

## DISTRICT EDITS

Page	SY 24-25 Changes	Rationale
All	Dates 24-25	Dates
4	Superintendent's Msg	Update
7	Update the name of Elden H Johnson Early Childhood Center after SC approval	
8	Each student has a right to be free from discrimination, including verbal or physical attack based on race, <b>color</b> , gender identity, national origin, religion, sex, disability, homelessness or sexual orientation.	Update Discrimination / Civil Rights Statement
17,18	Additions to Discipline Regulations Regarding Students with Special Needs - See Attached for full edit	DESE Review requested the changes
64	Add Behavior Interventions and Consequences information chart to the MS and HS handbooks <b>See attached chart</b>	Informational for students, staff and families
12	<p><b>Additional DESE Recommendation for 37H Discipline Law to include 603 CMR 53.13</b></p> <p>(1) Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall 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. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.</p> <p>(2) Any student who is expelled or suspended from school for more than ten consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide education service plan.</p> <p>(3) The principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under M.G.L. c 69, §§ 1D and 1F.</p>	Add district's responsibility to provide every student with an opportunity to make academic progress during the period of suspension whether in-school, out-of-school, or expulsion

## **DISCIPLINE REGULATIONS REGARDING**

### **STUDENTS WITH SPECIAL NEEDS** (p.17-18)

Federal and state laws and regulations provide eligible students with certain procedural rights and protections in the context of student discipline. 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~~ **are** 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~~ **unless** 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.

- 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 no more than forty-five (45) school days 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;
  - Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

School personnel may also seek an order from the Bureau of Special Education Appeals (BSEA) placing a student in an IAES for up to forty-five (45) 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](http://www.doe.mass.edu/sped/parents) or contact the Student Services Department at (781) 335-1460 ext. 28340

In either case, the interim alternative education setting enables the student to continue in the general curriculum and to continue receiving services identified on the IEP, and provides services to address the problem behavior. A Functional Behavioral Assessment is required when a student is being unilaterally removed to a 45 day Interim Alternative Educational Setting (IAES) as determined under Federal regulations. The building principal must notify the parent the day the decision is made to place the student in an IAES.

If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if: the parent had expressed concern in writing, the parent had requested an evaluation, or district staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student. The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

If the district had no reason to consider the student a student with a disability, and the parent requests an evaluation subsequent to the disciplinary action, the district must conduct an expedited evaluation to determine eligibility. If the student is found eligible, then they receive all procedural protections subsequent to the finding of eligibility.

## Behavior Interventions and Consequences

A secure and supportive learning environment is essential for the overall well-being and success of students and staff. Weymouth Public Schools is dedicated to creating an environment where students, teachers, and staff feel secure, supported, and able to focus on learning. We believe creating positive relationships, accountability and community well-being is paramount for the success of our students and schools.

Schools at all levels engage in proactive programming to educate students surrounding behavior expectations, good decision-making, the importance of empathy, and the understanding of consequences. When discipline is needed, we follow a progressive approach in accordance with M.G.L Chapter 71 Section 37H <sup>3</sup>/<sub>4</sub>.

## Discipline Levels and Potential Consequences

This **is not** an exhaustive list of behaviors, interventions and consequences, but rather examples to help students and parents understand potential outcomes for handbook violations under the Code of Conduct.

### Levels of Interventions & Consequences

#### **Level 1 Minor Infractions - Teacher: Suggested Classroom Interventions**

Verbal reminders and redirection	Change seats	Positive feedback when behavior is improving
Conversation with teacher after class	Contact home	Teacher detention

#### **Level 2 Repeated Minor Infractions - Aspen referral to Dean/Asst. Principal**

Conference with Administrator	Restorative practices	Collaborative Problem Solving
Contact home	Parent meeting	Lunch or Office detention
Social probation/loss of privileges	Peer Mediation	Suspended from bus

#### **Level 3 Serious Safety Infractions - Administrator: Suspension In-School/Short Term (Less than 10 Days)**

Contact home/Parent Meeting	In-School Suspension	Short-Term Suspension
Social Probation	Peer mediation	Safety plan
Restorative practices	Classwork provided by teachers	Referral to Student Intervention Team

#### **Level 4 Repeated/Most Serious Safety Infractions - Administrator: Short Term/Long Term Suspensions (More than 10 Days)**

Long-Term Suspension	Educational Service Plan	Home Tutoring/Online Learning
Social Probation	Restorative practices	Referral to Student Intervention Team

<b>Violations and Level of Interventions/Consequences</b> <b>(This <u>is not</u> an exhaustive list, but rather examples and potential consequences.)</b>	<b>Level 1</b> <i>Classroom Interventions</i>	<b>Level 2</b> <i>Referral to Principal or Administrator</i>	<b>Level 3</b> <i>Short-Term Suspension (less than 10 days)</i>	<b>Level 4</b> <i>Long-Term Suspension (more than 10 days)</i>
<b>Examples of minor infractions</b> <ul style="list-style-type: none"> <li>• Late to class _____</li> <li>• Disrupting class _____</li> <li>• Refusing to put away phone or other electronic device _____</li> <li>• Leaving class without permission _____</li> <li>• Defiance _____</li> <li>• 1st cut class _____</li> <li>• Inappropriate language or gestures _____</li> <li>• Refusal to follow classroom rules _____</li> <li>• Sleeping or refusal to do classwork _____</li> <li>• Picking on other students _____</li> </ul>	X X X X X X X X X X			
<b>Examples of repeated minor infractions/serious infractions</b> <ul style="list-style-type: none"> <li>• Late to class _____</li> <li>• Disrupting class _____</li> <li>• Refusing to put away phone or other electronic device _____</li> <li>• Leaving class/school without permission _____</li> <li>• Inappropriate language or gestures _____</li> <li>• Refusal to follow classroom rules _____</li> <li>• Sleeping or refusal to do classwork _____</li> <li>• Making fun of or picking on other students _____</li> <li>• Cheating/Plagiarism _____</li> <li>• Defiance _____</li> <li>• Cutting class _____</li> <li>• Vaping or possession of vape/tobacco like product _____</li> <li>• Obscene language directed towards students or staff _____</li> <li>• Bullying/Cyberbullying _____</li> </ul>		X X X X X X X X X X X X X X	         X X X X X	
<b>Examples of repeated serious/major infractions</b> <ul style="list-style-type: none"> <li>• Significant class cuts/Not attending classes _____</li> <li>• Threats of violence towards staff or students _____</li> <li>• Civil rights violation/Sexual harassment _____</li> <li>• Recording a fight/Sharing the video _____</li> <li>• Fighting _____</li> <li>• Assault on a student or staff _____</li> <li>• Damage or destruction of property _____</li> <li>• Stealing _____</li> <li>• Possession of a weapon _____</li> <li>• Possession of controlled substance _____</li> </ul>			X X X X X X X X X X	X X X X X X X X X X

## CHAPMAN EDITS

Page	SY 24-25 Changes	Rationale
Cover	Design	Changed to add new photos
p.43	<p>Delete: “MIDDLE SCHOOL EXPECTATIONS” section</p> <p><b>Add: “Vision Statement” and “Core Values”</b></p> <p><b>Vision Statement:</b> At Chapman Middle School, our vision is to foster a positive, respectful and inclusive learning community for our students. Our students, staff and community members build meaningful relationships in order for students to engage in their learning and feel connected. At Chapman, we create a safe and supportive learning environment for all students inclusive of color, students with disabilities, English Learners and economically disadvantaged students. We do this by having high expectations in teaching and learning and provide a welcoming, equitable and rigorous educational setting which acknowledges and respects students from all backgrounds. At Chapman, we will build positive relationships that foster students to develop a curiosity of learning, discover their interests and have a strong sense of self. We, as the Chapman community, will be Champions for all Learners.</p> <p><b>Core Values</b></p> <p><b>Relationships</b> At Chapman, we will build positive relationships, which will allow us to make connections and do the hard work to strengthen our school community.</p> <p><b>High Expectations</b> At Chapman, we have set a high standard for teaching and learning and provide the opportunities for all students to reach their full potential.</p> <p><b>Inclusivity</b> At Chapman, we will create a welcoming environment that celebrates our differences and honors each other. We respect everyone in terms of words and actions allowing students to be themselves.</p> <p><b>Equity</b></p>	Re-wrote the vision statement in Spring 2023 with staff, students, families, and school council.

	<p>At Chapman, ALL students, particularly students of color, students with disabilities, English Learners and economically disadvantaged will be honored for their unique gifts. We will create a community where all individuals thrive intellectually, socially and emotionally and are empowered to reach their full potential.</p> <p>Kindness At Chapman, we are friendly, generous, and considerate to ALL. We will use courage and strength to celebrate others through patience, acceptance, forgiveness, empathy, gratitude, and compassion. Our actions and language will be kind in nature.</p> <p>Respect At Chapman, we appreciate the value of self, others, and school by being open and honest, behaving with integrity, and talking to each other instead of about each other. Being respectful means you care enough to think about how you impact others. You accept someone for who they are and embrace their differences. We care enough about our actions to understand the impact they have on others.</p>	
p.44	Add: “French 1 <b>A</b> and Spanish 1 <b>A</b> under “Grade 7”	Missing letters.
p.44-46	<p><b>Middle School Course of Study:</b></p> <p>Delete: “Core Labs”, “Electives and Exploratories”, “Physical Education” and “Academic Support”</p>	Change to just core classes; Program of Studies is a more comprehensive resource for course selection and is updated yearly.
p.47	Delete: “Computer Technology Section”	Not applicable. All 6th grade students take Introduction to Computing.
p.49	<p><b>Tardy Policy: UPDATE</b></p> <p>Students not seated in their assigned homeroom seats at the tardy bell are considered late. Students who exceed three <u>unexcused</u>* tardies per quarter will receive disciplinary consequences for any additional <u>unexcused</u>* tardies. Parents will be notified by email if students receive after school detention.</p>	Update with progressive discipline and family notification.

	<p><i>Students not seated in their assigned homeroom seats at the tardy bell are considered late. Students who exceed three <u>unexcused</u>* tardies per quarter will receive notification letter home and a student conference. Any additional <u>unexcused</u> tardies may result in disciplinary consequences.</i></p>	
p.50	<p><b>Dismissal from School:</b> Add:</p> <p>Attendance</p> <ul style="list-style-type: none"> <li>• Notification of absence can be reported using our online attendance form. Parents/Guardian can report an absence, tardy or dismissal by <a href="#">clicking here and filling out the form</a> . The form is also available on the WPS website by clicking on schools, selecting Maria Weston Chapman Middle, and then clicking the circle icon labeled "Attendance". Parents/Guardians may also call the attendance line at 781-337-4500 by 8:30 am.</li> <li>• Dismissals require a minimum of a 2-hour notice prior to the desired dismissal time. We cannot accommodate immediate dismissals unless it is an emergency situation and your student's Assistant Principal has been contacted.</li> <li>• Persons dismissing will need to show proper identification and MUST be listed in the student's contacts in Aspen. Students will not be called to the office until identification has been verified.</li> </ul> <p>Documented/Excused Absence - Doctor's Note</p> <ul style="list-style-type: none"> <li>• Absence validated by a doctor's note provided documentation is submitted within one week of the absence. Notes should go directly to the Health Office - <a href="mailto:MWC-Nurse@weymouthps.org">MWC-Nurse@weymouthps.org</a></li> </ul>	<p>This reflects current practice, the current handbook only requires a handwritten note.</p>
p.57	<p>Delete: "School Supplies are Needed Tools"</p>	<p>Sending out grade level school supply lists</p>
p.58	<p>Add: "<b>Chromebook and Chromebook Chargers</b>"</p> <p>Chromebooks are property of Weymouth Public Schools and are assigned to individual students. Students are responsible to maintain their device and charger. Students and families must adhere to the <a href="#">1:1 Device Policy Agreement</a> and understand as stated that, "these devices must be treated with care and kept safe from abuse, accidental damage, and theft". Fees for damage are below and invoices will be sent to families:</p> <ul style="list-style-type: none"> <li>• \$275 Chromebook (\$40 charger)</li> <li>• \$400 iPad (\$50 charger)</li> </ul> <p><i>*This reflects the replacement cost as of January 2023.</i></p> <p>Families who are experiencing financial hardship should complete the <a href="#">Online Free/Reduced Lunch Application</a> if they need any of these fees reduced and/or waived.</p>	

p.58	<p><b>“Code of Conduct”</b> Add:</p> <p>At Maria Weston Chapman, we work to build community and believe in creating strong relationships. Our goal is to create a safe space for students, staff, and communities. We embed a variety of culturally responsive strategies and methods in our work with students and families including but not limited to: restorative practices, collaborative problem solving, and positive behavior intervention strategies (PBIS). We aim to use progressive discipline practices to educate middle school students about expectations and accountability. We strive to partner with families to ensure academic and social and emotional success in middle school.</p>	Including language about restorative practices and collaborative problem solving.
p. 59	<p><b>“Student Expectations”</b> Add:</p> <p>At Maria Weston Chapman, students are expected to have cell phones off and away upon entering the building. Cell phones are not permitted during the school day. Cell phones and cell phone accessories including but not limited to: earbuds and smart watches.</p>	Including specific language around cell phones being off and not permitted during the school day.
p.60	<p><b>“Code of Conduct”</b> Delete:</p> <ul style="list-style-type: none"> <li>• Destruction of or damage to school or personal property. <u>Restitution will be required.</u></li> </ul> <p>Change to:</p> <ul style="list-style-type: none"> <li>• Destruction of or damage to school or personal property. <i>Referral to the School Resource Officer may be involved.</i></li> </ul> <p>Delete:</p> <ul style="list-style-type: none"> <li>• “Pager”</li> <li>• <i>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, and left in their locker 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.</i></li> </ul>	<p>This is a referral to the School Resource Officer.</p> <p>Cell phones are to be off and are not permitted during the school day.</p>

## HIGH SCHOOL EDITS

Page	SY 24-25 Changes	Rationale
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p.63	<b>Dismissals from School</b>  Delete: “When a student needs to be dismissed from school, the student must submit a note to the gold office. Notes may be verified with the parent/guardian. All dismissals...”  Add: “or in person from a student’s contacts.”  Add: “ Notes may be verified with the parent/guardian”  Add: “Only those students with an excused dismissal and approval from administration will be able to participate in athletics/extracurricular activities.”  Delete: “Students who are dismissed after 1:15 pm will not be able to participate in extracurricular activities (including athletics) unless the dismissal is excused by the athletic director, principal, and/or dean.”	Update to current practice
p.63	<b>Tardiness To School</b>  Add: “Students who come in after 11:00 must have an excused tardy in order to enter the building. Anyone who comes in after 11:00 without an excused tardy, will be considered absent for the day and will not be permitted into the building.”	Students who are excessively late should have an excused tardy.
p.71	Add: “Students who participate in athletics/extracurriculars are expected to adhere to the Code of Conduct as well as the attendance policy of Weymouth High School in order to participate in activities.”	Holding students to high expectations.
p.74-75	Add: Social Probation Section  <b>Social Probation</b>	Current practice that is used at the high school

	<p>“Social Probation prohibits students from participation in or attendance at school activities inside and outside of school hours, including but not limited to: athletic contests, musical/dramatic performances, school club events, open gym, pep rallies, ceremonial events such as homecoming, prom and commencement. Social Probation may be combined with other consequences such as detention or suspension. Students who do not adhere to social probation (ie attempt to enter a school event) will face further disciplinary consequences.”</p>	
p.75	<p>Move Section:  <b>Safe Driving/Student Drop Off and Pick Up</b>          “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.”  <i>Drivers who violate the safe driving policy may lose their parking privilege.</i></p>	Organizational change
p.75	<p><b>Student Obligations</b></p> <p>Add: “damaged Chromebooks, chargers”</p> <p>Add:</p> <p>“Chromebooks are property of Weymouth Public Schools and are assigned to individual students. Students are responsible to maintain their device and charger. Students and families must adhere to the <a href="#">1:1 Device Policy Agreement</a> and understand as stated that, “these devices must be treated with care and kept safe from abuse, accidental damage, and theft.”</p> <p>“Families who are experiencing financial hardship should complete the <a href="#">Online Free/Reduced Lunch Application</a> if they need any of these fees reduced and/or waived.”</p>	Adding chromebooks as an obligation
p. 75	<p><b>Textbooks</b></p> <p>Add: Chromebooks to title</p> <p>Add:          “time at Weymouth High School”</p> <p>Add:          “Chromebook” when talking about damaged textbooks.</p> <p>Delete:          “Under special circumstances, textbooks may be borrowed during the summer by paying a deposit of ten dollars</p>	<p>Addition of Chromebooks to textbooks</p> <p>Not current</p>

	each. This deposit will be returned when the book is returned in good condition.”	practice
p.78	<b>Telephones/Electronic Equipment</b>  Delete: “iPod or texting device”  Add: “Students must follow whatever the school/classroom expectation is for electronic devices.”	Obsolete wording. Electronic policy is different from class to class.
p.78	<b>Use of Lavatories and Lockers</b>  Delete: “ 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.”	Not needed
p.78-79	<b>Athletics and Extracurricular Activities:</b>  Add: “In order to attend dances during second semester, student’s must have their dues paid for past and current year and they must have their previous community service hours completed.	Update to current practice
p.80	<b>Disciplinary Code for Athletics and Extracurricular Activities</b> Add: Chemical Health Policy  Delete: Disciplinary Code	Students only go in front of the chemical health committee for chemical health violations.