

WEYMOUTH PUBLIC SCHOOLS

HIGH SCHOOL HANDBOOK

2014-2015

If you need this booklet translated, please contact the main office of your child's school.

Portuguese/Português

Se você necessitar este livreto traduzido, contate por favor o escritório principal da escola da sua criança.

Spanish/ Español

Si usted necesita este librete traducido, entre en contacto con por favor la oficina principal de la escuela de su niño.

French/ Français

Si vous avez besoin de ce livret traduit, entrez en contact avec svp le bureau principal de l'école de votre enfant.

German/ Deutsch

Wenn Sie diese übersetzte Broschüre benötigen, treten Sie bitte mit dem Hauptbüro der Schule Ihres Kindes in Verbindung.

Russian/Русско

Если вы этот переведенный буклет, то пожалуйста контактируйте главный офис школы вашего ребенка.

Korean/한국어

너가 번역되는 이 소책자를 필요로 하면, 너의 아이 학교의 본사를 접촉하십시오.

Chinese/汉语

如果您需要这本小册子被翻译, 请与您的儿童的学校大会办公处联系。

Japanese/日本語

翻訳されるこの小冊子を必要とすれば あなたの子供の学校の主要なオフィスに連絡しなさい。

Hindi/हिन्दी

Agar Aapko yah puistka kI Anauvaaidt AavaSyakta ho □ tba kRpyaa Apnao baccao ko ivaValaya ka mau#ya kayaa-laya sampk- kiryao .

Vietnamese/Việt

Nếu bạn cần cuốn sách này được dịch, xin vui lòng liên lạc với văn phòng chính của trường học của con em mình.

Dear Parents and Students:

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Welcome to the 2014-2015 school year! We are pleased to share this year's handbook which includes valuable information on school and district policies and regulations. Please review this handbook together so that you understand this important information and also see how you can help make this school year rewarding and successful.

We believe that collaboration between schools and families is essential to achieve student success. By working together to create an environment that fosters educational excellence, high expectations as well as care and support, we can ensure that every student has a positive learning experience and has the opportunity to succeed.

We look forward to working with you and having a fantastic school year.

Sincerely,

Dr. Kenneth Salim
Superintendent of Schools

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School Information and Policies

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STATEMENT OF EDUCATIONAL PHILOSOPHY

The Weymouth Public Schools believe that a challenging, supportive, safe environment affords the individual student an opportunity to develop his/her maximum potential. The educational program provides physical, social, emotional, aesthetic and creative, as well as, intellectual growth experiences appropriate to each age level.

The Weymouth Public Schools are committed to an effective collaboration among students, faculty and community in the belief that education is a lifelong activity providing the skills and knowledge necessary for success in a democratic society.

CORE VALUES

The Core Values for the Weymouth Public Schools serve as the basic premise on which all management and curricular decisions are made and are the standards by which accomplishments are measured.

- ♦ Schools dedicated to teaching and learning
- ♦ Respect for diversity in the teaching and learning process
- ♦ Striving for excellence
- ♦ Care and concern for people
- ♦ Participatory decision making
- ♦ Schools as safe places for teaching and learning

WEYMOUTH PUBLIC SCHOOLS WEBSITE

Current district information, a full-text version of the WPS Policy Manual as well as links to individual schools can be found at:

<http://www.weymouthschools.org/whs>

SCHOOL DIRECTORY

Elden H. Johnson Early Childhood Center 70 Pearl Street (781) 335-0191	8:30 a.m.—2:30 p.m. Grade PK
Academy Avenue Primary School 94 Academy Avenue (781) 335-4717	9:20 a.m.—3:15 p.m. Grades K-4
Frederick C. Murphy Primary School 417 Front Street (781) 331-2862	9:20 a.m.—3:15 p.m. Grades K-4
Thomas V. Nash Primary School 1003 Front Street (781) 340-2506	9:20 a.m.—3:15 p.m. Grades K-4
Lawrence W. Pingree Primary School 1250 Commercial Street (781) 337-2974	9:20 a.m.—3:15 p.m. Grades K-4
William Seach Primary School 770 Middle Street (781) 335-7589	9:20 a.m.—3:15 p.m. Grades K-4
Ralph Talbot Primary School 277 Ralph Talbot Street (781) 335-7250	9:20 a.m.—3:15 p.m. Grades K-4
Thomas W. Hamilton Primary School 400 Union Street (781) 335-2122	9:20 a.m.—3:15p.m. Grades K-4
Wessagusset Primary School 75 Pilgrim Road (781) 335-2210	9:20 a.m.—3:15 p.m. Grades K-4
Abigail Adams Middle School 89 Middle Street (781) 335-1100	7:45 8:15 a.m.—2: 14 5 p.m. Grades 5-6
Maria Weston Chapman Middle School 1051 Commercial Street (781) 337-4500	8:15 7:45 a.m.— 2:45 2:15 p.m. Grades 7-8
Weymouth High School 1 Wildcat Way (781) 337-7500	7:30 a.m.—2:15 p.m. Grades 9-12

SCHOOL CANCELLATION/DELAYED OPENING

School Cancellations

“No School” announcements will be made via the Connect-Ed Communication System, a telephone system that allows school personnel to send a recorded message to each student household. Messages will be delivered at approximately 5:45 a.m. on the morning of the cancellation unless conditions are such that the information is known on the previous day and notification can be sent on the evening prior to the cancellation. The following radio and television stations will also carry school cancellation/delay announcements:

Radio: WBZ, WRKO, WPLM, WATD

TV: Channel 4, 5, 7, 56, 25 and Cable 22

Delayed Opening

In addition to canceling school for the entire day, the Weymouth Public Schools, when conditions warrant, may exercise a Delayed School Opening. On such days, the opening for all schools will be delayed by two hours and all morning programs including pre-kindergarten and kindergarten will be cancelled. The WeyCare Extended Day Program will open and operate as usual on a delayed school opening.

Early Release

On rare occasions, schools will be closed earlier than regular dismissal time if a severe storm develops in the morning. This early closing will be announced via Connect-Ed, radio and television as indicated above.

DISCRIMINATION/CIVIL RIGHTS

The Weymouth Public Schools do not discriminate on the basis of sex in the educational programs or activities which they operate, and are required by Title IX not to discriminate in such a manner. In addition, no child shall be excluded from or discriminated against in admission to a public school or in obtaining the advantages, privileges and courses of study of such public schools on account of race, color, sex, gender identity, religion, national origin, disability, or sexual orientation.

All members of the school community are expected to show understanding of and respect for differences among people. Each student has a right to be free from discrimination, including verbal or physical attack based on race, gender identity, national origin, religion, sex, disability, or sexual orientation. Violation of another person's civil rights will result in disciplinary action, which may include but is not limited to detention, suspension, or expulsion, and possible legal action for civil rights violations.

Any student who believes that he/she has experienced discrimination in any form should report this discrimination to an administrator, a teacher, or a guidance counselor.

Ref: WPS Policy AC, JB, GBA

CHILD FIND

The Weymouth Public Schools' Department of Special Education annually conducts Child Find activities to identify students who are disabled and in need of services. The district is responsible for providing services for disabled children from three to twenty-two years of age who reside in Weymouth. For information about evaluation, eligibility and services please contact the Department of Special Education at 781-335-1460 x 20316.

CIVIL RIGHTS VIOLATIONS

In dealing with matters of harassment or discrimination, all parties involved will be given protection of privacy. The individual(s) accused of harassment or discrimination will be informed that recriminations/reprisals against the complainant(s) shall not be tolerated and shall be the basis for independent disciplinary action.

In each school, the building principal will designate a staff person(s) to whom he/she will refer complaints of harassment or discrimination for investigation. The principal will then make those name(s) known to the student body and staff.

The following procedures have been established to report possible civil rights violations:

Level One: If a student believes that he or she has had his/her civil rights violated, or that he/she has witnessed such a violation, the incident should be immediately reported to a teacher, counselor or other adult in the school. That person will then refer the matter to the principal or to a faculty member who has been designated to investigate civil rights complaints. It is recommended that a complaint or report be made within five (5) days of the incident.

Upon receipt of a complaint, preferably submitted in written form, the designated staff person will meet with the complainant. It shall be the responsibility of the designated person to investigate and decide upon resolution of the complaint. That investigation shall include, but not be limited to, interviewing the complainant and the accused, individually and privately, interviewing witnesses identified by the complainant, and interviewing witnesses identified by the accused. Interview of witnesses will be conducted individually and privately, without either the complainant or the accused present. The investigator shall document the statements of the witnesses. At the conclusion of that process, the designated staff person shall file a written report with the building principal and the District's Civil Rights Coordinator. Both parties will be provided a copy of the report.

Level Two: If resolution cannot be achieved within fifteen (15) school days at the building level or if the complaint is external to a particular school, it will be submitted, in writing, to an Assistant Superintendent as the District's Civil Rights Coordinator. The report shall contain the following elements:

- The date, time and location of the incident
- The identification of the person making the incident known
- The identification of the parties involved in the incident and the noting of any witnesses to the incident
- A description of the particulars of the incident including witness statements and whether the incident is new or has been a continuing interaction between parties

- A categorization of the incident as one of student to student, student to staff member or staff member to student.
- A description of any attempt to resolve or mediate the complaint prior to forwarding or submitting the written report to the Assistant Superintendent

The Assistant Superintendent will fully investigate the complaint by interviewing the complainant and the accused, individually and privately, interviewing witnesses identified by the complainant, and interviewing witnesses identified by the accused. Interview of witnesses will be conducted individually and privately, without either the complainant or the accused present.

The investigator shall document the statements of the witnesses. At the conclusion of the process, the Assistant Superintendent shall file a written report with the Superintendent of Schools. Both parties will be provided with a copy of this report.

Level Three: When a complaint cannot be resolved by the District's Civil Rights Coordinator or such resolution does not occur within fifteen (15) school days, it will be forwarded to the Superintendent of Schools for review and action.

Note: The complainant may pursue his or her rights under any law and file a complaint with appropriate state and federal agencies at any time.

If it is determined by the investigation that a civil rights violation has occurred, the violator will be subject to appropriate disciplinary action. In the case of students, the violator will be subject to the options of discipline available to the building principal or expulsion by the Weymouth School Committee on the recommendation of the Superintendent of Schools. Report of the discipline will be placed in the student's file. In the case of an employee, appropriate disciplinary action will be taken, including, but not limited to, suspension or possible termination, and a report of the discipline shall be placed in the employee's personnel file. It should be noted that recrimination or reprisal against a complainant even after a finding of no violation, will not be tolerated.

Ref: WPS Policy ACA, ACAB, ACE, GBA, GBAA, JBA, JBAA

CIVIL RIGHTS LAWS/DISTRICT COORDINATOR INFORMATION

Title VI of the Civil Rights Act of 1964

Statute prohibits discrimination on the grounds of race, color or national origin by recipients of federal financial assistance. This statute ensures that individuals are not excluded from participation in programs or activities receiving federal funds (or the benefits of) on account of their membership in one of these protected categories (42 USC S2000d). This statute has been interpreted to prohibit the denial of equal access to education because of a language minority student's limited proficiency in English.

Coordinator: Dr. Jennifer Curtis-Whipple
111 Middle St., Weymouth, MA 02189
781-335-1460 ex 20318

Title IX of the Education Amendments of 1972

Title IX of the Education Amendments of 1972 provides that no individual may be discriminated against on the basis of sex in any education program or activity receiving federal financial assistance. Title IX requires that schools adopt and publish a policy against sex discrimination and have a grievance procedure through which students can complain of alleged sex discrimination, including sexual harassment. State law requires Massachusetts employers to have a policy against sexual harassment. (M.G.L. Ch. 151B, S3A)

Coordinator: Susan Kustka
111 Middle St., Weymouth, MA 02189
781-335-1460 ex 20333

Section 504 of the Rehabilitation Act of 1973

Section 504 provides that no otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. The regulations implementing Section 504 require that public schools provide a free appropriate public education to each qualified handicapped person who is in the recipient's jurisdiction, regardless of the nature or severity of the person's handicap. (34 CFR 104.33)

Coordinator: Dr. Jennifer Curtis-Whipple
111 Middle St., Weymouth, MA 02189
781-335-1460 ex 20318

American with Disabilities Act of 1990

The regulations implementing the ADA provide that: "A public entity that employs 50 or more persons shall designate a least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to it alleging its noncompliance with this part or alleging any actions that would be prohibited by this part. The public entity must make available to all interested individuals the name, office address and telephone number of the employee(s) designated pursuant to this paragraph." (34 CFR 35.107)

Coordinator: Susan Kustka
111 Middle St., Weymouth, MA 02189
781-335-1460 ex 20333

Equal Educational Opportunities Act of 1974

This federal statute prohibits states from denying equal educational opportunities to an individual based on certain protected classifications including national origin. It specifically prohibits denying equal educational opportunities by failing to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. (20 USC S1203(f))

Coordinator: Dr. Jennifer Curtis-Whipple
111 Middle St., Weymouth, MA 02189
781-335-1460 ex 20333

Mass. General Laws CH. 76, S5 (Chapter 622)

This state law provides that "no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, [gender identity](#), religion, national origin, or sexual orientation."

Coordinator: ~~Theresa Skinner~~ Joan Woodward, Interim Director of Special Education
111 Middle St., Weymouth, MA 02189
781-335-1460 ex 20316

CIVIL RIGHTS LAWS/DISTRICT COORDINATOR INFORMATION cont.

Title I of the Elementary and Secondary Education Act of 1965

Title I is designed to help disadvantaged children meet challenging content and student performance standards. Staff should know that special education students are not deemed ineligible for Title I services because they receive special education services. Also, school districts must ensure that Title I funds are not being misused (e.g. referring an ESL student to a Title I program in order to meet the student's language needs rather than providing an ESL program/class).

Coordinator: Dr. Jennifer Curtis-Whipple
111 Middle St., Weymouth, MA 02189
781-335-1460 ex 20333

McKinney-Vento Homeless Education Assistance Act

The federal McKinney-Vento Homeless Education Assistance Act requires that school districts immediately enroll homeless student in school, even if they do not have the documents usually required for enrollment, such as school records, medical records or proof of residency. Homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing.

Coordinator: ~~Dr. Jennifer Curtis-Whipple~~ Joan Woodward
111 Middle St., Weymouth, MA 02189
781-335-1460 ex 20333

MA Legislature Chapter 71, Section 37H, 37H 1/2, 37H 3/4

Policies relative to conduct of teachers or students: student handbooks.

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds, consistent with section 16B of chapter 90 and regulations adopted pursuant thereto and by the department. The policies shall also prohibit bullying as defined in section 37O and shall include the student-related sections of the bullying prevention and intervention plan required by said section 37O. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of a student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The student handbook shall include an age-appropriate summary of the student-related sections of the bullying prevention and intervention plan required by section 37O. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

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.

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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 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 the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

Section 37.H1/2, Felony complaint or conviction of student; suspension; expulsion; right to appeal.

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(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.

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

Section 37H 3/4 - Suspension or expulsion on grounds other than those set forth in Secs. 37H or 37H 1/2

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Section 37H3/4. (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 other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.

(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.

TRANSLATION OF WRITTEN MATERIALS

To assure equal access to information disseminated in the school district, all written materials including forms, notices, handbooks, and applications, will be made available in the native language of families for whom the first language is not English. Many of the district forms are available on the WPS website in the most commonly represented languages. If translation is required and forms are not readily available, contact the main office of your school or the District Civil Rights Coordinator, Dr. Jennifer Curtis-Whipple, at (781) 335-1460 x20333.

DUE PROCESS

Under the law, students are entitled to due process in matters dealing with possible suspension. In general, the following is required for a fair hearing:

- Oral or written notice of the charges against him or her

- ~~An explanation of the evidence~~
- ~~The opportunity to present his/her side of the story to an impartial decision-maker (i.e. school administrator)~~

~~In matters which involve possible exclusion for over ten days or possible expulsion, the student's rights are extended to include the following:~~

- ~~Written notice of the charges~~
- ~~The right to be represented by a lawyer or advocate (at the student's expense)~~
- ~~Adequate time to prepare for the hearing~~
- ~~Access to documented evidence prior to the hearing~~
- ~~The right to request that witnesses attend the hearing, and to question them unless the principal deems that the student's right to confront and cross-examine student witnesses is outweighed by the need to protect them from possible retaliation~~

~~In the case of exclusion or expulsion of high school students pursuant to General Law Chapter 71, Section 37H, the hearing will be held before the building principal. The student will have the right to appeal the decision to the superintendent of schools. (MGL, Chapter 76, Section 17) →~~

~~In those situations where it is practicable and appropriate, school authorities shall attempt to telephone parents or guardians to inform them of the suspension as soon as possible. Written notification shall also be sent to the parent or guardian. When suspended out of school, students are to remain off school grounds for the duration of the suspension and may not attend school activities. Exceptions may be granted, with express permission from a school administrator, to pick up school work when school is not in session or to participate in mandatory testing. Failure to abide by this policy will result in an extension of the suspension.~~

SEARCH AND SEIZURE

~~Any search and seizure will be conducted solely for the safety and well-being of the students and adults in the Weymouth Public Schools. The U.S. Supreme Court standard for all searches is as follows:~~

~~In order for a principal to conduct a search of a student's person, his or her locker or possessions, there must be a reasonable suspicion that the student has violated the laws of the school concerning stolen property. Students' lockers, one's personal belongings and vehicles are subject to search if the administration has reasonable suspicion to believe contraband, illegal material or stolen goods are present.~~

Students should not assume a legitimate expectation to privacy within their lockers. Lockers assigned to students remain the property of the Weymouth Public Schools and are subject to search by school officials at any time. Students are responsible for the contents of the lockers issued to them. These searches may be conducted without warning.

Furthermore, students are not to have in their possession, on their person or in their personal belongings, weapons, controlled substances, matches, lighters, lighter fluid or any other incendiary device, or other illegal, inappropriate items. School officials may search the students and his or her personal belongings such as clothing, backpacks and purses, as well as any automobiles on campus, so long as the school official has a reasonable suspicion that a search will produce evidence of a violation of school rules or violation of law.

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PHYSICAL RESTRAINT

The Weymouth Public Schools is committed to providing a safe and supportive learning environment for its staff and students. Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Weymouth School District. Furthermore, students are protected by law from unreasonable use of physical restraint. Physical restraint is defined as the use of bodily force to limit a student's freedom of movement. Physical restraint shall be used only in emergency situations after less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. In the event that physical restraint is required to protect the safety of school community members, the Weymouth Public Schools has enacted a policy on physical restraint with two goals in mind:

- To administer a physical restraint only when needed to protect a student and/or member of the school community from immediate, serious, physical harm.
- To prevent or minimize any harm to the student as a result of the use of physical restraint. These procedures shall be annually reviewed, provided to school staff, and made available to parents of enrolled students.

The Weymouth Public Schools complies with the provisions of 603 CMR sect. 46.00 dealing with restraint of students in the public schools. To that end, the policy developed pursuant to those regulations is available upon request from the principal, the Assistant Superintendent for Administration & Finance and the Superintendent's office.

Ref: WPS Policy JKAA

DISCIPLINE REGULATIONS REGARDING STUDENTS WITH SPECIAL NEEDS

Federal and state laws and regulations provide eligible students with certain procedural rights and protections in the context of student discipline. ~~Students with special needs will be disciplined in accordance with the student handbook unless otherwise stated in the student's educational plan.~~

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~~The disciplining of students with disabilities eligible for special education is governed by federal and state special education laws and the regulations promulgated there under.~~ These laws include the Individual with Disabilities Education Act (20 U.S.C.1041 et seq.) its implementing regulations (34 C.F.R. 300 et seq.), Section 504 of the Rehabilitation Act of 1973 and its implementing regulations, and Massachusetts General Laws, chapter 71B and its implementing regulations (603 CMR §28.00).

In general, students may be excluded from their programs, just as any other student can be, for up to ten school days per year. However, when a student is excluded from his/her program for more than ten school days in the school year, school staff may be required to provide alternative educational services for the student. In addition, in many instances, the student's Team must convene to determine whether the student's behavior was a direct result of his/her disability (a "manifestation determination").

If the Team determines the behavior was not a direct result of the student's disability, the school may discipline the student according to the school's code of student conduct, except that the district must continue to provide the student with educational services during the period of the removal. However, if the Team determines that the behavior was a direct result of the disability, the student may not be excluded from the current educational placement (except in the case of weapons, drugs, or serious bodily injury) until the Team develops and the parent(s)/ guardian(s) consent(s) to a new IEP. The Team must also conduct a functional behavior assessment and develop or revise a behavioral plan for the student.

~~Students with disabilities who violate school rules are entitled to due process and are subject to disciplinary removal (suspensions/expulsions) from their current educational placement to the same extent that such a removal would be applied to students without disabilities. However, a functional behavioral assessment must be completed before a student can be removed for more than ten (10) school days in a school year. In addition, when a disciplinary removal in excess of ten (10) school days would constitute a change in placement, the TEAM must decide whether or not a student's misconduct is related to his/her disability(ies).~~

School personnel may unilaterally order a change in the educational placement of a child with a disability to an appropriate Interim Alternative Education Setting (IAES) for ~~the same amount of time that a child without a disability would be subject to discipline, but not no~~ more than forty-five (45) calendar school days ~~(unless there is a hearing at the Bureau of Special Education Appeals)~~ if the student:

- carries or possesses a weapon to or at school, on school premises, or to or at a school function;
- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

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- ~~Carries or possesses a weapon to or at school, on school premises or to or at a school function.~~
- ~~Knowingly possesses or uses controlled substance without a physician's authorization at school, a school function, or school sponsored event.~~
- ~~Sells or solicits the sale of a controlled substance while at school, a school function, or a school sponsored event.~~

School personnel may also seek an order from the ~~Department of Education~~ Bureau of Special Education Appeals (BSEA) ~~or a court~~ placing a student in an IAES for up to forty-five (45) ~~calendar school~~ days when the student is in danger to himself or others. For a copy of the Massachusetts Department of Elementary and Secondary Education brochure on Special Education Parents' Rights, available in many languages, visit www.doe.mass.edu/sped/parents or contact the Administrator of Special Education at (781) 335-1460 ext. 20316.

MEMORANDUM OF UNDERSTANDING

A Memorandum of Understanding has been established between the Weymouth Public Schools, the Weymouth Police Department, and the Norfolk County District Attorney's Office regarding the establishment of a protocol for the reporting and coordination of response to incidents of violence or other illegal activity within the Weymouth Public School facilities or at any school related activity. The MOU is intended to foster and ensure an environment in which students, teachers, parents, administrators, employees, and members of the school community may participate in the educational process without fear of violence or other illegal activity. ~~Toward that end, there shall be a "zero tolerance" policy regarding serious acts of violence, weapons, and drug distribution within the Weymouth Public Schools.~~ A complete copy of this agreement is available in each Principal's office.

SMOKE FREE SCHOOLS

The Weymouth School Committee is dedicated to providing a healthy, comfortable, and productive environment for staff, students, and citizens. The comprehensive K-12 health curriculum, which emphasizes the dangers of tobacco, drugs and alcohol, plays a critical role in establishing life long health habits for all students.

The Educational Reform Law and School Committee policy prohibit the use of any tobacco products within the school buildings, school facilities, or on the school grounds or school buses by any individual including school personnel. To insure compliance, the following policy has been adopted. The purpose of this policy is to align Weymouth Public Schools with that of State Law (Smoke Free Workplace) and to provide that the health of all Weymouth Public School employees and students is paramount to the Weymouth School Committee.

Violations may be issued by the following Weymouth Public Schools employees:

Superintendent	Assistant Superintendents
Principals	Associate Principals
Assistant Principals	Deans/Housemasters
Designee of Superintendent	

This policy applies to anyone using or possessing any tobacco/tobacco-like or nicotine products, including electronic cigarettes, in any Weymouth Public Schools building or on any Weymouth Public Schools grounds before, during or after regular school hours, 7 days a week, 365 days a year. Students are not to possess or smoke any tobacco products on school grounds. The loss of sports and school activities will not end with the academic year. It will be carried out on a rolling 12 month period and will carry on to the next academic year to fulfill the policies guidelines, if needed.

For the intent of this policy, graduation will not be considered an activity that could be lost as a result of a violation. Examples of school activities would be school dances, clubs, school governance and attendance at all other school sponsored activities.

First offense:

- \$100.00 fine.
- 2 weeks out of any school sports and/or any school related activity in which the student is involved. This will include any practices that may be required. If an activity or club meets only once a month, the loss of that activity or club would be one meeting or practice

- **Consistent with MIAA rules, student will miss 25% of season**

- Smoking cessation program will be offered.
- Parental notification.

Second offense: (within a period of 3 years)

- \$200.00 fine.
- 12 weeks out of any school sports and/or any school related activity in which the student is involved. This will include any practices that may be required.
- Smoking cessation program will be offered.
- Mandatory parent meeting with Principal/Dean/Housemaster.
- 1 day of Independent Work Station.
- Loss of leadership role for any sports team, activity, club or school governance position.

Third Offense: (within a period of 3 years)

- \$300.00 fine.
- 6 months out of any school sports and/or any school related activity in which the student is involved. This will include any practices that may be required.
- Smoking cessation program will be offered.
- Mandatory parent meeting with Principal/Dean/Housemaster.
- 2 days of Independent Work Station.

Fourth Offense: (within a period of 3 years)

- A hearing with the Board of Health and/or Licensing Board of the town of Weymouth.
- 12 months out of any school sports and/or any school related activity in which the student is involved. This will include any practices that may be required.
- Smoking cessation program will be offered.
- Mandatory parent meeting with Principal/Dean/Housemaster.
- 3 days of Independent Work Station.
- Police/Court referral.

* In rare circumstances, the Principal of a building, through the Superintendent of schools, may present to the School Committee a certain set of circumstances that could deem that a student be relieved of the balance of this policy. It will be understood that only the School Committee has the ability to perform this function. It will also be understood that in doing so, the School Committee will not be setting any precedent and that this will be looked at on a case by case basis.

Legal Reference M.G.L. chapter 270 sec 22 (m)(1), sec 22 (m)(2)

STANDARDS OF DRESS

Students in the Weymouth Public Schools are expected to dress in a manner that reflects the seriousness and purpose of the school setting. Students should take pride in their appearance and dress appropriately for school. Therefore, the Weymouth school district encourages reasonable standards of dress and personal grooming habits. In accordance with state law, footwear must be worn at all times.

Students may not wear any style or type of clothing that distracts or endangers the health, safety, or welfare of the school community. Students enrolled in specific classes such as science labs, PE and/or CTE classes, must dress in accordance with safety guidelines in order to participate. The following have proven to be disruptive to the educational process and should not be worn:

- clothing that reflects racist, sexist, violent and obscene or substance (alcohol, drug) related slogans and/or symbols
- articles of clothing or accessories that may be used as a weapon such as chains, studs, metal spiked belts, etc.
- gang related activities such as display of “colors” or signs
- wording on back of shorts, pants, skirts and dresses
- short skirts/dresses/ shorts – no shorter than the length of the longest fingertip with the arms fully extended
- clothing that exposes any midriff or underwear including bras and straps (less than one inch) and underpants
- gym shorts, running shorts, and boxer shorts
- outerwear boxer shorts and pajamas
- spandex bike pants
- cut-off tee shirts, half -shirts
- halters/spaghetti straps
- tank tops
- low cut necklines, backless apparel
- mesh shirts, see through blouses
- bathing suits, leotards/body suits
- flip flops, athletic/beach sandals, roller sneakers, and excessively high heels
- hats, headwear—except for medical or religious reasons with the approval of the principal
- outside coats or jackets in class unless building conditions necessitate additional clothing (at teacher discretion)

Any staff member questioning the appropriateness of a student’s attire may send that student to an administrator for a decision as to whether the student is in violation of the dress policy. If a student’s dress is deemed inappropriate, he/she will be asked to change. If the student cannot change or resolve the issue, a parent/guardian will be contacted to bring appropriate attire. ~~the student will be sent to IWS until a parent/guardian can bring them appropriate attire, possibly for the entire day.~~

The principal at the primary level will have some discretion when interpreting specific provisions of the standards of dress as they relate to young children.

In summary, students may not wear any style or type of clothing that is distracting or endangers the health, safety, or welfare of the school community.

HEALTH SERVICES

A full time registered nurse is available during the school day. Advice regarding health problems and first aid is available to all students. Any student may visit the health office by securing a pass from his/her teacher or during study periods from the teacher in charge. Students should not ask for a pass to the health office unless it is absolutely necessary.

Dismissal for health reasons, if deemed advisable, is the decision of the school nurse. No student is allowed to leave school without the approval of a responsible adult as designated on the health contact card on file in the health office. Emergency contact cards are critical; *every student* must have an updated card on file.

Physical Examinations

Physical examinations are mandatory for all students entering grades K, 4, 7 and 10. (MGL Chapter 71, Section 57). The family physician has a comprehensive knowledge of the health of the student and is the best person to perform this physical. Physicals must be completed and documentation presented to the school nurse by ***September 1st***. Failure to complete the physical examination process will subject the student to exclusion from school until proof of the physical is presented. All students competing in interscholastic athletics must submit proof of a completed physical exam to the health office prior to practicing or competing in any sport.

Communicable Conditions/Diseases

During the school year, communicable conditions or diseases may occur. All students returning to school after having certain illnesses must present a certificate from their primary health care provider or family physician. The conditions are the following:

<i>Chicken Pox</i>	<i>Impetigo</i>	<i>Mumps</i>
<i>Encephalitis</i>	<i>Measles</i>	<i>Scarlet Fever</i>
<i>Fifth Disease</i>	<i>Meningitis</i>	<i>Whooping Cough</i>
<i>German Measles</i>	<i>Mononucleosis</i>	<i>Strep Infections</i>

If a student has other communicable conditions such as conjunctivitis or head lice, it is suggested that the school nurse be consulted relative to the student's return to school.

Medications

Students may not self-medicate during school hours. All medicines of any type must be taken under the supervision of the school nurse. Massachusetts General Law (MGL Chapter 112, Section 80B) requires that the following forms be on file in a student's health record before the school nurse can begin to give any medication at school:

- Signed consent by the parent/guardian to give the medication.
- Signed medication order. The written order should be taken to your child's licensed prescribed (physician, nurse practitioner, etc) for completion and returned to the school nurse. This order must be renewed at the beginning of each academic year, or as needed.

Medicines must be delivered to the school in a pharmacy or manufactured-labeled container by a parent or guardian or responsible adult designated by the parent or guardian. Please ask the pharmacy to provide separate bottles for school and home. No more than a thirty-day supply of the medicine should be delivered to the school health office.

Limitation of Physical Activity

When it is necessary to excuse a student from Physical Education or limit physical activities due to medical reasons, written notification is required from both the parent/guardian and physician. Written notification is also required to resume participation.

State Mandated Screenings

Screenings for vision, hearing, height/weight and body mass index (BMI) are administered to students in grades K-4-7-10. Scoliosis screenings are administered to students in grades 5-9. Parents are notified if test results indicate a problem and further evaluation by a physician is necessary. A request for individual testing by parents, guardians or school personnel will be honored at any time.

HOME/HOSPITAL TUTORING

Home/[hospital](#) instruction for [eligible](#) students with extraordinary circumstances is given by a tutor and must be approved by the principal and assistant superintendent after documentation from a physician has been presented.

SCHOOL ENTRANCE REQUIREMENTS

All students entering Weymouth Public Schools must present proof of residency in the town of Weymouth. The proof of residency accepted may be a Massachusetts driver's license, a utility receipt, a real estate tax bill, or rental lease. No child will be admitted to a Massachusetts school without presentation of a Physician Immunization Certificate.

STUDENT RECORDS

The ~~State Board of Education~~[Massachusetts Department of Elementary and Secondary Education](#) has adopted ~~R~~regulations ~~p~~ertaining to Student Records. State laws mandate the development of the regulations, which have the force of law. The regulations apply to all public elementary and secondary schools. They are designed to insure parents' and students' rights of confidentiality, inspection, amendment and destruction of student records, and to assist school authorities in their responsibilities.

The regulations apply to all information kept by a school committee on a student. The regulations divide the record into two sections, the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course titles, grades, credits and grade level completed. The transcript is kept by the school system for at least sixty years after the student's [graduation, transfer, or withdrawal from the school system](#) ~~leaves the system~~.

The temporary record contains the majority of the information maintained by the school about the student. This may include such things as standardized test results, class rank, school sponsored extracurricular activities and evaluations and comments by teachers, counselors and other persons as well as other similar information. The temporary record is destroyed within seven (7) years after the student [leaves-graduates, transfers, or withdraws from](#) the school system.

The following is a summary of the major parent and student rights regarding student records, ~~as provided by the Regulations Pertaining to Student Records~~. A complete copy of the Code of Massachusetts Regulations (603 CMR 23.00) is available in the library.

Inspection/Access to Record

A parent, or student who has entered the eighth grade or is at least 14 years old, has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student ~~no later than two days after~~within ten days of the request, unless the parent or student consents to a delay. ~~Unless a contrary written agreement between parents or a court order governing the rights of such parents is brought to the attention of the principal, guardians, divorced/separated parents, foster parents or unmarried parents have access to the student record. Weymouth will comply with the regulations which set forth the rights of noncustodial parents.~~

The parent and the student have the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating the materials.

The parent and the student may request to have parts of the record interpreted by a qualified professional of the school, or may invite anyone else of their choosing to inspect or interpret the record with them.

Confidentiality of Student Records

With a few exceptions, no individuals or organizations but the parent, student and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent or the student.

Amendment of Record

The parent and the student have the right to add relevant comments, information or written materials to the student record. In addition, the parent and student have the right to request that information in the record be amended or deleted. The parent and student have the right to a conference with the school principal to make their objections known. Within a week after the conference, the principal must render a decision in writing. If the parent and student are not satisfied with the decision, the regulations contain provisions through which the decision may be appealed to higher authorities in the school system.

Transfer of Records to another School

Consistent with the Education Reform Act, schools have authority to transfer a student's complete record to the new school without prior consent. This record includes, but is not 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." It is no longer necessary for a parent/guardian to sign a release form.

Destruction of Records

The regulations require that certain parts of the student record, such as the temporary record, be destroyed within a certain period of time after the student leaves the school system. School authorities are also allowed to destroy misleading, outdated or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information may be destroyed the parent and student must be notified and have an opportunity to receive a copy of any of the information before its destruction.

RESTRAINING/CUSTODY ORDERS

It is the responsibility of parents/guardians to inform the principal's office of any court action that result in the issuance of a restraining order or has impact on custody matters. The principal's office will extend every effort to comply with these directives. A copy of these orders must be kept on file in the principal's office.

BUILDING SECURITY/VISITORS

The following precautionary steps are taken to provide building security:

- Except for student entrance and egress, building doors will remain locked while school is in session.
- During school hours, entrance will be permitted only at the Security Entrance.
- Public access to the school is restricted to the Security Entrance. Unauthorized persons may not proceed into the school beyond the office without the approval of the principal.
- The Receptionist or Safety Officer assigned to the security desk will provide all necessary assistance to visitors. Those visitors who are approved to enter the building beyond the office must sign the visitors' log and wear a visitor identification badge.
- No student will be dismissed to a parent/guardian without a proper picture I.D. unless the parent/guardian is known to the principal or office staff.

VISITORS TO THE SCHOOL

The Weymouth School Committee encourages parents and guests to visit classrooms to observe and learn about the instructional programs taking place in our schools. Such visits can prove most beneficial in the promotion of greater school-home cooperation and community understanding of how we carry out the school system's mission and goals.

Visits by parents to several classrooms in a given grade for the purpose of comparing teaching styles to provide a basis for a request for student assignment to a particular teacher will not be permitted. It is the Weymouth Public Schools' policy that the assignment of a student to a particular class is the responsibility of the building principal in consultation with the staff of that school.

The following guidelines to classroom and school visits should be followed:

- Parental requests for classroom visitations will be welcomed as long as the educational process is not disrupted. To this end, we request that such requests be made at least forty-eight (48) hours in advance.
- To limit distraction to students, to maintain continuity of the school program, and to insure that a particular classroom is not overcrowded, the principal shall have the right to deny **or limit** a request to visit a particular classroom, to restrict the number of visitors to a particular

classroom at a given time, and shall have the right to determine a reasonable period of time for a visitor to remain in a classroom. **These determinations will be made on an individualized basis taking into consideration the individual student's needs and classroom that the evaluator is requesting to observe.** "Classroom," as used in this policy, is broadly defined to include all instructional areas of the school.

- The principal or designee shall have the right to deny a request to visit a school-sponsored activity if granting the request would interfere with the education of children or with a school program. In all such determinations, preference shall be given to parents attending the school.
- For security purposes, it is required that all visitors report to the Security Entrance upon entering and leaving the building, sign the guest log and wear a visitors badge at all times. Teachers are encouraged to ask visitors if they have registered at the Security Entrance.
- Under ordinary circumstances, classroom observations will be strongly discouraged during the first three weeks of school and during the month of June and during MCAS testing periods.
- Any student who wishes to have a guest in school is required to ask permission of one of the administrative staff twenty-four (24) hours in advance of the proposed visit. If permission is granted, the guest is expected to follow the standards of behavior expected of all students. Upon arrival, the guest must register in the Security Entrance of the school. Any guest who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

LEGAL REF.: MGL71B:3 Massachusetts Department of Elementary and Secondary Education Technical Assistance Advisory SPED 2009-2 date January 8, 2009

CRIMINAL OFFENDER RECORD INFORMATION

All current and prospective employees, volunteers, persons who may have direct and unmonitored contact with children and persons regularly providing school-related transportation to children of the school district shall sign a request form authorizing receipt by the district of all available Criminal Offender Record Information data from the criminal history systems board. "Direct and unmonitored contact with children" means contact with a child when no other C.O.R.I. cleared employee of the school or district is present. Access to C.O.R.I. material must be restricted to those individuals certified to receive such information. In the case of prospective employees or volunteers, C.O.R.I. material will be obtained only where the Superintendent has determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

SCHOOL SAFETY DRILLS

At no time during the school day should students be more serious than when the safety alarm rings. Assume every alarm is an emergency situation and listen carefully to instructions from administrators and teachers. By following a few basic rules, the primary hazard of panic can be averted. Two types of drill will be practiced throughout the school year to prepare students in the

event of an emergency.

Evacuation: Some emergencies may require the evacuation of the building. Directions for evacuating each area are posted in conspicuous places. Students should familiarize themselves with these directions. However, it may be necessary to exit by other routes due to blocked stairwells, etc., so the following requirements are critical:

- Proper behavior is essential.
- Remain quiet during exit and reentry.
- Do not enter any courtyard.
- The first students to enter the hallway should hold the exit doors for those students following them.
- Walk rapidly, do not run, to the nearest exit and leave the building.
- After exiting a building, move away from the building and other areas that may be used by the fire department on arrival.
- Stay together. It is necessary to account for the members of the group.

Classroom teachers will accompany their students and will be responsible for attendance, before and after a fire drill.

Lockdown: Some emergencies, particularly those exterior to the building, may require students and staff to remain in classrooms in a lockdown situation. When the alarm sounds and a lockdown is indicated over the public address system, the following must be implemented:

- Students move to the center or rear of classroom at the teacher's direction
- Students in corridors, restrooms, etc will proceed to the nearest classroom or identified safe haven immediately.
- Remain quiet while lockdown is in progress

Do not open classroom doors until all-clear is sounded

During any emergency situation, attendance must be taken to insure that all students and staff have been accounted for. Improper behavior during a safety drill may result in disciplinary action.

Massachusetts General Law

CRIMES, PUNISHMENTS AND PROCEEDINGS IN CRIMINAL CASES

TITLE I. CRIMES AND PUNISHMENTS

CHAPTER 266. CRIMES AGAINST PROPERTY

Chapter 266: Section 120F. Unauthorized access to computer system; penalties

Section 120F. Whoever, without authorization, knowingly accesses a computer system by any means, or after gaining access to a computer system by any means knows that such access is not authorized and fails to terminate such access, shall be punished by imprisonment in the house of

correction for not more than thirty days or by a fine of not more than one thousand dollars, or both.

The requirement of a password or other authentication to gain access shall constitute notice that access is limited to authorized users.

BULLYING PREVENTION AND INTERVENTION

On May 3, 2010 Governor Patrick signed an *Act Relative to Bullying in Schools* (M.G.L. c.71, §37O). This law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to address bullying incidents.

Definitions:

Aggressor is a student [or a member of the school staff](#) who engages in bullying, cyberbullying, or retaliation.

Bullying is the repeated use by one or more students [or a member of the school staff](#) of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to himself/herself or of damage to his/her property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. Bullying includes cyberbullying.

Cyberbullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

Hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

[**Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, or paraprofessionals.**](#)

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Target is a student against whom bullying, cyberbullying, or retaliation is directed.

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

Prohibition Against Bullying

Bullying is prohibited:

- on school grounds,
- on property immediately adjacent to school grounds,
- at a school-sponsored or school-related activity, function, or program, whether it takes place on or off school grounds,
- at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school,

- through the use of technology or an electronic device that is owned, leased or used by a school district or school (for example, on a school computer or over the Internet using a school computer),
- at any program or location that is not school-related, or through the use of personal technology or electronic devices, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school.

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

Reporting Bullying

Anyone, including a parent or guardian, student, or school staff member, can report bullying or retaliation. Reports can be made in writing or orally to the principal or another staff member, or reports may be made anonymously. Please reference the WPS Bullying Prevention and Intervention Plan for reporting details and contact the building principal and/or Assistant Superintendent Garry Pelletier at Central Office to report alleged incidents.

School staff members must report immediately to the principal or his/her designee if they witness or become aware of bullying or retaliation. ~~Staff members include, but are not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity, or paraprofessionals.~~

When the school principal or his/her designee receives a report, he or she shall promptly conduct an investigation. If the school principal or designee determines that bullying or retaliation has occurred, he or she shall (i) notify the parents or guardians of the target, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation; (ii) notify the parents or guardians of the aggressor; (iii) take appropriate disciplinary action; and (iv) notify the local law enforcement agency if the school principal or designee believes that criminal charges may be pursued against the aggressor; (v) notify central office.

ACCEPTABLE USE POLICY

Computers, Networks, Communications and the Internet

It is the general policy of the Weymouth Public Schools that network services are to be used in a responsible, efficient, ethical, and legal manner in accordance with the mission of the Weymouth Public Schools. Users of the Weymouth Public Schools network must acknowledge their understanding of the general policy and guidelines as a condition of using the network.

The Weymouth Public School network utilizes a content filter to restrict minors' access to materials that may be harmful to them. The employment of this filter and this Acceptable Use

Policy ensures that the Weymouth Public Schools meet the requirements of the Children's Internet Protection Act.

The Weymouth Public Schools computer network is not a resource intended for use as a public

forum or for any purpose not directly related to the delivery of educational services. The use of the Internet as part of an educational program is a privilege, not a right, and inappropriate or unauthorized use or safety violations could result in revocation or suspension of that privilege.

Each student who will access the Internet shall have an acceptable use form, signed by a parent or legal guardian, on file. No temporary accounts will be issued, nor will a student use an Internet/Network account not specifically created for him or her. Based upon the acceptable use and safety guidelines outlined in this document, the Weymouth Public Schools administration will determine what appropriate use is, and their decision is final. Also, the Director of Technology, building administrators and/or local teachers may deny user access at any time. Additionally, the Weymouth Public Schools may pursue legal action to recover damages as a result of inappropriate use or safety violations of the network.

1.0 Internet Connectivity

The Weymouth Public Schools believe connectivity to the Internet provides a valuable resource to enhance learning. Internet access is intended to assist in preparing students for success in the 21st century by providing access to a wide range of information resources and the ability to communicate throughout the world. Parents/Guardians should be aware that student's level of access will depend on their particular grade level. The following is a description of the way the

Weymouth Public Schools will incorporate network use and Internet access in the schools:

Grades PK - 2: During school time, teachers of students in grades pre-kindergarten through two will guide them toward appropriate materials. Internet access at these grade levels will be limited to teacher-directed and teacher-demonstrated use.

Grades 3 - 4: Students at these grade levels may have the opportunity to conduct research via the Internet in the classroom and/or library, only during supervised instruction.

Grades 5-12: Students in grades five through twelve may be given individual access and may have the opportunity to access the Internet and conduct independent research on the Internet, both during classroom instruction and outside of classroom instruction.

The Weymouth Public Schools will make every reasonable effort to minimize the risk that users will encounter objectionable material on the Internet. There is no absolute guarantee that this will not happen. Access to the Internet provides connections to other computer systems located throughout the world, therefore users (and parents of the student users) must realize that neither the Weymouth Public Schools nor any district staff member control the content of the information available on the Internet. The Weymouth Public Schools reserves the right to periodically review connectivity by individual users. These reviews ensure the educational purpose for which the Internet connection is provided. Through the use of an Internet content filter, supervision, and responsible use, the Weymouth Public Schools believe that the Internet can be used safely and effectively.

Outside the school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio, and the Internet.

1.1 Reliability

Weymouth Public School System makes no express or implied warranties for the Internet access it provides. Weymouth Public Schools cannot completely eliminate access to information that is offensive or illegal and residing on networks outside of the Weymouth Public School system.

The accuracy and quality of information obtained cannot be guaranteed. Weymouth Public Schools will not guarantee the availability of access to the Internet and will not be responsible for any information that may be lost, damaged, or unavailable due to technical or other difficulties. Information sent or received cannot be assured to be private.

2.0 Provisions

The use of the Weymouth Public Schools network must be consistent with, and directly related to, the educational purpose of the school department. A violation of the terms in this policy may result in suspension and/or termination of network access. The Weymouth Public Schools will cooperate with law enforcement officials in any investigation relating to misuse of the Weymouth Public Schools computer infrastructure.

2.1 Acceptable Uses

Acceptable uses of the network are activities that support learning and teaching. Network users are encouraged to develop uses which meet their individual educational needs and which take advantage of the network capabilities available.

2.2 Unacceptable Uses

Unacceptable uses of the network include, but are not limited to:

- Violating the rights to privacy of students or employees of Weymouth Public Schools, or others outside the school system.
- Overriding the Internet content filter and desktop security software.
- Corrupting, destroying, deleting, or manipulating system data with malicious intent.
- Attempting to degrade or disrupt system performance or unauthorized entry to and/or destruction of computer systems and files.
- Attempting to gain unauthorized access to system program and equipment, including attempts to override firewalls, servers, users passwords, email applications, and other resources on the network.
- "Hacking" or any other unlawful online activities.
- Installing software without a current license and administrator approval.
- Unauthorized attempts to copy, change, read, or use files/applications that do not belong to the user.
- Use and access to "Chat" "Blog", "Wiki", or social media type applications for non-educational purposes.
- Accessing, downloading, storing, sending, or printing file or messages that are sexually explicit, obscene, or that offends or tends to degrade others. The administration invokes its discretionary rights to determine such suitability.
- Revealing phone #'s, addresses, or personal information.
- Using profanity, obscenity, or other language that may be offensive to another user.
- Sending "chain letters" and "broadcast" messages to lists or individuals.

- Copying materials in violation of copyright law.
- Plagiarizing, which is the taking of someone else's words, ideas, or findings and intentionally presenting them your own without properly giving credit to their source,
- Unnecessary use of printers for non-educational use including but not limited to printing Internet material without supervising teacher permission.
- Using the network for financial gain or for any commercial, political, or illegal activity.
- Accessing or re-posting personal communications without the author's prior consent.
- Modifying desktop settings including wallpaper and screensavers.
- Making personal purchases or unauthorized orders using the Weymouth Public Schools name.
- Executing non-educational gaming.
- Using the Weymouth Public Schools network for gambling
- Transmission of any material in violation of any U.S. or state law or regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening, abusive, or obscene material.
- Illegal activities and privacy and safety violations of the Children's Online Privacy Protection Act (COPPA) and the Children's Internet Protection Act (CIPA) are strictly prohibited.

2.3 Network Access/Privilege

The following people are entitled to use the network:

- a. All Weymouth Public Schools employees.
- b. All Weymouth Public Schools students under the supervision of a staff member and/or parent/guardian with the proper signatures of the student handbook.

Students must use an individual login account to access the WPS Network. Use of any another account is considered a violation of this policy.

- c. Others who request Guest Accounts from the Network Administrator.

Security and use of your username and password is each individual's responsibility. You are not allowed to use the account, username or password of another user. You must not disclose your username or password to anyone else.

All Weymouth Public School students have access to a network file storage location. Use of this space is for Academic Use Only and all documents/contents are subject to review/removal. This access/privilege can be revoked at any time.

The Weymouth Public Schools cannot be responsible for any information that may be lost, damaged, or unavailable due to technical or other difficulties.

The Weymouth Public Schools Network and all storage systems associated with it are the property of the Weymouth Public Schools and are subject to inspection at any time.

Routine maintenance and monitoring practices may lead to discovery that the user has violated and/or is violating this Acceptable Use Policy and an individual search will be conducted and disciplinary action may be taken.

2.4 Electronic Communications

- a. Under the Public Records Law, electronic messages may be considered public records. Further, electronic messages sent to or from a computer owned by the school district or through a school server may also be considered part of the public record.
- b. The Weymouth Public Schools will make a reasonable effort to archive all email communications sent and received by our mail servers. Email will be archived for one previous school year (July 1 – June 30).
- c. All staff will be provided an email account by which all district communications will be sent. At no time shall staff members send email to school email distribution lists. If a school/district message is necessary, it must be distributed by a building administrator.
- d. Students in Grades 5 - 12 will be issued a Weymouth Public School email account. July 1st all content will be erased from the email account in preparation for the next school year. All email sent and received through this account is property of the Weymouth Public Schools and is subject to review.
- e. This email account is for educational/instructional purposes only. Communication with this account for non-educational purposes is a violation of this policy. The user will not:
 - use obscene, profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful language or images
 - post information that could cause damage or disruption
 - engage in personal attacks, including prejudicial or discriminatory attacks
 - knowingly or recklessly post false or defamatory information about a person or organization

2.5 Electronic Devices

- a. If a student chooses to bring an electronic device to school (i.e. cell phone, iPod or texting device), it is to be silenced during the school day, unless used for specific instructional purposes as designated by the supervising teacher.
- b. Weymouth Public Schools faculty and staff have the right to allow the use of electronic devices (i.e. cell phones, laptops, iPods and personal data assistants) during instructional time.
- c. Weymouth Public Schools employees are encouraged to silence ringers or personal phones during the delivery of instruction.
- d. If there are repeated disruptions to the educational environment caused by an electronic

device, the responsible student may face disciplinary actions as sanctioned by the principal.

- e. If a student brings an electronic device to school, s/he may not take photos or recordings of other students or faculty that would create a breach of privacy. It is forbidden to use electronic devices to take recordings and/or pictures of acts intended to denigrate and/or humiliate. Sending these pictures and/or recordings to other students or uploading them to a website for public viewing is also considered a direct violation of policy. It is a criminal offense to use an electronic device to menace, harass, stalk or offend another person (see Cyber Bullying).
- f. Electronic devices should not be used to take photos and/or recordings in locker rooms, bathrooms or in any situation that may cause embarrassment or discomfort to students, staff or faculty. Electronic devices should not be used to record conversations.
- g. If an electronic device is confiscated, all memory/device storage is subject to review by a building/district administrator. In order to retrieve the device, a guardian or parent must meet with a building administrator to retrieve the device.
- h. If a parent or guardian receives a call from his/her child's cell phone during the school day, that child is in direct violation of this policy, unless a teacher or building administrator has given express permission.

2.6 Cyber Bullying

The Weymouth Public Schools will not tolerate cyber bullying of any kind including the use of any electronic communication device to convey a message in any form (text, image, audio, or video) that defames, intimidates, harasses, or is otherwise intended to harm, insult, or humiliate another in a deliberate, repeated, or hostile and unwanted manner under a person's true or false identity or any communication of this form that disrupts or prevents a safe and positive educational or working environment. (For more information please see the Weymouth Public Schools Bullying Policy.)

3.0 Web Page Policy: Guidelines/Criteria for Posting Student Work and Photographs

All employees of the Weymouth Public Schools have the option to design a school sponsored Internet site reflecting their classroom/administrative responsibilities/activities. Web pages shall be used for educational purposes and follow the guidelines set forth in the Acceptable Use Policy. All Web Sites are controlled by the supervising teacher/administrator, and in order to have student work published on school hosted web pages, a parent or guardian must grant permission. This permission will be based on the Web Page Policy described below.

3.1 Web Pages:

- a. Have educational value and reflect the goals and objectives of the Weymouth Public School System and the curriculum.
- b. Adhere to the WPS Acceptable Use Policy.
- c. Provide rich curriculum based information and be content driven.
- d. Follow the rules of copyright laws.

3.2 Web Page Guidelines:

- a. Websites hosted outside of the weymouthschools.org domain are not property of nor controlled by the Weymouth Public Schools.
- b. By accessing, browsing, and using the Weymouth Public Schools website, you accept, without limitation or qualification, the terms and conditions of this policy.
- c. All published documents shall be dated.
- d. Only school sponsored advertisements, approved by the Superintendent of Schools shall be present on Weymouth Public Schools web pages.
- e. No student shall publish, modify, or delete web page content on a school sponsored website. All web page modifications must be completed by the supervising teacher/webmaster/administrator.
- f. The administration has the right to remove content if found questionable.
- g. The author is responsible to research all hyperlinks “directly” linked from their web page. It is understood that hyperlinks beyond the Weymouth Public Schools website are out of control of the author and should be viewed with discretion.
- h. In order to publish student photographs/classroom work, permission must be granted by a parent/guardian. Permission is based on the following criteria:
 - Web site authors shall NOT use digital photographs of individual students. Images of students in a group setting are recommended (2+ students).
 - Students published photographs shall NOT be referenced with their name.
 - Students published work shall include:
 - PK-4: First Name and Last Initial Only
 - 5-12: First Initial Last Name Only
 - High School students in grades 9-12 may obtain parental permission to have their full names published to provide recognition for their outstanding work. This permission is based on a per document/assignment basis. Please note: With this permission the student photograph policy will still be in effect.
 - High School Athletics and Clubs: First Initial Last Name may be published to highlight outstanding achievement; unless otherwise specified by the parent/guardian. At no point will full names accompany pictures.
 - Parents or Guardians of all students may grant permission, by completing an approved form, for photographs and names of their children to appear in newsletters, programs or like documents posted to the district website.
 - Under no conditions should a student’s home address, email address, or phone number be listed.

3.3 School sponsored instructional sites:

- a. By accessing school sponsored web applications, you agree that you will NOT:

- Post anything abusive, defamatory, obscene or illegal.
- Post any personal or private information on any individual.
- Copy or forward e-mail or any other private messages without permission.
- Include material which is confidential or which is owned by someone else, unless you have first obtained permission.
- Post material, which contains viruses or other programs which may disrupt the school's systems.
- Post any advertising or promotional material.
- Behave in an impolite or offensive manner. Weymouth Public Schools reserves the right to remove, vary or amend any data present.

b. When communicating in the school sponsored instructional site and other web Applications:

- Respect other people's views, beliefs and rights.
- Only post comments which are appropriate to the particular discussion.
- Remember that you are conversing with real people and not with a screen name in cyberspace.
- Remember to logout at the end of each session. This will enable you to enjoy your interaction with fellow students and your teachers in a friendly and intellectually stimulating environment.

c. Role of Teachers: As in the classroom, teachers are responsible for monitoring submissions by students to ensure that this policy and the school's code of conduct are adhered to.

3.4 Electronic Communication

All electronic communication between school personnel and students, including email, web postings and social networks, will be appropriate, professional and for educational purposes only. School staff will not share personal accounts, web pages or social networks with current Weymouth Public Schools students excluding members of the employee's family.

This agreement is to be distributed to all Weymouth Public School students. A signed agreement form must be on file for each student who wishes to use any computer system in the Weymouth Public School.

STUDENT INSURANCE

Annually, the School Committee makes available an optional group accident insurance plan for students at a nominal cost to parents. Application forms and brochures are distributed in September. Claim forms can be obtained from the school office. For information regarding insurance coverage, claims or adjustments, the insurance company should be called.

FIELD TRIPS

Field trips by student groups must have the approval of the building principal and the Superintendent on a form provided for this purpose. There will be at least one chaperone per 15 students on all field trips. In accordance with state law, all prospective chaperones and volunteers shall sign a form authorizing receipt by the district of all available C.O.R.I. data from the criminal history systems board. Supervision of students is the ongoing responsibility of the chaperones and will be maintained in a manner consistent with building policy. Overnight trips must have the approval of the School Committee. Students who participate in a school sponsored field trip must have written approval from the parent or guardian. The Building Principal will be responsible for informing parents in writing the details of any school sponsored field trip, including the fact that students are providing transportation with their own vehicles.

TRANSPORTATION REGULATIONS

A student is provided transportation if all of the following conditions are met:

- The student is attending a school within his/her district
- The student is in grades kindergarten through grade six
- The student's place of residence is over two miles from the school.

There is no transportation offered to students in grade seven through grade twelve beyond the pay rider program.

All measurements are made along the shortest commonly traveled routes from a point perpendicular to the school entrance to a point on the public road perpendicular to the front door of the residence.

Pay riders are accommodated if sufficient space remains on the bus for them, priority being given to younger children who live farthest from the school. The principal will authorize pay riders in accordance with School Committee Policy. The fee for pay rider is as follows:

\$235 for the first child

\$235 for the second child

\$120 for the third child

There is a maximum fee of \$590 per family.

If the fee for the pay rider program presents a hardship to an individual family, a waiver of the fee may be applied for through the school principal by a written request accompanied by documentation of annual income. Bus transportation is a privilege and may be withdrawn by the principal for misbehavior.

BUS REGULATIONS

The following bus regulations are for the safety and convenience of all students who are transported on school buses. Building principals, after following due process and after considering the seriousness of the act, are authorized to revoke the transportation privileges either temporarily or permanently of a student who fails to comply with these regulations.

- Payment for pay ridership must be made in advance of distribution of pay rider tickets.
- Students are expected to cooperate with the bus driver at all times and obey instructions.

- Physical or verbal assaults or other acts of violence on another individual will not be tolerated.
- Smoking, spitting, screaming, obscene or abusive language, gestures or other kinds of inappropriate or anti-social behavior will not be tolerated. Eating, drinking, littering or defacing of a bus will not be permitted.
- Charges will be made for slashed seats, broken windows, etc. (\$50.00 minimum)
- Students will keep head, arms and hands inside the bus. Live animals or unusual items may be brought on the bus only with the written permission of the principal and bus driver. (Secure permission at least four days in advance.)
- Students will enter and exit the bus in orderly fashion. Once seated, they will remain seated until their destination is reached.
- When leaving the bus, students who have to cross the street will do so while the bus is stopped and the lights are flashing. Students **MUST CROSS IN FRONT OF THE BUS IN FULL VIEW OF THE DRIVER.**
- Nothing may be thrown from a bus window.
- Students are NOT to open and close windows on a bus without the permission of the driver.
- Emergency doors must be used for emergencies only. Safety equipment will be used only in times of emergency.
- Students waiting for transportation at bus stops will practice safety precautions and behave in an orderly manner. Private property must be respected at all times.
- Upon dismissal from school, students must immediately board their buses. A student may not leave and re-board a bus anywhere enroute home.
- Students are only permitted to ride on buses to which they have been assigned. Students may be assigned to specific seats by school personnel in conjunction with the driver.
- Buses will stop only at regularly scheduled stops.

SCHOOL COUNCIL

There is a school council established at each school. This council consists of the principal, who is designated as one of the co-chairpersons. The remaining make-up of the council is determined by the principal; however, the number of parents of students currently in the school must equal the number of staff members, including the principal. Not more than fifty percent of the council shall be made up of non-school members. The second co-chairperson shall be elected by the council's full membership at the first meeting. Councils assist the principal with a wide range of local management issues, many of which are outlined in the law.

PARENT COUNCIL

The School Committee has authorized the formation of a parent council at each school or school district to serve as a link between the home and the school. All parents are encouraged to join. Parent councils hold regular meetings to discuss current issues or programs and activities they may sponsor for the students in the school. Councils also offer topical speakers for parents. More information about parent councils may be obtained from the building principal.

All parents of Weymouth school students are encouraged to join the Town Wide Parent Council. Each parent council elects representatives who have voting privileges at the monthly meetings. In addition to sponsoring forums and speakers, the Town Wide Parent Council discusses issues, curricula and programs of interest to all parents. Parents may obtain more information from the individual school's parent council.

SPECIAL EDUCATION PARENT ADVISORY COUNCIL (SEPAC)

Weymouth's Special Education Parent Advisory Council is a group of parents of children with disabilities who ~~are available~~ meet the first Tuesday of every -during month during the school year to discuss issues of concern regarding special education. If you have a child on a 504 (accommodation plan) or an IEP (Individual Education Plan) and you live in Weymouth, you are already a member of Weymouth's SEPAC.

Parents, guardians, teachers, and others interested are welcomed to access this resource by contacting the SEPAC Executive Board. Parents who have faced similar challenges can be a resources for other parents. ALL information shared will be kept confidential. Please join them at a monthly meeting or other events to learn more.

SEPAC announcements, newsletters, Chairperson(s) names and phone numbers are posted on the Weymouth Public Schools website: www.weymouthschools.org. Go to the district homepage, click on "family", then click on the "SEPAC" link. ~~are displayed on cable channel 22, which is the Weymouth Public Schools channel; posted in the Weymouth News and the Patriot Ledger; and posted on the Weymouth Public Schools website: www.weymouth.ma.us/schools.org. Click on Special Education Initiatives to find information on Special Education including SEPAC.~~

SEPAC parents, School Committee members, and school administrators may visit special education programs each year as part of the annual review and evaluation process. To participate, please contact the SEPAC Chairperson or the Administrator of Special Education.

To contact SEPAC or to receive a copy of the Department of Elementary and Secondary Education booklet "Parent's Guide to Special Education", ~~call or~~ send inquiries to:

SEPAC
C/O Weymouth Public Schools
111 Middle Street
Weymouth, MA 02189
~~(781)812-1802~~

ASPEN X2 STUDENT INFORMATION SYSTEM

Weymouth Public Schools utilizes Aspen X2 Student Information System to allow electronic access to student information for students and families; enhancing communication between parents/guardians, students, teachers and administrators. Each parent/guardian will receive a Login ID and password via email at the start of the year.

When the Student Portal or Family Portal is accessible, information includes: attendance, schedule, progress and term report cards, student contact information, assessments, conduct and transcript (grades 9-12 only). In addition, information may include details of assignments in some classes and may include a teacher "Page". Parents/guardians are only able to view information about their own child(ren).

Student Responsibilities

- Agree to use the site in a responsible, ethical and legal manner in accordance with the Acceptable Use Policy
- Regularly monitor their progress in classes
- Communicate with teacher regarding questions about progress
- Student will not share their password
- Students will not attempt to harm or destroy the school or the district's data or networks.
- Students will not attempt to access information or any account assigned to another user.

Parent Responsibilities

- Agree to use the site in a responsible, ethical and legal manner in accordance with the Acceptable Use Policy
- Use Aspen X2 with your student(s) to monitor your child's progress
- Maximize use of technology resources. Paper copies of Progress and Report cards will only be printed and sent home upon request
- Provide current personal, family, and emergency information to the schools
- Report discrepancies/errors in Aspen X2 data to appropriate building staff (as illustrated in the PowerPoint available to parents on the Weymouth Schools website)
- Parents/guardians will not attempt to harm or destroy the school or the district's data or networks.
- Parents/guardians and students attempt to access information or any account assigned to another user.

Support

Parents/guardians who encounter a problem using the system, should email to the appropriate school X2 Support Desk with their concerns. The email should include the name of the student(s) and should be sent from the email address on file with the school.

WHS: x2whs@weymouthschools.org

The Aspen X2 Student Information System is web based. Anyone with internet access and the proper login and password word should be able to access the site. The school cannot troubleshoot home computer issues. Users are responsible for resolving any technical issues encountered when trying to access this system.

Security

The Weymouth Public Schools will use reasonable measures to protect student information from unauthorized viewing. The District will not be responsible for actions taken by the parent/guardian or student that would cause compromise of their student information. The District reserves the right to limit or terminate the Internet site for viewing student information without notice.

- Access is made available with a secure Internet site. Note: Account holders are responsible for not sharing their passwords and to properly protect or destroy any printed/electronic documentation generated from this site.
- Users will automatically be logged off if they leave their web browser open and inactive for a period of time

- The student's account will be inactivated when the student withdraws or graduates from Weymouth Public Schools

Account Unlock Procedures

Should your account become locked out because of too many unsuccessful login attempts, you should send an email to the appropriate school X2 Support desk:

WHS: x2whs@weymouthschools.org

The email should include the name of the student(s) and should be sent from the email address on file with the school. The school will make every effort to unlock the account within 48 hours. An email will be sent confirming that the account is unlocked or may ask you to provide additional information.

Helpful information about navigating the site, how to receive email notifications about grades, conduct and attendance is available on the district website.

~~~Weymouth High School~~~

~~Mission Statement~~

~~Weymouth High School will embed 21st century skills across the curriculum to prepare students for post secondary education, careers, and active citizenship.~~

~~General Information~~

~~Accreditation~~

~~The New England Association of Schools and Colleges, a non-governmental, nationally recognized organization, accredits Weymouth High School. Accreditation indicates that the school meets or exceeds criteria established by the N.E.A.S.C. and is reviewed by a team of peers every ten years. Weymouth High School has available the necessary school resources to achieve its stated purposes through appropriate educational programs. Accreditation is applied to the school as a whole and provides reasonable assurance about the quality of opportunities available to students who attend the school.~~

~~Building Security~~

~~In order to insure and maintain a safe and orderly learning environment for all, the only doors accessible to the public will be the Security Entrance. At no time will a student open an outside door for visitors or other students. All guests must sign in at the Security Desk, located next to the gold cafeteria on the stadium side of the building, be issued a visitor pass after providing appropriate identification, and then report directly to the destination. Persons not adhering to the aforementioned procedure will be considered trespassers and the police will be notified.~~

~~Flow of Communication~~

~~The first level for communicating a concern is to contact the specific teacher. Should the matter require additional attention, the courteous and proper sequence for contact is the following:~~

~~———— First Level: ———— Classroom Teacher~~

~~Second Level: Dean~~

~~Third Level: Principal/Associate Principal~~

~~Fourth Level: Asst. Superintendent of Schools~~

~~Fifth Level: Superintendent of Schools~~

Student Handbook Review

~~Section 37H of Chapter 71 of the General Laws provides that in each school building containing the grades nine through twelve, inclusive, the principal, with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The school council shall review the student handbook annually to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in section 37H.~~

Parental Notification Law

~~In accordance with General Laws Chapter 71, Section 32A, the Weymouth School Committee has adopted this policy regarding the rights of parents and guardians of students in relation to curriculum that primarily involves human sexual education or human sexuality issues.~~

~~At the beginning of each school year, all parents/guardians of students in our school will be notified in writing of the courses and curriculum we offer that primarily involve human sexual education or human sexuality issues. The Superintendent of Schools will direct building principals to distribute such material. Parent/Guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If the planned curriculum changes during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.~~

~~Notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform them that they may:~~

- ~~• Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the principal requesting an exemption. Any student who is exempted by request of the parent or guardian under this policy may be given an alternative assignment.~~
- ~~• Inspect and review program instructional material for these curricula, which will be made reasonable accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the principal to review the materials at the school.~~

~~Materials will be available at the Central Office with the Assistant Superintendent for Instructional Services or with the Health Grant Coordinator.~~

~~A parent/guardian who is dissatisfied with a decision of the principal concerning notice, access to instructional materials or exemption for the student under this policy may send a written request to the Superintendent for review of this issue. The Superintendent or his designee will review the issue and give the parent/guardian a timely written decision, usually within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, usually within four~~

~~weeks of the request. A parent or guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in dispute.~~

Significance of the Student Handbook

~~All regulations contained in the student handbook represent Weymouth School Committee policy and are in force until otherwise revised in accordance with Chapter 71, section 37H of the General Laws of the State of Massachusetts. These handbooks are filed annually with the Commissioner of Education and copies of the same are distributed to all students.~~

Student Rights and Responsibilities

~~The school committee, in adopting regulations relative to student conduct, does so in the belief that current practices in our school have been, and will continue to be, reflective of the rights of students as citizens while giving necessary attention to accompanying responsibilities. Students reaching the age of 18 years shall have all rights, privileges and responsibilities which accompany that age. If a student feels that his/her rights have been abridged in any way, that student should bring the matter to the attention of a teacher, counselor, building administrator or member of the student advisory council.~~

~~Each year students are elected to represent the high school on the State Student Advisory Council. Students are also elected to represent the school at the Weymouth School Committee meetings. Student grievances or suggestions, which involve the school as a whole, may be brought to these students for consideration.~~

Student Services

Career and Technical Education Admission Policy

~~An admission process is necessary for career and technical programs where there are more applicants than openings. This process is necessary to determine which applicants may most benefit from such educational opportunities. All applicants to the Career and Technical Education programs for grades nine through twelve at Weymouth High School will be evaluated using the selection criteria contained in the Admission Policy.~~

Class Dues

~~The senior graduating expenses of yearbook, cap and gown, class dinners and other activities can become a financial hardship at the end of the senior year. Therefore, each year the class tries to earn money to help defray senior expenses through fundraisers. To better equalize the financial responsibilities of each class member, class dues will be assessed over four years to equal a total of \$145.00. All grades are required to pay class dues each year. Students who participate in fund raisers may be exempt from class dues upon meeting specific criteria. Unpaid class dues will be carried over to the next academic year. Students that transfer into Weymouth High School must pay the same total of \$145.00 to cover senior expenses. Students that do not pay dues each year will be restricted from participating in class events and graduation.~~

	All Students
Freshman	\$15.00
Sophomore	\$15.00
Junior	\$40.00
Senior	\$75.00
Total	\$145.00

Counseling Services Department

The overarching goal of the Counseling Services Program is to help students understand their aptitudes, abilities, and interests so that they know themselves as individuals and as members of society. Furthermore, our program strives to help students make wise decisions educationally, vocationally, and personally. The Counseling Services Department is comprised of guidance counselors assigned by an alphabetical split, four grade level adjustment counselors, and one adjustment counselor that support specialized programs within the school.

Adjustment Counselors are Masters level clinicians available on an as-needed, as well as scheduled basis, for help in dealing with a wide range of social and emotional issues that interfere with school achievement. The school adjustment counselors may be accessed through the Counseling Services Department. Faculty, parents/guardians, administrators, staff and peers can refer students with any of the following issues: social, emotional, academic or behavioral. Services are delivered on an individual or small group basis. Adjustment Counselors also make appropriate referrals to outside supportive agencies for students and their families.

Guidance Counselors are certified/licensed Masters level educators trained in school counseling with unique qualifications and skills to address all students' academic, personal/social and career development needs. They serve a vital role in maximizing student achievement. By incorporating leadership, advocacy and collaboration, guidance counselors promote equity and access to opportunities and rigorous educational experiences for all students.

Some services include the following:

- developing a four year course plan with a career focus
- teaching students strategies to advocate for themselves
- providing career, educational, and post graduate planning
- interpreting standardized test results
- assisting in college research and selection process

- ~~facilitating orientation and transitional programs~~
- ~~providing help with personal/social concerns~~
- ~~coordinating support and intervention strategies for students in need of assistance~~
- ~~helping students to understand and accept capabilities and limitations~~
- ~~promoting the use of computer assisted planning and information services available in the high school's counseling services office~~

Important information:

- ~~Students are assigned to counselors by an alphabetical split and stay with their students throughout the four years at Weymouth High School.~~
- ~~Student appointments can take place anytime during the day and before or after school.~~
- ~~Counselors are generally available at most times throughout the school day; however appointments may be necessary as counselors may have already set up meetings with other students / parents, be running group counseling sessions, or fulfilling other duties and responsibilities. A counselor will always be available to assist in an emergency situation.~~
- ~~Multiple evening activities are planned throughout the school year by the Counseling Services Department. Please access the school's website periodically to remain up to date on new events.~~
- ~~Parents are encouraged to contact counseling services regarding any concerns.~~
- ~~Direct Counseling Services telephone number is 781-337-7500 ext. 25126.~~

Library Media Center

~~The Library Media Center (LMC) is open daily. The LMC offers students and staff a variety of educational resources both print and electronic. Students may use the book collection, reference sources (text and online), periodical collection, and the Internet. They may also borrow materials for research projects and recreational reading. Through its membership in the Massachusetts Library System, The LMC provides access to electronic reference databases. Students may access any of these databases (in school and at home) from the Library page of the WHS Website. The library website also has links to other resources that will help with assignments. Students who need help with a research or other school assignment may ask the LMC staff for instruction, direction, or clarification. Materials that are borrowed must be checked out and returned or renewed promptly. All patrons will take responsibility for careful treatment of the LMC resources. Students must pay for lost or damaged materials.~~

~~The LMC may be used by students for brief periods before or after school and during study periods. If a student wishes to use the LMC during an assigned study period, he/she may sign up for a study pass when they arrive at school in the morning until the first bell or after school for the next day. Students with LMC passes will leave the yellow copy with their study teacher for~~

attendance and then report promptly to the LMC with the white copy. Attendance is taken in the LMC each period

Peer Mediation

~~In some cases, students that have had a dispute at Weymouth High School or a school-sponsored event may opt for a Peer Mediation. Peer Mediation is a strong outreach program that allows students who are having a dispute, to turn to classmates and peers for help. All the meetings are confidential and occur during school hours. Mediators are trained to listen and help the disputants devise a solution; not give their own opinions. Any consenting pair of students can have mediation by requesting one through: Class Dean, Counselor or the Principal. Sometimes a concerned teacher may request students to have mediation, but both parties must consent to it before it occurs.~~

Physical Education Policy

~~The policies of the physical education program for the Weymouth High School are as follows:
Physical Education is mandatory for all grades.~~

~~State law requires that all students must participate in physical education during the school year. Participation in interscholastic sports or another approved after school activity may be an option of fulfilling this requirement if approved by the principal or his/her designee.~~

~~All students must dress appropriately for class—e.g., gym short, tee shirts (see regulations for appropriate school dress), sweatpants, sweatshirts, sneakers, and socks.~~

~~All students are required to participate in each class to the best of their ability unless medically excused by a physician. Anyone excused from class for more than two consecutive classes must have documentation from a physician.~~

~~The majority of the grade for physical education centers on the student's participation and effort in each class.~~

Senior Privilege

~~Senior Privilege applies to seniors who have a study hall either first or last block of the day. This allows them to arrive before second block or leave at the beginning of the last block of the day. Only seniors who have the appropriate grades, attendance, discipline, and who are good school citizens who have successfully completed their MCAS obligation will be eligible for senior privilege.~~

Working Papers

~~Applicants for working papers must be at least fourteen years of age. Working papers are required for each job until the student's eighteenth birthday. A working paper may not be obtained until a position is secured. A working paper must be obtained for every change in position.~~

~~In all cases, the applicant must make a personal application and present a birth certificate. A baptismal certificate will not suffice. Working papers are issued to Weymouth High School students during the school year in both maroon and gold offices at the end of the school day.~~

Exams/ Grading/ Testing/Graduation Requirements

21st Century Skills Common rubrics

Weymouth High School is deeply committed to equipping all students with the skills necessary to find success in our 21st century world. By focusing on these core skills, our students become not just masters *of* content but masters *with* content. These core skills include strategic reading, written communication, research, problem solving, technology, collaboration, and oral communication. To create a common language for the instruction of these skills and to standardize their assessment, our teachers utilize school-wide rubrics for the assessment of each of the core skills. This use of school-wide rubrics also allows Weymouth High School to meet important accreditation standards for the New England Association of Schools and Colleges and to better align our curriculum with the Massachusetts Department of Elementary and Secondary Schools.

(See Appendix B for copies of each of the 21st Century Skills common Rubrics)

Class Rank Computation

Class rank is figured at the end of the sophomore and junior years and at the end of first semester senior year. All courses with the exception of Physical Education, Physical Education CTE, Community Service, Lab Assistant, Strategies for Success in ELA, Strategies for Success in Science, Strategies for Success in Math, Strategies for Learning (SPED), Writing Lab, and Advisory for Foundation Academy are not included in the calculation of class rank. Every course has been evaluated and assigned a weight according to the level of the course within a department. Courses that are awarded a grade of "P" for *passing* do not have a class rank factor and therefore do not negatively or positively influence one's class rank. At the recommendation of the Massachusetts Board of Higher Education, through their admissions standards for the State University and UMASS system, WHS class rank is determined through our existing weighted grade point average.

WHS Grade Point Average Weighted Rank

(including Un-weighted courses)

		<u>A.P.</u>	<u>(NEW)</u>	<u>HONORS</u>	<u>(NEW)</u>	<u>COLLEGE PREP</u>
97 – 100	A+	6.33	5.33	5.33	4.83	4.33
94 – 96	A	6.00	5.00	5.00	4.50	4.00
90 – 93	A-	5.67	4.67	4.67	4.17	3.67
87 – 89	B+	5.33	4.33	4.33	3.83	3.33
84 – 86	B	5.00	4.00	4.00	3.50	3.00
80 – 83	B-	4.67	3.67	3.67	3.17	2.67
77 – 79	C+	4.33	3.33	3.33	2.83	2.33
74 – 76	C	4.00	3.00	3.00	2.50	2.00
70 – 73	C-	3.67	2.67	2.67	2.17	1.67
67 – 69	D+	3.33	2.33	2.33	1.83	1.33
64 – 66	D	3.00	2.00	2.00	1.50	1.00
60 – 63	D-	2.67	1.67	1.67	1.17	0.67
Below 60	F	0.00	0.00	0.00	0.00	0.00

College Entrance Exams

~~All four-year colleges and some community colleges, technical schools and schools of nursing require entrance exams. It is the students' responsibility to arrange for taking the correct tests. Most college-bound students take the PSAT exam in the fall of their junior year and SAT I, SAT II, Achievement and/or ACT exams in the spring of the same year. These tests may be repeated in the senior year. Questions regarding these tests should be directed to the counseling services department.~~

Graduation/Promotion Requirements

~~All students are required to select a minimum of six credits each year along with one additional credit as an alternate to assist in the scheduling process. Students must remain scheduled in at least the equivalent of 6.0 credits a year. Promotion from grade to grade in high school is based on credit accumulation in concert with the fulfillment of core requirements and academic standards/expectations.~~

~~The following **minimum** requirements must be met for entrance to grades 10, 11, and 12:~~

~~Grade 10 — 4 credits (including 1.0 in English & 1.0 in Math)~~

~~11 — 10 credits (including a minimum of 1 credits in English & 1.0 in Math)~~

~~12 — 15 credits (including a minimum of 2 credits in English & 2.0 in Math)~~

~~Diploma 22 credits (including the completion of all core and non-core subject area requirements and all required MCAS Competency Determinations)~~

~~Students with fewer than 22 credits will not graduate. It may also be the case that some students could transfer to Weymouth High School having accumulated more than 22 credits. It is important to note that in order to earn a Weymouth High School Diploma, the minimum graduation requirements listed below must be fulfilled in all categories before a student can walk in graduation to receive a conferred diploma.~~

Minimum Graduation Requirements—Grades 9-12

~~1. Total credit requirements:-~~

~~Class of 2015: — 22 credits including the completion of all core and non-core subject area requirements, 40 hours of community service, capstone project, and all required MCAS Competencies~~

~~2. The following subject credits must be earned as part of the graduation requirement:~~

WHS GRADUATION REQUIREMENTS (All academics except CTE)		
All MCAS, Capstone & Community Service requirements must also be met in addition to credits		22.0 Total Credits
CORE SUBJECT	English (including English I, II, III, and senior	4 credits

AREAS (graduation requirements):	elective(s)) Mathematics (including Geometry & Algebra II or equivalent) Science (including a minimum of two lab sciences and <u>3</u> lab sciences for Class of 2017 & beyond.) Social Studies (must pass US History II)	3 credits (4 credits beginning with the Class of 2016) 3 credits 3 credits
NON-CORE SUBJECT AREAS (graduation requirements):	Unified Arts Health Physical Education (.25 credit per year)	1.5 credits 0.25 credits 1.0 credits
ADDITIONAL GRADUATION REQUIREMENTS	Capstone Community Service	1.0 credits 10 hours per year/ 40 hours total
Additional Credits Required for an Academy Certificate		5.0 credits
Total Minimum Credits Required for Diploma. Students are required to carry 6 credits per year.		22 credits
WHS CTE GRADUATION REQUIREMENTS		
All MCAS, Capstone & Community Service requirements must also be met in addition to credits		22.0 Total Credits
CORE SUBJECT AREAS (graduation requirements):	English (including English I, II, III, and senior elective(s)) Mathematics (including Geometry & Algebra II or equivalent) Science (including a minimum of two lab sciences and <u>3</u> lab sciences for Class of 2017 & beyond.) Social Studies (must pass US History II)	4 credits 3 credits (4 credits beginning with the Class of 2016) 3 credits 3 credits
NON-CORE SUBJECT AREAS (graduation requirements):	Unified Arts Health Entrepreneurship CTE PE Requirement (0.1 per year)	1.5 credits 0.25 credits 0.25 credits 0.40 credits

CTE ACADEMY REQUIREMENTS	CTE Shop Courses and/or Electives	4.6 credits minimum
ADDITIONAL GRADUATION REQUIREMENTS	Capstone Community Service	1.0 credits 10 hours per year/ 40 hours total
Total Minimum Credits Required for Diploma. Students are required to carry 6 credits per year.		22 credits
<i>*Additional criteria required for CTE Certificate, varies by shop. See the Director of Career and Technical Education for details.</i>		

~~3. Students majoring in Career and Technical Education, because of the nature of the program must satisfy all graduation requirements in English, Social Studies, Mathematics and Science, as well as, shop. To be eligible for a Technical Certificate, a student must earn credits in both Junior and Senior years in one major.~~

~~4. Students must satisfy all Weymouth High School graduation requirements in order to participate in the graduation ceremony.~~

~~To earn a high school diploma from Weymouth High School, students must satisfy all Weymouth High School graduation requirements and earn competency determination in the English Language Arts, Mathematics, and the Science/ Technology portions of the MCAS test.~~

~~Students must satisfy one of the following two conditions in both English Language Arts (ELA) and Mathematics to earn a competency determination in those subjects: 603 CMR.31.00~~

- ~~• meet or exceed the Proficient scaled score of 240 on the English Language Arts and Mathematics grade 10 MCAS tests, or~~
- ~~• meet or exceed the Needs Improvement scaled score of 220 on the English Language Arts and Mathematics grade 10 MCAS tests and fulfill the requirements of an Educational Proficiency Plan (EPP).~~

Graduation Requirements Beyond the Classroom

~~In keeping with the mission of Weymouth High School “to prepare students for post secondary education, careers, and active citizenship”, all Weymouth High School students will be required to apply their learning beyond the classroom through participation in community service and completion of the Capstone Project.~~

Community Service

~~Community service is a graduation requirement for Weymouth High School. It is intended to prepare students for active citizenship. Community service is an opportunity for students to demonstrate active citizenship by acting as responsible citizens who contribute to the improvement of their communities. This service also affords students the opportunity to enhance personal growth, build self-esteem and develop social skills.~~

Students must complete at least 10 hours of approved community service activities each year (grades 9-12) for a total of at least 40 hours by the end of the first semester of their senior year. Students can begin earning community service hours during the summer prior to entering each grade (after June 1st). All community service activities must be approved. Pre-approved community service options are available on the Weymouth High School website; students must seek approval for all community service activities not already listed on the website. While students are encouraged to engage in more than 10 hours of community service per year, any student who accumulates excess hours cannot apply these excess hours to subsequent years. Community service hours for each year must be completed by June 1st of that school year. Seniors must have completed all hours by the end of first semester senior year unless they have made prior arrangements. While students may only use 10 hours of community service per year towards their graduation requirement, students who choose to perform community service hours in excess of ten hours per year can still apply the balance towards potential post high school scholarship opportunities.

Capstone Project

Students will work with an advisor to complete an independent project which will synthesize their learning from the electives in their career academy as well as demonstrate command of core 21st century skills in a real world context.

As the capstone is an independent student project, the form and focus will vary greatly, however, all students must adhere to the following guidelines:

1. Students will create a proposal of the project dealing with one of the themes in their career pathway
2. Students will design and produce a rigorous project, which includes
 - a. A bibliography of 10-20 sources used in the creation of the project
 - b. A 3-4 page reflective paper that identifies how the project demonstrates command of the core 21st century skills
3. Students will present the project to an audience consisting of teachers, administrators, parents, and community participants

Graduation Cohort

The expectation is that all Weymouth High School students, except in cases involving Special Education or Bi-lingual Education Law will meet the graduation requirements within four (4) years. Students who have not met the graduation requirements within four (4) years may utilize the following options:

- summer school
- evening school
- online classes
- community college
- GED

*Students may only return to Weymouth High School with Principal approval.

Homework Policy

Homework supplements classroom instruction. Doing homework reinforces skills, develops independent study habits, and introduces new material. As an extension of the classroom,

~~homework is clearly related to course content. Regular homework assignments assure that students will progress through the scope and sequence within each subject.~~

~~Homework is an integral part of the grade in each course. Homework requirements will be clearly indicated to students at the beginning of each course. It may not be appropriate, however, for teachers to grade every assignment. Homework is an important teaching tool to reinforce a student's academic responsibility, independence and good study habits.~~

~~It is entirely appropriate, within a course of studies, for assignments to be adjusted to meet students' needs and abilities. The amount of homework may vary with the nature of the assignments and the nature of the course.~~

~~Assignments may include: reading, writing, completion of skills exercises, researching, and studying for quizzes, tests or exams.~~

~~All homework must show evidence of care and thought. It must conform to academic standards established by the school and be neat, legible and grammatically correct.~~

~~What Student and Parents / Guardians Can Expect~~

- ~~• Homework will be assigned on a regular basis.~~
- ~~• Teachers are responsible for assigning and evaluating homework.~~
- ~~• Students have the responsibility of completing and submitting homework on time.~~
- ~~• A record will be kept of homework grades and assignments completed.~~
- ~~• Written assignments will be routinely corrected for content and mechanical errors (calculation, grammar, punctuation, capitalization and spelling) by all teachers.~~
- ~~• Students will have adequate notice of long term assignments.~~
- ~~• Homework missed due to absence must be made up within a reasonable time period, normally within one week~~

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Honor Roll

~~There are three categories of honors. All subjects are treated equally.~~

~~———— High Honors: All A's and one B are the minimal standard.
———— (A B is acceptable)~~

~~———— Honors: A's and B's in all subjects (A B is acceptable).~~

~~———— Merit: All A's and B's with a maximum of one C.
———— (No grade lower than a C)~~

Independent Status

~~Students interested in obtaining independent status as defined by WHS policy, should consult~~

their dean for details once they reach the age of eighteen.—Students who have independent status are permitted to provide their own written excuse for tardiness and dismissals. The student is responsible for all missed class work due to tardiness and/or dismissals. The student accepts responsibility and accountability for his/her actions. Students with Independent Status are not allowed to dismiss themselves from school when they have an assigned detention.

Make-Up Work and Extra Help

Teachers are available before and after school to assist students. However, students should check with their teachers as to availability on any given day. It is important that students who are having difficulty in a specific class arrange for extra help to prevent further difficulties later in the term or school year.

Progress Reports and Report Cards

Midway through each term progress reports are issued electronically for students and parents regarding students' academic growth and progress. Parents/guardians may check the academic progress of their student via the Family Portal available on the Aspen X2 Student Information System.

Report cards are issued electronically four times a year, at the end of each quarter. Each subject teacher will give a grade for achievement; in addition, the teacher may include one or two comments on effort, conduct, or attitude.

A parent teacher conference is always encouraged in order to help improve the quality of a student's work. Report card grades are indicated with a numeric value. The report card will have a conversion chart for numeric grades to letter grades. Mid-year and final examination grades will be recorded on the report card.

Students who received an incomplete grade in any subject will have an opportunity to complete work as required by the subject teacher within a two-week period after the marks close.

Senior Mid-Year/Final Exam Exemptions

Students who hold senior status must have a cumulative average of 85% or better in both quarters of a *semester course* to be exempt from the final exam. Students do not need to earn a grade of 85% or better in each quarter of a *semester course*, instead they need to have their final* grade for that semester equal or exceed an average of 85%.

Students who hold senior status must have a cumulative average of 85% or better for all four quarters of a *full-year course* to be exempt from the final exam. Students do not need to earn a grade of 85% or better for each quarter of a *full-year course*, instead they need to have their final* grade for that full-year course equal or exceed an average of 85%.

* The final grade calculated prior to the final exam is used as the determinant to grant or deny exemption status.

Exemption is an option. A student who qualifies for the exemption may elect to improve his/her final course grade by taking the exam. Students in the process of appealing an attendance failure do not qualify for the final exam exemption. Quarter-long courses do not qualify for exam exemption.

Also, seniors who have taken the AP exam in a class will be exempt from that class' final exam.

Testing

To keep parents and students informed and to comply with the state regulations, Weymouth High School offers the following testing programs:

<u>Test</u>	<u>Grade Involved</u>	<u>Time Frame</u>
PSAT	Gr. 10	October
MCAS Retest	Gr. 11, 12	November (others TBA)
Reading DORA	Gr. 9, 10,*	January – February
Math DOMA	Gr. 9, 10,*	January – February
Mid-Year Exam	Gr. 9, 10, 11, 12	January
MCAS	Gr. 10	March – June
Final Exams	Gr. 9, 10, 11, 12	June

Note: School Committee policy requires final examinations for all courses.

**Students who require additional testing based on progress:*

Quarter 3 = 20%

Quarter 4 = 20%

Final Exam = 10%

Semester Course

Quarter 1/3 = 40%

Quarter 2/4 = 40%

Final Exam = 20%

Full Year Course Grade

Quarter 1 = 20%

Quarter 2 = 20%

Midyear Exam = 10%

Quarter Course

Quarter = 80%

Exam = 20%

Parents/Guardians should be aware that no student at the secondary level will be promoted or graduate unless the student has met all of the requirements published for students and parents in the WHS Program of Studies book distributed to each student prior to the selection of courses for the next school year. Parents/guardians are encouraged to read each document carefully. Any questions about policies or requirements should be directed to the counseling services department.

Testing Regulations

~~All classes are suspended during testing periods for mid-year and final exams. Students are required to be present during their exam times.~~

~~Students will be in the cafeteria or in the examination room for the full period of the exam. Attendance will be taken at the exam. Students not present will be charged with absence from that class.~~

~~There is a posted schedule of exams. Weather, etc. will not interfere with the order of exams. Buses will pick up at the normal time. Buses will leave promptly at dismissal. There will be no late buses.~~

~~There will be no homeroom period during the exam period. Students will report directly to the examination room on exam days.~~

~~No lunches will be served for students on exam days.~~

~~A missed exam must be made up as soon as possible, normally within two weeks, and only with an acceptable excuse, or it will be counted as a zero. Teachers and students, at the convenience of the teachers, will make arrangements for makeup exams.~~

~~Semester textbooks will be turned in at exams.~~

~~Students wishing to study at the LMC may do so only with the permission of the librarian.~~

~~No electronic devices will be allowed during mid-year and final exams.~~

Textbooks

Students are completely responsible for textbooks issued to them. It is their obligation to handle them carefully, keep them in good condition and return them undamaged at the end of the course. Students must arrange to pay for a replacement textbook, prior to the issuance of a new one, if a textbook is damaged or lost and cannot be found within a reasonable time.

~~Students leaving school must return books to their classroom teacher or an obligation will be filed.~~

~~Under special circumstances, textbooks may be borrowed during the summer by paying a deposit of ten dollars each. This deposit will be returned when the book is returned in good condition.~~

~~No notations or drawings of any kind are to be made in the textbook or on the outside bindings. Report any damage immediately to your teacher or you may be charged for the damage.~~

~~Offensive or otherwise inappropriate language or drawing on book covers or in books is not acceptable.~~

Policies, Procedures and Discipline

Attendance Policy

~~According to state law, high schools are required to hold school for a minimum of 990 hours and~~

~~180 days a year. Regular attendance for the entire school day by a student is a primary requisite for learning.~~

~~If a student has more than six unexcused absences in a quarter then s/he will be considered an attendance failure and will receive an F* for that term unless extenuating circumstances exist. For classes that meet every other day, the fourth unexcused absence in a term will result in an F* for that term. If a student receives an F*, it represents a 59% or the grade they actually earned in the class if it is lower than 59%. Please contact your child's dean if you have further questions.~~

~~Due to a shortened fourth term graduating seniors with 5 un-excused absences will receive an attendance failure (F*).~~

~~Outside/non school sponsored events, competitions, and extracurricular events are not considered an excused absence.~~

Unexcused Absences From Class (Class Cut)

~~First offense, office detention and a zero will be given for the cut class. There will be no opportunity to make up work missed. Second offense, a full day IWS will be assigned and a conference will be held involving the student, parent/guardian, and counseling services team. A zero will be assigned for the class cut and no opportunity will be given to make up the work missed.~~

Late For Class

~~Ample time is allowed for passing from one class to the next. Students not seated in their classroom after the passing bell has rung will be assigned makeup time by the teacher for each offense. Failure to meet teacher obligations may result in an office detention. Students who miss one half of a class period due to tardiness will receive no credit for the class.~~

Student Absence Notification Program: Calling in an Absence

~~Parents/ Guardians must call or e-mail the school in the morning to alert the attendance officer of the child's absence.~~

~~The following will be considered an excused absence:~~

- ~~• Absence validated by a doctor's note provided documentation is submitted within one week of the absence~~
- ~~• A college interview or visitation pre-approved by the student's guidance counselor (limited to three per student, junior and senior year only)~~
- ~~• Legal obligations with documentation~~
- ~~• Religious holidays~~
- ~~• Bereavement~~

Dismissal from School

~~When a student needs to be dismissed from school, he/she must submit a note to either office or the security desk by 8:30 AM. Notes may be verified with the parent/guardian. All dismissals must be in writing, either by hand-written note, email or fax. Students must be present for four~~

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periods or until 11:00 AM in order to be considered present for the day.

Tardiness To School

~~Students not in their assigned seats at the tardy bell are considered late. Tardiness may be excused for one of the following (6) reasons with proper documentation:~~

- ~~● Family Emergencies~~
- ~~● Medical appointments (The student must have a note or appointment card from the doctor.)~~
- ~~● Religious holidays~~
- ~~● Legal obligations~~
- ~~● Illness or injuries~~
- ~~● Pre-approved college interviews or visitations.~~

~~Students with unexcused tardiness will be assigned consequences according to the following:~~

- ~~● On 5th tardy Assignment of Office Detention~~
- ~~● On 10th tardy Assignment of Office Detention~~
- ~~● On 15th tardy Assignment to full day IWS and loss of parking privileges for 30 days plus parent conference.~~
- ~~● On 20th tardy Assignment to 1 full day IWS and loss of parking privileges for 60 days plus parent conference.~~

~~Thereafter, the process begins again with the 5th, 10th, etc. within a specific quarter.~~

~~Students failing to report to the security desk when tardy will be assigned appropriate disciplinary actions. Students who miss one half or more of a school day due to tardiness and/or a dismissal will be considered absent for the day.~~

Truancy From School

~~An administrator will contact the parent/guardian. The student will receive a zero for all classroom work missed (no make up will be permitted) and assigned to full day IWS.~~

~~Parent(s) or Guardians will also be notified when a student who has at least five days in which the student has missed two or more classes/periods (unexcused) or who has five or more unexcused absences in the school year and a meeting will be scheduled with the building Principal (or his/her designee), the Parent(s)/Guardian and the student to develop an action plan to improve the student's attendance.~~

Code of Conduct

~~Students are expected to act with proper behavior at all times. This includes traveling to and from school, on school premises, on school buses, at bus stops, at school sponsored or school~~

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~~related events, and at athletic events.~~

~~Violations or disregard for school rules and regulations will lead to disciplinary action by school administrators, (Principal, Associate Principal, and Deans) which could result in one or more of the following: early dismissal from school, parental conference, restitution, detention, internal or external suspension from school for one to ten days in school or out of school short or long term suspension, access to or placement in an alternative setting or exclusion from school and restitution for any damages to private or school property. *The Principal alone has the unilateral authority to expel a student from school for specific infractions defined by Massachusetts General Law, Chapter 37 H 1/2.*~~

The following offenses will lead to disciplinary action:

- ~~• Physical assault, fighting or other acts of violence on any member of the school community~~
- ~~• Threats of violence directed toward any member of the school community~~
- ~~• Use of obscene, abusive or profane language or gestures~~
- ~~• Hazing as defined on page 56~~
- ~~• Committing acts of vandalism~~
- ~~• Harassment, which is defined as discriminatory remarks or actions regarding, but not limited to the following: race/color, sex, religion, disability, national origin, sexual preference and gender identity.~~
- ~~• The sale, distribution, use or unauthorized possession of drugs (including synthetic substance or materials that simulate drugs), alcoholic beverages or any other devices or materials of any sort injurious to the well being of the school community~~
- ~~• Possession of weapons of any kind including knives of any length or shape, firearms, firecrackers, or any other explosive materials~~
- ~~• Possession of simulated weapons, laser lights, or any other items not herein specified that would upset the school's normal operation. School personnel will confiscate inappropriate items~~
- ~~• Theft of school or personal property or receiving such stolen items~~
- ~~• Obtaining money, material goods or favors by threat of physical harm~~
- ~~• Destruction of or damage to school or personal property. Restitution will be required~~
- ~~• Sounding false alarm for fire/police, tampering with the call box covers, calling a bomb threat, or disrupting the normal school procedure in any way~~
- ~~• Starting a fire~~
- ~~• Truancy~~
- ~~• Leaving the school building or school property during school hours without permission~~

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- Failure to meet detention obligations
- Loitering within the school building or on the school grounds after the normal school day
- Using any of the school facilities without supervision of a teacher or coach on school grounds
- Forgery of school related documents
- Open and continued defiant behavior toward school personnel
- The use of personal listening devices/video devices, telephones, pagers, still or video cameras (unless used for approved school activities), or other electronic devices is prohibited during the school day. If a student chooses to bring an electronic device to school (i.e. cell phone, iPod or texting device), it is to be silenced during the school day, unless used for specific instructional purposes as designated by the supervising teacher. Failure to follow this policy will result in the confiscation of the electronic devices and possible further disciplinary actions.
- Public displays of affection are not in good taste and are unacceptable in a public school
- Committing any illegal act on school property or at school sponsored events off school property
- Consumption of any beverage (coffee, soda, water, etc.,) may be banned in any classrooms, labs, and CTE rooms per teacher discretion.
- Intimidating behavior directed towards faculty, staff, or peers, including any behavior involving physical contact, emotional manipulation, verbal abuse, and purposeful embarrassment (behavior may include but is not limited to, inappropriate epithets, derogatory comments, slurs, and lewd propositions, impeding or blocking movement, violations of personal space, offensive touching or any physical interference with normal work or movement, and visual insults involving drawing or postings)

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Any act, not herein specified, which is unfavorable to the interest of the school and community as determined by the principal/ associate principal.

Suspension and Exclusion

SUSPENSIONS

Suspensions may be short term or long term. Short term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. Long term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year.

Suspensions may also occur in school or out of school. In school suspension is the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school

year. Long-term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A principal may, in his/her discretion, allow a student to serve a long-term suspension in school.

Students suspended from school are not allowed to participate in any school or school-related activity during the period of suspension. This includes regular classes, field trips, athletic practice, team competitions, student government, performances, dances, social events, or any other school activities. Exceptions may be granted, with express permission from a school administrator, to pick up school work when school is not in session or to participate in mandatory testing.

A goal of Weymouth High School is to minimize unsupervised out-of-school suspension. Out-of-school suspension is resorted to only when other punishments have proven ineffective, or for instances of very serious infractions. A supervised out-of-school suspension program assigns students who have committed infractions to a community connections center for counseling and remedial community service in lieu of suspension. This option is utilized at the administration's discretion.

A student will not be excluded from school without being afforded appropriate due process as set forth below. If, however, a student's continued presence in school poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment there is no alternative available to alleviate the danger or disruption, a student who is charged with a disciplinary offense may be removed temporarily from school before receiving due process pursuant to an Emergency Removal (see below for more information).

I. IN-SCHOOL SUSPENSION

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

- The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.
- On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
- The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal for the purpose set forth above, if such meeting has not already occurred. The administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for

school communications, or by other method of delivery agreed to by the administrator and the parent.

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

II. SHORT TERM OUT-OF-SCHOOL SUSPENSION

Except in the case of an Emergency Removal (see below), prior to imposing a short-term out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H and 37H 1/2, an administrator will provide the student and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

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

- a) the disciplinary offense;
- b) the basis for the charge;
- c) the potential consequences, including the potential length of the student's suspension;
- d) the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and parent.

2. Efforts to Involve Parent: The administrator will make reasonable efforts to notify the parent of the opportunity to attend the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

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

4. Decision: The administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.

III. LONG TERM SUSPENSION

~~Except in the case of an Emergency Removal provided on page [], prior to imposing a long-term suspension (more than 10 days of suspension, whether in school or out of school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:~~

~~1. Notice: The notice will include all of the components for a short-term suspension in Section C above, plus the following:~~

- ~~a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;~~
- ~~b) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;~~
- ~~c) the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;~~
- ~~d) the right to cross-examine witnesses presented by the school district;~~
- ~~e) the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and~~
- ~~f) the right to appeal administrator's decision to impose long-term suspension to the superintendent.~~

~~2. Format of Hearing: The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.~~

~~3. Decision: Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent by hand-delivery, certified mail, first class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:~~

- ~~1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;~~
- ~~2. Set out the key facts and conclusions reached;~~
- ~~3. Identify the length and effective date of the suspension, as well as a date of return to school;~~
- ~~4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);~~
- ~~5. Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:~~

the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that

the long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

APPEAL TO THE SUPERINTENDENT

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

The following apply:

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

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

EXCEPTION FOR EMERGENCY REMOVAL

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of

the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption.

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

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

- Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
- Provide written notice to the student and parent as provided in Section C or D above, as applicable;
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent;
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

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

Continuation of Educational Services

Students serving an in-school suspension, short-term suspension, or long-term suspension have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. Students who are suspended under §37H34 for more than ten (10) consecutive days, whether in school or out of school, are entitled to receive educational services during the period of suspension under WPS's Education Service Plan, which is described below. If the student withdraws from the District and/or moves to another public school during the period of suspension, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

Services during Removals and School-Wide Education Service Plan

Students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, have the opportunity to make academic progress during the period of suspension; make up assignments; and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed.

WPS has developed 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.

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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.

WPS's Education Service Plan is subject to change, and may include, but is not limited to:

Education Service Plan

In accordance with Massachusetts General Law 37 H 34, when a student has been suspended or expelled, he/she will continue to be provided with education services during the period of suspension or expulsion from the district. Weymouth Public Schools may offer student the services including, but not limited to:

- Independent Work Station
- The Decisions Program
- The Twilight Program
- Online Credit Recovery
- Home Tutoring

IV. EXPULSION

Students are subject to expulsion (i.e., permanent exclusion) by the Principal for the conduct listed below. (See also, M.G.L. ch. 71, §§37H at page f-1)

- Possession of a dangerous weapon*
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel

*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute "dangerous weapons", administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student's possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)

Students are also subject to long term suspension/expulsion by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H1/2.

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, and will be so informed at the time of the suspension/expulsion.

PROCEDURES APPLICABLE TO CONDUCT COVERED BY M.G.L. C. 71, §37H AND 37H ½

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

1. The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.

2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.

3. A letter will be mailed to the parent/guardian of the suspended student stating:

- _____ a) The reason for the suspension
- _____ b) A statement of the effective date and duration of the suspension
- _____ c) A statement regarding whether or not the Principal will schedule a formal hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H

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

Cafeteria Regulations

~~The dining rooms are intended to be pleasant places where students may eat lunch in a relaxed and attractive atmosphere. Student suggestions for better operation of the dining rooms are always welcome.~~

~~Neatness of the dining room is everyone's responsibility. Nothing should be left on the tables.~~

~~No food or drink, other than water, may be taken from the dining room.~~

~~Students must go to the designated dining room during the lunch period. Dining rooms are assigned by the 5th block class. No student is permitted to leave the dining room without authorization, until the bell rings ending the lunch period. Inappropriate behavior may result in the loss of cafeteria privileges, parental conference, office detention and/or suspension. Students are expected to possess and scan their WHS school issued ID in order to make purchases in the cafeteria using their account.~~

Cheating/Plagiarism

~~Cheating is a serious infraction and is a violation of academic integrity. It interferes with proper student assessment, thus impeding student growth. Moreover, it is a dishonest act which constitutes intellectual theft. Any instance in which a student presents the work or intellectual property of another as his or her own constitutes cheating. This standard applies to all intellectual property, whether taken from a personal, professional or electronic source. As such, cheating includes, but is not limited to, the following:-~~

- ~~• copying the work of another student~~
- ~~• submitting work written by another as one's own~~
- ~~• using words or ideas of another as one's own~~
- ~~• using study aids in an unauthorized manner~~
- ~~• sharing information regarding quizzes and tests with others, or using such information to achieve academic advantage~~

1st offense:

- ~~• The student will be assigned a zero for the assignment.~~
- ~~• The teacher will notify the parent and send a referral to the Dean.~~
- ~~• All extra-curricular activity advisors will be notified, as well as the National Honor Society.~~

2nd offense:

- ~~• The student will be assigned a zero for the assignment.~~
- ~~• The teacher will notify the parent and send a referral to the Dean.~~
- ~~• All extra-curricular activity advisors will be notified, as well as the National Honor Society.~~
- ~~• One full day of IWS will be served, where the student will write a reflection on the incident.~~
- ~~• If the 2nd offense takes place in the same class as the 1st, the student will be reduced 5 points from that term grade.~~

3rd offense:

- ~~• The student will be assigned a zero for the assignment.~~
- ~~• The teacher will notify the parent and send a referral to the Dean.~~
- ~~• All extra-curricular activity advisors will be notified, as well as the National Honor Society.~~
- ~~• One full day of IWS will be served, where the student will write a reflection on the incident.~~
- ~~• If the 3rd offense takes place in the same class as the 2nd, the student will be reduced 10 points from that term grade.~~

Chemical Substances

Possession, use, sale or distribution of tobacco, drugs or alcohol in the school building, on school grounds, or at school sponsored activities is prohibited by state law (Chapter 71, Section 37H) and School Committee policy. Violators of this policy are liable to the appropriate penalties as outlined in Section 37H, which may include exclusion and/or expulsion (see above).

In order to safeguard the individual and provide for the general safety and welfare of all students, the Weymouth Public Schools has established the following guidelines for disciplinary action with regard to due process and students' rights in drug, alcohol, and other substance abuse and related cases. No one may possess, distribute, sell or ingest a controlled substance or alcohol on any school premises (including school buses) or while attending an authorized, related activity a school sponsored function or activity. Referrals will be made by all school personnel (teachers, secretaries, paraprofessionals, custodians, etc.) to the building principal who may then consult the administrator, school nurse, and/or Superintendent of Schools.

Chemical Substances Disciplinary Actions

Suspicion of Being Under The Influence of a Controlled Substance

- Involvement of a second party building administrator and/or school nurse parent/guardian requested to take student home.

Possession, Use, Selling, or Distribution of a Controlled Substance may be subject to any one or more of the following:

- Letter to parents or guardians, copy placed in student's temporary record
- Immediate suspension from all school programs Short or long term suspension hearing
- Mandatory parental/guardian conference prior to re-admittance
- Referral to rehabilitation program
- An expulsion hearing may also be held
- The Youth Division of the Weymouth Police Department will be notified

Breath Alcohol Testing Policy & Procedure

Alcohol use by a student is illegal and poses a serious threat to the well-being of the student as well as the well-being of the entire school community. Drug and alcohol use will not be tolerated during school hours, on school grounds/property, or at any school sponsored activity or event during or after school hours. Students who violate the school policy on use, possession, sales or distribution may be subject to disciplinary action as set forth in the Student Handbook as well as applicable state laws.

When determining possible alcohol use or intoxication by a student during the school day or at a school related function the safety of the student is the primary concern. An assessment of a

student's suspected alcohol use may be aided by the use of a breath alcohol testing device which indicates the presence or absence of alcohol.

~~I. Procedure at School-Sponsored Dances and Proms:~~

~~Prior to entering the dance/Prom, all students will be screened as follows:~~

- ~~1. Students purchase their tickets prior to the event. Only students who do not have any outstanding obligations will be allowed to purchase tickets.~~
- ~~2. A trained school administrator will administer the breath testing device (AlcoBlow, AlcoHawk, etc.).~~
- ~~3. The student will be admitted to the dance/Prom if the reading on the breath testing device reads negative (green or 0.0).~~
- ~~4. If the reading on the breath testing device is positive (amber/red or over 0.0), the student may then request a maximum of two additional tests taken at least 2 minutes apart. If additional tests are positive (amber/red or over 0.0), the student will NOT be admitted to the dance/Prom and his/her parent/guardian will be notified and required to take the student home.~~
- ~~5. If the student has tested positive (amber/red or over 0.0), disciplinary action will result in accordance with the student handbook. A student testing positive on the breath testing device will not be allowed to attend any WHS dances for the remainder of the school year including Prom. If the student is a senior s/he will also not be allowed to attend any remaining senior activities.~~
- ~~6. If a student refuses to use the breath testing device, he/she will not be admitted to the event and his/her parents/guardians will be contacted and asked to come take the student home. An administrator may consider the refusal and all other evidence to determine whether or not the student is intoxicated or has consumed alcohol and impose the disciplinary actions listed in the student handbook.~~

~~There is always the possibility that a student may become intoxicated after passing the initial breath testing screening. If a school administrator at the function observes the behaviors listed in Section II (1), in such a student, then s/he may administer the breath testing device. If the student tests positive (amber or red or over 0.0), on the breath testing device, he/she may request a second and third test. See section II (4). If these tests are positive, then the school administrator will follow the procedure as written in Section II of the breath testing policy. School discipline will be administered in accordance with the WHS Student Handbook.~~

~~II. Procedure at School-Sponsored Events (except Dances and Proms):~~

- ~~1. School staff may determine possible student alcohol use without the aid of a breath alcohol testing device observing one or more but not limited to the following indicators:~~
 - ~~• Slurred speech~~
 - ~~• Unsteady gait~~
 - ~~• Impaired motor control~~

- ~~Flushed face~~
- ~~Smell of intoxicating liquor on breath, clothing or person~~
- ~~Vomiting~~
- ~~Glassy or red eyes~~

~~2. If a student is suspected of being under the influence of alcohol or is suspected of consuming alcohol, the school administrator or school safety officer may administer a breath testing device (ie. AlcoBlow, AlcoHawk, etc.).~~

~~3. The test is administered in privacy in the presence of a school administrator.~~

~~a. If the test is positive (amber/red or over 0.0), the student may request a maximum of two additional tests taken at least 2 minutes apart. If these additional tests are positive (amber/red or over 0.0), the Parent/Guardian will be notified and requested to take the student home.~~

~~1. Emergency help will be called if student is assessed to be at risk for alcohol poisoning or in need of medical assistance.~~

~~2. Disciplinary action will be taken as indicated in the student handbook.~~

~~b. If the test is negative (green or 0.0):~~

~~1. The student will be allowed to resume activity if the school administrator does not suspect the use of other drugs or impairment.~~

~~2. His/her parent/guardian will be notified that the breath testing device was utilized.~~

~~5. If a student who is suspected of being under the influence of alcohol or who is suspected of consuming alcohol refuses the test:~~

~~a. The school administrator or school safety officer will notify parents/guardians to pick up the student and will detain the student until the parent's/guardian's arrival. The school administrator may consider the refusal and all other evidence to determine whether or not the student is intoxicated or has consumed alcohol and may discipline the student in accordance with the student handbook.~~

~~6. If any student suspected of intoxication leaves the scene against the school official's request:~~

~~a. Police Department will be contacted immediately.~~

~~b. Parent/Guardian will be notified.~~

~~c. Disciplinary action for insubordination will be taken as indicated in the student handbook.~~

III. Student Athletes and Extra-Curricular Activities

Athletes:

Students representing Weymouth High School athletic teams are held to a high standard of conduct. The conduct of these student athletes is governed not only by rules established by the MIAA but also those established in the Weymouth High School Student Handbook which states that a student shall not, regardless of the quantity; use, consume, possess, buy, sell or give away any beverage containing alcohol including near beer, tobacco product, or controlled substance including marijuana, synthetics, steroids, or any other controlled substance. Therefore, if a student athlete tests positive on a breathalyzer test the student's name will be given to the athletic director who will consider this evidence that the student has consumed alcohol. This will result in the implementation of the disciplinary code for athletics through a Chemical Health Committee as stated in the student handbook.

Captain/Elected or Appointed Official:

If a student is found in violation the Chemical Health Policy, he or she will be ineligible to be elected or named captain of an athletic team or president/leader of any extracurricular activity (including class office) for one calendar year. This may result in the student being stripped of titles and captaincies.

Tobacco Possession/Use Disciplinary Actions

Suspicion of Possession and/or Use of Tobacco Products

- Involvement of a building administrator
- Student is subject to search by administration

Possession and/or Use of Tobacco Products may be subject to any of the following:

- All policies and consequences outlined in Weymouth Public Schools' *Smoke Free Schools* policy. (Page 11 Weymouth Public Schools Handbook)

As well as;

- Confiscation of any contraband
- Parent notification
- Independent Work Station
- External Suspension

Classroom Conduct

Expectations for classroom conduct are consistent throughout the school.

- Arrive to class on time and be prepared for the work at hand.
- Remain attentive during the entire period.
- Be considerate to the rights and feelings of others.

- Respond promptly to the direction of the teacher.
- Study halls support student learning and student productivity. Proper classroom behavior during study halls is important and expected. Failure to attend study hall is a “cut” of that class and will be handled the same as “cuts” of other academic classes.

Conduct After School

Students are encouraged to participate in extracurricular activities at Weymouth High School. Students who remain after school must be under the supervision of a coach or faculty member at all times, or be participating in a school-sponsored activity or project. Students should not “hang out” in the corridors after school. Students who are not supervised will be asked to leave the building. Failure to leave when asked will result in disciplinary action.

Harassment

Definition: Harassment is the act of intentionally abusing the dignity of another person, through insulting or degrading personal remarks or conduct.

Harassment on the basis of race, age, national origin, gender identity, sex, sexual orientation or disability is illegal and will not be tolerated. We expect all students, employees, parties contracted by the Weymouth Public Schools, and other members of the school community to conduct themselves in an appropriate manner with respect, dignity, courtesy and fair treatment for all individuals in the school community.

Any individual, who is found, after appropriate investigation, to have engaged in any form of verbal or physical harassment, will be subject to disciplinary action up to and including termination of employment, suspension or expulsion. The behaviors which may be considered a form of harassment may include, but are not limited to:

- Touching
- Gestures
- Remarks made in private or in front of others
- Intimidation/isolation
- Name calling

Any student who believes that he or she has been subjected to harassment should discuss the matter with a trusted adult and/or file a complaint in person or in writing to counseling services.

Hazing

(Ch. 269, Section 17. Crime of hazing: Definition, Penalty)

Whoever is the principal organizer or participant in the crime of hazing as defined herein may be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen shall mean any conduct or method of initiation into any student organization, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced

~~consumption of any food, liquor, beverage, drug or other substance, or any brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such students or other persons to extreme mental stress, including extended deprivation of sleep, rest, or extended isolation. Added by St. 1985, c.536.~~

~~(Ch. 269, s.18 Duty to Report Hazing)~~

~~Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practical. Whoever fails to report such crime shall be punished by a fine of not more than five hundred dollars. Added by St. 1985, c.536.~~

~~(Ch. 269, s.19 Hazing Statutes to Be Provided: Statement of Compliance and Discipline Policy Required.)~~

~~Each secondary school shall issue to every team, group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledge or applicant for membership on such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each team, group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgement stating that such group, organization or individual has received a copy of said section seventeen and eighteen.~~

~~Each secondary school shall file, at least annually, a new report with the Board of Education, certifying that such institution has complied with the provisions of these sections and also certifying that said school has adopted a disciplinary policy with regard to the organizers and participants of hazing.~~

~~The Board of Education, shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution that fails to make such report. Added by St. 1985, c. 536.~~

Independent Work Station (IWS)

~~The purpose of the independent work station is to improve student behavior through the use of a structured environment where students are required to complete their regular class assignments and to examine thoughtfully their responsibility as school citizens.~~

~~Students are assigned to IWS for a full day and are not permitted to attend their regular scheduled classes. Students are required, however, to complete their regular class assignments for credit. Students assigned to IWS may not participate in any extra-curricular activity for that day. Students assigned to IWS will follow the directions of the IWS supervisors.~~

~~Students who fail to fulfill their full day IWS responsibility will be rescheduled to the next available full day IWS. Continued failure will may result in external suspension for one (1) day with parent re-entry meeting upon return to school.~~

Office Detention

~~Detention with a teacher takes priority over all other obligations. If a student is to report to a teacher and has office detention, a signed pass from the classroom teacher must be given to the~~

~~office detention proctor before leaving the building.~~

~~Detention is an extra class period assigned by the office for failure to abide by school regulations. Students will come prepared for quiet study. Office detention is held after school. Students with Independent Status are not allowed to dismiss themselves from school when they have an assigned detention. Failure to attend detention will result in a full day of IWS. (When required, Deans have discretion to appropriate and adjust the following consequences as needed.)~~

School Staff Authority

~~School staff authority and responsibility extends over the entire building and school grounds and school sponsored activities at all times. Students who fail to identify themselves upon request will be considered insubordinate and will receive appropriate disciplinary action.~~

Safe Driving/Student Drop Off and Pick Up

~~The recommended speed limit on school property is five (5) miles per hour. At all times, drivers on campus should understand that pedestrians have the right of way, and should drive courteously as well as responsibly and respect the rights of pedestrians and other drivers. **Drivers who violate the safe driving policy may lose their parking privilege.**~~

Student Obligations

~~Obligations may include any monies owed to the school for lost books, locks or any other school materials, class dues, athletic fees, unfulfilled community service hours, or time owed for detention or suspension. Students with obligations may not attend school sponsored activities.~~

Student Parking Regulations

~~Parking on school grounds and at satellite lots is a privilege. Only students with a valid parking permit are allowed to park on school grounds.~~

~~Students are not allowed to leave the building to return to their cars during the school day without a security escort. The purchase of a **\$100 parking tag** entitles students to park their vehicles on school property as long as they follow school regulations and adhere to the driving rules and common courtesy. Students who have outstanding obligations will not be given parking privileges.~~

~~Students parking illegally on campus will be ticketed and possibly towed at the owner/operator's expense.~~

~~*Parking passes cost \$100, however those purchased on Feb 1st or after, will cost \$50.~~

WHS ID Policy

~~As a means of promoting a safe and secure school environment that continues to be conducive for the educational process, all students in grades 9-12 must possess an ID badge. Each student is expected to present ID upon request during school hours as well as all school sponsored~~

~~functions, including field trips that take place during the regular school day. Students must present their student ID when checking in late to school and when purchasing lunch in the cafeteria. Students must also carry the student ID badge during all extra-curricular school events and present the badge upon request from a faculty or staff member or the student may be subject to exclusion from the event.~~

~~If a student misplaces his/her badge or leaves it at home, it is the responsibility of the student to obtain either a new badge or a temporary one through WHS security personnel. When a student has defaced their ID they will be required to purchase a new badge.~~

~~Students who are reported as repeatedly not producing their ID at the Security Desk or in the cafeteria will be subject to the following consequences:~~

- ~~• 1st offense of repeated incident: Office Detention~~
- ~~• 2nd offense of repeated incident: (2) Office Detentions~~
- ~~• Each additional failure to comply with the ID policy will result in an additional full day IWS and parent conference.~~

Suspension

~~Students suspended from school are not allowed to participate in any school or school-related activity during the period of suspension. This includes regular classes, field trips, athletic practice, team competitions, student government, performances, dances, social events, or any other school activities. Exceptions may be granted, with express permission from a school administrator, to pick up school work when school is not in session or to participate in mandatory testing.~~

~~A goal of Weymouth High School is to minimize unsupervised out of school suspension. Out of school suspension is resorted to only when other punishments have proven ineffective, or for instances of very serious infractions. A supervised out of school suspension program assigns students who have committed infractions to a community connections center for counseling and remedial community service in lieu of suspension. This option is utilized at the administration's discretion.~~

Teacher/Staff Assault

~~Any teacher or staff member, as a public employee, is statutorily protected by Massachusetts General Laws Chapter 71, §37H and Chapter 265, §13D.~~

~~If a student assaults any teacher or staff member they will may face disciplinary consequences in accordance with WHS code of conduct as well as M.G.L. ch. 71, §37H and ch. Massachusetts General Laws Chapter 265, §13D.~~

~~Whoever commits an assault and battery upon any public employee when such person is engaged in the performance of his duties at the time of such assault and battery, shall be punished by imprisonment for not less than ninety days nor more than two and one half years in a house of correction or by a fine of not less than five hundred nor more than five thousand dollars.~~

Teacher Detention

If a student has been asked to see a teacher after school and does not report, the student will be referred to the appropriate Dean for disciplinary action.

Teen Dating Violence

Weymouth High School will not tolerate any teen dating violence during the school day or at any school sponsored activities. Any acts of violence will be dealt with swiftly and consequences will be based on the nature and history of the act. If an incident of teen dating violence occurs, intervention will include appropriate disciplinary action and the recommendation for counseling services. This may include the support of outside agencies.

In accordance with the law of minority, the following people will may be notified in the event of a teen dating violence incident:

- The administration
- Parents of the victim
- Parents of the perpetrator
- School counseling services team
- School nurse

The following agencies may also be notified, depending upon the seriousness of the incident:

- The police
- Hospital
- Outside agencies

Telephones/Electronic Equipment

There are telephones located in each of the main offices in the building for students' use with permission from the office staff. If a student chooses to bring an electronic device to school (i.e. cell phone, iPod or texting device), it is to be silenced during the school day, unless used for specific instructional purposes as designated by the supervising teacher. Failure to follow this policy will result in the confiscation of the electronic devices and possible further disciplinary actions.

Use of Lavatories and Lockers

Lavatories are available for student use between periods. Use at any other time shall be only with permission from a teacher. Loitering at lockers or in lavatories at any time will be subject to office discipline.

Lockers are provided for safekeeping of personal property and school supplies. *Use only your assigned locker. Do not give the combination to anyone else.* If something must be removed from your locker and you cannot open it, contact a custodian for assistance.

If your locker doesn't work, report this to the security office so that the locker may be repaired. Be sure to spin the combination dial several times after closing so that there is no possibility that it can be opened again without the use of the combination. Do not accumulate unnecessary materials in your locker; keep it clean.

Large amounts of money or extremely valuable articles should be left at home. Weymouth Public Schools is not responsible for lost or stolen items.

~~Damaging lockers is vandalism. Do not put stickers on lockers. Students are charged \$10.00 for each lost lock. Only school locks may be used on school lockers. All other locks will be removed.~~

~~Students should use their lockers for the sole purpose of storing clothing, books, lunches and/or personal belongings appropriate to a school setting. The school is not responsible for lost or stolen books, clothes or other personal materials. A locker search will be conducted when there is reasonable grounds for suspecting that the student has violated either the law or the rules of the school. The school administration reserves the right to search lockers of students. Assignment of lockers to students does not imply ownership by the student.~~

Athletics and Extracurricular Activities

~~The role of the secondary school is preparation of students to become useful and productive citizens. One of the avenues available to fulfill this goal is our athletic program. A well developed, coordinated and properly coached program will assist the student in becoming a well-balanced person capable of adjusting to life's changes.~~

~~Extracurricular activities are considered an important part of the educational process at Weymouth High School. There are varsity and sub-varsity sports, as well as many clubs and organizations offered to meet the interests of our student body.~~

~~In order to be eligible for any athletic team at Weymouth High School a student athlete must:~~

- ~~• Be in good academic standing. All student athletes must be passing a minimum of four credits in their major subjects to maintain athletic eligibility.~~
- ~~• Have a current physical (within thirteen months of the try-out) on file with the high school nurse.~~
- ~~• Have a current, signed permission slip.~~
- ~~• Students must pay the designated user fee in order to participate in each sport offered.~~

~~Individual extra-curricular clubs and organizations may also have eligibility requirements and fees. If the payment of a fee will produce a hardship for a family, the parent or guardian should contact in writing the Athletic Director for athletic fees or the Principal for club/organization fees.~~

Disciplinary Code for Athletics and Extra-Curricular Activities

~~Understanding that participation in athletics and extra curricular activities is a privilege and not a right,; the disciplinary code of conduct for Weymouth High School's extracurricular activities, including all clubs, activities, and athletic teams, reflects the desire of the school's advisors/coaches to be consistent in their approach to disciplinary matters. The code increases the standard of responsible behavior expected of participating Weymouth High School students. It is expected that our student participants will be models of proper behavior for the entire student body. This disciplinary code is in effect 365 days a year, 24 hours a day.~~

~~A Chemical Health Committee made up of the School Principal, Athletic Director and Dean has been established to oversee the implementation of the disciplinary code.~~

ALCOHOL, TOBACCO, OR CONTROLLED SUBSTANCE VIOLATION: A student shall not, regardless of the quantity, use, consume, possess, buy, sell or give away any beverage containing alcohol, tobacco/tobacco-like or nicotine product, or controlled substance including marijuana, synthetics, steroids, or any other controlled substance. This policy includes products such as “NA or near beer”.

First Violation: When the Chemical Health Committee confirms, following an opportunity for the student to be heard, that a violation has occurred, the student shall lose eligibility for the next 50% of consecutive athletic/club/extracurricular events in which the student is a participant. (e.g., student in violation right before first game of 20-game basketball season...student will miss 10 games). The possibility of dismissal from the team or club is also at the discretion of the principal/advisor/coach. The student must participate in and complete an approved chemical dependency program or treatment program at his/ her personal expense to be considered for reinstatement to the team or club. The 50% will carry over to the next athletic/club/extracurricular activity in which the student will be involved. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 50%. It is recommended that the student be allowed to remain at the activity/practice for the purpose of rehabilitation.

Second Violation: When the Chemical Health Committee confirms, following an opportunity for the student to be heard, that a violation has occurred during the same calendar year, the student shall be dismissed from the team, club, or extracurricular activity. The student will not be able to participate in any club, athletic team or any other extracurricular activity for one full school year.

Penalties will be cumulative each calendar year. If the penalty period is not completed during the “season” of violation, the penalty shall carry over to the student’s next team, club, or extracurricular activity in which he/she participates, which may affect the eligibility status of the student during the next academic year.

If a student, in violation of this rule, is unable to participate in a club, team or extracurricular activity or event due to injuries or academics, the penalty will not take effect until that student is able to participate again.

Captain/ Elected or Appointed Official

If a student is found in violation of the Chemical Health Policy, he or she will be ineligible to be elected or named captain of an athletic team or president/leader of any extra-curricular activity (including class office) for one calendar year. This will go into effect on the date of the Chemical Health Committee meeting. This may result in the student being stripped of titles and captaincies.

Extra-Curricula Academic Probation

In an attempt to hold WHS students to a higher standard than the MIAA’s academic requirement, all Weymouth students participating in an extracurricular activity, will carry a simple GPA of 2.0 or higher in addition to passing the required four major subjects, as stated in the Massachusetts Interscholastic Athletic Association Eligibility Rules. An extracurricular participant that fails to meet the 2.0 standard may remain eligible; however he/she will be placed on academic

~~probation. Once report cards or progress reports are distributed, the Athletic Director will inform students who are to be placed on academic probation. The determination of academic probation will be made as follows:~~

~~Weymouth High School Grading System Unweighted~~

A+ 97-100 (4.3)	C+ 77-79 (2.33)
A 93-96 (4.0)	C 73-76 (2.0)
A- 90-92 (3.67)	C- 70-72 (1.67)
B+ 87-89 (3.33)	D+ 67-69 (1.33)
B 83-86 (3.0)	D 63-66 (1.0)
B- 80-82 (2.67)	D- 60-62 (.67)
F Below 60 (.00)	

~~Student Example:~~

~~Algebra 1 B 2.67~~

~~Biology C+ 2.33~~

~~Latin D .67~~

~~Food 1 C 1.67~~

~~US History 1 D .67~~

~~Phys Ed D 1.0~~

~~GPA 9.01 divided by 6 courses = 1.5 GPA~~

~~In this case, this student's GPA is 1.5. Since it is below 2.0, he/she will be placed on academic probation.~~

~~Any student found to be on academic probation will be expected to complete 3 supervised hours of instruction per week in the deficient subject areas. Each student on academic probation may complete these hours three ways:~~

- ~~• Attending Afternoon Homework Hot Spots~~
- ~~• After School extra help or study hall extra help with a teacher~~
- ~~• Extra help given by student tutor~~

~~Each student will be given a form to have signed by the teacher or staff member verifying the completed hour or hours. At the end of the week, each coach or advisor will collect the form from the student. If the student did not complete the hours necessary, he/she may forfeit the right to be part of the extracurricular activity. A student will be considered "off" academic probation when he/she has demonstrated by the mid-term progress report or a report card that he/she has a GPA of 2.0 or better.~~

~~Rules of Eligibility~~

~~The Massachusetts Interscholastic Athletic Association (MIAA) and Weymouth School~~

~~Committee formulate rules and regulations governing interscholastic athletics at Weymouth High School. Among the rules are age, residency and scholastic eligibility qualifications. Specific information regarding these requirements may be obtained from your coach, the principal or the athletic director. Rules governing participation in any extra-curricular activity shall be the same as the rules governing the Massachusetts Interscholastic Athletic Association Eligibility Rules. The minimal eligibility standard for interscholastic athletics applies to all extracurricular activities in which students represent Weymouth High School. If a student fails to meet the eligibility requirements, he/she may not participate in activities or athletics. In the case of an elected activity such as an office to student government or class, the elected official will be removed from office for the next marking quarter. In the event that a student fails to meet eligibility for a second time, he/she will be removed from the activity or office immediately.~~

Student Government Vacancies

~~If a class president or student government president is withdrawn from office, the vice president will fulfill the duties until the next election. If offices such as vice president, secretary, treasurer, etc., become vacant, the other officers of the class or organizations will carry out the responsibilities of the vacant office. The faculty advisor of each activity will be responsible for examining eligibility requirements.~~

Appendix A: MA Legislature Chapter 71, Section 37H

~~Policies relative to conduct of teachers or students; student handbooks:~~

~~—The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds, consistent with section 16B of chapter 90 and regulations adopted pursuant thereto and by the department. The policies shall also prohibit bullying as defined in section 37O and shall include the student-related sections of the bullying prevention and intervention plan required by said section 37O. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.~~

~~—Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of a student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.~~

~~—In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The student handbook shall include an age appropriate summary of the student-related sections of the bullying prevention and intervention plan required by section 37O. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.~~

~~—Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:~~

~~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 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) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for~~

~~(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 the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.~~

Section 37.H1/2, 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~~

Strategic Reading

Rubric

superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, 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.

When an adjudication or admission in court of guilt with the principal or headmaster of a school in which the student is suspended, the superintendent 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.

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

Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

Appendix B, 21st Century Skills Common Rubrics



Name: _____

Date: _____

Skill Score

The strategic	Advanced	Proficient	Needs	Inadequate	Score
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reading-product:	4	3	Improvement 2	1	
Identifies the reading's purpose	<p>Completes all three of the following:</p> <ul style="list-style-type: none"> • Identifies the purpose of the reading. • Identifies the intended audience. • Identifies the genre 	<p>Completes two of the following:</p> <ul style="list-style-type: none"> • Identifies the purpose of the reading. • Identifies the intended audience. • Identifies the genre 	<p>Completes one of the following:</p> <ul style="list-style-type: none"> • Identifies the purpose of the reading. • Identifies the intended audience. • Identifies the genre 	<p>Completes none of the following:</p> <ul style="list-style-type: none"> • Identifies the purpose of the reading. • Identifies the intended audience. • Identifies the genre 	
Demonstrates comprehension of the reading	<ul style="list-style-type: none"> • Accurately identifies the central ideas or themes. • Accurately summarizes key supporting details and ideas. 	<ul style="list-style-type: none"> • Adequately identifies the central ideas or themes. • Adequately summarizes key supporting details and ideas. 	<ul style="list-style-type: none"> • Identifies few of the central ideas or themes. • Summarizes few of the key supporting details and ideas. 	<ul style="list-style-type: none"> • Contains significant errors in its identification of central ideas or themes. • Inaccurately summarizes many key supporting details and ideas. 	
Exhibits critical insights in the reading	<ul style="list-style-type: none"> • Accurately evaluates the merits of the central idea and specific claims of the text. • Accurately evaluates the relevance and sufficiency of the evidence. • Accurately assesses how point of view, purpose, or structure shapes the content and style of a text. • Regularly engages the text through critical questioning. 	<ul style="list-style-type: none"> • Adequately evaluates the merits of the central idea and specific claims of the text. • Adequately evaluates the relevance and sufficiency of the evidence. • Adequately assesses how point of view, purpose, or structure shapes the content and style of a text. • Sometimes engages the text through critical questioning. 	<ul style="list-style-type: none"> • Somewhat evaluates the merits of the central idea and specific claims of the text. • Somewhat evaluates the relevance and sufficiency of the evidence. • Somewhat assesses how point of view, purpose, or structure shapes the content and style of a text. • Rarely engages the text through critical questioning. 	<ul style="list-style-type: none"> • Never evaluates the merits of the central idea and specific claims of the text. • Never evaluates the relevance and sufficiency of the evidence. • Never assesses how point of view, purpose, or structure shapes the content and style of a text. • Never engages the text through critical questioning. 	
Applies the reading	<ul style="list-style-type: none"> • Makes multiple and meaningful connections between: <ul style="list-style-type: none"> — the text and their world — the text with other texts 	<ul style="list-style-type: none"> • Makes connections between: <ul style="list-style-type: none"> — the text and their world — the text with other texts 	<ul style="list-style-type: none"> • Makes at least one connection between: <ul style="list-style-type: none"> — the text and their world or — the text with other texts 	<ul style="list-style-type: none"> • Fails to make connections to the text. 	

Oral Communication Rubric

Skill Proficiency Rating	40-49	45-49	9-6	5-0	Total score
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A score of proficient or better meets the WHS strategic reading learning expectation.

Assignment Score

Skill Proficiency Rating:

Total Score:

Name: _____

Date: _____

Skill Score

	Advanced	Proficient	Needs	Inadequate	Score
--	----------	------------	-------	------------	-------

	4	3	2	1	
Content	<ul style="list-style-type: none"> •The presentation's content thoroughly addressed the assignment. •The presentation was appropriate for the given audience. 	<ul style="list-style-type: none"> •The presentation's content adequately addressed the assignment. •The presentation was mostly appropriate for the given audience. 	<ul style="list-style-type: none"> •The presentation's content addressed only parts of the assignment. •The presentation was rarely appropriate for the given audience. 	<ul style="list-style-type: none"> •The presentation's content failed to address the assignment. •The presentation was inappropriate for the given audience. 	
Eye Contact and Posture	<ul style="list-style-type: none"> •The student sustained a link between speaker and audience by making constant eye contact; visually accounting for as much of the audience as possible; and almost never reading from notes; slides, etc. •The student maintained a confident posture without distracting slouching, rocking, or nervous gestures 	<ul style="list-style-type: none"> •The student usually sustained a link between speaker and audience by making eye contact; visually accounting for the audience; and rarely reading from notes; slides, etc. •The student usually maintained a confident posture, but with occasional distracting slouching, rocking, or nervous gestures 	<ul style="list-style-type: none"> •The student sometimes sustained a link between speaker and audience by making eye contact; visually accounting for the audience; and sometimes reading from notes; slides, etc. •The student sometimes had a confident posture, but it was interrupted by frequent distracting slouching, rocking, or nervous gestures. 	<ul style="list-style-type: none"> •The student rarely sustained a link between speaker and audience by not making eye contact; not visually accounting for the audience; or by constantly reading from notes; slides, etc. •Frequent and distracting slouching, rocking, or nervous gestures detracted from the presentation as a whole. 	
Flow	<ul style="list-style-type: none"> •The presentation was almost never impeded by lagging speech and "fill in" sounds such as "um" and "uh." •The presentation had a smooth, logical progression. 	<ul style="list-style-type: none"> •The presentation was mostly free of lagging speech and "fill in" sounds such as "um" and "uh." •The presentation had minor organizational issues. 	<ul style="list-style-type: none"> •The presentation contained some lagging speech and "fill in" sounds such as "um" and "uh." •The presentation had organizational issues that impacted the overall message. 	<ul style="list-style-type: none"> •Sustained lagging speech and "fill in" sounds such as "um" and "uh" hindered the presentation. •The presentation had organizational issues that made the overall message unintelligible. 	
Voice Variation	<ul style="list-style-type: none"> •The student employed the careful use of voice inflection, tone, projection and articulation. •The student used his/her voice to command the 	<ul style="list-style-type: none"> •The student employed adequate use of some of the following: voice inflection, tone, projection or articulation. •The student used his/her voice to 	<ul style="list-style-type: none"> •The student occasionally used some of the following: voice inflection, tone, projection or articulation. •The student used his/her voice to 	<ul style="list-style-type: none"> •The student rarely used any of the following: voice inflection, tone, projection or articulation. •The student rarely used his/her voice to maintain 	

Research Rubric

Skill	10-14	13-10	9-6	5-0	Total score
Proficiency Rating					

A score of proficient or better meets the WHS oral communication learning expectation.

Assignment Score

Skill Proficiency Rating:

Assignment Score:

Name: _____

Date: _____

Skill Score:

<u>Research Process</u>	Advanced 4	Proficient 3	Needs Improvement 2	Inadequate 1	Score
Task Identification	<p>–The student effectively selects or narrows the topic when necessary.</p> <p>–The student correctly identifies the information needed to complete the task.</p>	<p>–The student selects or narrows the topic when necessary.</p> <p>–The student adequately identifies the information needed to complete the task.</p>	<p>–Student does not effectively identify the scope of the research task.</p> <p>–The student identifies only some of the information needed to complete the task.</p>	<p>–Student shows misunderstanding regarding the research task.</p> <p>–The student fails to identify the information needed to complete the task.</p>	
Source Identification and Source Location	<p>–The student accesses ample information appropriate for the task.</p> <p>–The student independently utilizes the WHS library OPAC and/or online databases and uses advanced functions to search the internet as needed.</p> <p>–The student always locates and uses publication information.</p> <p>–All of the student's sources are credible.</p>	<p>–The student accesses adequate information appropriate for the task.</p> <p>–The student utilizes the WHS library OPAC and/or online databases and performs an internet search as needed.</p> <p>–The student usually locates and uses publication information.</p> <p>–Most of the student's sources are credible.</p>	<p>–The student accesses some information appropriate for the task.</p> <p>–The student accesses the WHS library OPAC and/or online databases and performs an internet search as needed.</p> <p>–The student fails to perform an effective internet search.</p> <p>–The student rarely locates and uses publication information.</p> <p>–Some of the student's sources are credible.</p>	<p>–The student accesses minimal information appropriate for the task.</p> <p>–The student does not access the WHS library OPAC or the online databases as needed.</p> <p>–The student does not locate publication information.</p> <p>–Several sources lack credibility.</p>	

Use of Information	<ul style="list-style-type: none"> -The student takes ample notes and manages the flow of information to ensure proper citation. -The student acknowledges source bias in the project as necessary. -The student uses an appropriate citation format for the task -The student respects intellectual property 	<ul style="list-style-type: none"> -The student takes appropriate notes and manages the flow of information to ensure proper citation. -The student generally acknowledges source bias in the project when necessary. -The student uses an appropriate citation format for the task with only minor errors -The student respects intellectual property 	<ul style="list-style-type: none"> -The student takes few notes and manages the flow of information to ensure proper citation. -The student sometimes acknowledges source bias in the project when necessary. -The student uses an appropriate citation format for the task but makes several citation errors -The student respects intellectual property 	<ul style="list-style-type: none"> -The student takes no notes or poorly manages the flow of information. -The student makes no acknowledgement of source bias. -The student plagiarizes by failing to acknowledge the intellectual property of others. 	
Synthesis	-All information is synthesized, clearly illustrating the purpose of the research product.	-Most information is synthesized. The purpose of the research product can be identified.	-Student struggles to synthesize research. This creates a lack of clarity regarding the purpose of research.	No synthesis of research is evident. The purpose of the research product is not clear.	
Skill Proficiency Rating	16-14	13-10	9-6	5-0	Total

Assignment Score

Skill Proficiency Rating:

Total Score:

Written Communication Rubric



Name: _____

Date: _____

Skill Score

	Advanced 4	Proficient 3	Needs Improvement 2	Inadequate 1	Score
Ideas/Topic development	<ul style="list-style-type: none"> –Ideas directly address the purpose of the writing. –Ideas demonstrate topic mastery –Ideas are thoroughly developed offering valid reasoning and critical thought. 	<ul style="list-style-type: none"> –Ideas mostly address the purpose of the writing. –Ideas demonstrate understanding of the topic –Ideas are adequately developed offering some valid reasoning and critical thought. 	<ul style="list-style-type: none"> –Ideas rarely address the purpose of the writing. –Ideas demonstrate little understanding of the topic –Ideas are sometimes developed offering little valid reasoning and critical thought. 	<ul style="list-style-type: none"> –Ideas rarely address the purpose of the writing. –Ideas demonstrate multiple misconceptions of the topic. –Ideas are rarely developed offering neither valid reasoning nor critical thought. 	
Evidence	<ul style="list-style-type: none"> –Ample supporting evidence is provided. –Evidence is convincing. –Evidence is seamlessly integrated and presented in the appropriate format 	<ul style="list-style-type: none"> –Supporting evidence is provided. –Evidence is mostly convincing. –Evidence is integrated and presented in appropriate format 	<ul style="list-style-type: none"> –Supporting evidence is sometimes provided. –Evidence is usually not convincing. –Evidence is awkwardly integrated or not presented in the appropriate format 	<ul style="list-style-type: none"> –Supporting evidence is rarely provided. –Evidence is not integrated or not presented in the appropriate format. 	
Organization	<ul style="list-style-type: none"> –All ideas are organized in an appropriate and logical manner. –Organization 	<ul style="list-style-type: none"> –Most ideas are organized in an appropriate and logical manner. –Organization 	<ul style="list-style-type: none"> –Ideas are disorganized. –The lack of organization detracts from the 	<ul style="list-style-type: none"> –No organization is evident. –The lack of organization inhibits topic 	

	enhances the topic development -Transitions are consistently used to link sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	develops the topic. -Transitions are usually used to link sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	topic development. -Transitions are sometimes used to link sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	development. -Transitions are never used to link sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	
Fluency	-Written response employs appropriate use of voice and English conventions. -Subject appropriate vocabulary aids fluency	-Written response almost always employs appropriate use of voice and English conventions. -Subject appropriate vocabulary is present	-Written response usually employs appropriate use of voice and English conventions.	-The consistent inappropriate use of voice and English conventions detracted from the work as a whole.	
Skill Proficiency Rating	16-14	13-10	9-6	5-0	==== Total score

Assignment Score

Skill Proficiency Rating:

Total Score:

Technology Rubric



Name: _____

Date: _____

Skill Score (adapted from the NETS for students rubric)

	Advanced 4	Proficient 3	Needs Improvement 2	Inadequate 1	Score
Increase productivity	The student utilized the full capacity of the technology to increase productivity in the process.	The student adequately utilized the technology to somewhat increase productivity in the process.	The use of technology did not increase productivity in the process.	The use of technology hindered productivity in the process.	
Foster creativity	The student utilized the full capacity of the technology to make the product as creative as possible.	The student adequately utilized the technology to make the product more creative.	The use of technology did not increase creativity in the product.	The use of technology hindered creativity in the product.	
Enhance communication	The use of technology expertly enhanced the communication of information.	The use of technology adequately communicated information.	The use of technology sometimes communicated information.	The use of technology rarely communicated information.	
Facilitate collaboration	The use of technology facilitated seamless collaboration with others (peers, experts, or other	The use of technology facilitated adequate collaboration with others (peers, experts, or other	The use of technology facilitated some collaboration with others (peers, experts, or other audiences).	The student did not use technology to collaborate.	

	audiences);	audiences);			
Skill Proficiency Rating	16-14	13-10	9-6	5-0	==== Total score

Assignment Score

Skill Proficiency Rating:

Problem Solving Rubric



Name: _____

Date: _____

Skill Score

	Advanced 4	Proficient 3	Needs Improvement 2	Inadequate 1	Score
Define the problem	<p>—Accurately identifies and defines all key terms/variables.</p> <p>—Categorizes the problem at hand by comparing it to previously learned concepts.</p>	<p>—Accurately identifies and defines most key terms/variables.</p> <p>—Adequately categorizes the problem at hand.</p>	<p>—Accurately identifies and defines some key terms/variables.</p> <p>—Somewhat categorizes the problem at hand.</p>	<p>—Fails to identify and define key terms/variables.</p> <p>—Does not categorize the problem at hand.</p>	
Identify and implement a strategy	Explicitly selects and implements a highly effective solution strategy.	Explicitly selects and implements an adequate solution strategy.	Selects and implements a weak solution strategy.	Does not select or implement a solution strategy.	
Evaluate progress toward the goal	Shows ample evidence of monitoring progress toward a solution during the problem solving.	Shows adequate evidence of monitoring progress toward a solution during the problem solving.	Occasionally monitors progress toward a solution during the problem solving.	Fails to monitor progress toward a solution during the problem solving.	
Solution and reflection	<p>—Considers the practicality of the solution.</p> <p>—Can justify or validate the solution.</p>	<p>—Considers the practicality of most of the solution.</p> <p>—Can justify or validate most of the solution.</p>	<p>—Considers the practicality of parts of the solution.</p> <p>—Can justify or validate parts of the solution.</p>	<p>—Fails to consider the practicality of the solution.</p> <p>—Can not justify or validate the solution.</p>	
Skill Proficiency	16-14	13-10	9-6	5-0	Total

Rating					score
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A score of proficient or better meets the WHS problem-solving learning expectation.

Assignment Score

Skill Proficiency Rating:
Total Score:

Collaboration Rubric



Name: _____

Date: _____

Collaboration means you *contribute* to a common goal by *working with others*. Beyond just the product of this assignment, you will be assessed on your ability to collaborate. This rubric is for you, the student, to complete.

Your Contribution	Advanced 4	Proficient 3	Needs Improvement 2	Inadequate 1	Score
Fulfilled Your Role's Responsibilities	<ul style="list-style-type: none"> Performs all duties of assigned team role. Brings needed materials to class and is always ready to work. 	<ul style="list-style-type: none"> Performs nearly all duties of assigned team role. Almost always brings needed materials to class and is ready to work. 	<ul style="list-style-type: none"> Performs very few duties of assigned team role. Almost always brings needed materials but sometimes needs to settle down and get to work. 	<ul style="list-style-type: none"> Does not perform any duties of assigned team role. Often forgets needed materials or is rarely ready to get to work. 	
Monitored the Group's Effectiveness	<ul style="list-style-type: none"> Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective. 	<ul style="list-style-type: none"> Usually monitors the effectiveness of the group and works to make the group more effective. 	<ul style="list-style-type: none"> Occasionally monitors the effectiveness of the group and works to make the group more effective. 	<ul style="list-style-type: none"> Rarely monitors the effectiveness of the group and does not work to make it more effective. 	
Managed Time	<ul style="list-style-type: none"> Usually completes assigned tasks on time. 	<ul style="list-style-type: none"> Usually completes assigned tasks on time and does not hold up progress on projects because of incomplete work. 	<ul style="list-style-type: none"> Often does not complete assigned tasks on time, and holds up completion of project work. 	<ul style="list-style-type: none"> Group member does not complete most of the assigned tasks on time and often forces the group to make last-minute adjustments and changes to accommodate missing work. 	
Working with others					
Displayed a Positive Attitude	<ul style="list-style-type: none"> Always has a constructive attitude about the task(s). Always builds consensus to help the team 	<ul style="list-style-type: none"> Often has a constructive attitude about the task(s). Usually considers all views. 	<ul style="list-style-type: none"> Usually has a constructive attitude about the task(s). Often sides with friends instead of considering 	<ul style="list-style-type: none"> Often has a destructive attitude about the task(s). Usually wants to have things their way. 	

	reach a fair decision.		all views.	displays an unwillingness to consider other viewpoints.	
Listened and responded appropriately	<ul style="list-style-type: none"> • Listens and speaks a fair amount • Offers detailed, constructive feedback when appropriate. 	<ul style="list-style-type: none"> • Listens, but sometimes talks too much. • Offers constructive feedback when appropriate. 	<ul style="list-style-type: none"> • Usually doing most of the talking—rarely allows others to speak. • Occasionally offers constructive feedback, but sometimes the comments were inappropriate or not useful. 	<ul style="list-style-type: none"> • Is always talking—never allows anyone else to speak. • Did not offer constructive or useful feedback 	
Skill Proficiency Rating	20-17	16-12	11-7	6-0	Total

Please reflect on the collaborative efforts of you and your group members. Use the rubric on the reverse side of this page to assess everyone in your group, including yourself, using the chart below. Your teacher will take these reflections into consideration when determining your collaboration grades.

Group Member	Fulfilled Your Role's Responsibilities	Monitored the Group's Effectiveness	Managed Time	Displayed a Positive Attitude	Listened and responded appropriately

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WEYMOUTH PUBLIC SCHOOLS



A MESSAGE FROM WHS SADD

- ❖ ~~-Make your car a No Phone/No Texting Zone.~~
- ❖ ~~-Avoid and say no to alcohol and other drugs.~~
- ❖ ~~-Your choices will impact your family
and your future.~~