

Section I

INSTRUCTIONAL PROGRAM

File: IA

INSTRUCTIONAL GOALS

The primary function of a school program is the instruction of students. All staff activities and efforts shall be directed toward providing a high quality, effective, and ever-improving instructional program.

There are primarily three functions involved in carrying out the instructional program:

- Operating Function
- Coordinating and Developing Function
- Evaluating and Assessment Function

The operating function involves classroom instruction and building program management. The coordinating and developing function includes monitoring activities (curriculum development), in-service education, and special services. The evaluation and assessment function involves data collection and synthesis and establishing future direction.

LEGAL REFS: 603 CMR 26:00

CROSS REF: AD, Educational Philosophy
 ADA, School District Goals and Objectives

File: IB

ACADEMIC FREEDOM

The School Committee seeks to educate students in the democratic tradition, to foster recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights.

Fairness in procedures will be observed both to safeguard the legitimate interests of the schools and to exhibit by appropriate example the basic objectives of a democratic society as set forth in the Constitutions of the United States and the State.

LEGAL REF: Constitution of the Commonwealth of Massachusetts

SCHOOL YEAR/SCHOOL CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for approval by May 1st of each year. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Massachusetts Board of Education:

1. Elementary school will operate for a minimum of 180 days. Schools shall ensure that every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time, as defined in 603 CMR 27.02. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.
2. Secondary schools will operate for a minimum of 180 days. Schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in 603 CMR 27.02. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

For the information of staff, students, and parents, the calendar will set forth the days schools will be in session; holidays and vacation periods; in service days; and parent conferences.

LEGAL REFS: M.G.L. 4:7; 15:1G; 71:1; 71:4; 71:4A; 71:73; 136:12

Board of Education Regulations for School Year and School Day, effective 9/1/75
Board of Education, Student Learning Time Regulations

603 CMR 27.00, Adopted 12/20/94

The length of the school day is established in the collective bargaining agreements with the various school unions. The specific opening and closing times of the schools will be recommended by the Superintendent and set by the Committee.

The Superintendent is authorized to make minor changes in opening and closing times to simplify transportation scheduling; however, major changes in schedules will be subject to Committee approval.

Parents and guardians will be informed of the opening and closing times set by the Committee. To help insure the safety of all children, parents will also be notified via handbook when students will be allowed entry at the beginning of the school day.

LEGAL REFS: M.G.L. 15:1G; 71:1; 71:59

Board of Education Regulations for School Year and Day, effective 9/1/75

ORGANIZATION OF INSTRUCTION

The School Committee is responsible for public education, pre-kindergarten through grade 12, in the town. It also assumes responsibility for adult education, and summer school.

The grouping and housing of instructional levels in the public schools will be according to plans developed by the Superintendent and approved by the School Committee.

The currently approved organization of instruction provides for the schools to be organized into elementary, middle school and senior high levels. Certain exceptions to this general rule may be made with the approval of the School Committee.

Special education services are integrated across each grade level in all schools.

The organization is designed to meet the standards established within the Curriculum Frameworks as required by the State Department of Education and to serve the needs of all students.

CURRICULUM DEVELOPMENT

Constant adaptation and development of the curriculum is necessary if the District is to meet the needs of the students in its schools. To be successful, curriculum development must be a collaborative enterprise involving staff and administrators utilizing their professional expertise, and gathering input from parents and community.

The Committee expects its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition or deletion of courses to the instructional program.

LEGAL REF: M.G.L. 69:1E
 603 CMR 26:05

SUPPORT SERVICES PROGRAMS

To support the classroom activities and other instructional needs of the District, various educational services as listed shall be provided. The Support Services staff will work in cooperation with building staff and the administration of the District in (1) the coordination and the supervision of the curriculum implementation of the instructional program, and (2) support services programs.

Curricular Supervision and Coordination

Coordinating personnel for specific curricular areas shall be assigned by the administration. These coordinators shall assist in the organization, supervision, and coordination of subject material and activities in the schools.

Support Services

The Assistant Superintendent of Curriculum and Professional Development, in cooperation with the Administrator of Special Education, shall be responsible for all programs for educationally disabled and gifted students' psychological services, speech correction, homebound and hospital teaching and such other programs as may be assigned to the Learning Support Services.

REMEDIAL INSTRUCTION

Remedial Reading

Remedial reading teachers and/or remedial reading tutors shall be assigned to assist those students accepted into a remedial reading program. Standard procedures will be established for entry into and exit from the remedial reading program. The procedures will be reviewed annually.

ALTERNATIVE PROGRAMS

It is the philosophy of the District to provide programs for all its students. Where additional programs and/or environments could facilitate meeting the needs of students and the philosophy and objectives of the District, alternative programs may be established.

Definition

Alternative programs are defined as provisions within the public education system which offer major choices among diverse educational environments based on student needs, talents and interests; occupy a significant proportion of an individual student's time; and meet the District's philosophy and objectives.

Development

Any project shall have been discussed with the Administration and must receive its endorsement prior to development.

Alternative programs shall observe all policies and regulations that govern all of the schools and programs of the District unless specifically waived by the board.

Proposals for alternative programs must include a design for evaluating the effectiveness in achieving the purposes of the program and determining the extent to which it is successful in achieving the philosophy and objectives of the District. Alternative programs will be reviewed and evaluated annually for the first three years with a recommendation to the Committee as to continuation of the programs.

Approval

Prior to implementation, the Committee shall approve alternative programs.

CURRICULUM ADOPTION

The School Committee will rely on its professional staff to design and implement instructional programs and courses of study that will forward the educational goals of the school system.

The Superintendent will have authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals. The Committee itself will consider, and officially adopt, new programs and courses when they constitute an extensive alteration in instructional content or approach.

The Committee shall be informed of all new courses and substantive revisions in curriculum. It will receive reports on changes under consideration. Its acceptance of these reports, including a listing of the high school program of studies, will constitute its adoption of the curriculum for official purposes.

LEGAL REF: M.G.L. 71:1; 69:1E

BASIC INSTRUCTIONAL PROGRAM

State law requires that schools:

. . . shall give instruction and training in orthography, reading, writing, the English language and grammar, geography, arithmetic, drawing, music, the history and Constitution of the United States, the duties of citizenship, health education, physical education and good behavior...

The law further states that American history and civics, including the Constitution of the United States, the Declaration of Independence, the Bill of Rights, local history and government will be taught as required subjects in the public schools.

Physical education is compulsory for all students, except that no student will be required to take part in physical education exercises if a physician certifies in writing that such exercises would be injurious to the student.

The Fundamental Skills

The business of the schools is to equip all children with the skills, tools, and attitudes that will lay the basis for learning now and in the future. This means giving highest priority to developing skills in reading, writing, speaking, listening, and solving numerical problems.

The first claim of the community's resources will be made for the realization of these priorities. School dollars, school talent, school time, and whatever innovation in program is required must be concentrated on these top-ranking goals. No student should be bypassed or left out of the school's efforts to teach the fundamental skills. Schooling for basic literacy must reach all students, in all neighborhoods, and from all homes.

SOURCE: MASC

LEGAL REFS: M.G.L. 71:1,2,3; 71:13

603 CMR 26:05

BASIC INSTRUCTIONAL PROGRAM

Curricula

- (1) The curricula of Wilmington Public Schools shall present in fair perspective the culture, history, activities, and contributions of persons and groups of different races, nationalities, and gender.
- (2) All school books, instructional and educational materials shall be reviewed for cultural group stereotyping. Appropriate activities, discussions and/or supplementary materials shall be used to counteract the stereotypes depicted in such materials.
- (3) School books, instructional and educational materials shall in the aggregate, include characterizations and situations which depict individuals of both genders and cultural groups in a broad variety of positive rolls.
- (4) Each school shall provide equal opportunity for physical education for all students. Goals, objectives and skill development standards, where used, shall neither be designated on the basis of gender nor designed to have an adverse impact on members of either sex.

LEGAL REFS: M.G.L. 71:1, 2, 3; 71:13
 603 CMR 26:05

PHYSICAL EDUCATION

The School Committee will attempt to provide every student with an opportunity for wholesome and enriched educational experiences. It is the Committee's belief that the following basic aims and objectives of the physical education program will contribute to this goal:

1. To aid the development of the entire student so that a well-trained mind may function properly in a healthy body.
2. To encourage student participation in vigorous physical activity while in school, and to teach the skills of those activities so that they will have a carry-over value for later activities in everyday life.
3. To increase appreciation of physical fitness and its importance in regard to good health.
4. To impress upon students the importance of integrating one's mind, body and attitude in preparing to face the obligations of a complex society.

LEGAL REFS:

M.G.L. 71:1; 71:3

Board of Education Regulations Pertaining to Physical Education, adopted 4/25/78, effective 9/1/78

603 CMR 26:05

OCCUPATIONAL EDUCATION

The School Committee recognizes that students in kindergarten through grade 12 should:

1. Be afforded the opportunity to be informed about the world of work.
2. Be aware of the many vocations available to them.
3. Develop a respect for the dignity of work.
4. Be allowed the opportunity to develop an understanding regarding the technical, consumer, occupational, recreational and cultural aspects of industry and technology; they should also be afforded the opportunity to develop skills related to such aspects through creative problem solving experiences.

LEGAL REFS: M.G.L. 71:37K; 71:38A through 71:38F; 74:1 et seq.

Board of Education Chapter 74 Regulations, adopted 6/28/77, effective 9/1/77

File: IHAM
HEALTH EDUCATION

Good health depends upon continuous life-long attention to scientific advances and the acquisition of new knowledge.

The School Committee believes that the greatest opportunity for effective health education lies within the public schools because of their potential to reach children at the age when positive, lifelong health habits are best engendered and because the schools are equipped to provide qualified personnel to conduct health education programs.

The School Committee is committed to a sound, comprehensive health education program as an integral part of each student's general education. Health education will be taught as a separate academic discipline in grades K through 6 and as a separate class in grade 7.

The health education program will emphasize a contemporary approach to the presentation of health information, skills, and the knowledge necessary for students to understand and appreciate the functioning and proper care of the human body. Students also will be presented with information regarding complex social, physical and mental health problems, which they might encounter in society. In an effort to help students make intelligent choices on alternative behavior of serious personal consequence, health education will examine the potential health hazards of social, physical and mental problems existing in the larger school-community environment.

In order to promote a relevant, dynamic approach to the instruction of health education, the School Committee will continue to stress the need for curricular, personnel, and financial commitments that are necessary to assure the high quality of the system's health education program.

LEGAL REF: M.G.L. 71:1

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with General Laws Chapter 71, Section 32A, the Wilmington School Committee has adopted this policy on the rights of parents and guardians of our 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 schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/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 planned curricula change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a letter to the school Principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

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 the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably 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, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute.

The Superintendent of Schools will distribute a copy of this policy to each Principal by September 1 of each year.

REF: Department of Education

SAMPLE NOTICE TO PARENT/GUARDIAN

[Date]

Dear Parent/Guardian:

Enclosed is an outline of our school's grade 7 and 8 comprehensive health education curriculum. This program has been developed by our professional staff under the guidance of the community health education advisory council. The overall goal of the course is to continue efforts begun in earlier grades to promote the health and well-being of our students, and to help them make wise and informed decisions during their teen-age years and beyond.

Sex education is part of the health education curriculum in grades 7 and 8, including topics such as puberty; dating; relationships and communication skills; pregnancy; birth control; abortion; homosexuality; prevention of HIV/AIDS and other sexually transmitted diseases; and prevention of sexual abuse. The instructional materials we use for the course include a curriculum package and a video, listed on the enclosed outline. If you would like to review these materials at the school, you are welcome to do so. Please call me to arrange a convenient time.

During the course, students will be able to ask questions, which will be answered factually and in an age-appropriate manner. Each student's privacy will be respected, and no one will be put on the spot to ask or answer questions or reveal personal information. Material will be presented in a balanced, factual way that makes clear that people may have strong religious and moral beliefs about issues such as birth control and abortion, and that these beliefs must be respected.

Under Massachusetts law and School Committee policy, you may exempt your child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues. To receive an exemption, simply send me a letter requesting an exemption for your child. No student who is exempted from this portion of the curriculum will be penalized. We may provide an alternative assignment to students who are exempted.

We look forward to working with you to ensure that your child has a positive and educationally enriching experience this school year. If you have any questions about sex education or any other matter concerning your child's education, please call me.

Sincerely,

Principal
[Phone Number]

Enclosure: [course outline; list of curriculum materials for sex education]

HEALTH EDUCATION (Exemption Procedure)

Exemption will be granted from a specific portion of health education curriculum on the grounds that the material taught is contrary to the religious beliefs and/or teachings of the student or the student's parent/guardian.

A request for exemption must be submitted in writing to the Principal in advance of instruction in that portion of the curriculum for which the exemption is requested. The request must state the particular conflict involved.

The Principal will confer with the teacher to determine the length of time a student will be exempt. The teacher will develop an alternative activity for which the student will receive credit.

The Principal will inform the parent/guardian of disposition of the request within a reasonable number of school days of receipt of the request.

LEGAL REF: M.G.L. 71:1

TEACHING ABOUT ALCOHOL, TOBACCO, AND DRUGS

In accordance with state and federal law, the District shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades K-12.

The alcohol, tobacco, and drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and drug use, with emphasis on nonuse by school-age children. The program also shall include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, tobacco, or drugs. The objectives of this program, as stated below, are rooted in the Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of children and youth on healthy decision-making:

- To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth.
- To increase students' understanding of the legal, social, and health consequences of alcohol, tobacco, and drug use.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco and drug use.

The curriculum, instructional materials and outcomes used in this program shall be recommended by the Superintendent and approved by the School Committee.

This policy shall be posted on the district's website and notice shall be provided to all students and parents in accordance with the state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by the DESE.

LEGAL REFS: M.G.L. 71:1; 71:96

CROSS REFS: GBEC, Drug Free Workplace Policy

JICH, Alcohol, Tobacco and Drug Use by Students Prohibited

Revision Adopted: October 26, 2016

**SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS
(PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)**

The goals of this school system's special education program are to allow each child to grow and achieve at his own level, to gain independence and self-reliance, and to return to the mainstream of school society as soon as possible.

The requirements of Chapter 71B and the Massachusetts General Laws and state regulations will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three through 21 who have not attained a high school diploma or its equivalent will be eligible for special education.

The School Committee believes that most children with special needs can be educated in the regular school program if they are given special instruction, accommodations and the support they need. These children should also be given the opportunity to participate in the school system's non-academic and extracurricular activities.

The Committee recognizes that the needs of certain children are so great that special programs, special classes or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the Committee will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Committee that the schools work closely with parents in designing and providing programs and services to children with special needs. Parents will be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents will be accorded the right of due process.

The Committee will secure properly trained personnel to work with the children with special needs. Since the financial commitment necessary to meet the needs of all of these children is extensive, the Committee will make every effort to obtain financial assistance from all sources.

LEGAL REFS: The Individuals with Disabilities Ed. Act (PL 94-142 adopted 1/1/91)
 Rehabilitation Act of 1973

M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)

Board of Education Chapter 766 Regulations, adopted 10/74, as amended through
7/1/81603 CMR 28:00 inclusive

File: IHBA

PROGRAMS FOR STUDENTS WITH DISABILITIES

In keeping with the intention of the state of Massachusetts to offer educational opportunities to all students that will enable them to lead fulfilling and productive lives, the District shall provide appropriate educational opportunities to all resident students in accordance with the requirements of state and federal statutes.

GIFTED AND TALENTED EDUCATION

A gifted and talented educational program may be identified and provided for students in grades kindergarten through twelve who are intellectually and creatively gifted.

The program shall be flexible, responsive to individual student needs and provide a variety of options for gifted students. These options should include higher level learning activities and experiences, opportunity for independent study, access to multiple resources and intellectual peer interaction.

The program shall provide gifted and talented students, families and educators an atmosphere of support and guidance.

File: IHBD

COMPENSATORY EDUCATION (Title 1)

Title 1 funds shall be used to provide educational services that are in addition to the regular services provided for District students. By adoption of this policy, the School Committee ensures equivalence in the provision of curriculum materials and supplies.

ENGLISH LANGUAGE LEARNERS

The District shall provide suitable research-based language instructional programs for all identified English language learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Education regulations and guidance.

The District shall identify students whose dominant language may not be English through home language surveys that identify a primary home language is other than English (PHLOTE), observations, intake assessments, and recommendations of parents, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English Language.

The district shall certify to the Massachusetts Department of Education each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The District shall provide additional information as required by the Massachusetts Department of Education to comply with the No Child Left Behind Act.

SOURCE: MASC 2006

LEGAL REFS: 20 U.S.C 3001 et seq. (language instruction for limited English proficient and immigrant students contained in No Child Left Behind Act of 2001)

42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)
603 CMR 14.00

Revision Adopted: August 30, 2006

HOMEBOUND INSTRUCTION

The schools may furnish homebound instruction to those students who are unable to attend classes for at least 14 days due to a physical injury, medical situation, or a severe emotional problem. The instruction is designed to provide maintenance in the basic academic courses so that when a student returns to school he/she will not be at a disadvantage because of the illness or the hospitalization.

To qualify for the program the student needs a written statement from a medical doctor requesting the homebound instruction, stating the reasons why, and estimating the time the student will be out of school. This statement needs to be sent to the Principal.

Homebound instruction is offered in basic elementary subjects and in secondary subjects which do not require laboratories and special equipment, subject in all cases to the availability of qualified teachers. Certified teachers are assigned to homebound instruction by the Director of Pupil Services with the approval of the Superintendent.

The Wilmington School Committee recognizes and respects the rights of parents/guardians to educate their children at home in accordance with state law. The Superintendent or designee shall be responsible for reviewing and approving home schools.

The approval of home schools shall be consistent with the requirements of M.G.L. c. 76, § 1 and relevant case law. To obtain the approval of a proposed home school, parents/guardians bear the responsibility to demonstrate that their proposed home school program meets the requirements of M.G.L. c. 76, § 1, in that the instruction will equal “in thoroughness and efficiency, and in progress made therein, that in the public schools in the same town.”

Factors to be considered by the Superintendent or designee in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The competency of the parents to teach the children.
3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.
4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for his/her child, the parent/guardian must obtain approval of a homeschool plan before removing the child from public school. Specifically, the parent/guardian must submit written notification of their intent to establish a home-based program to the appropriate administrator 14 days before the program is established, and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment. The parent/guardian must certify, in writing, the name, age, place of residence, proposed curriculum, and number of hours of attendance of each child in the program.

As part of the approval process, the Superintendent or designee shall provide the parents/guardians with an opportunity to explain their proposed plan and present witnesses on their behalf. If the home education plan is rejected, the Superintendent or designee must detail the reasons for the decision, and allow the parents to revise their proposal to remedy its inadequacies.

A student being educated in a home-based program within the District may have access to extracurricular public school activities only upon approval of the Superintendent.

LEGAL REFS: M.G.L. 69:1D; 76:1, Care and Protection of Charles
Care and Protections of Charles - MASS. Supreme Judicial Court 399 Mass. 324 (1987)

Adopted: January 20, 2021

Reviewed/Revised: December 2, 2020

1. Requirements for approval of home instruction will include:
 - a. The parent or legal guardian must request permission through the Superintendent's Office by completing the Home School Application or sending in the Massachusetts Notice of Intent to Pursue a Program of Home Education or to Continue a Program of Home Education to hold home instruction on an annual basis.
 - b. A home instruction application form will be provided to the parents or legal guardian. This form must be completed and returned to the Superintendent before approval may be granted.
 - c. The Committee delegates the approval of home instruction to the Superintendent or designee. Any approval or rejection of an application by the Superintendent or designee is subject to review by the Committee.
2. Parents or a legal guardian in charge of home instruction must make provision for regular testing or use of other indicators of student progress such as standardized achievement tests. As an alternative to home testing and at the request of those in charge of the home instruction, the School District will make provision for inclusion of home-taught children in the annual achievement test battery, which is usually administered in February or March of each school year. The home instruction summary form must include either a summary of home testing results for each required subject for each child or the results of the achievement test that is administered through the School District.
3. Auditing functions of the Committee for the home instruction will include:
 - a. The Committee at any time may request a review by the Superintendent of the attendance rolls, records of test scores or other achievement indicators in each required subject for any child in home instruction.
 - b. The Committee may request at any time that the Superintendent review the instructional materials and methods used by the person(s) responsible for the home instruction.
 - c. The Superintendent will prepare for the Committee an annual summary of the children included in home instruction this report will also summarize, in general, the appropriateness or possible deficiencies of home education situations.
4. Within one week of the ending date of the home instruction, as indicated on the home instruction application form, the School District will mail the parents or legal guardian a home instruction summary form. The completed form should be returned to the School District within 30 days. This summary form must be returned to the School District office before annual approval of home instruction can be made for any succeeding years.
5. The Committee will act in a responsible, cooperative manner to ensure that all children in the School District receive competent, adequate instruction. This concern includes children in home education. If the Committee determines that a home instruction situation is inadequate, a

conference between the parents or legal guardian and the Superintendent will be scheduled to find mutually acceptable ways to correct any deficiency.

6. If deficiencies in a home education situation are not corrected or the proper annual application or summary is not completed by the parents or legal guardian, an appropriate referral to the Department of Children and Families will be made.

Adopted April 14, 2021

Reviewed/Revised: December 2, 2020

ALTERNATIVE SCHOOL PROGRAMS

Some children have great difficulty coping with the conventional school program and as a result will drop out of school. Some children require more support and direct supervision than is reasonably available in conventional school settings. And, some children, along with a highly structured academic experience, require a special focus on life skills and an appropriate vocational involvement.

The School Committee will provide alternative education programs where these needs have been identified, where establishment of such programs is feasible, and where the proposed programs fall within the function normally associated with the public school system.

These alternative educational programs will seek to provide an appropriate academic, social, and vocational experience to aid these young people either to reenter the regular school system, move into another educational setting, or prepare them for successful employment.

LEGAL REFS:

M.G.L. 71:37I; 71:37J

Board of Education Regulations Pertaining to Section 8 of Chapter 636 of the Acts of 1974, Regarding Magnet School Facilities and Magnet Educational Programs, adopted 2/25/75

File: IHBHB
MAGNET SCHOOLS

The School Committee is committed to ensuring an educational program of consistently high quality in each of the District's schools. In order to meet unique educational needs, better serve the needs of the school community, and/or assist in maximizing the use of existing facilities, the School Committee may establish magnet school programs in specific schools. Such programs shall operate under the direct supervision of the school Principal.

Magnet school programs shall be subject to the periodic review of the School Committee, and the School Committee may direct expansion or discontinuance based on factors such as program effectiveness, changing needs, and availability of funds.

LEGAL REFS: M.G.L 71:37I; 71:37J
 Board of Education Regulation 603 CMR 24:00

File: IHCA
SUMMER SCHOOLS

The school system will conduct summer sessions as a supplement to the instruction offered during the school year, when funding for such programs is available. The focus of the program will be remedial work in reading and mathematics.

To attend tuition-free remedial summer school, students must have the approval of their classroom and/or special subject teachers.

Students at all instructional levels may attend approved summer schools for remedial, enrichment, or make-up purposes. Credit towards graduation requirements may be granted high school students in line with regulations of the School District.

All summer programs will be subject to annual approval by the School Committee.

LEGAL REF: M.G.L. 71:28

INSTRUCTIONAL MATERIALS

The School Committee believes that materials appropriate to the needs of the school program must be available to each student and teacher. These will be furnished by the School Committee subject to budgetary constraints.

The task of selecting instructional materials for programs will be delegated to the professional staff of the school system. Because instructional programs and materials are of great importance, only those that meet the following criteria will be approved by the Committee:

1. They must present balanced views of international, national, and local issues and problems of the past, present and future.
2. They must provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical values.
3. They must help students develop abilities in critical reading and thinking.
4. They must help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
5. They must provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, gender identity, physical disabilities, sexual preference or sexual orientation.
6. They must allow sufficient flexibility for meeting the special needs of individual students and groups of students.

LEGAL REFS: M.G.L. 71:48; 71:49; 71:50
 BESE regulations 603 CMR 26.00

CROSS REF: KEC, Public Complaints about the Curriculum or Instructional Materials

RECONSIDERATION OF INSTRUCTIONAL RESOURCES

Material that is challenged usually belongs to one of the three basic categories: religion, ideology, or profanity/obscenity. Board policies regarding these areas shall be as follows:

Religion -- Factual, unbiased material on religions has a place in school libraries.

Ideologies -- Libraries should, with no thought toward swaying reader judgment, make available a balanced collection of primary and factual material, on the level of their students on various ideologies or philosophies which exert or have exerted a strong force, either favorably or unfavorably, in government, current events, politics, education and other phases of life.

Profanity/obscenity -- Materials shall be subjected to a test of literary merit and reality in context using the criteria established.

When a problem concerning instructional resources in a school arises, the disposition of the problem will be made in a reasonable period of time using District adopted procedures.

In accordance with the statement of philosophy, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied to the students of the parents making the complaint, if they so desire.

If the decision of the School Committee is that the questioned instructional resource be retained, the District will not convene a Review Committee relative to the same complaint for a period of three years. If a substantially different point of view is advanced, it will be investigated. (The period of three years does not apply in this instance).

If an individual or a group undertakes action to keep material from the shelves by checking it out and failing to return it, or by taking turns in keeping it checked out so that it is not available for student use, the Superintendent shall request, in writing, the return of the material. If it is not returned within thirty (30) days, a bill for the current replacement cost of the item shall be rendered to the party holding the item.

After the School Committee has adopted new materials or approved certain methods, that decision will not be reconsidered for a period of three years beginning with the end of the school year when the adoption is made.

TEXTBOOK SELECTION AND ADOPTION

Responsibility for the review and selection of textbooks to be purchased shall rest with the administration. The administration is encouraged through the School Committee to establish a review committee to assist in the process to determine the textbooks that best meet the curriculum guidelines of the District. The review committee should include teachers who will use the texts and other staff members as found desirable. Students and parents will be encouraged to serve.

Principles that apply generally to the selection of instructional materials and library materials shall apply to textbooks. Additionally, basic textbooks and textbook support materials shall be chosen:

- To advance the educational objectives of the school system and particular objectives of the course program;
- To contribute toward continuity, integration, and articulation of the curriculum; and
- To establish a general framework for the particular course or program.

Because the instructional purposes of textbooks, as stated above, are of such importance, particular care shall be taken in their selection as to content.

Although many points must be examined, the School Committee directs the staff to be mindful of the following considerations:

- The needs of all learners must be provided for.
- Attention should be given to gender roles depicted in the materials.
- The textbook and textbook support materials should lead the student and teacher beyond the textbook into a wide variety of other materials and educational experiences.
- If the textbook deals with problems and issues of our times, it should present and encourage examination of varied points of view.
- Because textbooks are selected for several years' use, special attention also shall be given their physical characteristics, durability, format and price.

LEGAL REFS: 71:48; 30B:7; 71:50
603 CMR 26:05

CROSS REF: KEC, Public Complaints about the Curriculum or Instructional Materials

SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

The School Committee recognizes that knowledge is changing and expanding and that it may be necessary to use various types of supplementary materials in addition to the basic and fundamental textbooks.

For the purpose of this policy, supplementary materials shall be defined as any instructional materials other than textbooks including, but not limited to, books, periodicals, newspapers, pictures, diagrams, maps, charts, slides, filmstrips, films, records, audiotapes, and suitable technological applications which relate directly to the adopted curriculum.

The School Committee believes that teachers and administrators should have a large role in selection and recommendation of supplementary materials. Teachers are encouraged to use a wide range of learning aids, provided the expense incurred in purchasing these aids remains within the limits of the budget.

When choosing supplementary materials, staff shall apply the same criteria as used in choosing instructional materials.

LEGAL REF: 603 CMR 26:05

CROSS REF: IJ, Instructional Materials

LIBRARY MATERIALS SELECTION AND ADOPTION

The School Committee endorses the School Library Bill of Rights, as adopted by the American Library Association, which asserts that the responsibility of the school library is to:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Provide a background of information that will enable students to make intelligent judgments in their daily lives.
4. Provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

Initial purchase suggestions for library materials may come from all personnel--teachers, coordinators, and administrators. Students will also be encouraged to make suggestions. The librarian will recommend materials to be included in the school library. Final approval and authority for distribution of funds will rest with the building Principal subject to the approval of the Superintendent.

Gifts of library books will be accepted in keeping with the above policy on selection. Complaints about library books will be handled in line with Committee policy on complaints about instructional materials.

LEGAL REF: 603 CMR 26:05

CROSS REF: KEC, Public Complaints about the Curriculum or Instructional Materials

LIBRARY MATERIALS SELECTION AND ADOPTION

The continuous review of integrated learning center (library) materials is necessary as a means of maintaining a useful and active collection. As new materials are selected and added, some older materials are withdrawn. The responsibility for determining which materials shall be withdrawn shall rest with the professional staff.

Among the other reasons for withdrawing an item shall be the following:

- Curricular changes have rendered as superfluous materials (or multiple copies of materials) formerly used but no longer in demand.
- Materials contain information which is no longer accurate or current.
- Materials intended for recreational reading have become dated or unattractive and are no longer in demand. Some books which are deemed standards or classics shall be retained even though they rarely circulate.
- Materials have worn out, been damaged or physically deteriorated, and have lost utility, and/or appeal.
- Materials have been superseded by newer items, which present the same information, but in superior format.

LEGAL REF:

603 CMR 26:05

LIBRARY RESOURCES

The primary objective of the library/media center is to implement its resources to enrich and to support the educational program of the school.

Definition of Library Resources

Library resources are those materials, both print and non-print, found in school libraries which support curricular and personal information needs. Print items include books, magazines, newspapers, pamphlets, microfiche or microfilm. Non-print items include films, disc records, filmstrips, slides, prints, audiotapes, videotapes, compact discs, and computer software.

Criteria for Selection of Library Resources

The criteria for selection of library resources in the District are:

- Needs of the individual student
Based on knowledge of students
Based on requests of parents and students
- Needs of the individual school
Based on knowledge of the curriculum of the school
Based on requests from the professional staff
- Provision of a wide range of materials on many levels of difficulty with a diversity of appeal and the presentation of different points of view.
- Provision of materials of high artistic quality.
- Provision of materials with superior format.
- Reputable, unbiased, professionally prepared selection aids are consulted as guides.

In accordance with the District's policy of providing instructional materials on opposing sides of controversial issues, it should be noted that neither the media centers nor the District serve as advocates for the ideas expressed in any materials, nor does the presence of any material indicate automatic endorsement of the ideas expressed therein.

Disclosure of Information/Privacy of Circulation Records

Circulation records shall not be made available to anyone except pursuant to such process, order, or subpoena as may be authorized by law.

Re-evaluation (Weeding) of Library Resources

The continuous review of library/media center materials is necessary as a means of maintaining a useful and active collection. As new materials are selected and added, some older materials are withdrawn. The responsibility for determining which materials are to be withdrawn rests with the professional staff.

Among the reasons for withdrawing an item are the following:

- Curricular changes have rendered superfluous some materials (or multiple copies of materials) formerly used but no longer in demand.
- Some materials contain factual material that is no longer accurate nor current.
- Some materials intended for recreational reading have become dated or unattractive and are no longer in demand. (Some such books, which are deemed “standards” or “classics”, will be retained even though they rarely circulate).
- Some materials have become worn out, damaged or physically deteriorated and have lost utility and/or appeal.
- Some materials have been superseded by newer items, which present the same information, but in superior format.

Withdrawn library/media center materials are processed in one or more of the following ways:

- Made available to be used as resource or supplementary material by teachers.
- Offered to other media centers in the District, as it is possible that a material, which lacks utility in one building, may have some usefulness in another.
- Contributed to appropriate charitable or educational agencies.
- Discarded, when warranted.

Continuing evaluation is closely related to the goals and responsibilities of library/media centers and is a valuable tool of collection development. This procedure is not to be used as a convenient or expedient means to remove materials presumed to be controversial or likely to be disapproved by segments of the community. Materials are not to be proscribed or removed because of actual or potential partisan or doctrinal disapproval, nor because of the origin, background or views of those contributing to their creation.

SPECIAL INTEREST MATERIALS SELECTION AND ADOPTION

Organizations, institutions, and individuals at times develop materials that are offered to schools free or inexpensively. As a general rule, sponsored materials present a particular point of view, and extreme care must be exercised in evaluating and using them. The responsibility for using sponsored materials rests with the certified staff member who recommends its use. In any questionable instance, the Principal should be informed and shall decide whether its use is in the best interests of the students.

Sponsored materials must meet the same basic selection criteria as any other learning material, as well as the following special criteria.

Any expression of a point of view should be clearly identified.

Any advertising that appears on or with any material should be in good taste and unobtrusive.

The source of all material should be clearly identifiable.

LEGAL REF: 603 CMR 26:05

CURRICULUM AND INSTRUCTION Access to Electronic Media

The Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate and responsible manner.

Safety Procedures and Guidelines

The Superintendent or designee shall develop and implement appropriate procedures to provide guidance for access to electronic media. Guidelines shall address teacher supervision of student computer use, ethical use of electronic media (including, but not limited to, the Internet, e-mail, and other District technological resources), and issues of privacy versus administrative review of electronic files and communications. In addition, guidelines shall prohibit utilization of networks for prohibited or illegal activities, the intentional spreading of embedded messages, or the use of other programs with the potential of damaging or destroying programs or data.

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet and World Wide Web;
- Safety and security of minors when they are using electronic mail, chat rooms, and other forms of direct electronic communications;
- Preventing unauthorized access, including “hacking” and other unlawful activities by minors online;
- Unauthorized disclosure, use and dissemination of personal information regarding minors; and
- Restricting minors’ access to materials harmful to them.

The District shall provide reasonable public notice of, and at least one (1) public hearing or meeting to address and communicate its Internet safety measures.

Permission/Agreement Form

A written parental request shall be required prior to the student being granted independent access to electronic media involving District technological resources. The required permission/agreement form, which shall specify acceptable uses, rules of on-line behavior, access privileges, and penalties for policy/procedural violations, must be signed by the parent or legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Superintendent with a written request.

Employee Use

Employees shall use electronic mail only for purposes directly related to work-related activities.

Employees shall not use a code, access a file, or retrieve any stored communication unless they have

been given authorization to do so. (Authorization is not required each time the electronic media is accessed in performance of one's duties.) Each employee is responsible for the security of his/her own password.

Community Use

On recommendation of the Superintendent or designee, the Committee shall determine when and which computer equipment, software, and information access systems will be available to the community. Upon request to the Principal or designee, community members may have access to the Internet and other electronic information sources and programs available through the District's technology system, provided they attend any required training and abide by the rules of usage established by the Superintendent or designee.

Disregard of Rules

Individuals who refuse to sign required acceptable use documents or who violate District rules governing the use of District technology shall be subject to loss or restriction of the privilege of using equipment, software, information access systems, or other computing and telecommunications technologies.

Responsibility for Damages

Individuals shall reimburse the Committee for repair or replacement of District property lost, stolen, damaged, or vandalized while under their care.

Responding to Concerns

School officials shall apply the same criterion of educational suitability used to review other educational resources when questions arise concerning access to specific databases or other electronic media.

Audit of Use

Users with network access shall not utilize District resources to establish electronic mail accounts through third-party providers or any other nonstandard electronic mail system.

The Superintendent or designee shall establish a process to determine whether the District's education technology is being used for purposes prohibited by law or for accessing sexually explicit materials. The process shall include, but not be limited to:

1. Utilizing technology that blocks or filters Internet access for both minors and adults to certain visual depictions that are obscene, child pornography, or, with respect to computers with Internet access by minors, harmful to minors;
2. Maintaining and securing a usage log; and
3. Monitoring online activities of minors.

CROSS REFS: IJNDB, Acceptable Use Policy – Technology

Reviewed: March 11, 2020

1. Purpose

The purpose of the Acceptable Use Policy (AUP) is to establish the acceptable use of information technologies in the Wilmington Public Schools (WPS) in order to benefit the students, parents and staff of Wilmington and better our learning community. WPS encourages the use of information technology in our schools and the public at large. The District believes that the understanding and proper use of these technologies enhance learning and help our student population develop into productive and responsible citizens. Understanding information technologies can help to create lifelong learners who conduct themselves responsibly and ethically. These technologies will be used to increase efficiency, collaboration, communication, critical thinking and creativity.

2. General Statement of Policy

This policy will provide an explanation, purpose and definition of acceptable use by students, parents and staff of the WPS community. This policy is required to be read prior to using or accessing any information technology in the District. Additionally, staff must sign the (AUP) form and submit it to the WPS administrative office annually before accessing any information technology prior to the beginning of the new school year. Parents and students must check the box indicating that they have read this policy in the student handbook in the online student contact update form in the Aspen Parent Portal annually.

3. Implementation of this Policy

The Superintendent of Schools or his/her designee(s), shall develop and implement administrative regulations, procedures, terms and conditions for use and user agreements consistent with the purposes and mission of the WPS as well as with applicable laws and this policy. The review and update of this policy will be done annually by the Superintendent of Schools and the IT Director.

4. Definitions

Electronic Communication: Any communication or interaction which occurs through electronic means. Electronic communications include communications that have no specific intended recipient (e.g., posting a blog entry or status update on a publicly visible website, depending on privacy settings, which may be viewed by the public or users of that website).

Student: Any individual currently enrolled in the WPS.

The District: The Wilmington Public Schools and its staff.

The Committee: The Wilmington School Committee and its members.

Staff: All employees of the WPS and any contractor or individual employed by a contractor who provides services in or to the WPS.

Information Technology: The WPS Network Infrastructure, wireless network, hardware, software, systems, electronic devices, computers, peripherals, website, electronic documents and files, storage devices, data, Internet, digital resources, blogs, podcasting, telephone including Voice over Internet Protocol (VoIP), email or any other device or equipment used to access, store, manipulate or transmit data.

Users: Any person using the District's information technologies

Devices: Any District-owned or leased device, students or staff-owned device or any device being used on school grounds or on the school's network

5. Unacceptable Uses

- a. Users will not use the District's electronic technologies to access, review, upload, download, store, print, post, receive, transmit or distribute:
 - i. Pornographic, obscene or sexually explicit material or other visual depictions that are harmful to minors;
 - ii. Obscene, abusive, profane, lewd, vulgar, rude, inflammatory, libelous, threatening, disrespectful, or sexually explicit language;
 - iii. Materials that use language or images that are inappropriate in the educational setting or disruptive to the educational process;
 - iv. Information or materials that could cause damage or danger of disruption to the educational process;
 - v. Materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination, or any other material that would violate any law.
 - vi. Online shopping or ordering for personal purposes.
 - vii. Personal photos, videos, files or music not related to educational purposes for any extended length of time with the exception of those stored in the apps provided by the District's Google Apps for Education
- b. Users will not use the District's electronic technologies to knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
- c. Users will not use the District's electronic technologies to engage in any illegal act or violate any local, state or federal statute or law.
- d. Users will not use the District's electronic technologies for political campaigning.
- e. Users will not physically or electronically vandalize District technologies nor use the District's electronic technologies to vandalize, damage or disable the property of another person or organization.
 - i. Users will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means.

- ii. Users will not tamper with, modify or change the District's electronic technologies software, hardware or wiring or take any action to violate the District's security system.
 - iii. Users will not use the District's electronic technologies in such a way as to disrupt the use of the system by other users.
 - iv. Users may not add or remove any software from District-owned computers or devices nor modify the equipment, software configuration, or environment without prior expressed written permission from the Superintendent of Schools and/or his/her designee. [All electronic technology requests must go through the District's Office of Information Technology Work Order System.]
- f. Users will not use the District's electronic technologies to gain unauthorized access (hacking) to information resources or to access another person's materials, information or files without the implied or direct permission of that person.
- g. Users will not attempt to gain unauthorized access to the District's electronic technologies or any other system through the District's electronic technologies. Users will not attempt to logon through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user. Access through any means other than an individual's user logon and password is not permitted.
- h. Users will not use the District's electronic technologies to post information in public access areas regarding private information about another person. Private information includes personal contact information about themselves or other persons, or other personally identifiable information including, but not limited to, addresses, telephone numbers, identification numbers, account numbers, access codes or passwords, labeled photographs or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
- i. Messages, files and records on the District's electronic technologies may not be encrypted in such a way that the Office of Information Technology cannot access them and without the permission of appropriate administrative school authorities.
- j. Users will not use the District's electronic technologies in any way that may violate trademark or copyright laws or usage licensing agreements:
- i. Users will not use another person's property without the person's prior approval or proper citation;
 - ii. Users will not load, download or exchange pirated software or copy software to or from any school computer including freeware and shareware;
 - iii. Users will not plagiarize works they find on the Internet or other information resources.
- k. Users will not use the District's electronic technologies for unauthorized commercial purposes or for personal financial gain unrelated to the mission of the District. Users will not use the District's electronic technologies to offer or provide goods or services or for product advertisement, except as authorized by the District administration.
- l. The District does not support personal hardware or software. Users will not install any personal hardware or software on any district-owned systems including but not limited to printers, wireless

access points or switches. Users will not use district resources, Internet access or network via hardwire connection to the District network infrastructure. Users will not connect their home PC or Laptop to the wall plate network jack in any building for Internet access.

- m. Users will not use online proxy services to negate or otherwise bypass District Internet content filtering.
- n. There are many people and systems dependent upon a proper and optimal performance level of the network infrastructure. Frivolous, excessive and inappropriate use of these network resources by one or a few individuals should not compromise the performance for other individuals and will operate with consideration for all who use the shared resources. The District may need to put quotas on storage or bandwidth as well as block websites or other online resources in order to maintain fairness of resource allocation for all district users.
- o. Users are required to keep their passwords private and secured. Failure to do so could result in the unauthorized access of sensitive District data. Users who do not secure their passwords could have their access to systems, temporarily or permanently removed, or suspended and face disciplinary action. Examples of insecure storage of passwords include writing a password on a piece of paper attached to a monitor, under a keyboard, or pinned to a wall.

6. Children's Online Privacy Protection Act (COPPA)

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

WPS works diligently to comply with COPPA requirements. WPS does not collect student personal information in order to transmit such information directly to online entities for the purpose of creating web-based accounts.

7. Public Records

The law requires public employees who send, receive or maintain records in their capacity as public employees, to retain, disclose and dispose of such records in compliance with strict provisions of the public records law (Massachusetts General Laws, Current). This law applies whether or not the record is in the form of a paper document or an electronic communication. When staff communicate through school-based resources, such as staff e-mail or school-sponsored web pages, such records are retained and archived through the school's information technology department. If, however, a teacher communicates outside of these resources, such information is not retained. The burden to comply with public records laws falls on the educator when using personal e-mail or social network accounts to communicate with students and/or parents and guardians on work-related issues.

8. Content Filtering

The WPS uses hardware and software designed to block access to certain sites and filter content as required by the Children's Internet Protection Act (CIPA) (U.S. Code, 2000). WPS is aware that not all inappropriate information can be filtered and the district will make an effort to correct any known gaps

in the filtering of information without unduly inhibiting the educational use of age-appropriate content by staff and students. Users will inform teachers or administrators of any inadvertent access to inappropriate material, in order that there is appropriate modification of the filtering profile. WPS educates students about appropriate online behavior, including how to interact with other individuals with regard to ethics, safety, security, responsibility and sensitivity. WPS provides these educational opportunities as part of the WPS K-12 Information and Digital Literacy Goals and in line with the Massachusetts Technology Literacy Standards and Expectations (Massachusetts Department of Elementary and Secondary Education, 2008).

9. Monitoring and Limited Expectation of Privacy

By authorizing use of the School District electronic technologies, the District does not relinquish control over content or data transmitted or stored on the network or contained in files. Users should have no expectation of privacy in the contents of personal files on the District's electronic technologies.

- p. The WPS monitors the use of the school department's network to protect the integrity and optimal operation of all computer and system networks.
- q. The WPS will cooperate with copyright protection agencies investigating copyright infringement by users of the computer systems and network of the WPS.
- r. Technicians and computer system administrators maintain full access rights to all storage devices, and may need to access/manage such storage devices as part of their duties.
- s. Routine maintenance and monitoring of the system may lead to discovery that a user has or is violating the WPS Technology Acceptable Use Policy, other school committee policies, state laws, or federal laws.
- t. Search of particular files of a user may be conducted at any time but shall ordinarily be the result of a reasonable suspicion that a user has violated the law or WPS Policies. In such circumstances, the investigation shall be conducted in order to determine the nature and extent of the alleged policy violation.
- u. The District will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with School District policies conducted through the District's electronic technologies.

10. Limitation on School District Liability

Use of the District's educational technologies is at the user's own risk and is provided on an "as is, as available" basis. The District will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on the District's systems or for delays or changes in or interruptions of service, corruption in delivery or non-deliveries of information or materials, regardless of the cause. The District is not responsible for the accuracy or quality of any advice or information obtained through or stored on the District's electronic technologies. The District will not be responsible for financial obligations arising through unauthorized use of the District's educational technologies or the Internet.

11. Violations of this Acceptable Use Policy

Violations of this policy may have disciplinary repercussions, including:

- Suspension of network, technology, or computer privileges
- Notification to parents

- Detention or suspension from school and school-related activities
- Legal action and/or prosecution
- Termination of employment for cause

Works Cited

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 Massachusetts General Laws. (Current). Public Records Law G.L. Chapter 66. *Massachusetts General Laws*. MA, United States.

U.S. Code. (2000, December 21). Children’s Internet Protection Act, 47 U.S.C. §254 (CIPA).
 U.S.Code §6501, et seq. (COPPA) . (1998). Children’s Online Privacy Protection Act, 15 U.S.C. §6501, et seq. (COPPA) .

Legal References

17 U.S.C. § 101 et. seq. (Copyrights)

15 U.S.C. § 6501 et. seq.

Children’s Internet Protection Act of 2000 (CIPA) 47 U.S.C. § 25447

C.F.R. § 54.520 (FCC rules implementing CIPA)

Title III of the Elementary and Secondary Education Act of 1965, 20

U.S.C. §1601, et seq., as amended.

Acknowledgements:

Burlington Public Schools Acceptable Use Policy. (2013, July)

http://www.burlington.org/departments/schools/burlington_public_schools/docs/BPS_AUP_2013.pdf

Minnetonka, MN Public Schools Electronic Technologies Acceptable Use Policy (2012, May 3)

<https://www.minnetonka.k12.mn.us/policies/524.pdf>

Longmeadow Public Schools Acceptable Use Policy Draft (2013, April 8)

<http://www.longmeadow.k12.ma.us/news/draftacceptableusepolicy>

Triton Regional School District Acceptable Use Policy. (2014, April 30) <http://www.trsd.net/wpfb-file/jre1048-acceptable-use-policy-agreement-pdf-4/>

Revision adopted: September 23, 2015

Reviewed: March 11, 2020

File: IJNDB-E
INTERNET USE POLICY

To: Parent/Guardian

The Wilmington Public School District is pleased to announce the availability of Internet access through the Wilmington schools. The benefit of being connected to the Internet is that it brings information, data, images, and even computer software into the classroom from places around the globe. Access to these resources can involve students in individual and group projects, cross-cultural collaborations, and idea-sharing.

While the benefits of the Internet are enormous, parents need to be aware that the Internet is an open system which contains pockets of material that some people might find unacceptable. The Wilmington schools will make every effort to prevent your child from accessing inappropriate material on the Internet.

When a child is working independently, we cannot guarantee that he/she will not encounter text, pictures or references that are objectionable. We ask your assistance in developing responsible attitudes, reinforcing appropriate behaviors and observing security practices on the network.

Enclosed are the policies and guidelines that our district has developed to govern and guide the use of the Internet. The Wilmington School District wishes to have all parents and students aware of the policies in advance so that students may take advantage of the Internet as it is introduced in their classrooms. This requires your signature on the enclosed application form.

Reviewed: March 11, 2020

INTERNET/E-MAIL ACCEPTABLE USE POLICY USER AGREEMENT FORM

User Agreement for Participation in an Electronic Communications System

This user agreement must be renewed each academic year.

Users Name: _____

Grade Level: _____

School: _____

I have read the district's Acceptable Use Policy and Administrative Procedures and agree to abide by their provisions. I understand that violation of these provisions may result in disciplinary action including but not limited to suspension or revocation of privileges, termination of employment, and criminal prosecution.

Signature: _____

APPLICATION FORM – INTERNET ACCESS NETWORK

The Wilmington Public School District is pleased to provide this opportunity to explore the world through the Internet. However, because the Internet is an open system, some of the material that is available on the Internet may not be suitable for students. Parents and students have the responsibility for discussing the appropriate usage of the Internet Access Network.

Student Name: _____

School: _____

Current Grade: _____ Homeroom: _____

Street Address: _____

Telephone Number: _____

I understand and will abide by the terms and conditions outlined in this document regarding the use of the WSD Internet Access Network. I further understand that any violation of the regulations stated is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action.

User Signature: _____

Date: _____

For the parent or guardian: As the parent or guardian of this student, I have read this document regarding the use of the WSD Internet Access Network. I understand that this access is designed for educational purposes and the Wilmington Public Schools has taken available precautions to eliminate controversial material. However, I recognize that it is impossible to restrict access to all controversial materials.

I hereby **give permission** for my child to access the Internet via, the WSD Internet Access Network, will not hold WSD responsible for materials acquired on the network and certify that the information contained on this form is correct.

Parent/Guardian's Name (Please print): _____

Signature: _____

Date: _____

I do not give permission for my child to have access to the Internet.

Parent/Guardian's Name (Please print): _____

Signature: _____ Date: _____

RETURN THIS ENTIRE FORM TO YOUR HOMEROOM TEACHER

Reviewed: March 11, 2020

SCHOOL AND DISTRICT WEB PAGES

The Wilmington Public School District realizes the limitless potential for information and communication provided by the World Wide Web. The availability of this communication vehicle provides an opportunity for students and staff to access and contribute to the world of information related to curriculum, instruction, school, District, and school community related activities. Therefore, the Wilmington Public School District will use the Internet as an effective, efficient and timely source of information, method of communication and vehicle for resource collection. In order to take advantage of the opportunities the Internet provides, the Committee authorizes the creation of school and/or District Web pages on the Internet.

Only those web pages maintained in accordance with Committee policy and established procedures shall be recognized as official representations of the District or individual schools. All information on a school or District Web page must accurately reflect the mission, goals, policies, program, and activities of the school and District. The Web pages must have a purpose that falls within at least one of three categories:

1. Support of curriculum and instruction – intended to provide links to Internet resources for students, parents and staff in the District.
2. Public information – intended to communicate information about the schools and District to students, staff, parents, community, and the world at large.
3. District technology support – intended to provide and respond to instructional and administrative technology needs of students and staff.

The Superintendent shall designate an individual(s) to be responsible to maintaining the official District web page and monitoring all District Web page activity. A building Principal shall make such designation for an individual school. Schools or departments that wish to publish a Web page must identify an appropriately qualified publisher and/or author.

As with any instructional materials or publication used by or representing the school or District, the building Principal or Superintendent, respectively, are ultimately responsible for accuracy and appropriateness of the information made available at the Web site. Concern about the content of any page(s) created by students or staff should be directed to the building Principal or to the Superintendent's office when related to the District Web site.

Web sites developed under contract for the Wilmington Public School District or within the scope of employment by Wilmington Public School District employees are the property of the Wilmington Public School District.

Due to the dynamic nature of the World Wide Web, this policy is to be reviewed and updated on an annual basis or more frequently if required.

WEB SITE GUIDELINES AND PROCEDURES FOR APPROVAL

Unlike the Internet itself, schools and the District can control the type of information placed on Web pages. Documents created for the Web and linked to District Web pages shall meet the criteria for use as public information or an instructional resource. The following considerations should be considered when determining the information to include on a school or District Web page: Copyright/trademark issues; applicability to the curriculum or communication goals of the school or District; privacy issues; and related School Committee policies. Links to other Web pages should be carefully selected based on the above issues.

Defined Purpose

A Web page must have a clearly defined purpose that is published on the Web page. Included in the purpose, the target audience must be specified and defined; however, all Web site users are reminded that their audience includes the worldwide community.

Content Standards

All subject matter on Web pages should relate to curriculum, instruction, school-authorized activities, general information supporting student safety, growth, and learning, or public information of interest to others. Therefore, neither staff nor students may publish on the District server personal pages or pages for individuals or organizations not directly affiliated with the District. Staff or student work may be published only as it relates to a class project, course, or other school-related activity. Parent groups, partnerships, and municipal or educational cooperatives are considered affiliates of the District. No confidential information is to be published on or linked to a Web page.

Quality Standards

All Web page work must be free of spelling and grammatical errors. Documents may not contain objectionable material or link directly to objectionable materials. Objectionable material is addressed in more detail in the School Committee policy for instructional material selection and reconsideration. Authors and publishers are reminded that a Web site is a virtual doorway to your school. A site and a school will be judged on its ease for the user, the design, and the content. It is strongly recommended that a school form a building committee of interested individuals including staff, administrators, parents, students, and community members for the development of the Web site. Thoughtful consideration should go into decisions regarding purpose, usefulness, and appearance of each item on the Web site. As much as possible, publishers are encouraged to include student pictures and work. As the District represents itself to the world through this medium, assurances should be provided that students are the focus of the Wilmington Public School District. Written student and parent consent must be secured for publication of student work.

Consistence Standards

Each existing school or department Web site shall have a link to the District Web site once the District Web site is online. For consistency, all school District Web sites must contain certain elements:

- At the bottom of each page there must be a link to the home page (to be defined by the school or District home page once online).
- At the bottom of the Web page, there must be an indication of the date of the last update to that page and the name or initials of the person(s) responsible for page update. It shall be that person's responsibility to keep the Web page current. Repeated failure to do so may result in revocation of approval. It is strongly recommended that a building set up a system of checks and balances for the Web site (for example: all incoming e-mail is blind copied to the Principal or department head).
- All Web sites must display the name and approved logo of the Wilmington Public School District.
- All Web pages must be given names that clearly identify them.
- Links to student e-mail accounts are not allowed.
- Student directory data is prohibited from publication, except for the first name and grade level of a student in relation to a photo or work.
- Web pages may not contain links to other Web pages not yet completed. If additional pages are anticipated, but not yet developed, the text that will provide such a link should be included. However, the actual link to said page(s) may not be made until the final page is actually in place.
- All Web sites must include: the author or publisher's name; the publisher or school's e-mail address; appropriate copyright citations.
- Authors must exhibit care when creating Web pages with extensive background, large graphics, applets, animation, and audio or video clips. Such files require extensive download time, are frustrating for modem users, and slow down file servers.

Reviewed: March 11, 2020

File: IJNDD
SOCIAL MEDIA POLICY

Purpose:

The Wilmington School Committee (the “Committee”) recognizes the increasing importance of electronic communication and social media for social interaction and education. As the Wilmington Public Schools (the “WPS”) continues working to provide a 21st century education which prepares students for life in a global economy, it has become apparent that we need to move ahead with both enthusiasm and caution. With the expansion of means and ease of communication comes a heightened concern for student safety and well-being.

While the Committee sees the value of social media and electronic communication, the Committee also recognizes that the opportunity for impropriety is increased through this ease of access. This accessibility can provide a forum for cyber bullying, inappropriate behavior, and other potential dangers. The Committee finds that the rapid progress of technology leaves it and the District frequently facing new challenges regarding social media and electronic communication.

The Committee is charged with ensuring our schools’ educational environments are safe and conducive to learning. Recognizing this, the Committee has adopted this policy.

Definitions:

Social Media: Any medium hosted on the Internet, on which interactions between students, or between the staff of the WPS and students can be conducted. This includes, but is not limited to, web- and mobile-based technologies that support interactive communication between organizations, communities, and individuals that allow the creation and exchange of user-generated content. Social media technologies take on many different forms including, but not limited to, on-line magazines, Internet forums, weblogs, social blogs, microblogs, wikis, social networks, podcasts, photographs or pictures, video, rating and social bookmarking, and message boards. Examples of social media websites include, but are not limited to, Facebook, Twitter, Flickr, Instagram, Snapchat, YouTube, MySpace, Wiki and Wikipedia.

Electronic Communication: Any communication or interaction which occurs through electronic means. Such electronic means include, but are not limited to, computers, tablets, cellular devices, so-called “smart phones”, and Internet capable MP3 players, etc. Such communications and interactions include, but are not limited to, email, texts, posts on social media websites (including text, video and audio), private messages on social media websites, instant messages, video chat, and blogs, etc. Electronic communications include communications that have no specific intended recipient (i.e., posting a “status” on Facebook that, depending on privacy settings, may be viewed by a group of users).

Student: Any individual currently enrolled in the WPS.

Prohibited Conduct: Staff shall not engage in the following types of conduct, which are strictly prohibited. The following are examples of conduct only and are not intended to be all inclusive. Any conduct which is similar to that listed below is likewise prohibited.

- a. Fraternization with students using any social media or electronic communication. Staff may not invite/accept current WPS student as “friends” on social media websites.

Classroom participation on educational websites or professional pages (described herein) for instructional purposes is permitted with prior approval of the principal or his/her designee.

- b. Electronic communication to students of content of a sexual or other inappropriate nature. This includes posts on social media websites that are publicly visible or accessible, and/or visible or accessible to any student or group of students.
- c. Electronic communication to a student(s) of content advocating the use of alcohol, drugs, and/or other illicit or illegal activities between students and staff. This includes posts on social media websites that are publicly visible or accessible, and/or visible or accessible to any student or group of students.
- d. Electronic communication to students of content encouraging or constituting hazing or bullying. This includes posts on social media websites that are publicly visible or accessible, and/or visible or accessible to any student or group of students.
- e. Electronic communication of private information regarding students or other staff, including, but not limited to, student record information, private cell phone numbers, private photos and pictures, and private email addresses. This includes posts on social media websites that are publicly visible or accessible, and/or visible or accessible to any student or group of students.

The District: The Wilmington Public Schools and its staff.

The Committee: The Wilmington School Committee and its members.

Staff: All employees of the WPS and any contractor or individual employed by a contractor who provides services in or to the WPS.

Section 1. Statement to WPS Staff

The Committee recognizes that social media and electronic communication have valuable functionality both in and outside of the classroom. This policy is not intended to limit any staff member's right to speak publicly as a citizen on matters of public concern, or to communicate with fellow union members on workplace issues, so long as such communication adheres to appropriate time, place, and manner restrictions and does not interfere with the performance of job duties.

Notwithstanding this, when staff members speak through social media on matters concerning their work, they are speaking as employees and, as such, restrictions may be placed upon their freedom to express themselves. Staff members are role models, not students' friends, and should always conduct themselves in accordance with this understanding.

Section 2. Responsibilities of the Committee, the Superintendent, and the Administration

a. Responsibilities of the Committee

- 1. The Committee is responsible for maintaining, implementing, and updating this policy.

2. The Committee will support the efforts of the Superintendent and the Administration to act upon this policy in a timely manner.
3. The Committee will require the Superintendent to periodically report upon the results, consequences, and concerns related to this policy.
4. When necessary, the Committee will update this policy, pursuant to the recommendations of the Superintendent or other relevant parties.

b. Responsibilities of the Superintendent and the Administration

1. The Superintendent of Schools will develop and maintain an Acceptable Use Policy (AUP). It will be the responsibility of the Superintendent to work with representatives from the staff to review this policy annually and propose updates when appropriate.
2. The Superintendent and the Administration retain the right to monitor all activity on district related social media, all activity on WPS owned equipment (i.e., computers, tablets, etc.), and all activity on WPS's network for the purpose of maintaining the safety of students and staff and to ensure that this policy is followed by all staff members.
3. The Superintendent and the Administration will have all staff read and review this policy at the beginning of each school year.

Section 3. Communication Media

a. Cellular Telephones and Text Messaging

Background:

Staff employed by Wilmington Public Schools are charged with, among many things, maintaining a safe educational environment for students. Although staff members should not generally provide their personal contact information such as cellular and home telephone numbers, there are limited instances described herein where it may be appropriate to give out this information. Staff who lead school sponsored trips or organize events that require travel are expected to maintain a line of communication with students and parents and may do so by providing their personal cell phone number to student participants and/or their parents. The purpose of this limited exchange of personal information is to protect student safety during travel. Upon request, a staff member leading school sponsored trips or organized events may also obtain a district cell phone for temporary use.

Procedures:

1. Prior to providing any student with his/her home and/or personal cell phone number, a staff member shall inform the school's principal or his/her designee and obtain prior authorization.
2. Staff members shall communicate to students and their parents that the staff member's personal cell phone number is being provided for educational, informational, or safety purposes only.
3. Staff members who provide students with personal contact information shall explain the limited reason it is being provided and shall report any unauthorized use of this information by students, or

parents/guardians (i.e., a student contacts the staff member via personal cell phone for an unauthorized purpose) to the principal or his/her designee immediately.

b. Email Communication

Background:

Email communication has become a standard way of conveying information between parties. Email communication refers to any electronic mail or messaging done over the Internet.

Procedures:

1. Staff may communicate with students, staff, parents, PTO's and members of the community through district owned email addresses regarding issues pertaining to their role as employees of the WPS. Other professional communication may include blogs, wikis, webpages, virtual classrooms and similar forums. All communication is to remain professional in nature at all times.
2. Staff shall not provide their personal email addresses to students.
3. Staff teaching in grade levels 4 through 12 shall not request students' personal email addresses, nor shall they intentionally direct any communications to personal email addresses provided by students. District owned email addresses have been provided to students in grade levels 4-12 and all email communication between staff and these students shall be directed through district owned email addresses.
4. Staff of all schools whose students have received e-mail addresses shall notify parents that the WPS has provided students with school email addresses as part of the curriculum. Parents must be informed that their child is to use the email address assigned. District email accounts for students in any grade are only to be used to communicate with WPS students and staff, not with the public at large.
5. All email communication sent from a public entity (i.e., using a WPS owned computer, network, email address, etc.) are part of the public record, may be disclosed, and may be monitored by the District for any reason without notice. Users of district-owned email addresses and networks should have no expectation of privacy in the content of communications on district-owned email addresses.

c. Social Media, Webpages, and Applications

The increased proliferation of social media has provided the WPS with the opportunity to utilize these websites and applications as educational tools. It is a goal of the District's strategic plan to engage students through both traditional media as well as through the use of technological immersion, creating 21st century global citizens. Our goal is to integrate technology with the curriculum through modeling best practices, mentoring, using study groups, developing online formats and creating and updating technology related policies.

The Wilmington Public Schools utilizes tablet based technology in many schools. Recognizing that some applications or "apps" may have social networking properties, the use of any application where students must register personal information must be documented with the principal or his/her designee and the Director of Technology. COPPA law prohibits the use of services which require personal information of children under 13. The use of social media, webpages and applications by staff and

students together shall be strictly for educational purposes only. Personal communication between students and staff via social media, webpages and applications shall be limited to educational purposes.

d. Use of Photographs

1. Staff shall not use, copy, disseminate or share in any manner, including via social media, photos or videos of students where the parent(s) or legal guardian(s) has selected to opt out by completing and submitting the form for the Privacy Law in the online Student Contact Update application in the Aspen Parent Portal. This information is available to staff from your school's main office.
2. Staff must keep in mind that videos and images of students may constitute "student records" within the meaning of federal and state law.
3. Staff shall not identify students by their full name in any photograph at any time.

e. Social Networking Websites.

1. An employee's use of any social networking site and an employee's postings, displays, or communications on any social media network must comply with all state and federal laws and any applicable District policies as well as adhere to the Children's Internet Protection Act (CIPA).
2. Staff wishing to use a social media profile for both personal and educational purposes must maintain separate personal and professional work profiles.
3. Staff shall not "friend", follow, message, or engage students in any way on social media websites via their personal accounts.
4. Staff shall use privacy settings on individual social media websites to prohibit access by students and parents to their personal social networking pages. There is now case law that confirms that a failure to understand the way a communication system operates is no excuse for professional misuse (*Sumien v. CareFlite, 2012*). Staff will be responsible should any information that is intended to be private becomes public due to a lack of understanding of the privacy features of the social network used or a failure to use such features competently.
5. Staff may only create professional social media accounts (i.e., accounts used exclusively for educational purposes) on district approved websites and platforms. The direct link to these pages must be provided to the principal or his/her designee and to the WPS Director of IT once it is created. The Director of IT will provide staff with a list of approved websites and platforms at the beginning of each school year and an updated list as needed.
6. Staff shall not communicate with students via the direct messaging feature of any social media site, but rather only communicate through district provided email accounts or social media posts that are publicly accessible via the staff member's professional account on a district approved website or platform.
7. Staff shall report any inappropriate use of these sites by students to their district administrator immediately.

8. Staff must cite links to all sources of information from third parties posted on professional social media webpages.
9. Staff must notify parents of the use of professional accounts on social media sites, and provide students who are unable to access content hosted on these sites with the relevant information necessary for participation in the class through other means (i.e., hand-outs, email, etc.).
10. Staff members' who have children currently enrolled in the WPS may use their personal social media accounts to connect with their child or children.

f. Blogs, Wikis, Class Pages, etc.

1. Staff may use blogs, wikis, or any other website for instructional purposes, including but not limited to homework pages and blog pages.
2. Staff shall provide the web address of his/her page to the principal or his/her designee before disseminating the address to students.
3. Staff shall identify students only by their first names on these pages.
4. Staff shall notify parents of the use of these pages and provide students who do not have access with alternative means of obtaining the information provided over these pages (i.e., hand-outs, email, etc.).
5. Staff shall cite all sources of content they provide on these pages and comply with applicable copyright laws and other applicable intellectual property laws.

Section 4. Public Records Law and Copyright Protection

The Attorney General of the Commonwealth of Massachusetts has determined that any document created or received by a public employee in his or her capacity as such is subject to retention and perhaps disclosure under the public records law.

- a. Staff shall not delete any message posted on a social media site, webpage, blog, homework page, etc.
- b. Staff shall comply with applicable copyright laws when posting information produced by another person or entity and shall cite all third-party sources of information posted or shared.
- c. Use by a staff member of his/her personal e-mail rather than school e-mail does not shield such e-mail from the provisions of the public records law or from discovery in litigation. The staff member should forward copies of any such emails or online communications to his or her school-based email account so that it can be properly retained and archived in compliance with the requirements of public records law. In order to respect privacy, a student's name should be avoided in any communications that includes sensitive information about students.

Section 5. Student and Staff Conduct

The district has multiple policies regarding student and staff conduct which overlap with this policy. The Committee and Administration recognize that the use of electronic communication technology in an

educational setting presents new challenges to appropriate student and staff conduct. However, behavioral expectations will not be diminished in these settings and appropriate professional boundaries shall be maintained at all times and through all means of communications. As such, the District retains the right to moderate and restrict student and staff use on District related pages. The Committee and the Administration expect staff and students to maintain the same level of decorum in electronic communications, including the use of social media, as in face-to-face interactions. This policy is intended to supplement existing policies, not to supersede them.

a. Bullying and Cyber Bullying

The Committee and WPS are committed to maintaining a safe learning environment for all students. With regard to bullying, please see Policy Section JICFB - Bullying Prevention, and, in particular, references to cyber bullying. Cyber bullying of any kind will not be tolerated.

b. Acceptable Use of School Equipment and Networks

The Committee and WPS are committed to maintaining the security of WPS networks, the quality of WPS equipment, and the privacy of WPS students. This policy is supplementary to, and not a substitute for, the WPS Acceptable Use Policy, which governs use of the school district's technology resources.

c. Student Manuals

At the beginning of each school year the building administrator shall post the student handbooks which detail the expectations of behavior for WPS students and set rules for student conduct on the school's website. Nothing contained in this Policy shall diminish those expectations and rules. The on-line behavior of both students and staff shall reflect the same standards as those used for face-to-face communications at the WPS.

Section 6. Discipline

The Superintendent or assigned designees may conduct internet searches to determine whether staff members have used social media in ways that violate this Policy. If a violation of the Policy is determined to have occurred, the Superintendent or assigned designee shall bring the violation to the attention of the staff member and shall consider and apply disciplinary measures up to and including termination. The disciplinary process for staff shall proceed in accordance with any applicable collective bargaining agreement under which the staff member is covered, as applicable.

The WPS and the Committee disclaim all liability for the content of materials that users' access on Social Media, for damages suffered in the course of or as a result of social media use, and for any related consequences. The WPS shall not be responsible for any unauthorized use of the District's network, including any and all unauthorized costs, financial obligations, fees, charges, or purchases.

References:

Massachusetts General Laws. (Current). Public Records Law G.L. Chapter 66. Massachusetts General Laws. MA, United States.

U.S. Code. (2000, December 21). Children's Internet Protection Act, 47 U.S.C. §254 (CIPA).

U.S. Code §6501, et seq. (COPPA). (1998). Children's Online Privacy Protection Act, 15 U.S.C. §6501, et seq. (COPPA).

17 U.S.C. § 101 et. seq. (Copyrights)

15 U.S.C. § 6501 et. seq.

Children's Internet Protection Act of 2000 (CIPA) 47 U.S.C. § 254

47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Title III of the Elementary and Secondary Education Act of 1965, 20
U.S.C. §1601, et seq., as amended.

Acknowledgements:

Longmeadow Public Schools Acceptable Use Policy Draft (2013, April 8)
<http://www.longmeadow.k12.ma.us/news/draftacceptableusepolicy>

Triton Regional School District Acceptable Use Policy. (2014, April 30) <http://www.trsd.net/wpfb-file/jre1048-acceptable-use-policy-agreement-pdf-4/>

Revision Adopted: 2/10/2016

Reviewed: March 11, 2020

Field trips are designed to fulfill the Wilmington Public School's curriculum standards and objectives through activities that enhance student learning. Field Trips should be experiences that are not easily reproduced within the school context. The decision to use instructional time for a classroom field trip should be in proportion to the significance and/or number of curricular objectives.

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve, and evaluate field trips and to ensure that all reasonable steps are taken for the safety of the participants. Said guidelines and procedures should be developed by the Administration.

The Administration will establish regulations to assure that:

1. All students have parental permission for trips.
2. All trips are properly supervised.
3. All safety precautions are observed.
4. All trips contribute substantially to the educational program.
5. All students are provided with the necessary accommodations to experience field trip activities.

Only parents or guardians of students who are participating in the field trip or current employees of Wilmington Public Schools shall be permitted to serve as chaperones for any school-sponsored field trip. Exceptions to this may be made by the Superintendent with prior written approval. Exceptions shall only be made if a sufficient number of chaperones who meet the above criteria are not available to allow for proper levels of supervision. All chaperones must be CORI-cleared.

All out-of-state or extended (overnight) trips and excursions, except those required for student participation in tournament competition or contests, must have advance approval of the School Committee. The School Committee will also consider the educational value of the trip in relation to the cost prior to granting initial approval. The School Committee requires that final approval be sought no later than sixty (60) days prior to the scheduled trip dates. The sixty (60) day period is effective upon the date of the Principal's sign-off and subsequent submittal to the Superintendent.

CROSS REF: JH, Student Travel

COMMUNITY RESOURCE PERSONS/ SPEAKERS

Human resources are those individuals or groups who are invited into the schools to present supplementary information and ideas to the classroom course of study. These experiences afford students the opportunity to benefit from community viewpoints. Care should be taken in selecting these speakers so that they are individuals who respect diversity in thinking and varying views and who are not attempting to inappropriately influence points of view.

File: IJOC

SCHOOL VOLUNTEERS

It is the policy of the School Committee to encourage volunteer efforts in the schools. Parents/guardians, business representatives, senior citizens, and other community volunteers are recognized as important sources of support and expertise to enhance the instructional program and vital communication links with the community. The volunteer program will be coordinated in cooperation with building administrators.

ACADEMIC ACHIEVEMENT

The philosophy of the School Committee concerning academic achievement, as well as children's social growth and development, is based on the premise that children have diverse capabilities and individual patterns of growth and learning.

Therefore, the Committee feels it is important that teachers have as much and as accurate knowledge of each student as possible in order to assess his/her needs and growth, and make instructional plans for him/her. A sharing of information among parent, teacher, and student is essential.

The Committee supports staff efforts to find better ways to measure and report student progress. It will require that:

1. Parents/guardians be informed regularly, and at least three times a year, of the progress their children are making in school.
2. Parents/guardians will be alerted and conferred with as soon as possible when a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
3. Insofar as possible, distinctions will be made between a student's attitude and his academic performance.
4. At comparable levels, the school system will strive for consistency in grading and reporting except as this is inappropriate for certain classes or certain students.
5. When no grades are given but the student is evaluated informally in terms of his/her own progress, the school staff will also provide a realistic appraisal of the student's standing in relation to his/her peers.
6. When grades are given, the school staff will take particular care to explain the meaning of marks and symbols to parents.

STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS

The School Committee recognizes the school's obligation to give periodic reports of a student's progress and grades. The School Committee further recognizes that these reports are a vital form of communication between the schools and parents. The School Committee also believes that all progress reports must be based upon full information, accurately and honestly reported with the proper maintenance of confidentiality.

A report depicting the student's progress will be issued periodically following an evaluation by the appropriate teacher, teachers, or other professional personnel.

In addition to the periodic reports, parents will be notified when a student's performance requires special notification.

Grading and promotion will be based on improvement, achievement, capability of the student, and the professional judgment of the teacher and Principal.

Major changes in the reporting system shall be preceded by a cooperative study and evaluation by teachers, principals, parents, and the Assistant Superintendent, who will submit the proposal to the School Committee for consideration and approval.

RANK IN CLASS- HIGH SCHOOL

Rank in class is a clear indicator of where a student stands academically in relation to his or her classmates. In keeping with the recommendations of the National Association of Secondary School Principals and numerous colleges, Wilmington High School has adopted a weighting system to determine class rank. Class rank is determined by assessing the weights of courses taken at Wilmington High School and/or an approved equivalency program. Class rank is computed cumulatively over a four-year period. It is based on the number of courses, level of difficulty, and grades received during a student's academic career. It will be reported at the end of the Junior year, and quarters 1-3 of the Senior year.

WEIGHTED GRADE
LEVELS

P/F	AP	HONORS	COL. A.	COL. B.	GENERAL
LEV.	5	4	3	2	1
A+	10.5	9.0	8.0	7.0	6.0
A	10.0	8.5	7.5	6.5	5.5
A-	9.5	8.0	7.0	6.0	5.0
B+	9.0	7.5	6.5	5.5	4.5
B	8.5	7.0	6.0	5.0	4.0
B-	8.0	6.5	5.5	4.5	3.5
C+	7.5	6.0	5.0	4.0	3.0
C	7.0	5.5	4.5	3.5	2.5
C-	6.5	5.0	4.0	3.0	2.0
D+	6.0	4.5	3.5	2.5	1.5
D	5.5	4.0	3.0	2.0	1.0
D-	5.0	3.5	2.5	1.5	0.5

A student's rank in class will be governed by the following criteria:

1. Include all students in the rank in class.
2. Award transfer students credit/grade points based on three determining factors:
 - The course(s) accepted must be a Wilmington High School graduation requirement. No other courses will be included in the rank in class (courses not included will be on the final transcript).
 - The course quality and depth must be equal to the course level being assigned. If not, College (B) level will be assigned. The course level assignment will be made by the Assistant Principal based on the sending schools' course descriptions or other available information.
 - The course(s) accepted must be aligned with the Massachusetts Curriculum

Frameworks. Evidence will be required.

3. A student will be eligible for awards of Salutatorian and Valedictorian by attending at least six consecutive semesters. Two of those semesters must be during senior year.

Revision Adopted: October 11, 2006

PROMOTION AND RETENTION OF STUDENTS

The School Committee is dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally.

In evaluating student achievement, each teacher will make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, standardized test results, and teacher observation of student performance. The Principal will direct and aid teachers in their evaluations and review grade assignments in order to ensure uniformity of evaluation standards.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to each student's parents/guardians, but the final decision will rest with the building Principal.

GRADUATION REQUIREMENTS

Wilmington High School students must earn a minimum of 115 credits and meet all state curriculum mandates and competency requirements in order to graduate. Of these 115 credits, 20 credits must be in English, 15 credits must be in Social Sciences with 10 of those being U.S. History, 15 credits must be in Mathematics and 15 credits must be in the Natural Sciences with 10 of those being in a laboratory course. Students must complete 10 credits in Health Dynamics, 5 credits in Computers and 10 credits in the Fine and Applied Arts. Although not a requisite, those students going on to college should complete at least 15 credits in the World Language area.

Early Graduation: A student who has completed the courses required for graduation and who has earned 115 or more credits by the end of his junior year may be graduated at the discretion of the School Committee.

Credit for Foreign Study: Students who are away for a term or year to participate in a student exchange program or otherwise study abroad may receive credits toward high school graduation when (1) study plans are approved by the school administration in advance; and (2) the institution where the study occurred submits a record of the student's work. In these instances, the Principal and student's guidance counselor will evaluate the work and assign credit for it according to standards prevailing in Wilmington High School.

Revision adopted: January 10, 2007

PARTICIPATION IN GRADUATION CEREMONY

Wilmington High School does not present blank diplomas on graduation day. All Wilmington High students must carry 30 credits and pass 25 credits in their major subject areas during their senior year in order to be eligible for the graduation ceremony. All Wilmington High School seniors must additionally have passed their courses by the last scheduled senior exam period.

The high school principal has the right to assess individuals who do not meet the academic requirements due to exceptional circumstances. After consulting with the student's teachers and guidance counselor, the principal may decide to recommend to the Superintendent that the student participate in the graduation ceremony. Upon recommendation of the Superintendent, the School Committee shall have final approval allowing such students to participate in the graduation ceremony.

Revision adopted: January 10, 2007

EVALUATION OF INSTRUCTIONAL PROGRAMS

The School Committee considers comprehensive and objective evaluation of the effectiveness of the curriculum to be of primary importance. The Superintendent will provide for the translation of the stated instructional goals into objectives and for appraisal of their implementation in order to:

1. Determine educational needs and provide information for planning.
2. Indicate instructional strengths and weaknesses.
3. Check on the suitability of programs in terms of community requirements.
4. Show the relationship between achievement and the system's stated goals.
5. Provide data for public information.

Elements of this evaluation process may include:

1. Testing programs such as nationally standardized general achievement tests, nationally standardized tests in specific subject areas, and tests administered by other agencies.
2. Study of school achievement records.
3. Study of students' high school and drop-out records.
4. Use of outside services, participation in regional research studies, contracted evaluation services; evaluation services at cost to the school system must be approved in advance by the School Committee.
5. Teacher and parent evaluation of student behavior.
6. State Department of Education specialists and services.
7. Evaluation by the regional accrediting association.
8. Evaluation by other agencies.

An evaluation of the curriculum and its effectiveness will be made periodically and reported to the Committee by the Superintendent.

File: ILBA

DISTRICT PROGRAM ASSESSMENTS

A District program of testing for assessment/evaluation shall be coordinated throughout the school District by the appropriate administrator who shall be responsible for scheduling, disseminating, and collecting tests and for reporting and interpreting all group test results.

Measurements of educational achievement shall be prepared so that data is consistent for comparison purposes within the School District from year to year and with other school districts to the extent required by rules of the State Board of Education.

DISTRICT PROGRAM ASSESSMENTS

INTEGRATED LEARNING OUTCOMES ASSESSMENT PLAN

Roles and Responsibilities

DISTRICT

- Identify general Integrated Learning Outcomes
- Provide parameters, standards, models, prototypes
- Provide staff development training and technical assistance
- Encourage the use of multiple indicators
- Monitor accountability
- Report District progress using a qualitative and quantitative format
- Educate the District community about the Integrated Learning Outcomes and their measurement
- Review the process and recommend change
- Facilitate articulation between levels

SCHOOL

- Define or make clear what the general Massachusetts Public Schools Integrated Learning Outcomes mean at the school site
- Educate the school community about the Integrated Learning Outcomes and their assessments
- Assess the Integrated Learning Outcomes by developing instruments and procedures or select from the District's "offerings" or other sources
- Bring about the internalization of the Integrated Learning Outcomes by the school community
- Report individual student progress
- Report school progress
- Provide opportunities for parents to be involved in ILO assessment
- Collect a variety of evidence, both quantitative and qualitative, regarding the Integrated Learning Outcomes

- Provide meaningful articulation between levels utilizing assessment information
- Review assessment progress and recommend appropriate changes

CURRICULUM EVALUATION PROCESS STEERING COMMITTEE

- Develop District assessment reporting format
- Monitor assessment process
- Encourage accountability
- Encourage the use of multiple assessment indicators
- Develop and maintain a curriculum review process that emphasizes the Integrated Learning Outcomes and incorporates an honors subject area expertise and knowledge
- Review the assessment process and recommend changes

TEACHING ACTIVITIES/PRESENTATIONS

It is the desire of the School Committee that the best available strategies for bringing about learning be utilized in the District's schools. The instructional staff shall be expected to keep abreast of new and promising instructional ideas and practices developed in schools throughout the nation and to apply those which have potential for improving the learning program in the District's schools.

An educational climate shall be established which shall be conducive to rational thought, inquiry, and respect for the dignity of the individual. This educational climate will assist students in learning how to think rather than what to think and shall provide students the opportunity to identify, express, and defend their opinions without penalty or fear of reprisal or ridicule.

Nothing in this policy shall limit a parent/guardian's right to file a complaint to challenge the use of teaching activity or presentation.

TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS

An important goal of the schools is to help prepare students for intelligent and conscientious participation as citizens in our democratic society. One step toward meeting this goal is to introduce students to reasoned and dispassionate approaches to the analysis of contemporary social and political issues. To insure that these issues can be examined in an atmosphere as free from emotion and prejudice as the times permit, the School Committee establishes the following guidelines for discussion of controversial issues in the schools.

Teacher-Planned Classroom Discussions

1. Controversial issues selected by teachers for classroom discussion must relate directly to the objectives and content of courses approved by the School Committee for inclusion in the curriculum.
2. The teachers' right to introduce controversial issues in classroom presentations does not include the right of advocacy. Teachers must refrain from using their positions to express partisan points of view.
3. The approach to discussion of these issues in the classroom must be objective and scholarly with minimum emphasis on opinion and maximum emphasis on intelligent analysis.
4. Teachers must ensure that the reasoned arguments of all sides of an issue are given equal presentation and emphasis in classroom discussions.
5. Teachers may invite visitors from outside the schools to give presentations on controversial issues when the visitors offer qualifications and resources not available in the schools. All visitors are to be guided by the standards of language usage that prevail in the classrooms and by the standards of scholarly inquiry set forth above. Whenever possible, teachers who invite visitors to present one side of an issue will also invite visitors to present the other side(s).
6. In all cases teachers must obtain from the appropriate Principal permission to invite visitors for classroom presentations. Permission must be requested at least 48 hours before the scheduled time of presentation.

Student-Initiated Forums on Controversial Issues

Student groups may request permission to conduct forums on controversial issues in the schools. The Principal may grant such requests under the following conditions:

1. Preparation for presentation of a forum will not cause any student or teacher to miss class and will not cause the cancellation of any class.

2. Adequate advance planning must be conducted for each forum. A request to hold a forum must be received by the Principal at least three weeks before the scheduled date of presentation. For each request the Principal will appoint, after consultation with the requesting student group, an adult advisory group consisting of at least two parents and two faculty members.
3. The standards for approach to discussion, style of presentation, and use of visitors as defined above will apply to student-initiated forums.

Requests from Groups or Individuals outside the Schools

No permission will be granted non-school groups or individuals to make presentations on controversial issues in the schools during school hours. Requests for after-school or evening use will be processed in accordance with the Committee's policy on community use of school facilities.

No permission will be granted outsiders for distribution of literature on controversial issues to students in general or to class groups.

A Principal may grant an outside group or individual permission to post one notice of a public meeting for discussion of issues if the language of that notice conforms to the standards that prevail in the community. The Principal will determine the appropriate bulletin board for such notices.

SCHOOL CEREMONIES AND OBSERVANCES

The United States Constitution and the Constitution of the State of Massachusetts and related court rulings clearly establish the concept of "church and state separation" and the "preclusion of sectarian instruction in public schools."

In order to help staff members abide by the spirit and letter of the law, and to avoid compromising any student's religious or conscientious beliefs or freedoms, the following guidelines have been established:

The observance of religious holidays is not the responsibility of the public schools.

While it is recognized that many activities are initiated with the approach of major holidays in order to capitalize on the readiness and interest that is generated at these times, it should be understood that such occasions frequently have religious underpinnings. Care should be taken to relate only to secular aspects of these holidays.

Music programs given at times close to religious holidays should not use religious aspect of these holidays as the underlying motive or theme. Although religious music is appropriate in the schools to the extent that it is sung or presented for musical rather than religious content, its use should not violate the secular nature of the school. Pageants, plays, recitals, and other literary or dramatic activities should not be used to convey religious messages. While the holidays represent a valid source of ideas for meaningful school art experiences, teachers should avoid assigning or encouraging art work that promotes religious aspects of such holidays. If, however, individual students choose to use a religious personage, event, or symbol as the vehicle for an artistic expression, they should be allowed to take this action.

The above statements should not be interpreted to preclude the factual and objective teaching about religions, religious holidays, and religious differences. Such instruction will be permitted in the schools since insights in this area can enhance the mutual understanding needed by all the people in a pluralistic society.

No animal shall be brought to school without prior permission of the building Principal. The School District is committed to providing a high quality educational program to all students in a safe and healthy environment. School Principals, in consultation with the Health Services Providers in each building, shall utilize the Department of Public Health publication "Guidelines for Animals in Schools or on School Grounds" and review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

Educational Program

Use of animals to achieve specific curriculum objectives may be allowed by the building Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to the "Guidelines for Animals in Schools or on School Grounds" and any other conditions established by the Principal to protect the health and well-being of students.

Student Health

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have his/her health impaired and each student shall have full access to available educational opportunities.

Animals Prohibited from School

Rabies is a growing problem and any fur-bearing animal is susceptible to this very serious fatal disease. Infected animals can transmit this disease to students and staff. Based on the Massachusetts Departments of Health and Education recommendations the following animals are prohibited from schools within the School District.

Wild Animals and Domestic Stray Animals - Because of the high incidence of rabies in bats, raccoons, skunks, foxes and other wild carnivores, these animals should not be permitted in school buildings under any circumstances (including dead animals).

Fur-Bearing Animals (pet dogs*, cats, wolf-hybrids, ferrets, etc.)- These animals may pose a risk for transmitting rabies, as well as parasites, fleas, other diseases and injuries.

Bats - Bats pose a high risk for transmitting rabies. Bat houses should not be installed on school grounds and bats should not be brought into the school building.

Poisonous Animals - Spiders, venomous insects and poisonous snakes, reptiles and lizards are prohibited for safety reasons.

***Exception: Guide, Hearing and Other Service Dogs or Law Enforcement Dogs** - These animals may be allowed in school or on school grounds with proof of current rabies vaccination. These

exceptions may be made with the prior approval of the Superintendent of Schools or his or her designee.

Service Animals (Guide or Assistance Dogs)

The School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a "service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability." The regulations further state that "a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability."

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as "seeing eye dogs" or "guide dogs;
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for individuals with mobility impairments; and
- assist mobility-impaired individuals with balance.

The District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the animal will be required to remove the service animal from District premises immediately. If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the reassignment of the person having custody and control of the animal to a different classroom.

This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff including the involvement of the parents/guardian of the student. When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student's parent or guardian, as well as the animal's owner and any other person who

will have custody and control of the animal will be required to sign document stating that they have read and understood the foregoing. The Superintendent of Schools or his/her designee shall be responsible for developing procedures to accommodate a student's use of an assistance animal in District facilities and on school transportation vehicles.

SOURCE: MASC February 2011

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