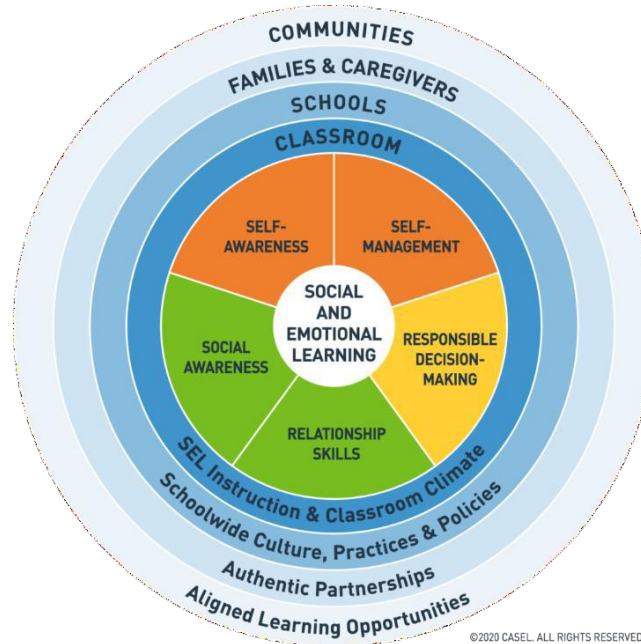
### **Wildcat Paws**

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

- **Wildcat Paws** will be given to recognize our students who display any of the six core values (Community, Inclusivity, Collaboration, Learning, Engagement)
- **ALL** staff (support staff/UA) will be submitting the information for the Virtual **Wildcat Paws** to go out periodically throughout the week. Staff are encouraged to distribute them at least once a day
- At the beginning of the week, three **Wildcat Paws** will be selected from the previous week. These selected students will earn an incentive. The winners will be announced on Wednesday during morning announcements and highlighted in the WMS Rise Up Newsletter that goes out that day.



## SOCIAL EMOTIONAL LEARNING



As stated by CASEL (2021), Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Wilmington Middle School believes in the importance of Social Emotional Learning. We understand that at the beginning of their adolescents, our students are transitioning into middle school and that this change can be very stressful. WMS is committed to make students as successful as possible and to help them build the skillsets necessary to continue that success in high school and beyond.



## DISCIPLINE

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

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

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

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

The Principal, Assistant Principal, or the Principal's designee(s) are responsible for the enforcement of the student expectations and regulations of the school. When a disciplinary action is warranted, the Principal, Assistant Principal or designee may consider the seriousness of the incident, past disciplinary record, amount of disruption caused to the school. The Principal, Assistant Principal or designee reserve the right to ultimately decide the disciplinary action when an infraction occurs. All students will be provided with the due process afforded under applicable laws and regulations prior to a suspension in or out of school or expulsion.

General Guidelines for Compliance with School Regulations:

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



There may be instances when a student is not meeting expectations related to our code of conduct. The following is a list of possible consequences that may be imposed in such circumstances. This list is meant as a general guideline for possible responses to infractions to our code of conduct. The school administrator will determine the consequence. The severity of the incident, the student's overall disciplinary record, attendance, teacher input, and other factors may be considered when making these decisions. Parents/Guardians will be notified of any imposed consequence and will be provided with an opportunity to participate in any hearing that may result in a student's out-of-school suspension or expulsion.

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

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

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



## Disciplinary Due Process

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

- *Interim Short Term Disciplinary Removal:* In limited situations where a student is charged with a violation of M.G.L. c. 71, § 37H or is subject to suspension in accordance with M.G.L. c. 71, § 37H1/2, and is determined by the Principal to present an immediate threat to persons, property, or the orderly educational environment of the school, the student may be suspended from school by the Principal on an interim short term basis of ten (10) school days or less pending a formal hearing to consider the student's long-term suspension or expulsion. Prior to the imposition of any disciplinary sanction that might result in a student's interim suspension from school for ten (10) consecutive school days or less pending a long-term suspension/expulsion hearing, the student will be given oral notice of the offense with which he/she is charged and an opportunity to respond. In the event that the Principal determines that the student will be suspended from school on an interim, short-term basis pending a formal hearing to consider the student's possible long-term suspension or expulsion, the student and the student's parent(s)/guardian(s) will be notified by telephone and in writing. Such interim, short-term removals shall not be subject to appeal.
- *Disciplinary Sanctions and Appeals:* Except where in immediate, interim, short-term removal is warranted, prior to the imposition of any disciplinary sanction that might result in the student's suspension or expulsion from school for possession of a dangerous weapon, possession of a controlled substance, or assault on school staff and/or due to a felony charge that has been issued against a student, the student and the parents/guardians will be given written notice in English and in the primary language of the student's home of a Principal's hearing at which the student and parent/guardian have the right to be represented by an attorney (at private expense), to examine the evidence against the student, and to present witnesses and documentary evidence in the student's defense. Following this hearing, a written decision will be issued. The student and 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 suspended on a long-term basis or expelled in accordance with M.G.L. c. 71, § 37H, the student shall have ten (10) calendar days from the effective date of the exclusion to file a written appeal with the Superintendent. For exclusions imposed pursuant to M.G.L. c. 71, § 37H ½, the student shall have five (5) calendar days from the effective date of the exclusion to file a written appeal with the Superintendent. Pending the outcome of any such appeal, the disciplinary sanction imposed by the Principal shall remain in effect. M.G.L. c. 71, § 37H, M.G.L. c. 71, § 37H ½.





## DUE-PROCESS RIGHTS FOR STUDENTS CHARGED WITH OTHER VIOLATIONS (Non-Statutory Offenses - M.G.L. c. 71, § 37H <sup>3</sup>/<sub>4</sub> and 603 CMR 53.00)

- Applicable Definitions:
- Expulsion: The removal of a student from the school premises, regular classroom activities, and school activities for more than 90 school days, indefinitely, or permanently, as permitted under M.G.L. c. 71, § 37H or 37H<sup>1</sup>/<sub>2</sub> for:
  - (a) possession of a dangerous weapon;
  - (b) possession of a controlled substance;
  - (c) assault on a member of the educational staff; or
  - (d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H<sup>1</sup>/<sub>2</sub>.
- In-school Suspension: The removal of a student from regular classroom activities, but not from the school premises, for no more than ten consecutive school days, or no more than ten school days cumulatively for multiple school rules violations during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. In-school suspension for ten (10) school days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension under these regulations. If a student is placed in in-school suspension for more than ten (10) school days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes.
- Long-term Suspension: The removal of a student from the school premises and regular classroom activities for violations of school rules other than offenses subject to M.G.L. c. 71 §§ 37H and 37H<sup>3</sup>/<sub>4</sub> more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The principal may, in their discretion, allow a student to serve a long-term suspension in school. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days. Except for students who are charged with a disciplinary offense set forth in M.G.L. c. 71, § 37H(a) or (b), or M.G.L. c. 71, § 37H <sup>1</sup>/<sub>2</sub> no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.



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

**Notice and Principal's Hearing (603 CMR 53.08):**

Prior to the imposition of a short-term out-of-school suspension or a long-term suspension under this section, the Principal shall provide oral and written notice of the charges and potential disciplinary sanction and of the student's and parent's/guardian's right to participate in a hearing with the Principal, to contest the charges against the student and to provide evidence, including mitigating facts, and witnesses in the student's defense.

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

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

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



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 and in accordance with the requirements of 603 CMR 53.00.

### **In-School Suspension**

A Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses. Prior to imposing an in-school suspension in accordance with 603 CMR 53.10, 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 ten (10) school days, cumulatively or consecutively, in the school year.

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

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

### **Out-of-School Suspension**

#### *Consideration of Alternatives Remedies Prior to Imposition of an Out-of-School Suspension for School Rules Violations*

In accordance with the requirements of M.G.L. c. 71, § 37H3/4, as amended through Chapter 177 of the Acts of 2022, the Principal or Principal's designee, when acting as a decision-maker at a disciplinary hearing to consider a student's possible out-of-school suspension for violations of school rules other than offenses involving drugs, weapons, assaults on school staff, and felony offenses, shall, when deciding the consequences for the student, first consider ways to re-engage the student in the learning process. The Principal or designee shall not



suspend the student out-of-school on a short-term or long-term basis under such circumstances until alternative remedies have been employed and their use and results documented unless specific reasons are documented as to why such alternative remedies would be unsuitable or counter-productive, or unless the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm (physical and/or psychological) upon another person while in school. M.G.L. c. 71, § 37H3/4(b). Alternative remedies for purposes of these requirements may include but shall not be limited to:

1. mediation;
2. conflict resolution;
3. restorative justice; and
4. collaborative problem solving.

### **Short Term Suspension**

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

Based on the available information, including mitigating circumstances, the Principal shall determine whether there is a preponderance of evidence to support a determination that the student committed the disciplinary offense, and, if so, the remedy or consequence to be imposed.

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



### **Long-term Suspension**

In addition to the rights afforded a student in a short-term suspension hearing, the student and parent/guardian shall also have the opportunity to review the student's record and the documents upon which the school 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/guardian's expense); the right to produce witnesses on the student's 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; the right to request that the hearing be recorded and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal 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/guardian shall, in addition to the student, 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 preponderance of evidence presented at the hearing, the Principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, the remedy or consequence to be imposed. The Principal shall send the written determination in English and the primary language spoken in the student's home to the student and parent/guardian by certified first-class mail and by email to an address provided by the parent for school communications, or by any other method of delivery agreed to by the Principal/designee and the parent/guardian.

If the student is suspended for more than ten (10) school days for a single infraction or for more than ten (10) school days cumulatively for multiple infractions in any school year, the notice will include written notification of the right to appeal to the Superintendent and the process for appealing. Except as provided for under M.G.L. c. 71, §§ 37H and/or 37H1/2, no student may be suspended for more than ninety (90) school days for one or more violations of school rules ("non-statutory offenses") within a school year.

### **Emergency Removal in Accordance with 603 CMR 53.07**

The Principal may remove a student from school temporarily when a student is charged with a violation of school rules in accordance with M.G.L. c. 71, § 37H3/4 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 or designee's judgment, there is no alternative available to alleviate the danger or disruption presented. The Principal shall immediately notify the Superintendent in writing of the emergency removal and the reason for it, and describe the danger or disruption presented by the student. The emergency 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/guardian of the emergency removal and the reason(s) therefor. The Principal or designee shall provide written notice to the student and parent/guardian and provide the student an opportunity for a disciplinary hearing with the Principal, and the parent/guardian an opportunity to attend the hearing, to be conducted before the expiration of the two (2) school days following the Student's emergency removal, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian.

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

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.

#### **Appeals (M.G.L. c. 71, §37H3/4)**

Students do not have the right to appeal an in-school or short-term out-of-school suspension imposed pursuant to M.G.L. c. 71, § 37H3/4. Students and parents/guardians do have the right to appeal a long-term suspension imposed by the Principal to the Superintendent. The student and/or the parent/guardian shall have five (5) calendar days following the effective date of the suspension to submit a written request for an appeal to the Superintendent but may be granted an extension of time of up to seven (7) calendar days upon written request. If the appeal is not timely filed, the Superintendent may deny the appeal.,

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

At the appeal hearing, the Superintendent shall determine whether the student committed the disciplinary offense of which the student is accused, and if so, the appropriate consequence therefor. The student shall have all of the rights afforded to students at the Principal's hearing for long-term suspension. The Superintendent will issue a written decision within five (5) calendar days of the hearing. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the



Principal (or Principal's designee) but shall not impose a suspension greater than that imposed by the Principal's decision. The Superintendent's appeal decision shall constitute the final decision of the Wilmington Public Schools.

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

Students suspended from school for ten (10) or fewer consecutive school days, whether in or out of school, shall have an opportunity to make academic progress during the period of suspension, to make up assignments and earn credits missed including, but not limited to, homework, quizzes, exams, papers, and projects missed. Students who are expelled or suspended from school for more than ten (10) consecutive school days, whether in or out of school, will be provided with the opportunity to access alternative educational services through the school's Education Services Plan to ensure the student's continued academic progress and earning of credits toward graduation while suspended or expelled in excess of ten (10) consecutive school days. Upon the selection of an alternative educational service by the student and the student's parent or guardian, the school shall facilitate and verify the student's enrollment in the selected alternative education service. M.G.L. c. 76, § 21. Student's under the age of 16 who are suspended or expelled in excess of ten (10) consecutive school days who do not access or participate in alternative education services through the school's education services plan will be considered truant from school in violation of M.G.L. c. 76, § 1.

### **Discipline and Students with Disabilities**

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

- Students who have been found eligible for special education services under the IDEA.
- Students who have been found to have a disability that substantially limits a major life activity, as defined under §504 of the Rehabilitation Act.
- Students who the school district knows or has reason to know might be eligible for special education services. The school is deemed to have knowledge that a student is a student with a disability if before the behavior that precipitated the disciplinary action occurred: (1) the student's parent/guardian expressed concern in writing to supervisory or administrative personnel, or the student's teacher, that the student is in need of special education and related services; (2) the student's parent/guardian requested an evaluation of the child; or (3) the student's teacher, or other school personnel, expressed specific concerns directly to the director of special education or to other supervisory personnel about a pattern of behavior demonstrated by the student.



- The school is not deemed to have knowledge of a disability if (1) the parent/guardian has not allowed an evaluation or has refused special education and related services, or (2) the child has been evaluated and determined not to be a child with a disability.
- These students are generally entitled to increased procedural protections prior to imposing discipline that will result in the student's removal from their educational program for more than ten (10) consecutive school days or where there is a pattern of short-term removals that exceed ten (10) school days in a given year.
- If a request is made for an evaluation of a student's eligibility for special education services during the time period in which the student is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.
- The following additional requirements apply to the discipline of students with disabilities:
  - Students with disabilities may be excluded from their programs for ten (10) school days or less in the school year to the extent that such sanctions would be applied to all students. Within ten (10) school days of a determination that a student with a disability will be excluded for disciplinary reasons from his/her program for more than ten (10) consecutive school days in a given school year or subjected to a pattern of removal constituting a "disciplinary change of placement," building administrators, the parents/guardians and relevant members of the student's IEP or 504 Team will meet to determine the relationship between the student's disability and behavior ("Manifestation Determination").
  - If building administrators, the parents/guardians, and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. The student's IEP Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or, where appropriate, conduct a functional behavioral assessment of the student. Eligible Section 504 students shall be entitled to receive alternative education services in accordance with the school's Education Services Plan during any suspension or expulsion in excess of ten (10) consecutive days.





- If building administrators, the parents/guardians, and relevant members of the student’s IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student’s disability, the student will not be subjected to further removal or exclusion from the student’s current education program for the incident of misconduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parents/guardians consent to, a new placement, or unless the school obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) or a court authorizing a change in the student’s placement. The student’s Team shall also review, and modify as appropriate, any existing behavior intervention plan or arrange for a functional behavioral assessment.
- If a student with a disability possesses or uses illegal drugs, sells, or solicits a controlled substance, possesses a weapon on school grounds, or causes serious bodily injury to another on school grounds or at a school function, the school may place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days regardless of whether the conduct was a manifestation of the student’s disability. A court or BSEA Hearing Officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.



## DISCIPLINE CHART

The following chart provides general guidelines for potential disciplinary sanctions for student misconduct. The school administration reserves its authority to impose sanctions in excess of those set forth below for egregious, severe and/or repeat offenses.

Violation	Detention	Suspension	Other or Further Action
<p><b>Acceptable Use Policy Violation</b>            The purpose of the Acceptable Use Policy (AUP) is to establish the acceptable use of information technologies in the Wilmington Public Schools (WPS) in order to benefit the students, parents and staff of Wilmington and better our learning community. WPS encourages the use of information technology in our schools and the public at large. The District believes that the understanding and proper use of these technologies enhance learning and help our student population develop into productive and responsible citizens. Understanding information technologies can help to create lifelong learners who conduct themselves responsibly and ethically. These technologies will be used to increase efficiency, collaboration, communication, critical thinking and creativity. Please refer to the Safety and Wellness Section of the Handbook - ACCEPTABLE USE POLICY p. 23-27</p>			<p>Please refer to the Safety and Wellness Section of the Handbook - ACCEPTABLE USE POLICY p. 23-27</p>
<p><b>Assault of a Staff Member</b>            Any student who assaults principal, assistant principal, teacher, educational assistant, substitute teacher or other school personnel on school premises, on a school bus, or at school-sponsored or school related events, including athletic games and field trips, will be suspended for a minimum of ten (10) days and may be subject to expulsion.            Please note that the definition of "assault" may include not only <i>harmful or offensive contact</i>, but also <i>threatening such contact</i>, either verbally or via any social media platform.            Parents will be notified. The Wilmington Police department will be notified and will be provided with a complete report of the assault.</p>		<p>Interim short-term OSS             Long-Term OSS             Possible Expulsion             Please refer to M.G.L. c. 71, §37H</p>	<p>Referral to proper authorities</p>



<p><b>Assault of a Student</b>          Any student who assaults another student on school premises, on a school bus, or at school-sponsored or school related events, including athletic games and field trips, may be suspended on a short-term or long-term basis and may be subject to additional discipline, including, but not limited to, being restricted from further participation in activities/events.          Please note that the definition of "assault" may include not only <i>harmful or offensive contact</i>, but also <i>threatening such contact</i>, either verbally or via any social media platform.          Parents will be notified. The Wilmington Police department will be notified and will be provided with a complete report of the assault.          Also, a student assault is considered to be different from fighting. The difference is that the assault is when one student engages in physical aggression without an aggressive response from the other student, and fighting is when both students engage in physical aggression.</p>		ISS, OSS	Referral to proper authorities  Bullying/Harassment Investigation  Possible additional consequences including loss of privileges
<p><b>Building Safety Violation</b>          Wilmington Middle School is committed to providing a safe environment for all staff and students. Any student(s) who engage in any activity that would potentially interfere with the safety of the school community will be held responsible. These activities include, but are not limited to, communicating a violent threat toward Wilmington Middle School, admitting unauthorized person(s) into the building, using an unauthorized entrance /exit during school hours.</p>		ISS or OSS	Referral to proper authorities  Possible additional consequences including loss of privileges
<p><b>Bullying/Cyberbullying/Retaliation</b>          The Wilmington Public Schools is committed to providing a safe, positive, and productive educational environment where students can achieve the highest academic standards. No student shall be subject to harassment, intimidation, bullying, or cyber-bullying. In accordance with the requirements of M.G.L. c. 71, § 370, the Wilmington Public Schools has developed a Bullying Prevention and Intervention Plan (BPIP). The complete BPIP can be found on the Wilmington Public Schools website.          Please refer to the Safety and Wellness Section of the Handbook - BULLYING PREVENTION p. 13-17</p>	Consequences range from a reprimand to long-term OSS depending upon the severity of the violation.		Possible referral to proper authorities  Please refer to the Safety and Wellness Section of the Handbook - BULLYING PREVENTION p. 13-17
<p><b>Bus Code of Conduct</b>          Please refer to the Student Services Section of the Handbook : TRANSPORTATION p.83</p>			First Offense: Warning  Second Offense: Suspension of transportation privileges  Third Offense: Denial of transportation privileges



<p><b>Cafeteria</b> The cafeteria is open to students for breakfast and lunch. All food and drink must be consumed in the cafeteria or courtyard. No food or drink, except for water, is allowed in any other part of the building.</p> <p>All students are responsible for cleaning up their spaces after they have finished eating in order to provide a clean place for other students coming in to have lunch. Students refusing to clean by leaving their trays and papers/bottles will serve 2 days detention.</p> <p>Students are also expected to conduct themselves in a proper manner. Students who refuse to cooperate with any professional staff member on assigned duty in the cafeteria may be assigned consequences of up to 3 days of ISS. Students throwing food in the cafeteria may be assigned up to 3 days of OSS.</p> <p>The length of time for any suspension shall be determined by the assistant principal based on the specifics of the incident.</p>	<p>Refusal to clean area: 2 days detention</p>	<p>Refusing to cooperate: ISS Throwing food: Short-term OSS</p>	
<p><b>Cheating/Plagiarism</b> Please refer to the Student Rights and Responsibility Section of the Handbook: ACADEMIC INTEGRITY p. 40-41</p>			<p>Consequences of Cheating and Plagiarism are listed on p. 41</p>
<p><b>Class Cut / Leaving class early without pass/permission</b> Regular class attendance is necessary in order for a student to maintain an active role in the learning process. Students are expected to be present in their assigned classes unless the student has a pass to meet with a counselor or an administrator.</p>	<p>First Offense: One (1) day detention Second Offense: Three (3) days detention Third offense: Five (5) days detention</p>		<p>Student receives a "0" for work missed and no opportunity for make-up</p>
<p><b>Cut Office Detention</b> A student is expected to serve detention as assigned by the administrator. Detention is assigned as a means for the student to gain an understanding of the violation and serve additional time after school as a result of the violation.</p>	<p>First Offense: Additional days detention as determined by the administrator</p>	<p>Second Offense: ISS Third Offense: OSS</p>	
<p><b>Disrespect Toward Staff</b> Behavior, gestures, or speech which demonstrate a lack of respect for any staff member will result in consequences. Consequences will be based upon the circumstances and the student's overall discipline record.</p>	<p>First Offense: 2 Days Detention</p>	<p>Second Offense: possible short-term OSS  Third Offense: possible long-term OSS</p>	<p>Possible additional consequences  Apology, as appropriate</p>
<p><b>Disruption of School or Classroom Environment</b> All students are expected to attend school and their classes, and any school-sponsored event including field trips and athletic events and maintain appropriate behavior. Any student who willfully creates a disturbance or disruption within the school building or at any school-sponsored event will be suspended, in</p>	<p>First Offense: Up to five (5) detentions</p>	<p>Second Offense: Short-term OSS Third offense: Short-term or long-term OSS</p>	<p>Conference with parent and Teacher (if applicable)</p> <ul style="list-style-type: none"> <li>Possible loss of privileges</li> </ul>



<p>or out depending on the circumstances and the student's overall discipline record.</p>			
<p><b>Dress Code</b> The administration of WHS respects the students' rights to choose their manner of dress. However, clothing or accessories that distract or detract from the educational mission of WHS are not allowed. Clothing choices may not pose a safety hazard and must comply with state and local health laws, such as wearing footwear. Head coverings must not obscure a student's identity or interfere with their view or ability to learn, except for religious or health reasons that are verifiable. WPS is committed to preparing students to become successful and productive members of their community and beyond. We encourage our students to take pride in their personal appearance and, in doing so, set the following expectations of student dress at WPS:</p> <ul style="list-style-type: none"> <li>• Students may not wear clothing or accessories that display language, pictures, or symbols that are profane, sexually suggestive, or endorse products that are illegal or that promote violence.</li> <li>• Students may not wear clothing that poses a safety hazard, such as metal chains or spikes.</li> </ul>			<p>The administration reserves the right to determine the appropriateness of clothing within the expectations provided. Students not meeting these expectations will be required to change their clothing and may be sent home.</p>
<p><b>Drug/Alcohol Possession</b> <b>Under the Influence of Drugs/Alcohol</b> Please refer to Student Discipline Section of Handbook - CHEMICAL HEALTH REGULATIONS p. 61</p>		<p>OSS (short-term or long-term)  Expulsion (possession of controlled substance)</p>	<ul style="list-style-type: none"> <li>• Possible additional consequences including loss of privileges</li> <li>• Please refer to MGL c. 71, § 37H</li> </ul>
<p><b>Electronic Device Policy Violation</b> Please refer to Safety and Wellness Section of Handbook - ELECTRONIC DEVICE USE POLICY p. 19-22 ADDENDUM: Earbuds and headphones connected to any electronic device may not be used in classrooms during instructional time unless they are required by the teacher. Earbud use at any other time (passing time, lunch) is restricted to one ear. Headphones covering both ears is never permitted. These restrictions are for the safety of our students. Any student who uses an electronic device in an unlawful manner or who unlawfully shares inappropriate materials via phones, email, social media, or other electronic means may be subject to severe disciplinary action, including, but not limited to, ten days of out-of-school suspension, daily confiscation of electronic devices for the remainder of the school year, and/or any other disciplinary action as deemed appropriate by school administration.</p>		<p>ISS OSS</p>	<ul style="list-style-type: none"> <li>• Confiscation of device</li> <li>• Possible additional consequences including suspension and notification of proper authorities</li> </ul>
<p><b>Failure to Identify</b> Every student is expected to provide a staff member with the student's correct name if asked. Failure to do so will result in consequences.</p>	<p>First Offense: 2 Days Detention</p>	<p>Second offense: ISS  Third Offense: OSS</p>	



<p><b>Failure to Sign In when Tardy to School</b>          All students are to sign in at the security desk or at the tardy table when arriving at school with not enough time to be in class at the 7:40 bell. Any student not complying will be subject to consequences which includes an unexcused tardy or absence if the student arrives late enough to miss classes.</p>		<p>First Offense: ISS          Second Offense: ISS          Third offense: OSS</p>	<p>(Refer "Class Cut.")</p>
<p><b>Fighting/Physical Altercation</b>          Fighting will not be tolerated in the school building, on school premises, or at any school-sponsored event. Students participating in a fight will be subject to consequences. A student who considers himself to be in need of protection should seek the help of a teacher, administrator, or any other adult. Many times a fight starts well before physical contact is made. A physical altercation may be averted if a student reports that there is a potential for a physical altercation.</p>		<p>OSS</p>	<p>Possible additional consequences</p>
<p><b>Forgery</b>          A student generating any type of correspondence (electronic or paper) in the name of another person or persons will be subject to consequences. The correspondence may be an absence, tardy or dismissal note, an email in a parent's name, a corridor pass, or any class or school document.</p>	<p>Five (5) days detention</p>		<p>Possible suspension (ISS or OSS)</p>
<p><b>Harassment</b>          The Wilmington Public School system is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, gender, sexual orientation, gender identity, age or disability. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. The Wilmington Public Schools requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community          Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. Retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of school officials or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the Wilmington Public Schools.           Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or School Committee, subject to applicable procedural requirements          Please refer to the Safety and Wellness Section of the Handbook - DISCRIMINATION AND HARASSMENT GRIEVANCE PROCEDURES p. 8-12</p>	<p>Consequences range from a reprimand to a long-term OSS depending upon the violation committed.</p>	<p>Please refer to the Safety and Wellness Section of the Handbook - DISCRIMINATION AND HARASSMENT GRIEVANCE PROCEDURES p. 8-12</p>	



<p><b>Hate Crime</b>          Massachusetts General Law defines “hate crime” as any criminal act coupled with overt actions motivated by bigotry and bias including, but not limited to, a threatened, attempted, or completed act motivated, at least in part by racial, religious, ethnic, handicap, gender, gender identity or sexual orientation prejudice or which otherwise deprives another person of his constitutional rights by threats, intimidation, or coercion or which seeks to interfere with or disrupt a person’s exercise of constitutional rights through harassment or intimidation.          Any activity which meets the Massachusetts General Law definition of a “hate crime” will result in up to 10 days OSS and will be referred to the proper authorities.</p>		OSS	Referral to proper authorities. Possible expulsion in accordance with M.G.L. c. 71, § 37H1/2.
<p><b>Hazing</b>          The Wilmington School Committee’s disciplinary policy for violation of Massachusetts General Law Chapter 269 (Hazing Statutes) sections 17, 18 and/or 19, will result in five (5) days out of school suspension plus removal from the activity in question.          WPS does not tolerate hazing. Hazing is any conduct or method of initiation into any student organization or sports team, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. A list of examples of prohibited conduct may be found on p. 12 of the Handbook (Safety and wellness Section - HAZING). These examples are taken from MGL Ch 269 s 17.          The prohibition of hazing applies wherever and whenever the conduct occurs.</p>		OSS	Referral to proper authorities  Please refer to the Safety and Wellness Section of the Handbook - HAZING p. 12-13
<p><b>Inappropriate Behavior</b>          A student engaged in any behavior, not defined elsewhere, that is disruptive to the classroom or school environment, or makes a staff member or student feel uncomfortable, or does not follow any prescribed protocol or expectations will face consequences. Both the circumstances and the student’s overall record will be considered when consequences are imposed. Some examples of such behavior include, but are not limited to, yelling in the halls, throwing food in the cafeteria, leaving class without a pass, leaving the cafeteria during lunch without permission.          All consequences for any behavior that is considered insubordinate and has not been defined elsewhere will be determined by school administrators, based on the severity of the action and its outcome.</p>	As deemed appropriate by the administrator	As deemed appropriate by the administrator	As deemed appropriate by the administrator



<p><b>Possession/Use of Weapon</b> Possession/use of any kind of weapon or object, included, but not limited to a gun or knife, which has the potential of causing bodily harm is strictly forbidden in the school building, on school grounds, on school buses, or at any school sponsored event. If a student is observed to be in possession of any type of weapon, simulated weapon, or dangerous object, these items will be confiscated and proper authorities will be notified. The student in possession will be suspended for a minimum of 10 days and may be subject to expulsion. Please refer to MGL ch.71 sec.37H</p>		OSS/ Expulsion	<ul style="list-style-type: none"> <li>Referral to proper authorities</li> </ul>
<p><b>Profanity Toward Staff</b> Any use of profanity directed toward any adult in the school building, on school premises, or at any school-sponsored event is forbidden. Students directing profanity toward an adult will be suspended for a minimum of 2 days.</p>		ISS or OSS	
<p><b>Skiping Lunch Block</b> All students are assigned a specific lunch block and are expected to report to the cafeteria for that time. There may be other spaces provided to students who may not feel comfortable eating lunch in the cafeteria, but these arrangements must be made with an administrator in advance of the lunch block. It is important that the administrators are aware of where you are during the lunch block. If a student does not report to the cafeteria and check in with an administrator to request a different location, then the student will be considered skipping lunch. This will result in consequences which may include losing the privilege of arranging a different location for lunch.</p>	<p>First Offense: 1 day detention Second Offense: 2 days detention Third Offense: 3 days detention</p>		Beyond the third offense, the student will not be allowed to arrange a different location for lunch.
<p><b>Smoking/Tobacco/Vaping</b> The Massachusetts Educational Reform Act of 1993 prohibits the use of tobacco products in school, on school grounds, on school buses, or school facilities.  WPS is committed to having a smoke free/tobacco free/vape free environment for its students, adults, and guests. Smoking, the use and/or possession of tobacco products, including smokeless tobacco, or the use and/or possession of a vape or other electronic smoking device as well as the use and/or possession of smoking and vaping related paraphernalia on school property and at school sponsored activities, regardless of location, is strictly prohibited.</p>		<p>First Offense: Up to 5 days OSS OR 1 day ISS and participation in a smoking cessation program/completion of a 1-day online diversion program.  Second Offense: Up to 5 days OSS OR 1 day ISS and participation in a smoking cessation program/completion of a 5-week diversion program.  Third Offense: OSS</p>	<ul style="list-style-type: none"> <li>Parent notification</li> <li>\$50 Fine issued by BOH</li> </ul>
<p><b>Tardy Violations</b> Students who are tardy to school are to sign in with the security monitor as you enter the front doors of the building. Students arriving after 8:00 AM without a note will receive a phone call home by security monitor. Students who do not sign in will be subject to one detention. Additional consequences may result if additional offenses of this nature occur.</p>	<p>On the 4th unexcused tardy: 1 detention On the fifth unexcused tardy: 2 days detention On the 6th unexcused tardy: 3 days detention</p>		On the 5th unexcused tardy, the parent and student will meet with an administrator to formulate a plan which will address the consequences of any future tardiness M.G.L. c. 76, §1B





<p><b>Theft</b> Taking personal property or school property that is not owned by the offender will result in consequences.</p>		OSS	<p>Student will make full restitution Referral to proper authorities</p>
<p><b>Truancy</b> A student is truant if the student is absent from school without permission from a parent/guardian. Make-up privileges are not allowed if an absence from school is due to truancy. The consequences assigned will depend on circumstances and the number of times a student has been truant.</p>		<p>First offense: ISS Second and Subsequent Offenses: OSS</p>	<p>Student receives a "0" for work missed and no opportunity for make-up</p>
<p><b>Vandalism/Destruction of Property</b> Malicious destruction and/or defacing of any property or equipment belonging to the school a staff member or another student is not tolerated. Students who willfully damage or destroy personal or school property will be held financially responsible for repairs or replacement.</p>		Short-term OSS	<p>Student will make full restitution Referral to proper authorities</p>



**Special Statement Regarding Excessive Conduct Violations**

Any student who has an excessive number of violations of the student code of conduct for any reason may be suspended in or out of school and be excluded from participating in any or all school- related or school-sponsored activities including but not limited to, athletic contests, dances, proms, graduation, or field trips.

**Smoking/ Tobacco Use and Vaping Policy**

The Massachusetts Educational Reform Act of 1993 prohibits the use of tobacco products in school, on school grounds, on school buses, or school facilities.

Wilmington Middle School is committed to having a smoke free/tobacco free/vape free environment for its students, adults, and guests.

Smoking, the use and/or possession of tobacco products, including smokeless tobacco, or the use and/or possession of a vape or other electronic smoking device as well as the use and/or possession of smoking and vaping related paraphernalia on school property and at school sponsored activities, regardless of location, is strictly prohibited.

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

<p><b>First Offense:</b></p> <ul style="list-style-type: none"> <li>• Parent notification</li> <li>• \$50 Fine issued by BOH</li> <li>• Up to 5 days OSS OR 1 day ISS and participation in a smoking cessation program/completion of a 1-day online diversion program</li> </ul>
<p><b>Second Offense:</b></p> <ul style="list-style-type: none"> <li>• Parent notification</li> <li>• \$50 Fine issued by BOH</li> <li>• Up to 5 days OSS OR 1 day OSS and participation in a smoking cessation program/completion of a 5-week diversion program</li> </ul>
<p><b>Third Offense:</b></p> <ul style="list-style-type: none"> <li>• Parent notification</li> <li>• \$50 Fine issued by BOH</li> <li>• Up to 7 days OSS</li> </ul>

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

Violation of the policy through the use and/or possession of smoking related paraphernalia will result in one day of in-school-suspension. Smoking related paraphernalia include, but are not



limited to cigarette lighters, matches, cigarette holders, tobacco pipes, packages, cigarette paper. Any vape or e-cigarette device may be used to ingest for nicotine or other drugs. Therefore, any student in possession of an electronic smoking device will be in violation of this policy and disciplined accordingly.

Finally, if it is determined that the device or paraphernalia, which is found in a student's possession does contain controlled substances or controlled substance extracts, the student will be subject to possible long- term suspension or expulsion in accordance with the WPS Chemical Health Policy (see WHS Handbook, page 65) and M.G.L. c. 71, § 37H.

\*The disciplinary sanctions below are provided as general guidelines. WPS reserves the right of school administrators to exercise discretion regarding the imposition of in-school or out-of-school suspensions and to impose lesser or greater consequences than those set forth above.

### **Drug Paraphernalia Policy**

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

- **First Violation:**
  - Three (3) days out-of-school suspension.
- **Second Violation:**
  - Five (5) days out-of-school suspension
- **Third Violation:**
  - Ten (10) days out of school suspension.

\*The disciplinary sanctions referenced above are provided as general guidelines. WPS reserves the right of school administrators to exercise discretion regarding the imposition of in-school or out-of-school suspensions and to impose lesser or greater consequences than those set forth above. A student found in possession of paraphernalia containing controlled substances or drug residue shall be subject to long-term suspension or expulsion in accordance with M.G.L. c. 71, § 37H.

### **Suspicion of Vape Use**

In most cases of vape use in school, students congregate in bathrooms and share a vape. This policy is designed to combat that behavior. The use of vapes, vaporizers and/or electronic cigarettes is strictly prohibited with Wilmington Public Schools and on school grounds. Students engaged in vaping or found in possession of vaporizers, electronic cigarettes and/or related paraphernalia such as vaporizer batteries, vaporizer pods, vape liquid shall be subject to disciplinary sanctions including, but not limited to, suspension from school. Vapes containing THC found in a student's possession may result in the student's long-term suspension or expulsion from school.



Students found congregating in the bathroom may be subject to a warning for “suspicion of vaping.” Students determined to be under suspicion of vaping will have their names recorded and will be issued a warning. Parents will be contacted and notified of the warning and the possibility of vape use by their child.

Repeated violation of this policy may result in disciplinary consequences. In any instance of a violation of this policy, the administration may use their discretion in searching a student whom they believe may be in possession of a vape or other contraband.

### **Vaping Diversionary Program**

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

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

### **One Day Diversion Program**

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

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

The course contains short quizzes constructed for each lesson to provide students an opportunity to actively learn and remember the materials presented. Concluding each of the five units, students must take an assessment for which they must score at least 80% in order to pass and move onto the next unit. The results are emailed to the person in charge of the program.



### **Five-Week Diversion Program**

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

### **Use of Breathalyzers at School/ School Sponsored Events**

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

The results of a breathalyzer test which is administered by a school administrator are for school use only.



## Selected Massachusetts Laws Relative to Student Conduct and Discipline

### **1. M.G.L. c.71, § 37H - Policies Relative to Conduct of Teachers or Students: Student Handbooks**

In accordance with Massachusetts General Laws Chapter 71, Section 37H:

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

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

(C) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

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

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



## **2. M.G.L. c.71, § 37H 1/2 - Felony Complaint or Conviction of Student Suspension: Expulsion; Right to Appeal**

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

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

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf and shall have the right to counsel. The superintendent shall have the



authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the expulsion.

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

### **3. M.G.L. c.71, § 37H <sup>3</sup>/<sub>4</sub> - Suspension or Expulsion - School Rules Violations**

(a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.

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

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





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

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

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



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

#### **4. M.G.L. c. 76, § 21 - Educational Services for Suspended/Expelled Students**

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

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



education service plan or service coordination for the student. Instructional costs associated with an education service plan shall be reported to and approved by the department and shall be reimbursed according to the formula and procedures in said section 5A of said chapter 71B.

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

The school committee of each city, town or regional school district shall inform teachers, administrators, and other professional staff of reporting requirements for child abuse and neglect under section 51A of chapter 119 and the reporting requirements for fires under section 2A of chapter 148. In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time.

Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of children and families, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and representative from the department of children and families, together with a representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

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



## **BUS SAFETY AND EXPECTATIONS:**

The Wilmington Public Schools provides access bus transportation for students which can be a fun and exciting extension of your child's school. We strive to make the bus ride it a short, safe and enjoyable one.

Behavior plays a pivotal role in maintaining safety and providing a comfortable atmosphere for all students. Students who disregard bus safety rules may be assigned a specific seat by either the driver, staff or the Principal.

### **Overall Expectations:**

The bus is an extension of the school and, as such, the general expectations for student behavior also apply in addition to the further expectations noted below. These expectations are considered essential to help ensure the safe operation of our school buses and we ask that parent/guardians and caregivers review these expectations regularly with their children.

- Students are required to always follow the direction of the bus driver and be respectful
- Riders must respect one another and the property of others
- Students must remain in a proper seated position at all times
- Speak in a quiet indoor voice, no screaming or yelling
- Keep the aisle clear
- Food and drink is not permitted on the bus
- Arms, legs, heads and objects must be kept inside the bus at all times
- The use of cell phones and other personal devices for video imaging is prohibited.
- Lighting matches, lighters, alcohol, smoking and vaping are not permitted on the bus and are subject to suspension and/or expulsion from school in addition to bus consequences.
- Objects are not to be thrown in the bus or outside
- No obscene language or gestures
- Any destruction of property on the bus (e.g. tearing of seats or breaking windows) will result in an obligation of the student/family required to pay restitution
- Students are not permitted to change buses and may only ride the bus they are assigned to
- Any other conduct that interferes with the safe operation of the school bus



***Consequences Associated with Violations of Bus Riding Expectations:***

It should be noted that riding a school bus is a privilege and not a right. Any behavior that holds the potential to interfere with the safe and orderly operation of a bus will be dealt with accordingly and generally with progressive discipline. This may include temporary suspension from the bus up to, and including, revoking bus riding privileges for a period not to exceed 5 days.

A longer loss or termination of bus privileges altogether may be recommended for extreme instances and/or continued offenses.



## **SURVEYS**

### **Panorama Education**

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

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

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

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



## **Youth Risk Behavior Survey**

### Overview:

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

- Behaviors that contribute to unintentional injuries and violence
- Physical activity
- Nutrition
- Weight status
- Tobacco use
- Alcohol and other drug use
- Sexual behaviors

Questions are added, removed, and updated in reaction to emerging health trends. The survey is part of a larger effort to help communities increase the resiliency of young people by reducing high risk behaviors and promoting healthy behaviors. Responses are collected every two years from high school and middle school students.

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



## **Signs of Suicide:**

### *Overview:*

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

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

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

## **SBIRT: Screening, Brief Intervention, and Referral to Treatment**

### *Overview:*

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





***Definition:***

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

***Purpose:***

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

***Universal Screening:***

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

***SBIRT Team:***

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

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



**Consent:**

Parents/Guardians will be notified of SBIRT screenings in advance and given the opportunity to opt their child out of the screening through passive consent. Students are allowed to self-opt out at any time before or during the screening.

***Confidentiality:***

Any statement, response or disclosure made by a pupil during a verbal substance use disorder screening shall be considered confidential information and shall not be disclosed by a person receiving the statement, response or disclosure to any other person without the prior written consent of the pupil, except in cases of immediate medical emergency or a disclosure is otherwise required by state law. Such consent shall be documented on a form approved by the department of public health and shall not be subject to discovery or subpoena in any civil, criminal, legislative or administrative proceeding. No record of any statement, response or disclosure shall be made in any form, written, electronic or otherwise, that includes information identifying the pupil.

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

REF: Bill H.4056 An Act Relative to Substance Use, Treatment, Education and Prevention <http://www.masbirt.org/>



## SECTION 5 – SCHOOL COMMITTEE POLICES

### **Included in this Section:**

Links to School Committee District Polices



## **SECTION 5 SCHOOL COMMITTEE POLICIES**

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

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

### **SEARCHES OF STUDENTS AND SCHOOL PROPERTY**

Refer to School Committee Policy JIH

### **USE OF DOGS TO SEARCH SCHOOL PROPERTY**

Refer to School Committee Policy JIK

### **HAZING**

Refer to School Committee Policies JICFA and JICFA-E

### **BULLYING PREVENTION**

Refer to School Committee Policy JICFB

### **HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES**

Refer to School Committee Policy JFABD

### **PREGNANT STUDENTS**

Refer to School Committee Policy JIE

### **ELECTRONIC DEVICE USE POLICY**

Refer to School Committee Policy JICJA

### **DRESS CODE**

Refer to School Committee Policy JICA

### **STUDENT PUBLICATIONS**

Refer to School Committee Policy JICE

### **CHEMICAL HEALTH REGULATIONS FOR HIGH SCHOOL STUDENTS**

Refer to School Committee Policy



## SECTION 6 – ADDITIONAL HELPFUL INFORMATION

### **Included in this Section:**

Truancy and Attendance Information for Parents/ Guardians

Helpful Online Resources

CORI Form

District Chain of Communication



## **TRUANCY AND ATTENDANCE Information FOR PARENTS AND GUARDIANS**

There is no doubt that one of the keys to academic achievement is good attendance. Consistent participation in school and school-based activities is important for making a successful transition from youth to adulthood. Student tardiness and truancy are challenges that confront many communities in Middlesex and across the state. Often, these behaviors are the first indicators that a student may be experiencing stress or other difficulties in his or her life.

The following is a summary of some of the Massachusetts General Laws pertaining to attendance:

### **School Attendance**

Chapter 76, section 1 of the Massachusetts General Laws states that all children between the ages of six and sixteen must attend school. A school district may excuse up to seven day sessions or fourteen half day sessions in any period of six months. In addition to this law, each school may have its own attendance policy with which parents/guardians should be familiar.

### **Notification and Contact Information**

Chapter 76, section 1A of the Massachusetts General Laws states that parents/guardians must be provided each year with the instructions for calling a designated phone number at a designated time to inform the school of the absence of a student and the reason for the absence. In addition, parents/guardians must provide the school with a home, work or other emergency telephone number so that they may be contacted during the school day so the school may call and inquire about said absence.

### **Who is a Supervisor of Attendance?**

Chapter 76, section 19 of the Massachusetts General Laws states that each school committee must employ a supervisor of attendance. A supervisor of attendance has the power to apprehend and take to school any child who is truant and is required to investigate all cases where a child in the district fails to attend school.

### **What is a CRA?**

A CRA (Children Requiring Assistance) petition may be filed in court by a supervisor of attendance if a child between the ages of six and sixteen persistently and willfully fails to attend school or persistently violates lawful and reasonable regulations of his or her school. The Court's authority pursuant to a CRA petition



includes the power to place the child in the custody of the state agency known as the Department of Social Services.

### **What is a 51A?**

A 51A is a report of suspected child abuse or neglect that is filed with the Department of Social Services. Under Chapter 119, section 51A of the Massachusetts General Laws, a report can be filed on behalf of a child under the age of eighteen for educational neglect if a child is not attending school on a regular basis.

### **Parental Responsibility**

Parents or guardians are legally responsible for ensuring that a child under their control attends school daily. It is a crime for a responsible parent or guardian not to cause such a child to attend school. If a child fails to attend school for seven day sessions or fourteen half day sessions within any six month period, the supervisor of attendance may file a criminal complaint in court against the responsible parent/guardian.

### **Inducing Absences**

It is a crime to induce or attempt to induce a minor to miss school, or unlawfully to employ or to harbor a minor who should be in school.



## HELPFUL ONLINE RESOURCES

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

### **Staff Directory**

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

### **Aspen Student Information System**

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

### **My School Bucks**

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





# CORI FORM



**THE COMMONWEALTH OF MASSACHUSETTS**  
**EXECUTIVE OFFICE OF PUBLIC SAFETY AND SECURITY**  
**Department of Criminal Justice Information Services**  
 200 Arlington Street, Suite 2200, Chelsea, MA 02150  
 TEL: 617-660-4640 | TTY: 617-660-4606 | FAX: 617-660-5973  
 MASS.GOV/CJIS



## Criminal Offender Record Information (CORI) Acknowledgement Form

To be used by organizations conducting CORI checks for employment, volunteer, subcontractor, licensing, and housing purposes.

\_\_\_\_\_ Wilmington Public Schools \_\_\_\_\_ is registered under the  
 (Organization)  
 provisions of M.G.L. c.6, § 172 to receive CORI for the purpose of screening current and otherwise qualified prospective employees, subcontractors, volunteers, license applicants, current licensees, and applicants for the rental or lease of housing.

As a prospective or current employee, subcontractor, volunteer, license applicant, current licensee, or applicant for the rental or lease of housing, I understand that a CORI check will be submitted for my personal information to the DCJIS. I hereby acknowledge and provide permission to \_\_\_\_\_ Wilmington Public Schools \_\_\_\_\_  
 (Organization)

to submit a CORI check for my information to the DCJIS. This authorization is valid for one year from the date of my signature. I may withdraw this authorization at any time by providing \_\_\_\_\_ Wilmington Public Schools \_\_\_\_\_  
 (Organization)  
 with written notice of my intent to withdraw consent to a CORI check.

**FOR EMPLOYMENT, VOLUNTEER, AND LICENSING PURPOSES ONLY:**

The \_\_\_\_\_ Wilmington Public Schools \_\_\_\_\_ may conduct  
 (Organization)  
 subsequent CORI checks within one year of the date this Form was signed by me, provided, however, that \_\_\_\_\_ Wilmington Public Schools \_\_\_\_\_, must first provide me  
 (Organization)  
 with written notice of this check.

By signing below, I provide my consent to a CORI check and affirm that the information provided on Page 2 of this Acknowledgement Form is true and accurate.

\_\_\_\_\_ Signature of CORI Subject \_\_\_\_\_ Date \_\_\_\_\_

Position/Volunteer: \_\_\_\_\_  
 School (circle one): WHS WMS NI WI SH WO BO WW  
 Phone #: \_\_\_\_\_



THE COMMONWEALTH OF MASSACHUSETTS  
 EXECUTIVE OFFICE OF PUBLIC SAFETY AND SECURITY  
 Department of Criminal Justice Information Services  
 200 Arlington Street, Suite 2200, Chelsea, MA 02150  
 TEL: 617-660-4640 | TTY: 617-660-4606 | FAX: 617-660-5973  
 MASS.GOV/CJIS



**SUBJECT INFORMATION**

Please complete this section using the information of the person whose CORI you are requesting.  
 The fields marked with an asterisk (\*) are required fields.

\* First Name: \_\_\_\_\_ Middle Initial: \_\_\_\_\_  
 \* Last Name: \_\_\_\_\_ Suffix (Jr., Sr., etc.): \_\_\_\_\_  
 Former Last Name 1: \_\_\_\_\_  
 Former Last Name 2: \_\_\_\_\_  
 Former Last Name 3: \_\_\_\_\_  
 Former Last Name 4: \_\_\_\_\_  
 \* Date of Birth (MM/DD/YYYY): \_\_\_\_\_ Place of Birth: \_\_\_\_\_  
 \* Last SIX digits of Social Security Number: \_\_\_\_\_ -- \_\_\_\_\_  No Social Security Number  
 Sex: \_\_\_\_\_ Height: \_\_\_\_\_ ft. \_\_\_\_\_ in. Eye Color: \_\_\_\_\_ Race: \_\_\_\_\_  
 Driver's License or ID Number: \_\_\_\_\_ State of Issue: \_\_\_\_\_  
 Father's Full Name: \_\_\_\_\_  
 Mother's Full Name: \_\_\_\_\_

**Current Address**

\* Street Address: \_\_\_\_\_  
 Apt. # or Suite: \_\_\_\_\_ \*City: \_\_\_\_\_ \*State: \_\_\_\_\_ \*Zip: \_\_\_\_\_

**SUBJECT VERIFICATION**

The above information was verified by reviewing the following form(s) of government-issued identification:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Verified by:

\_\_\_\_\_  
*Print Name of Verifying Employee*

\_\_\_\_\_  
*Signature of Verifying Employee*

\_\_\_\_\_  
*Date*



# DISTRICT CHAIN OF COMMUNICATION

## CHAIN OF COMMUNICATION

### WHO DO I CALL WITH A QUESTION OR SUGGESTION?

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

#### **Classroom Issues Involving an Individual Child**

(classroom procedures, behavior, grades, schedule, etc.)

OR

#### **Curriculum and Instruction**

Administration (subject matter being taught, teaching strategies, textbooks and materials used, etc.)

#### **For Preschool-Kindergarten:**

STEP 1 – Classroom Teacher, Special Education Teacher or Related Service Provider; if not resolved...

STEP 2 – Early Childhood Director; if not resolved...

STEP 3 – Director of Student Support Services; if not resolved...

STEP 4 – Superintendent of Schools

#### **For Grades 1-3:**

STEP 1a – Classroom Teacher, Special Education Teacher or Related Service Provider; if not resolved...

STEP 1b – If appropriate – School Guidance Counselor or Psychologist; if not resolved...

STEP 2 – Building Administrator; if not resolved...

STEP 3 – Superintendent of Schools

#### **For Grades 4-5:**

STEP 1a – Classroom Teacher, Special Education Teacher or Related Service Provider; if not resolved...

STEP 1b – If appropriate – School Guidance Counselor or Psychologist; if not resolved...

STEP 2 – Building Administrator; if not resolved...

STEP 3 – Superintendent of Schools

#### **504 Plans:**

STEP 1 – Classroom Teacher  
STEP 2 – Designated Building 504 Coordinator

STEP 3 – Building Administrator

STEP 4 – District 504 Coordinator

STEP 5 – Superintendent of Schools

#### **Special Education**

##### **Preschool-Kindergarten:**

STEP 1 – Teacher, Special Education Teacher, Related Services Provider; if not resolved...

STEP 2 – Early Childhood Director; if not resolved...

STEP 3 – Building Administrator; if not resolved...

STEP 4 – Team Chairperson; if not resolved...

STEP 5 – Director of Student Support Services; if not resolved...

STEP 6 – Superintendent of Schools

##### **For Grades 1-3:**

STEP 1 – Teacher, Special Education Teacher, Related Service Provider; if not resolved...

STEP 2 – Building Administrator; if not resolved...

STEP 3 – Team Chairperson; if not resolved...

STEP 4 – Director of Student Support Services; if not resolved...

STEP 5 – Superintendent of Schools

##### **For Grades 4-5:**

STEP 1 – Teacher, Special Education Teacher, Related Service Provider; if not resolved...

STEP 2 – Building Administrator; if not resolved...

STEP 3 – Team Chairperson; if not resolved...

STEP 4 – Director of Student Support Services; if not resolved...

STEP 5 – Superintendent of Schools

#### **Medical Concerns**

STEP 1 – School Nurse; if not resolved...

STEP 2 – Director of Nursing Services; if not resolved...

STEP 3 – Building Administrator; if not resolved...

STEP 4 – Superintendent of Schools

#### **Guidance Department**

##### **For Grades 6-12:**

STEP 1 – Guidance Counselor; if not resolved...

STEP 2 – Guidance Curriculum Team Leader; if not resolved...

STEP 3 – Building Administrator; if not resolved...

STEP 4 – Director of Student Support Services; if not resolved...

STEP 5 – Superintendent of Schools

#### **Transportation**

STEP 1 – Bus Incidents: Building Administrator

STEP 2 – Bus Safety, Pick Up, and Drop Off Questions: Transportation Coordinator; if not resolved...

STEP 3 – Assistant Superintendent of Administration & Finance; if not resolved...

STEP 4 – Superintendent of Schools

#### **Athletics**

##### **For Grades 9-12:**

STEP 1 – Coach; if not resolved...

STEP 2 – Athletic Director; if not resolved...

STEP 3 – Building Administrator; if not resolved...

STEP 4 – Assistant Superintendent; if not resolved...

STEP 5 – Superintendent of Schools



***(Preschool-5) Issues &***

***Questions:***

Coordinator of ELA - Woburn Street School  
Coordinator of Mathematics - West Intermediate

***Grades 6-12:***

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

***For Grades 6-12:***

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

***C.A.R.E.S.***

***For Grades K-5:***

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

***Food Service***

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