

Weston Middle School Student/Family Handbook 2026-2027

Kathleen Baker
Interim Principal

Kelsey McCarthy
Assistant Principal



Quick Reference:

Weston Middle School 456 Wellesley Street Weston MA 02493	WMS Main Office: Tel. (781) 786-5600 Fax (781) 786-5609
School Nurse: (781) 786-5620	Attendance Reporting: PowerSchool Portal or (781) 786-5299 ext. 2
School Hours: 8:45-3:15	Doors Open to students: - 8:30 Monday, Tuesday, Wednesday, and Friday - 7:40 on Thursday for X block academic support

If you would like this document or any other Weston Public School documents translated into another language, please contact the school main office, [Martha Bakken](#) or [Todd Whitten](#).

Arabic	إذا كنت ترغب في ترجمة هذه الوثيقة أو أي مستندات أخرى من Weston Public School إلى لغة أخرى ، فيرجى الاتصال بمدير مدرستك ، السيدة مارثا باككن والدكتور كيمو كارتير .
Begali	আপনি যদি এই ডকুমেন্ট বা অন্য কোন ওয়েস্টন পাবলিক স্কুলের ডকুমেন্ট অন্য ভাষায় অনুবাদ করতে চান, তাহলে অনুগ্রহ করে আপনার স্কুলের অধ্যক্ষ, মিসেস মার্থা বাক্কেন এবং ড Kim কিমো কার্টারের সাথে যোগাযোগ করুন।
Chinese (Simplified)	如果您希望将本文件或任何其他 Weston 公立学校文件翻译成另一种语言，请联系您的学校校长 Martha Bakken 女士和 Kimo Carter 博士。
Chinese (Traditional)	如果您希望將本文件或任何其他 Weston 公立學校文件翻譯成另一種語言，請聯繫您的學校校長 Martha Bakken 女士和 Kimo Carter 博士。
Dutch	Als u dit document of andere documenten van de Weston Public School in een andere taal wilt laten vertalen, neem dan contact op met uw schooldirecteur, mevrouw Martha Bakken en dr. Kimo Carter.
Farsi / Persian	اگر می خواهید این سند یا سایر مدارک مدرسه عمومی <u>وستون</u> به زبان دیگری ترجمه شود ، لطفاً با مدیر مدرسه خود ، خانم مارثا باکن و دکتر کیمو کارتر تماس بگیرید.
French	Si vous souhaitez que ce document ou tout autre document de l'école publique Weston soit traduit dans une autre langue, veuillez contacter le directeur de votre école, Mme Martha Bakken et le Kimo Carter.
Greek	Εάν θέλετε αυτό το έγγραφο ή άλλα έγγραφα του Δημόσιου Σχολείου Weston να μεταφραστούν σε άλλη γλώσσα, επικοινωνήστε με τη διευθύντρια του σχολείου σας, κα Martha Bakken και Dr. Kimo Carter.
Gujarati	જો તમે આ દસ્તાવેજ અથવા અન્ય કોઈપણ વેસ્ટન પબ્લિક સ્કૂલ દસ્તાવેજી અન્ય ભાષામાં અનુવાદિત કરવા માંગતા હો, તો કૃપા કરીને તમારી શાળાના આચાર્ય, સુશ્રી માર્થા બેકકેન અને ડો. કિમો કાર્ટરનો સંપર્ક કરો.
Haitian-Creole	Si ou ta renmen dokiman sa a oswa nenpòt lòt dokiman Lekòl Piblik Weston tradui nan yon lòt lang, tanpri kontakte direktè lekòl ou a, Madam Martha Bakken ak Doktè Kimo Carter.
Hindi	यदि आप चाहते हैं कि यह दस्तावेज़ या वेस्टन पब्लिक स्कूल के किसी अन्य दस्तावेज़ का किसी अन्य भाषा में अनुवाद किया जाए, तो कृपया अपने स्कूल के प्रिंसिपल, सुश्री मारथा बकेन और डॉ किमो कार्टर से संपर्क करें।
Italian	Se desideri che questo documento o qualsiasi altro documento della Weston Public School venga tradotto in un'altra lingua, contatta il preside della scuola, la signora Martha Bakken e il sig. Kimo Carter.
Japanese	この文書または他のウェストン公立学校の文書を別の言語に翻訳したい場合は、校長のマーサ・バックケンさんとキモ・カーター博士に連絡してください。
Korean	이 문서나 다른 Weston 공립학교 문서가 다른 언어로 번역되기를 원하시면 학교 교장인 Ms. Martha Bakken과 Dr. Kimo Carter에게 연락하십시오.
Kurdish	Heke hûn dixwazin vê belgeyê an belgeyên dibistana giştî ya Weston -a din wergerînin zimanek din, ji kerema xwe bi rêvebera dibistana xwe, Xanim Martha Bakken û Dr. Kimo Carter re têkilî daynin.
Portuguese	Se você deseja que este documento ou qualquer outro documento das Escolas Públicas de Weston seja traduzido para outro idioma, entre em contato com o diretor de sua escola, Martha Bakken e Kimo Carter.
Russian	Если вы хотите, чтобы этот документ или любые другие документы Weston Public School были переведены на другой язык, пожалуйста, свяжитесь с директором вашей школы, г-жой Мартой Баккен и доктором Кимо Картер.
Spanish	Si desea que este documento o cualquier otro documento de las Escuelas Públicas de Weston se traduzca a otro idioma, comuníquese con la directora de su escuela, la Sra. Martha Bakken y el Dr. Kimo Carter.
Swedish	Om du vill att detta dokument eller andra Weston Public School -dokument översätts till ett annat språk, kontakta din skollärdare, Martha Bakken och Dr. Kimo Carter.
Vietnamese	Nếu bạn muốn tài liệu này hoặc bất kỳ tài liệu nào khác của Trường Công lập Weston được dịch sang ngôn ngữ khác, vui lòng liên hệ với hiệu trưởng trường của bạn, Cô Martha Bakken và Tiến sĩ Kimo Carter.

Please consider using [Translate.google.com](https://www.google.com/translate) if possible

A Message from the Principal and Assistant Principal

Dear Students and Families,

Welcome to the 2026–2027 school year! Before the busy routine sets in, we ask that you review our updated handbook together. It highlights the values that define our community and guide us daily.

Middle school is a time of exciting growth and newfound independence—from managing lockers and changing classes to exploring new clubs. Our staff understands this transition well and is here to support students every step of the way. Our focus is to guide students as they take care of themselves, each other, and our school.

As you read through the handbook, you will notice a few central commitments that shape our school culture:

- **Community & Respect:** Whether through morning meetings, class discussions, or advisory periods, we thrive as one community. We hold every student and adult to high standards of mutual respect, empathy, and collaboration.
- **Academic Excellence:** High expectations paired with high levels of support create the ideal environment for success. We are dedicated to challenging, encouraging, and resourcing every learner so they can reach their full potential.
- **Celebrating Individuality:** Middle school is a journey of self-discovery. We celebrate the unique backgrounds, talents, and perspectives each student brings, and we encourage everyone to support their peers in doing the same.
- **Integrity & Courage:** We aim to build confidence in both skill and character. We encourage students to stand up for what is right, act with integrity, and lead with courage—even when it means going against the crowd.
- **Growth Mindset:** Real growth happens outside our comfort zones. Taking risks, making mistakes, and learning from missteps are natural parts of growing up. We strive to maintain a safe environment where students feel supported to try, stumble, and build resilience.

We are both honored to lead Weston Middle School and look forward to partnering with you for a wonderful year ahead.

Warm regards,

Kathleen Baker
Interim Principal

Kelsey McCarthy
Assistant Principal

Weston Public Schools is committed to maintaining an environment free from harassment and discrimination. We do not tolerate harassment or discrimination based on race, color, ancestry, ethnic background, national origin, limited English proficiency, religion, creed, sex, gender identity or expression, sexual orientation, marital status, pregnancy or pregnancy related condition, genetic information, disability, active military/veteran's status, marital status, familial status, age, immigration status, or homelessness.

**WESTON MIDDLE SCHOOL
STUDENT/FAMILY HANDBOOK***
2026-2027

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* This handbook may be revised after publication. The current version of this handbook is available on our website: westonschools.org

** For translation services, please contact the Student Services Office at 781-786-5240.

Contact Information

*All email addresses are the person's last name then first name initial @weston.org
For example, Assistant Superintendent Todd Whitten's email is: WhittenT@weston.org*

Case House

Superintendent of Schools

Dr. Karen Zaleksi (781) 786-5210

Asst. Supt. for Curriculum & Instruction

Todd Whitten (781) 786-5220

Asst. Supt. of Technology & Operations

Dr. Neil Trahan (781) 786-5250

Director of Student Services

Martha Bakken (781) 786-5245

Director of Technology

Dave Coelho (781) 786-5250

Transportation

Darlene Frappier (781) 786-5280

Director of Athletics

Michael McGrath (781) 786-5840

Weston Middle School

Interim Principal

Kathleen Baker (781) 786-5600

Assistant Principal

Kelsey McCarthy (781) 786-5600

Nurse

Caitlin Lehman, RN (781) 786-5620

METCO Liaison

Cyril Kakulu (781) 786-5626

Library

Jennifer Barry (781) 786-5636

Special Education Office

Rebecca Stevenson (781) 786-5611

Director of Intramurals

Kristin Cieri (781) 786-5658

Technology Integration Specialist

Kim Young (781) 786-5635

Grade Leadership

	House Director	School Counselor
Grade 6	Carrie Rainville-Collins	Kari Anne Wye
Grade 7	Caryn Grozalsky	Kim Roslonek
Grade 8	Michael Brown	Phoenix Aiello

Guidelines for Effective Communication

Messages for Students during the school day:

The most efficient way to get a message to a student during the school day is by calling the main office at (781) 786-5600. Please note that students are not permitted to have their phones or smartwatches

on their person from the time they enter the building until dismissal at 3:15 pm.

Overall communication between school and home:

The Home-School Communication Advisory Committee, composed of teachers, administrators, parents, and community representatives, has developed a set of guidelines to promote effective communication between families and schools. When parents and teachers work together as partners, we can support student success more effectively. Strong communication is fostered when:

- **Schools welcome parents as partners** in the educational process and value their input and involvement.
- **Schools regularly share logistical information** so parents are informed and know whom to contact with questions or concerns.
- **Parents stay informed** by becoming familiar with the information distributed by the school or school system. (For example, all middle school parents and students should sign up for school listservs to receive emergency notifications and general updates via email.)
- **Parents seeking information about their child's progress** first reach out directly to the student's teacher and/or school counselor.
- **Administrators and teachers remain open to parent concerns** and provide opportunities for respectful discussions and collaborative problem-solving.
- **Parents and school staff demonstrate mutual respect** at meetings and forums, listening thoughtfully and being considerate when asking questions or offering comments. These gatherings serve as valuable opportunities to share information and build strong home-school connections.
- **Parents and school staff recognize the volume of daily communication** and are respectful of each other's time. For example, while staff aim to respond to messages in a timely manner, immediate responses may not be possible unless it is an emergency.

In addition:

- **Parents and students are expected to review the contents of the Student/Family Handbook.**
- **Parents and students should also be familiar with the school's disciplinary policies.**

By working together and maintaining open, respectful lines of communication, we can create a positive and productive school environment for all students.

The School Day

Visitors

All visitors must have an appointment. They should ring the bell at the main entrance and identify themselves before being allowed into the school building. Upon entry, visitors must go directly to the main office to register. Approved visitors that have appointments in the building are required to sign in, wear a visitor badge for the duration of their stay, and be accompanied by a WMS employee during their time in the building. Before leaving, all visitors must sign out at the main office. Visitors will be permitted at the discretion of the Principal or designee.

If a parent/guardian is dropping off an item for their student, they are expected to ring the bell to let the main office know and then leave the item for the student on a designated table outside of the main door of the middle school.

Student visitors are permitted only under the following conditions:

- They have received prior approval.
- They are prospective students currently residing in Weston.
- They are visiting for informational purposes only.

All student visits must be approved by the Principal or Assistant Principal. **Student visitors are not permitted during the final two weeks of school.**

Arrival Time

Monday, Tuesday, Wednesday, and Friday:

No supervision is provided before 8:30 am. For safety reasons, students should not be dropped off before that time. Staff are in meetings, and students may not be in the building unsupervised. Students that arrive before 8:30 am should expect to wait in their parent/guardian's car or in the courtyard at the front of the school. From 8:30 am to 8:40 am, students may wait in the cafeteria or gymnasium. At 8:40 am, all students should proceed directly to their homerooms.

Thursday:

Students may enter the building as early as 7:40 am for extra help with a teacher. Whenever possible, these appointments should be arranged in advance.

First Wednesdays (Early Release Days)

The first Wednesday of most months will be an early release day, with dismissal at **12:45 pm**. Please see the [WPS 2026-2027 School Calendar](#) for specific dates.

Dismissal

Students should wait directly in front of the building or in the cafeteria during inclement weather for their bus or ride home. All students must leave the middle school on the **first bus** unless they are participating in a **supervised activity** (e.g., club, sports, or working with a teacher or coach).

If a student is not in a supervised activity, they must leave at 3:15.

Parents are encouraged to actively monitor their child's after-school plans. Repeatedly using "missing the bus" as a reason to stay late may result in loss of privileges or other disciplinary consequences.

Transportation

General Information

Appropriate student behavior on school buses is essential to ensuring the safety of all riders. The District is responsible for establishing clear rules and expectations for student conduct on buses, along with the consequences for inappropriate behavior. School rules and rules outlined in the [Transportation Handbook](#) apply during bus transportation.

Students are strongly encouraged to use school bus transportation whenever possible. Riding the bus not only supports student responsibility and time management but also helps reduce traffic congestion in and out of the school driveway.

Arrival and Departure by Car

If your student is arriving or departing by car, please use the **front “parent loop”** for drop-off and pick-up.

- The **back loop** is reserved exclusively for **buses** during morning drop-off and afternoon pick-up.
 - For student safety, do not pick up or drop off in parking lots or other locations that require students to cross the driveway.
 - **Do not use the access road** between the middle school and the high school at any time.
-

Bus Safety Expectations

At the Bus Stop

- Students should arrive at the bus stop **five minutes early** to avoid rushing.
- Wait in a safe area, well off the road.
- Cross the street **only after receiving a signal from the driver** (a nod or wave), and always cross **ten feet in front of the bus** where the driver can see you.

On the Bus

Students are expected to follow all school rules while riding the bus. The following behaviors are required to maintain a safe and respectful environment:

- **Respect the driver** at all times.
- Remain **seated** while the bus is in motion; **do not switch seats**.
- **No shouting, profanity, throwing objects, pushing, spitting, smoking, or vaping.**
- **Students are not permitted to take photos or videos on the bus.**

- **Do not eat or drink** on the bus.
- Dispose of trash properly using the receptacle located at the front of the bus.
- **Keep your head, hands, and belongings inside** the windows.
- Do not sit in the **driver's seat** or touch any of the bus's operating instruments.
- Stay **behind the driver's area** while the bus is in motion.
- Only use the **Emergency Exit Door** in case of an actual emergency.
- When disembarking, remain seated until the bus comes to a **complete stop**.
 - If the entire bus is exiting, students at the front should exit first.
- When crossing in front of the bus:
 - Walk at least **ten feet ahead** of the bus.
 - Wait for the **driver's signal** (nod or wave).
 - Stop at a point where you can **see clearly in both directions**, then look both ways and cross safely.
 - **Phones should be put away** while crossing.

Bus Assignments and Conduct

- Students are assigned to a **specific bus** and must ride their assigned route unless other arrangements are made. Information regarding requests for alternate afternoon bus transportation can be found [here](#).
- School rules and rules outlined in the [Transportation Handbook](#) apply while on the bus. Violations of bus safety expectations may result in disciplinary action, including **temporary or permanent suspension of bus privileges**.

Afternoon Bus Schedule Fall and Spring - All Students

Monday	Tuesday	Wednesday	Thursday	Friday
3:15	3:15	3:15	3:15	3:15
4:30	4:30	4:30	4:30	4:30
5:30	5:30	5:30	5:30	5:30

Afternoon Bus Schedule Winter - Weston Students

Monday	Tuesday	Wednesday	Thursday	Friday
3:15	3:15	3:15	3:15	3:15
4:30	4:30	4:30	4:30	4:30
5:30	5:30	5:30	5:30	5:30

Afternoon Bus Schedule Winter - Boston Students

Monday	Tuesday	Wednesday	Thursday	Friday
3:15	3:15	3:15	3:15	3:15

5:10	5:10	5:10	5:10	5:10
6:00	6:00	6:00	6:00	6:00

Biking and Walking

Students who wish to ride a bike or walk to school must submit a **parent-signed [Google form](#)** granting permission for the entire school year. Due to the limited number of sidewalks on many Weston streets, **we strongly recommend that students take the bus** whenever possible for their safety.

Attendance: Absence, Tardiness, Dismissal, and Missed Work

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

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for student success. Parents/guardians have the responsibility to ensure their children attend school regularly, in accordance with state law.

Consistent with [School Committee Policy](#) (Student Absences and Excuses), students may be excused temporarily from school attendance for the following reasons:

- Visits to healthcare providers (with documentation)
- Illness or quarantine
- Bereavement or serious illness in the family
- Observance of major religious or cultural holidays
- Mandatory court appearances
- School-sponsored trips or activities

Other exceptional reasons may be excused with approval from the Principal or Assistant Principal. All other absences are considered unexcused. Frequent absences may result in requests by the Principal or designee to communicate with the health care provider.

Parents/guardians must provide an explanation for absences or tardiness via the PowerSchool parent portal or the attendance line, ideally in advance when possible. Documentation must be provided when appropriate. All medical absences must be accompanied by a doctor's note to be considered excused. The doctor's note should be uploaded to the PowerSchool parent portal or handed in at the main office.

Student Absence Notification Program

Absence

Parents are expected to notify the school of an absence by:

- submitting notice of an absence, tardy, or dismissal via the PowerSchool parent portal.
- calling the attendance line as soon as possible but no later than 7:45 am on the day(s) of their child's absence or tardiness. **The Weston Public Schools attendance line is (781) 786-5299 (Press 2 for the Middle School).**

Students who have been absent during the school day may not participate in after school or evening activities.

Tardiness

Students should report to the main office if they arrive after 8:45 am. Parents/guardians should report any late arrivals via the PowerSchool parent portal or the attendance line as soon as they know of an upcoming late arrival to school.

Parent Notification & Meeting to Discuss Attendance Concerns

Massachusetts General Laws Chapter 76, Section 1B requires that there be a Student Absence Notification Program at each public school. Consistent with this state law, the school will notify parents/guardians when their child has at least 5 days in which the child has missed 2 or more periods/classes (unexcused) in a school year or has missed 5 or more school days unexcused in a school year. The principal/designee must make a reasonable effort to meet with the parent/guardian of a child who has 5 or more unexcused absences to develop action steps to improve the child's attendance; absence for a school day is when a student is absent for more than half the school day. The meeting will include a discussion on steps that will be taken by the school and student's parents/guardians to re-engage the student in the learning process. The action steps must be developed jointly and agreed upon by the principal/designee, the student and the student's parent or guardian and with input from other relevant school personnel and officials from relevant public safety, health and human service, housing and nonprofit agencies. The school also may file a 51A report for neglect with the Department of Children and Families, complaint against parent/guardian for Failure to Send, or application for a Child Requiring Assistance (CRA) in appropriate circumstances.

Dismissal

If a student is to be dismissed during the school day, please submit an attendance request form through PowerSchool or call the attendance line at 781-786-5299 (press 2 at the prompt). Please remind your child of their dismissal time and ensure they come to the main office first thing in the morning to get a pink dismissal pass so they can leave class at the appropriate time. We will not dismiss students without a PowerSchool request or a phone call. In the event of an unplanned dismissal, we require a phone call from the parent/guardian to verify the dismissal plans. Any dismissed student needs to check out with the main office as they exit the building. Students who return to school after a dismissal should check back in through the main office.

Homework When Sick

When absent, students have the opportunity to check google classroom for homework or assignments. If absent on the day of a test or quiz, the student should be prepared to take the exam on the day they return.

Unique Circumstances for Travel-Related or Non-Curricular Activity-Related Absences

The student is absent for more than 10 days with no return date. For students who plan to leave the school district in- or out-of-state or the country, and the parents/guardians have made the district aware that they will be gone for more than ten school days and do not have a return date, the student will be disenrolled. The parents/guardians have the option to home school their child upon approval by the district per the Home Schooling policy or provide the district with proof of enrollment in another district. Otherwise, the district's student absence and/or dropout prevention process outlined herein will be in effect.

Student is absent for more than 10 days, and time to return does not exceed 20 days. For students who plan to leave the school district in- or out-of-state or the country, and the

parents/guardians have made the district aware that they will be gone for more than ten school days and have given the district a return date and the time does not exceed 20 days, the student will remain enrolled and will be unexcused in their absences. The district is not responsible for providing or grading assignments or tests to students during or in advance of family trips, although while they are gone, students will continue to have access to online learning resources available through the district's network, e.g., their teachers' Google Classroom accounts.

Student is absent for more than 10 days, and time to return exceeds 20 days. For students who plan to leave the school district in- or out-of-state or the country, and the parents/guardians have made the district aware that they will be gone for more than ten school days and have given the district a return date and the time exceeds 20 days, the parents/guardians have the option to home school their child upon approval by the district per the Home Schooling policy or provide the district with proof of enrollment in another district; in either instance, the student will be disenrolled. In either of these circumstances, the district is not obligated to provide ongoing access to the district's online learning resources, such as teachers' Google Classroom accounts. However, upon receiving a written request from the parents/guardians, and at the district's discretion, access to online learning resources may be extended under the following conditions:

- The student's teachers will not be required to provide instruction, grade assignments, administer assessments, or deliver additional support to the student or external educational providers.
- The district will not assume responsibility for the student's educational progress, including any work missed during the period of disenrollment.
- The parents/guardians will be responsible for any costs associated with maintaining a personal license to the district's online learning resources.
- The student will return school-issued devices before leaving the district.
- If the student does not return to the district on the agreed-upon return date, access to the district's online learning resources will be discontinued.

If the parents/guardians do not choose to home school their child as approved by the district under the Home Schooling policy or fail to provide proof of enrollment in another district, the district will implement the student absence and/or dropout prevention process as outlined herein.

Religious Absence

In recognition that certain religious holidays occur during the school year, the Weston School Committee hereby adopts the following policy to ensure fair and sensitive treatment for all students:

1. The exercise of conscience is a personal matter and should not be a matter of public discussion.
2. Long-term reports or special projects which are due on one of the major religious days are to be submitted to the teacher at a mutually agreed upon pre-arranged date following the pupil's return to school, with no penalty for late submission.
3. Teachers are expected to exercise sound judgment in presenting new work when some students may be absent because of a religious holiday. Provisions should be made for students who expect to be absent to get assignments ahead of time and to have class work reviewed by the teacher. In no situation should a student be made uncomfortable because he or she chooses to exercise his or her religious convictions. Because many religious observances often involve family activities, students should not be expected to complete homework, study for tests, nor do other schoolwork during their absence.

Confinement to Home or Hospital for Medical Reasons

Massachusetts law provides for educational services being provided in the home or hospital when a physician provides a valid written order verifying that any student enrolled in a public school or placed

by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year. The principal shall arrange for the provision of services with sufficient frequency to allow the student to continue his or her educational program, as long as such services do not interfere with the medical needs of the student. The principal shall coordinate such services with the Director of Student Services for students on IEPs. Please contact

Field Trips and Social Events

Grade 8 Washington, DC Trip

Since 1976, the eighth grade has traveled to Washington, DC for a week-long educational experience designed to help students see themselves as active participants in government. The trip is chaperoned by teachers and often includes parent volunteers with medical backgrounds. Accommodations, meals, guides, and transportation are arranged in advance.

For the 2026-2027 school year, the cost of this culminating eighth-grade trip—including round-trip transportation, hotel lodging, meals, admissions, and day trips—will be approximately \$1,500. Scholarships are available based on student need and community contributions.

Students must meet standards of appropriate conduct to attend this trip.

World Language Trips

Overnight world language excursions provide enriching experiences for students in the world language program and are planned annually based on student interest and budget. These trips are open to Weston Middle School students and have previously included destinations such as Costa Rica, Ecuador, Italy, France, Taiwan, and Quebec. Costs and availability vary each year, so trips are not guaranteed. For more information, please contact the Middle School World Language staff.

Students must meet standards of appropriate conduct to participate in these trips.

Special Social Events

Weston Middle School and/or the PTO hosts dances and other social gatherings in the cafeteria throughout the school year, supervised by faculty and staff chaperones. Only current Weston Middle School students may attend; guests are not permitted. All school rules apply during these evening events.

Students who do not dress or behave appropriately will be required to call home and have a parent/guardian pick them up. Students are not allowed to leave the event area to visit the parking lot, other schools, or other parts of the building or grounds. Violations of rules at these events may result in disciplinary action.

Students must meet standards of appropriate conduct to participate in these activities.

The Core of WMS: The House System and School Counselors

The House System

A cornerstone of Weston Middle School's philosophy and success is the House System. Each grade is divided into two groups called "Houses." Students in each House share the same team of teachers, who meet weekly to monitor academic and social progress. Additionally, all-grade teacher meetings are held weekly to coordinate curricula and activities across both Houses.

School Counselors

Students are assigned to the same school counselor for three years, providing continuity and support as they progress through middle school. Counselors assist with academic and social development and help students plan their high school schedules. For guidance or assistance, please contact the School Counseling Office at extension 5610.

Home-School Communications

First Wednesdays Parent Conferences

On several early release "first Wednesdays" throughout the year, the school day will end at 12:45 pm to allow for traditional parent-teacher conferences. These conferences last 10 minutes each and are by appointment only. Participation is optional and intended for parents who wish to have a brief check-in with individual teachers regarding a specific issue or concern. Further details about signups will be shared as the year progresses. Please also allow extra time for parking on these days.

The First Wednesday conference in March will be student-led. Further details will be shared as the year progresses.

Significant Academic or Social/Emotional Concerns

Teachers work diligently to provide instruction that enhances learning and fosters successful educational experiences. While instruction is regularly adapted to meet diverse student needs, some students may benefit from additional support. To address this, Weston Middle School uses a Multi-Tiered System of Supports (MTSS) to provide targeted academic and social-emotional interventions.

Through our House system, teachers and school counselors meet regularly to assess and monitor student progress and collaborate on instructional strategies tailored to student needs. If a parent is concerned about their child's progress, they are encouraged to:

- Communicate directly with the relevant teacher (for academic concerns) or school counselor (for social/emotional concerns). Teachers may then place the student on the agenda for the weekly House meeting. Following discussion, the teacher, counselor, or Grade Leader may follow up with the parent to share findings and develop a plan.
- If no improvement occurs, parents may request a conference with the specific teacher (for subject-specific concerns) or the House team (for concerns spanning multiple disciplines).
- Should concerns persist, the Grade Leader may refer the student to the Instructional Support Team (IST), a specialized building-based team including an administrator, general education teachers, school counselors, the school adjustment counselor, a school psychologist, and

learning specialists. The IST conducts a comprehensive review and recommends additional support(s) or interventions to help the student succeed.

Report Cards

Report cards come out four times a year in November, January, April, and June. Parents can access their student's grades via the Power School portal or may request a paper copy from the main office.

School Event Information

Weston Middle School Website

The Weston Middle School website is your go-to resource for school news, events, and important updates. You can access it [here](#).

Middle School Daily Announcements

Every afternoon you will receive an email from Weston Middle School detailing important and timely information, including afternoon activities and clubs for the day. Reading this regularly is the best way to stay informed on happenings at the Middle School.

“No School” Days

In the event of snow or other emergencies resulting in school closures or delayed openings, information will be broadcast on local television stations (Channels 4, 5, 7, and 25) and radio stations WBZ-AM (1030) and WRKO-AM (680). You can also check the [Weston Public Schools website](#), where emergency notifications will be posted prominently on the homepage.

Please do **not** call the schools, the Transportation Office, the Weston Police, or the Weston Fire Department during emergencies. These lines must remain open for critical communication.

PTO Calendar

Joining the PTO is a great way to stay informed. The PTO calendar includes important school events and is available to all PTO members. Visit the Weston PTO website [here](#) for details and access.

Westword Newsletter

Westword is a weekly newsletter co-published by the PTO and the District. It contains timely updates and school news. To subscribe, email: westword@weston.org.

Parent Forums

Several parent forums are held throughout the year, covering various topics relevant to the school community. Please refer to the PTO calendar for specific dates and topics.

Health Services

Health Services Personnel and Location

School nurses are essential members of the educational team, promoting, protecting, and improving the health and academic success of all students. Their unique role involves coordinating care between home, school, and the broader community.

The Weston Middle School Health Office is located in Room 122 and is staffed by members of the Health Services team including our nurse, Caitlin Lehman, RN.

 Phone: (781) 786-5620
 Fax: (781) 786-5629

Immunization and Health Records

In compliance with Massachusetts School Immunization Law (Chapter 76, Section 15), students entering Grade 6 must present a physician's certificate showing the dates (month/year) of immunizations for:

- 5 doses of Diphtheria, Tetanus, Pertussis (DTaP)
- 4 doses of Polio
- 3 doses of Hepatitis B
- 2 doses of Measles, Mumps, Rubella (MMR)
- 2 doses of Varicella

All health records should be submitted to: Health Services, Weston Middle School, 456 Wellesley Street, or delivered directly to the Middle School Nurse.

Immunization Requirements for students entering Grades 7 & 8 (Effective June 2025)

- 3 doses of Hepatitis B
- 2 doses of Varicella*
- 1 dose of Tdap booster
- 2 doses of MMR
- 4 doses of Polio
- 1 dose of MenACWY (Meningococcal)

*Physician-certified history of chickenpox (Varicella) or documented titer results is also acceptable. Please contact the school nurse for any questions or concerns.

Exceptions may be granted for medical or religious reasons; also unimmunized or partially immunized homeless children and children in foster care cannot be denied entry to public schools if they do not have immunization records.

Please note that, in addition to state mandated vaccines, it is recommended that students are vaccinated for Influenza and COVID as recommended by the Massachusetts Department of Public Health (MDPH). Massachusetts General Laws Chapter 111, Section 229 also requires all elementary and secondary schools to distribute information to parents and guardians regarding the benefits of annual influenza vaccination for children age 6 months to 18 years of age; MDPH has created a Guide for Parents which fulfills this obligation. Parents/guardians may access the MDPH guide using this link (<https://www.mass.gov/doc/the-flu-a-guide-for-parents-mdph/download>)

Physical Examinations and Health Screenings at School

Weston Public Schools adheres to the requirements of the Massachusetts Department of Public Health for physical examinations (105 CMR 200.000) and mandated health screenings (105 CMR 200.500).

Certified medical documentation of physical examination within the past year is required of:

- All students newly registering to WMS
- All students entering 7th grade
- Any student electing to participate in a school sport

7th grade health screening requirements include:

- Vision screening
- Hearing screening
- Height & Weight (BMI)
- Postural screening

A child may be exempt on religious grounds from physical examination, vision, hearing, and BMI screenings upon written request from the parent/ guardian on the condition that the laws and regulations relating to communicable diseases are not violated. M.G.L. c.71, s.57; 105 CMR 200.610. Parents and legal guardians may request in writing that their child's height/weight measurements not be taken.

Reportable Diseases

Diseases reportable to the Board of Health include:

- Flu
- COVID-19
- Norovirus
- Measles
- Pertussis

Additionally, strep throat, impetigo, and conjunctivitis are common school-based conditions requiring medical treatment. Students must be on antibiotics for at least 24 hours before returning to school for certain illnesses (e.g., strep throat, conjunctivitis).

COVID-19:

All positive COVID-19 cases must be reported to the school nurse.

Communicable Diseases

If your child shows signs of illness, please keep them home. If a student is absent for three or more consecutive days, please upload the doctor's note that excuses the student's absence to the PowerSchool parent portal.

Medical Dismissal from School

Students may be dismissed for the following health reasons:

- Fever over 100°F
- Active vomiting or diarrhea
- Undiagnosed skin lesions
- Untreated conjunctivitis (must be on antibiotics for 24 hours)
- Head lice
- Suspected strep throat (requires physician diagnosis and 24 hours of antibiotics)
- COVID-19 symptoms

Please remind your child that if they do not feel well during school, they **must first** go to the nurse's office, who will help determine if they need to be dismissed and partner with the parent to make a plan. **The student should not contact parents/guardians for dismissal before visiting the school nurse.**

Medication Policy

Public schools are required to administer medication in school consistent with the requirements in 105 CMR 210.000.

Only medications deemed necessary during the school day will be administered by the school nurse with proper documentation.

Prescribed Medication Requirements:

- Physician's order on a Medication Order Form
- Parent/guardian written permission
- Medication must be in a pharmacy-labeled container (30-day supply max)

Required details:

- Student's name
- Medication name and purpose
- Dosage and time of administration

- Duration of treatment
- Prescribing physician's name

Over-the-Counter Medications:

- The Annual Nurse Emergency Form (available on the PowerSchool parent portal) must be signed by a parent/guardian to allow the nurse to administer Tylenol, Ibuprofen, Benadryl, or Tums
- Over-the-counter medications must be administered by the nurse. Students may not carry or distribute these medications while in school.

Concussion Management Policy

In compliance with 105 CMR 201.000 and to ensure student safety, Weston Public Schools (WPS) has developed a policy for identifying, treating, and managing concussions and traumatic brain injuries (TBI) [Concussion Management Policy JJIF](#).

Definition:

A concussion/TBI is a brain injury caused by trauma to the head or body. Symptoms may include:

- Headaches
- Vision issues
- Sensitivity to light/noise
- Dizziness
- Fatigue

Symptoms can appear immediately or hours/days later. While most resolve in 1–2 weeks, others may persist longer and impact academic and emotional functioning.

Responsibility for Implementation:

- Athletic Director
- Nurse Leader

Required Annual Training (per DPH):

- Coaches
- Certified Athletic Trainers
- Volunteers
- School and Team Physicians

- Nurses
- Athletic Directors
- Band Directors
- Parents/guardians of student-athletes
- Student-athletes

Concussion Reporting & Return-to-Play:

All suspected concussions must be reported to the school nurse or certified athletic trainer. Students must be removed from activity and referred for medical evaluation. Return to academics and athletics will follow WPS protocols and DPH regulations.

Students may not participate in athletics until all required head injury forms, physical exams, and medical clearances are submitted and reviewed by WPS nurses annually.

Information will be shared only on a need-to-know basis, in accordance with privacy laws including FERPA and 603 CMR 23.00.

A full copy of the concussion policy is available in all student handbooks and on the WPS website. Policies are reviewed and revised at least every two years.

Athletics and Activities

Michael McGrath
Kristin Cieri

Director of Athletics
Director of Intramurals

(781) 786-5840 (WHS)
(781) 786-5600 (WMS)

Student Activities (dependent upon interest each year)

Asian Affinity Club	Gender-Sexuality Alliance	Science Club
Black Student Union	Green Team	Set Design
Book Club	Homework Club	Speech & Debate Club
Chess Club	Math Team	Student Council
Community Service Club	Open Gym	Volleyball
Drama Productions	Open Studio Art Club	Yearbook Club
Garden Club	Ping Pong	*Possible New Clubs

Intramural Sports

Intramural sports are open to students in all grades, and participation is voluntary. No physical exam is required. For information on which days specific sports meet, please refer to the daily announcements or contact the Director of Intramurals.

Team Sports

Team sports are generally open to students in all grades. There are some sports that may only be open to certain grades. This information will be posted on the WMS website under “Athletics”. Participation is mandatory for team members, and teams compete against other schools. A current, signed physical exam is required to participate, and no student may practice without one on file. Practices are generally held Monday through Friday from 3:30 to 5:15 p.m.

Eligibility Reminder

Students who are suspended from school may not participate in or attend after-school sports or activities on the day of their suspension.

Sports Offered			
	Fall	Winter	Spring
	Sport	Sport	Sport
Team	Cross Country Boys' Soccer Girls' Soccer Field Hockey Girls' Volleyball	Boys' Basketball Girls' Basketball	Baseball Softball Tennis Track
Intramural (varies depending on year)	Tennis Field Hockey Flag Football Swimming	Wrestling Floor Hockey Boys' Basketball Girls' Basketball Swimming	Softball Swimming Ultimate Frisbee Wall Climbing Volleyball March Madness

Student Resources

Breakfast

Breakfast is available to all students. If you would like to purchase breakfast, you must place your order before 8:35 a.m.

Lunch

Middle School students eat lunch by grade level in the cafeteria. Any lunch or snack brought from home should not contain any nut products (no nuts, nut butters, or nut oils). The lunch program offers a variety of choices, including hot lunch, salad, and sandwich options. Students may pay with cash or by using an individual lunch account, which can be funded by a check made out to the *Weston School Lunch Fund*. If your child has an allergy other than nuts (since the school does not allow any nuts on campus), a table free of that allergen can be made available upon request. For questions about the lunch program, please call (781) 786-5641.

Supply List

Each Middle School student should come prepared during the first (short) week of school with a pencil, pen, and writing paper. Grade-level supply suggestions are available on the school website.

- Seventh graders will be asked to bring scientific calculators.
- Eighth graders are encouraged to have either a scientific or graphing calculator.

All notebooks, supplies, and clothing should be clearly labeled with the student's name. Students are also expected to bring their WPS-issued device to school each day, fully charged and in its protective case.

Private Music Lessons

Private music lessons can be arranged by contacting the Director of Music at (781) 786-5945. Registration takes place in September for lessons running from October through May.

- Students with lessons scheduled at or before 4:00 p.m. may remain at school and wait quietly outside the practice room.
- If a lesson is scheduled after 4:00 p.m., students should take the bus home and return in time for their lesson.

Weston Curriculum Content

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Weston Public School District, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or immigration status. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content.

Academic Placement and Course Selection

Math Placement

Math placement recommendations are based on multiple factors, including current academic performance and standardized test scores. For more information about the math placement process, please contact Jim McLaughlin, Mathematics Department Head, at (781) 786-5935 or McLaughlinJ@weston.org

Dropping Elective Courses

Students are discouraged from dropping an elective course during the first week of school or after attending only one class meeting. If a student is considering a schedule change, they are encouraged to wait until the end of the second week. Students should speak with their school counselor to discuss any potential schedule adjustments. Please note that students cannot be moved into classes that are already at maximum capacity.

World Language Choices

World language selections are made in the spring of fifth grade and are a three-year commitment for the duration of middle school. Students may not change languages during this period. Weston Middle School currently offers French, Latin, Mandarin Chinese, and Spanish.

Private School Recommendation Process

Students applying to private schools are often required to submit recommendations from teachers, administrators, and/or school counselors. To ensure that all requests are processed in a timely and organized manner, please follow the procedures outlined below:

1. **Submission Timeline**

- All recommendation forms and transcript requests must be submitted to the School Counseling Office or Principal's Office **at least one month prior to the application deadline**. Requests for recommendations from Math and English teachers should be delivered **directly to the respective teachers**.
- Whenever possible, please submit requests early to allow adequate time and attention for thoughtful recommendations. Requests submitted less than one month before the deadline **cannot be guaranteed** to arrive at the intended school on time.

2. **Mailing Instructions**

Each recommendation form should be accompanied by a **pre-addressed envelope with appropriate postage** (typically around \$1.00). All recommendations will be **mailed directly** to the schools; they will **not** be handed to students or parents.

3. **Student Data Sheet Requirement**

Students applying to private schools must complete a **Private School Student Data Sheet** and return it to their school counselor or the principal **within one week of receiving it**. Recommendations will **not** be completed until the Student Data Sheet has been submitted.

Student Rights and Responsibilities

The Weston School Committee is committed to ensuring that all students are afforded the rights guaranteed to them under federal and state constitutions and laws. At Weston Middle School (WMS), we place a strong emphasis on helping students **learn about their rights, understand their responsibilities, and advocate for themselves appropriately and respectfully** within the school community.

With these rights come important responsibilities. Among them are:

1. **Civil Rights** – including the right to equal educational opportunity and freedom from discrimination; and the **responsibility to respect the rights and dignity of others.**
2. **The Right to Free Public Education** – including access to school; and the **responsibility to attend regularly, participate fully, and follow school rules that support a safe and productive learning environment.**
3. **Due Process** – including the right to fair procedures regarding suspension, expulsion, or other decisions a student believes affect their rights; and the **responsibility to engage respectfully and constructively in these processes.**
4. **Freedom of Inquiry and Expression** – including the right to express opinions and explore ideas; and the **responsibility to do so in ways that are respectful and within the bounds of school expectations.**
5. **Right to Privacy** – including privacy of school records and personal information; and the **responsibility to respect the privacy of others.**

We believe that students should not only be aware of their legal rights but also understand how those rights are exercised appropriately in a school setting. Part of our mission at WMS is to educate students on how to **advocate for themselves effectively, respectfully, and within the framework of school and community expectations.**

The School Committee has the authority to establish policies and delegate responsibility for making rules that ensure the safe and orderly operation of schools. Students have the right to know the standards of behavior expected of them and the consequences of misbehavior. These expectations, along with student rights and responsibilities, are clearly outlined in the student handbook, which is distributed annually to all students and families.

Climate, Culture, and Safety Expectations

Weston Middle School follows the methodology of Responsive Classroom.

The Responsive Classroom™ Approach

The Responsive Classroom™ approach to teaching is a comprehensive set of evidence-based practices designed to foster safe, joyful, and engaging classrooms and school communities. This approach emphasizes the development of both academic and social-emotional skills within a learning environment that is carefully tailored to meet students' developmental strengths and needs.

Core Belief

For students to be successful both in and outside of school, they need to develop key social-emotional competencies alongside essential academic skills. These include:

- **Social-Emotional Competencies:**

- Cooperation
- Assertiveness
- Responsibility
- Empathy
- Self-Control

- **Academic Competencies:**

- Academic Mindset (a positive attitude towards learning)
- Perseverance (the ability to keep working through challenges)
- Learning Strategies (effective ways to learn and problem-solve)
- Academic Behaviors (skills like organization, focus, and task completion)

These competencies align closely with the five core social-emotional learning competencies identified by CASEL (the Collaborative for Academic, Social, and Emotional Learning): **self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.** By intentionally nurturing these competencies, Responsive Classroom™ creates a supportive and developmentally responsive learning environment where all students can thrive.

Behavioral Expectations

At WMS, our goal is for **all students to take care of themselves, each other, and our school.** Below is a behavior expectations matrix which explains what that looks like in various settings throughout the school day.

In the CLASSROOM, we take care of...		
Ourselves.	Each other.	Our school.
Arrive on time and be seated when class starts.	Come to class prepared.	Take care of classroom equipment and materials.
Enter quietly if you arrive late.	Allow others to finish their thoughts before you respond.	Leave your assigned area only after signing out through SmartPass.
Bring necessary learning tools, including a charged Chromebook and a writing utensil.	Listen attentively to the ideas and opinions of others.	Follow all classroom rules and expectations.
Follow daily classroom routines.	Follow adult requests the first time given.	Try taking a brief break in the classroom before asking to leave the room.
Attend to personal needs before class, or ask for permission at an appropriate time.	Participate positively in all activities.	Work directly with your teachers to maximize learning for everyone.
Maintain a positive attitude.	Keep your hands, feet, objects, and unkind words to yourself.	Respect adults and their belongings.
Keep your Chromebook closed unless you are asked to use it.	Share airtime so everyone has a chance to speak.	Comply with adult requests the FIRST time.
Keep your phone stored in your locker. Use only the student phone located by the front door if you need to call home.	Allow adults to redirect conversations smoothly.	
At LUNCH, we take care of...		
Ourselves.	Each other.	Our school.
Leave school supplies and electronics in your classroom; do not bring them into the cafeteria.	Be inclusive of everyone during peer interactions.	Keep all cafeteria areas neat and clean.
Use the restroom during lunch so you do not miss class time.	Be mindful of personal space.	Place food trays and trash in the proper disposal stations.

Remain in appropriate designated seating areas, indoors or outdoors.	Keep your hands, feet, objects, and unkind words to yourself.	Remind your peers to pick up their trash, both indoors and outdoors.
Move promptly when instructed by the bell or staff.	Respect the property of others.	Recycle materials whenever possible.
		Help collect sports equipment for future lunch periods.

In the LIBRARY, we take care of...

Ourselves.	Each other.	Our school.
Secure a SmartPass and adult permission before entering or leaving the library.	Use an inside voice at all times.	Return books and materials on time.
Have a specific assignment or purpose when using the library space.	Wait patiently when you need assistance.	Put all materials back in their appropriate locations.
Know and follow all library check-out procedures.	Use resources and equipment appropriately.	Follow the school computer use policy.
Politely ask for help when you need it.	Use bookmarks instead of folding down book pages.	Refrain from bringing food or drink into the library.

During an EMERGENCY DRILL, we take care of...

Ourselves.	Each other.	Our school.
Report to your designated area with an adult.	Remain focused on the safety activity.	Report to and stay in your assigned area.
Know the procedures for designated drills and follow them completely.	Practice active listening skills.	Respond appropriately to all drill instructions.
Stay with your designated group at all times.	Remain silent so you can hear any new safety instructions.	Follow all adult directives immediately.

In the BATHROOMS, we take care of...

Ourselves.	Each other.	Our school.
Request teacher permission and use SmartPass before leaving class. Use the bathroom closest to the location you are leaving.	Leave the classroom only when you truly need to use the bathroom.	Dispose of paper towels in the trash and toilet paper in the toilet.
Go directly to the bathroom, use facilities appropriately, and return	Respect the privacy of everyone in the bathroom.	Report broken items or messes to a staff member immediately.

directly to class.		
	Speak using a moderate, indoor voice.	Keep sinks, floors, and facilities clean.

During ASSEMBLIES, we take care of...

Ourselves.	Each other.	Our school.
Report to the designated location promptly when required.	Keep your hands, feet, objects, and unkind words to yourself.	Clean up all of your trash before leaving.
Sit with your assigned group.	Respond to hand signals immediately with silence and attention.	Follow adult instructions for seating arrangements.
Move when instructed by the bell or an adult.	Keep electronic devices turned off and out of sight.	Slide all the way down to the end of the row before sitting.
Know where the nearest exit is located.	Give the speaker or performance your full attention and maintain eye contact.	Report any suspicious or unsafe activity to an adult ("If you see something, say something").
	Show appreciation through polite applause.	Bring only water; no other food or drink is allowed.
		Sit with peers who help you remain a respectful and positive audience member.

During PASSING TIME in the HALLWAYS, we take care of...

Ourselves.	Each other.	Our school.
Walk directly to your next class once dismissed, and make sure you arrive on time.	Walk at a safe speed and stay on the right side of the hallway.	Respect and protect hallway displays and wall items.
	Keep your volume at a respectful level while walking.	Offer friendly greetings to your peers whenever possible.
	Include peers in your interactions.	

During CLASS TIME in the HALLWAYS, we take care of...

Sign out using SmartPass whenever you leave class during non-passing times.	Respect the personal property of others.	Pick up trash in the hallway whenever you see it if you are able to do so.
Maintain a quiet, respectful volume while out in the halls.	Keep your hands, feet, objects, and unkind words to yourself.	Help your peers remember to pick up their trash as well.
Enter only the class spaces to which you are assigned.	Pass by classrooms without causing distractions.	Recycle items whenever possible.

Keep your voice level low and respectful in the hallways.

1) Harassment, Bullying, and Other Disciplinary Infractions

This section supports Weston Public Schools' Harassment/Non-Discrimination Policies, available on the district website and at each school's main office.

Weston Middle School (WMS) is committed to a non-harassment policy protecting all students from discrimination based on race, sex, gender identity, color, religion, sexual orientation, ethnicity/national origin, immigration status, age, disability, and other protected categories. Harassment that negatively impacts learning, creates a hostile environment, or materially and substantially disrupts the school environment is prohibited.

Disciplinary Policy on Civil Rights Issues

WMS prohibits harassment, discrimination, bullying, hate crimes, and retaliation based on protected categories including, but not limited to, race, color, religion, national origin, immigration status, sex, gender identity, sexual orientation, age, pregnancy-related conditions, and disability.

This prohibition applies to all students on all school grounds, school-sponsored or school-related events (including field trips, athletics, and transportation), and any activities under district jurisdiction. Retaliation against individuals reporting or cooperating in investigations is also prohibited.

Reports of harassment, bullying, discrimination, retaliation, or hate crimes will be investigated as per district regulations, available on the district website:

[Title IX](#)

[Bullying and Harassment](#)

Possible Disciplinary Actions

Consequences may include, but are not limited to:

- Verbal or written warnings
- Parent conferences
- Schedule changes
- Restricted access to school areas
- Adult supervision
- Detentions (before school, lunch, after school, Saturday)

- Community service
- Exclusion from school events or activities
- Suspension (short or long term)
- Apologies to victims
- Mandatory counseling
- Restorative justice or collaborative problem solving
- Completion of educational modules or tasks related to the offense

False Charges

Students who knowingly file false complaints may face disciplinary action.

Student Responsibilities

Students must:

- Comply with Harassment/Non-Discrimination Policies
- Avoid harassing, bullying, discriminating, or retaliating against others
- Cooperate in investigations

Protection Against Retaliation

The school will take appropriate steps in an effort to protect students from retaliation in all forms, including electronic or indirect means. Retaliation will result in significant disciplinary action.

Bullying

Bullying is repeated written, verbal, electronic, or physical acts by students or staff to a student target that cause physical or emotional harm, damage property, create fear of harm to target or damage to target's property, infringe on rights, create a hostile environment, or disrupt the educational process. This includes cyberbullying.

Cyber-Bullying

Cyberbullying involves using technology or electronic communication (email, internet, messaging, social media) to harass, impersonate, or distribute harmful content that meets bullying criteria.

Bullying On and Off School Grounds

Bullying is prohibited on school property (or immediately adjacent thereto), at school events, on school transportation or school bus stops, and through school-owned technology. It is also prohibited off school grounds or via personal technology if it creates a hostile school environment, infringes on target's rights, or disrupts school operations.

Retaliation

Retaliation (i.e., getting back at someone) against those who report or provide information about bullying is forbidden.

Hate Crimes

A hate crime is a crime motivated by bias against protected categories, including race, color, ethnicity, religion, sexual orientation, age, disability, or sex. Suspicious hate crimes will be reported to police.

Inappropriate Physical Conduct of a Sexual Nature

Students must refrain from sexual activities, including inappropriate touching or kissing, while on school grounds, at school events, or using school transportation.

Hazing

Weston Public Schools prohibits hazing which includes any conduct or initiation that endangers a person's physical or mental health. Hazing includes physical abuse, forced activities, extreme mental stress, or deprivation of sleep or rest. Consent is not a defense. Failure to report hazing is punishable by law. The attached link has copies of the criminal laws addressing hazing (M.G.L. c. 269, ss. 17-19) <https://www.doe.mass.edu/psm/anti-hazing/>

2) Right to An Equal Education

All WMS students, regardless of race, color, sex, sexual orientation, gender identity, religion, disability, age, military/veteran status, marital or familial status, pregnancy, homelessness, ancestry, ethnic background, national origin, immigration status, limited English proficiency, or any protected category, have equal access to educational services, including admission, courses, counseling, and extracurricular activities.

Harassment / Non-Discrimination

All community members deserve to be treated with dignity and respect. The district is committed to preventing conduct that is demeaning, abusive, or disrespectful. Harassment, discrimination, or inappropriate conduct will be addressed promptly through discipline, education, restorative practices, or collaborative problem-solving.

WMS promotes Positive Behavioral Interventions and Supports (PBIS) and educates students to be effective upstanders by reporting harassment or discrimination to trusted adults.

All sexual discrimination or harassment complaints are directed to the Title IX Coordinator, who can be contacted at lahaita@weston.org.

Goals of Weston Public Schools

- Provide equal employment, education, and participation opportunities
- Prevent discrimination and harassment
- Offer clear mechanisms for reporting concerns

Discrimination or harassment based on any protected category is strictly prohibited and addressed decisively.

For the full policy, see: [Weston Public Schools Non-Discrimination Policy](#)

Reporting and Investigating Complaints

Students who experience or witness discrimination, harassment, or retaliation should report to the Assistant Principal (Complaint Manager) or the Title IX Coordinator. Assistance in filing complaints is available.

WMS responds promptly to complaints, tailoring investigations based on circumstances, age, and staff involvement. Investigations include interviews with involved parties and witnesses.

If misconduct is confirmed, the school will take steps to stop the behavior and prevent recurrence.

Possible responses include:

- Restorative justice
- Collaborative problem solving
- Counseling and education
- Detentions and suspensions
- Community service
- Removal from extracurriculars
- Employee disciplinary actions

Complaints may also be pursued through external agencies or courts, but WMS remains committed to responding appropriately to all incidents in compliance with the law.

School Policies and Rules

Transgender and Gender Nonconforming Students (School Committee Policy JBD)

Weston Public Schools prohibit discrimination based on race, color, sex, gender identity, religion, national origin, sexual orientation, and other protected categories. We ensure that all students have equal access to opportunities and a safe, respectful, and supportive learning environment.

Staff work to foster a culture where transgender and gender nonconforming students feel safe and fully included. The Superintendent or designee will develop procedural guidelines covering areas including transitions, privacy, confidentiality, student records, names and pronouns, restrooms, locker rooms, physical education, athletics, dress codes, staff training, and other relevant policies.

Student Transitions

A student decides when to transition. When a student informs the school, staff will offer to meet with the student and their parents/guardians/caregivers (if the student wishes) to develop a plan ensuring a safe, respectful, and supportive environment.

Transition plans will address all relevant aspects and are submitted in writing to the school principal.

Privacy and Confidentiality

Protecting the privacy of transgender and gender nonconforming students is a top priority. Information about a student's status, legal name, or gender assigned at birth is confidential and may be protected by law. Staff may not disclose this information without consent, except as required by law.

Names and Pronouns

Students have the right to be addressed by their chosen name and pronouns that align with their gender identity, regardless of legal name or sex assigned at birth.

School staff will use the student's chosen name and pronouns in daily interactions. When communicating with parents/guardians, staff will use the student's legal name and pronouns unless the student requests otherwise.

Staff will collaborate with students and families to develop plans for communicating any name or pronoun changes within the school.

Official Records

No court orders are required to update student records for name or gender marker changes. Requests may be made by students and/or parents/guardians depending on the student's age or grade, following state regulations.

Facilities

Students may access restrooms, locker rooms, and other gender-segregated facilities consistent with their gender identity. Schools provide designated single-use restrooms accessible to all students. No student will be required to use gender-neutral facilities because of their gender identity or expression.

Physical Education and Athletics

In gender-segregated classes or activities, students will participate according to their gender identity. Unless restricted by state or interscholastic policies, students may participate in intramural and interscholastic athletics consistent with their gender identity.

Dress Code

Students may dress consistent with their gender identity within school dress code guidelines. Transgender, nonbinary, and gender nonconforming students will not be subject to stricter enforcement or standards inconsistent with their gender identity.

Other Gender-Based Activities, Rules, Policies, and Practices

Staff will review and revise gender-based activities, rules, policies, and practices to ensure they are non-gendered whenever possible. If gender-based activities remain, students must be allowed to participate consistent with their gender identity.

Professional Development

All staff receive annual training on their responsibilities under applicable laws and this policy, including during new employee orientation.

Publication

This policy is distributed annually to students, parents/guardians, and staff, and included or referenced in student handbooks, codes of conduct, disciplinary policies, and school websites.

Unsupervised Areas

Students must not be in classrooms, offices, the APC, library, practice rooms, pool, pool balcony, locker rooms, gym, or other areas without adult supervision. Students must sign out in SmartPass anytime they leave the classroom, and accurately report their destination.

Students should only visit the high school for scheduled classes or bus runs that do not stop at the middle school. Fire doors may only be used in emergencies.

Skateboarding and inline skating are prohibited on school grounds and while waiting for the bus.

Gum

Gum is not allowed on school premises at any time. Students found with gum will be asked to dispose of it immediately. Repeated offenses may result in further disciplinary action.

Lockers and Privacy

Lockers are school property loaned to students for storing lawful materials. School authorities may conduct reasonable searches of students and their lockers when investigating violations of school rules or laws. Students should not have an expectation of privacy in their lockers. Students also should not permit others to use their lockers

Students are expected to keep their belongings secured in locked lockers or in their possession at all times. Lost or stolen items should be reported promptly to the main office. To discourage theft, students should clearly mark their belongings and not share locker combinations.

Locker Rooms

Students may only enter physical education or athletic locker rooms during their assigned PE periods. After school, locker rooms are restricted to athletic and intramural team members.

Unauthorized persons found in locker rooms may be searched and disciplined as well as held responsible for missing items. Students should lock their belongings in gym lockers.

Food/Energy Drinks

All food must be consumed in the cafeteria. Weston Middle School asks that you do not send your child in with snacks or lunches containing any nut products. The cafeteria also does not sell any food containing nuts. To read more about Weston Public Schools' Food Allergy Policy and Procedures, please visit www.westonschools.org.

Students are allowed to eat the lunches provided in the cafeteria or to bring in lunches that meet the guidelines above.

Energy drinks (e.g., Red Bull) are not allowed in school. Students caught drinking, distributing, or possessing these drinks may face disciplinary action.

Birthday celebrations including food are **not** allowed at school. Many students have allergies, and we want to maintain an inclusive environment.

For the safety of all students and faculty at WMS, students may not order any food delivery during school hours at WMS. **Delivery of food scheduled by a parent/guardian is not permitted.** Any student who does not follow this policy will have their food disposed of and will be held financially responsible for the loss of food.

If a parent/guardian is dropping off food for any students, they are expected to let the main office know and leave the food for their student on a designated table outside of the main door of the middle school.

Academic Integrity

Academic work is designed to help students learn and develop skills. Students should complete their own work and give credit when using references, including ChatGPT or other AI tools.

Unauthorized use of AI or other sources will be considered a violation and may result in loss of credit. Repeated violations may lead to further disciplinary action.

Artificial Intelligence

AI is a new and evolving technology. Students will be taught its features, strengths, and weaknesses throughout the year.

Until further notice, students may NOT use AI on school assignments unless explicitly permitted by a teacher. Unauthorized use of AI will be treated as cheating.

Lost and Found

At the end of each day, any bags, books, or clothing left in the cafeteria or corridors will be moved to Lost and Found locations. Unclaimed items at the end of each quarter will be donated or disposed of.

Approved Posters

No materials may be posted in corridors or public areas without prior approval from the Principal or Assistant Principal. Nothing should be posted on painted surfaces.

Outdoor Restrictions

During the school day, students may only be outside the middle school building in the playground area during lunch. Students must have written permission from a teacher or administrator to go to the high school, except for scheduled classes or activities.

Violations may result in loss of after-school privileges, grade activities, or suspension. Students are never allowed on the school roof.

Card Playing or Gambling

Students are discouraged from bringing playing or trading cards to school. Card trading is prohibited at all times on school grounds. Card playing during the school day requires prior teacher permission.

Gambling games are prohibited at all times on school grounds and buses.

Physical Conflict

Students are expected to resolve conflicts non-violently without physical or verbal abuse. Students may walk away or seek help from any adult in the building.

Physical fighting or contact (including punching, hitting, shoving, slapping, aggressive pinching, or poking with objects) may result in discipline up to long-term suspension.

Appropriate Dress

The responsibility for the dress and appearance of the students will rest with individual students and parents/guardians.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health, safety, and general welfare of the school, and is not likely to cause disorder or disruption or create a hostile environment for others at school. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

Head coverings such as scarves, hair wraps, cultural and religious headwear are permissible. Hats, hoods and bandanas are not permissible unless for medical reasons or unless an exception is made by school administration.

Dress Guidelines, written by a team of students, teachers, and administration.

- Students should not wear clothing with vulgar language and/or hate speech - i.e., clothing, drawings, tattoos, and accessories that are likely to cause a **substantial** disruption or disorder **at schools** or are discriminatory, harassing, or objectively offensive. (These could include drug, gang, weapon, alcohol- or drug-related information, obscenities, put-downs, stereotypes, sexual innuendo, offensive words, or graphic images.)
- Bottoms, tops, and shoes are required.
- Halloween/costume masks are not allowed. Facepaint is discouraged, especially if it could be perceived as targeting a group of people.

A violation of the dress code will require a change of clothing. Special circumstances will be considered, though rarely, on a case-by-case basis.

Students' clothing must allow them to fully participate in school activities and events (such as science class labs, P.E classes, field trips, and concerts), and teachers have the right to dictate what clothing is appropriate for these activities.

For **physical education classes**, students are required to wear sneakers, gym shorts or sweatpants, T-shirts or sweatshirts. Students are required to wear footwear at all times.

Bags/Backpacks

Students must keep their bags/backpacks in their lockers during the school day and should not wear them during or between classes.

Fire Extinguishers and Fire Protective Equipment

Students must respect all fire and safety equipment, including fire extinguishers, chemical showers, and safety blankets. Tampering with or misusing fire equipment or alarms may result in fines from \$700 to \$1,000 and disciplinary action.

Violent Threats

Students making bomb threats, threats of violence, or threats of sexual misconduct may face suspension or expulsion to the extent allowed by law. Any investigation-related expenses will be charged to the student.

Graffiti

“Tagging is against the law.” Students who damage or mark public or personal property, including bathroom walls or lockers, are subject to discipline and must pay for repairs.

Weapons, Dangerous Objects, and Replicas

Students may not bring weapons, dangerous objects, or replicas to school, including toy guns, knives, laser pointers, fireworks, chemicals, matches, lighters or any object used inappropriately. This also applies to 3D printed objects and/or replicas of weapons and/or dangerous objects.

Possession of weapons on school property or buses may result in serious discipline, up to, and including expulsion. Misuse of items like scissors or compasses may also be considered weapons.

Massachusetts law prohibits carrying firearms in school buildings or on grounds without authorization. Violation may result in fines up to \$1,000 or imprisonment for up to one year.

Illegal Substances

Possession or use of controlled substances (e.g., marijuana, cocaine, heroin, steroids) on school property or buses, or at school events, may result in discipline up to, and including expulsion, and police involvement. This includes vaping products and similar devices.

Students may not carry medications without a doctor’s order on file in the nurse’s office (see Health Services).

Tobacco Use

M.G.L. c. 71, s. 37H prohibits tobacco use inside school buildings, on school grounds, and on school buses.

This includes hookah pens, e-cigarettes, vapes, dab pens, and similar devices.

Alcohol

Students may not possess or be under the influence of alcohol on school premises or at school events. Students will be disciplined for violation of the provision, up to, and including, long-term suspension.

Student Discipline

Student Discipline

At Weston Middle School, we believe that discipline should be a learning opportunity that helps students grow and develop lifelong skills. Our approach to student discipline is based on a three-pronged model:

1. **Traditional disciplinary action** – Logical consequences for actions help ensure a safe, respectful, and orderly learning environment.
2. **Educational opportunities** – Students are supported in understanding the impact of their behavior and learning positive alternatives.
3. **Restorative justice and collaborative problem-solving** – When appropriate, students are encouraged to reflect on their actions, repair harm, and work with others to find meaningful resolutions.

We recognize that middle school is a time when students are still developing their social and emotional skills, and we view mistakes as opportunities to learn. Our goal is not only to correct behavior but also to teach the skills students need to make better choices in the future. When schools and families work together in this process, students are more likely to learn from their mistakes and avoid repeating them.

Infractions and Consequences

When behavioral expectations are not met, consequences are determined based on the specific facts and context of the situation. School personnel consider multiple factors in making these decisions, including the severity of the infraction, the student's disciplinary history, any prior interventions, the intent or motive behind the behavior, and the impact on others or the school environment.

Staff members have the authority to manage behavior in all areas of the school, including classrooms, hallways, the library, cafeteria, and gym, and are responsible for addressing misconduct as it arises. Disciplinary responses are guided by the principle that consequences should be appropriate, fair, and, when possible, educational and restorative in nature.

Eligibility to Participate in School Activities or Events

Participation in extracurricular activities and school-sponsored events is a valuable part of the middle school experience. However, it is considered a privilege, not a right. To take part in clubs, teams, performances, trips, and other special events, students must maintain good academic standing, consistent attendance, and respectful behavior during the school day and at school-related functions.

Students who fail to meet these expectations may lose the privilege to participate, at the discretion of the Principal or designee (including advisors, coaches, or Grade Leaders). This loss of privilege is separate from formal suspension and is not subject to a disciplinary hearing under Massachusetts General Law Chapter 71, Section 37H ³/₄ or the regulations governing student discipline in Massachusetts (603 CMR 53.00). Families will be notified if a student is removed or excluded from extracurricular participation.

Student Discipline and Due Process

All student discipline in Massachusetts public schools is governed by state statutes and regulations: M.G.L. c. 71, §§ 37H, 37H^{1/2}, and 37H^{3/4}, along with 603 CMR 53.00 et seq. These laws establish different procedural requirements based on the nature of the alleged disciplinary offense and the severity of the possible disciplinary consequences.

Link to 603 CMR 53.00: <https://www.doe.mass.edu/lawsregs/603cmr53.html?section=all>

Link to M.G.L. c. 71, § 37H:

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37H>

Link to M.G.L. c. 71, § 37H^{1/2}:

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37H1~2>

Link to M.G.L. c. 71, § 37H^{3/4}:

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37H3~4>

In-School Suspension under MGL c. 71, § 37H3/4 (603 CMR 53.10)

An “in-school suspension” is the removal of a student from regular classroom activities—while remaining in school—for up to 10 consecutive or cumulative school days per year. If a student is placed in in-school suspension for more than 10 days (consecutively or cumulatively) during a school year, such suspension is deemed a “long-term” suspension for due process, appeal, and reporting purposes. During an in-school suspension, students will have the opportunity to complete assignments, earn academic credit, and make up missed work.

If a student is consistently unable to meet behavioral expectations in a particular class, the principal (or designee) may permanently reassign the student to a different class.

Before assigning an in-school suspension, the principal (or designee) will:

- Inform the student of the disciplinary charge and the basis for it;
- Provide the student an opportunity to respond or explain;
- Determine if the offense occurred and, if so, assign a suspension not exceeding 10 days.

Same-Day Notification:

On the same day the decision is made:

- The principal (or designee) will make reasonable efforts (i.e., 2 documented attempts to reach the parent) to notify the parent/guardian orally of the infraction, the rationale, and the suspension length.
- A written notice will be sent by hand, mail, or email. This includes the reason for suspension, duration, and an invitation to meet (if not already done). Notices will be provided in English and the family’s primary language as identified in the home language survey, or through other appropriate means.

Parent Meeting:

Parents will be invited to a meeting to discuss the student's behavior, academic performance, strategies for engagement, and possible responses to the behavior. The meeting should occur the same day as the in-school suspension is scheduled, or as soon as possible afterward. If the school makes and documents at least two (2) unsuccessful attempts to reach the parent, this will constitute reasonable effort.

The principal's (or designee's) decision is final for in-school suspensions not exceeding 10 school days (cumulatively or consecutively) within a school year.

Emergency Removal under MGL c. 71, § 37H3/4 (603 CMR 53.07)

A student may be immediately and temporarily removed from school when their continued presence poses a danger to persons or property or materially and substantially disrupts the school environment and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two school days following the day of the emergency removal, during which time the principal (or designee) must:

- Immediately notify the Superintendent in writing, stating the reason for removal and describing the danger;
- Notify the student and parent orally as soon as possible, explaining:
 - The reason an emergency removal was necessary;
 - The disciplinary offense, the basis for the charge, and potential consequences;
 - The opportunity for student to have hearing concerning proposed suspension, including the opportunity to dispute the charges and present student's explanation of the alleged incident as well as for the parent to attend the hearing;
 - The date, time, and location of the hearing;
 - The right to interpreter services at the hearing if needed to participate;
 - If long-term suspension is possible outcome,
 - The student's additional rights under 603 CMR 53.08(3)(b)
 - The right to appeal to the superintendent
- Provide written notice to the student and parent consistent with the oral notice described above, including the disciplinary charge and information about the hearing process (e.g., purpose of hearing; opportunity to provide mitigating facts, etc.).
- Hold a hearing before the end of the second school day following the emergency removal (unless all parties agree to an extension);
- Render a decision orally the day of the hearing and in writing no later than the next school day.

A student may not be removed from school on an emergency basis until appropriate arrangements are made for the student's safety and transportation.

Out-of-School Suspension Procedures under M.G.L. c. 71, § 37H3/4

Before issuing an out-of-school suspension under Section 37H3/4, the principal or designee must first consider ways to re-engage the student in learning and must not use suspension from school as a consequence until alternatives to suspension have been tried and documented, except as follows:

- **Principal or designee documents specific reasons why alternatives to suspension are unsuitable or counterproductive; or**
- **Where student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm to another person while in school.**

Alternative remedies may include, but are not limited to:

- Mediation
- Conflict resolution
- Restorative justice
- Collaborative problem solving

In addition, school- or district-wide approaches to re-engaging students must be implemented, such as:

- Positive behavioral interventions and supports (PBIS)
- Trauma-sensitive learning models

Note: These broad-based approaches are **not substitutes for specific incident-based responses**.

Types of Out-of-School Suspension

There are two categories:

- **Short-Term Suspension:** 10 consecutive or cumulative school days or fewer
- **Long-Term Suspension:** More than 10 consecutive or cumulative school days

The rights afforded to the student vary depending on the potential consequence. All students facing suspension are entitled to **oral and written notice** as described below.

Notice Requirements for All Out-of-School Suspensions under M.G.L. c. 71, § 37H^{3/4}

Before any out-of-school suspension is imposed, the principal or designee shall provide both **oral and written notice** to the student and parent/guardian. This includes:

1. The disciplinary offense and basis for the charge
2. The potential consequences, including length of suspension
3. The right to a hearing with the principal or designee concerning proposed suspension, including the opportunity to dispute the charges and present student's explanation of the

alleged incident

4. The parent's right to attend the hearing
5. The date, time, and location of the hearing
6. The right to interpreter services, if needed
7. If long-term suspension is a possible outcome:
 - The student's additional rights under 603 CMR 53.08(3)(b)
 - The right to appeal to the superintendent

Notices will be provided in English and in the home language (as identified in the home language survey), or through alternative means of communication as appropriate.

Reasonable Efforts to Include Parents:

The principal or designee must make reasonable efforts to orally notify the parent and ensure their participation. If the hearing proceeds without the parent, documentation of **at least two (2) attempts** to contact the parent, using their preferred method for emergency communication, constitutes reasonable effort.

Written notices may be delivered by hand, first-class or certified mail, email, or another mutually agreed-upon method.

Short-Term Suspension Procedures (10 Days or Less)

If the suspension is for 10 days or less, the student is entitled to a **disciplinary hearing** with the principal or designee.

Principal's Hearing – Short-Term Suspension

At the hearing:

- The principal shall discuss the offense, the basis for the charge, and other pertinent information.
- The student may dispute the charges, explain circumstances surrounding alleged incident, and present information, including mitigating facts.
- The parent, if present, may discuss the student's conduct and offer information, including mitigating circumstances.

Following the hearing:

- Based on the available information, including mitigating circumstances, the principal or designee will determine if the student committed the offense and, if so, assign appropriate consequences.

- The principal or designee will notify the student and parent in writing of the determination and the reasons for it. If the student is suspended, the principal or designee will inform the student and parent about:
 - The type and duration of suspension
 - The opportunity to make up assignments and other schoolwork as needed to make academic progress during the removal

Written determination may be issued as an update to the original notice.

The principal's decision is final for short-term out-of-school suspensions not exceeding 10 days (cumulative or consecutive) during a school year.

Long-Term Suspension Procedures under M.G.L. c. 71, § 37H^{3/4}

A **Long-Term Suspension** is the removal of a student from school premises and regular classroom activities for:

- **More than 10 consecutive school days**, or
- **More than 10 cumulative school days** in a school year for multiple disciplinary offenses.

The principal or designee may, at their discretion, allow a student to serve a long-term suspension in school.

Limitations:

No student may be placed on a long-term suspension for more than **90 school days** in a school year, starting from the first day of removal. Long-term suspensions may **not extend beyond the end of the school year** in which they are imposed.

These limitations do **not apply** to students suspended under **M.G.L. c. 71, §§ 37H or 37H^{1/2}**.

Any student facing a potential long-term suspension is entitled to a **hearing** with the principal or designee, following the process outlined below.

Principal Hearing – Long-Term Suspension

(a) Purpose of the Hearing

The purpose of the hearing is the same as the purpose of a short-term suspension hearing. The hearing provides an opportunity to:

- Review and consider information regarding the alleged incident
- Allow the student to dispute the charges and explain the circumstances
- Determine whether the student committed the disciplinary offense

- If the student committed the offense, decide on appropriate consequences, including potential alternatives to suspension

The principal or designee must:

- Discuss the offense, the basis for the charge, and any relevant information
- Allow the student to present mitigating facts
- Provide the parent/guardian, if present, an opportunity to share information and mitigating circumstances

(b) Additional Rights for Long-Term Suspension Hearings

In addition to rights afforded during short-term suspension hearings, the student has the following rights:

1. **Pre-hearing access** to the student's record and the documents the school may rely on at the hearing
2. The right to be **represented by counsel or another person of student's choice**, at the student's/parent's expense
3. The right to **present witnesses** and the student's own account of the incident (but the student may not be compelled to do so)
4. The right to **cross-examine witnesses** presented by the school
5. The right to **request that the hearing be audio recorded** and to receive a copy of the recording upon request
 - If recording is requested, the principal must inform all participants that the hearing will be recorded
6. The right to appeal a long-term suspension to the Superintendent.

(c) Parental Participation

The principal or designee must provide the parent/guardian (if present) the opportunity to discuss the student's conduct and present relevant information and mitigating circumstances.

(d) Determination and Written Notice

Based on the hearing and all evidence presented, the principal or designee shall determine:

- Whether the student committed the disciplinary offense; and,

- If so, after considering mitigating circumstances and alternatives to suspension, what consequence will be imposed in place of, or in addition to, a long-term suspension.

If the principal decides to suspend the student, the principal shall send a **written determination** to the student and parent/guardian by one of the following methods:

- Hand-delivery
- Certified or first-class mail
- Email to an address provided by the parent for school communications
- Another agreed-upon delivery method

The written determination must include:

1. A description of the offense, the hearing date, and attendees
2. A summary of the key facts and conclusions
3. The **length and effective date** of the suspension, and the expected **return date**
4. Notification of the student's **right to receive education services** to make academic progress during removal if the suspension is for more than 10 consecutive days consistent with 603 CMR 53.13(4)(a).
5. Information about the **right to appeal** the suspension to the superintendent, **if a long-term suspension is imposed**

Appeal Notice Requirements:

The notice must be provided in English and the primary language of the home (as indicated in the home language survey), or through other appropriate means of communication. The notice must state:

- The student or parent may file a **written appeal with the superintendent** within **five (5) calendar days** of the suspension's effective date.
 - Within the five (5) calendar day appeal period, the student or parent may request and receive from the superintendent an extension of the time for filing the written notice for **up to seven (7) additional calendar days**.
 - The long-term suspension remains in effect unless and until the superintendent reverses the principal's decision on appeal.
-

Superintendent's Appeal Hearing under M.G.L. Chapter 71, Section 37H3/4

(a) A student placed on long-term suspension following a hearing with the principal has the right to appeal the principal's decision to the Superintendent.

(b) The student or parent must file a written notice of appeal with the Superintendent or designee within **five (5) calendar days** of the suspension's effective date. Within that period, the student or parent may request an extension of up to **seven (7) additional calendar days**. If the appeal is not filed on time, the Superintendent/designee **may deny the appeal** or allow it **for good cause**.

(c) The Superintendent/designee shall hold the hearing within **three (3) school days** of receiving the appeal request, unless the student or parent requests an extension of up to **seven (7) calendar days**, which must be granted.

(d) The Superintendent/designee must make a **good faith effort** to include the parent in the hearing. Written notice of the **date, time, and location** must be sent to the parent.

(e) The Superintendent/designee shall:

- Conduct a hearing to determine if the student committed the offense and, if so,
- Decide the appropriate consequence

An **audio recording** of the hearing shall be made, and a copy shall be available to the student or parent upon request. All participants must be informed prior to recording.

(f) The student shall have **all rights afforded** at the principal/designee's long-term suspension hearing.

(g) The Superintendent/designee shall issue a **written decision within five (5) calendar days** of the hearing that complies with **603 CMR 53.08(3)(c)1-4**. If the student is found to have committed the offense, the Superintendent/designee **may impose the same or a lesser consequence**, but **not a greater one**.

(h) The Superintendent/designee's decision is the **final decision** of the school district for the suspension.

Parent Conference (Re-entry Meeting)

A parent conference (re-entry meeting) with the principal or designee is strongly encouraged prior to the student's return to school. The goal is to engage families in addressing misconduct and support the student's re-engagement with the school community.

Suspension/Expulsion Under M.G.L. Chapter 71, Section 37H

Students **may be expelled** for the following:

- **Possession of a dangerous weapon** (e.g., gun, knife, facsimile, or object used in assault/battery) or **possession of a controlled substance** (e.g., marijuana, cocaine, heroin) or on school premises or at school-sponsored or school-related events, including athletic games
- **Assault of school staff** (e.g., principal, teacher, aide)

Due Process

Students must receive written notice and the opportunity for a hearing before expulsion. Students may:

- Have representation at the hearing (at their own expense)
- Present evidence and witnesses

The principal may suspend rather than expel after the hearing. An expelled student may appeal to the **Superintendent within ten (10) days** from the date of expulsion. The student has:

- The right to counsel (at their own expense)
- The right to present a case on appeal

The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated Section 37H. If the student moves to another district during expulsion, the new district either must admit the student or provide services under an **education service plan**.

Educational Rights During Removal

Students expelled or suspended for **more than ten (10) consecutive days** shall:

- Have the opportunity to earn credits, as applicable, and make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the removal.
- Receive education services under the district-wide education service plan

Suspension/Expulsion Under M.G.L. Chapter 71, Section 37H^{1/2}

When a Student is Charged with a Felony

If a felony complaint is issued against a student, the **principal/headmaster may suspend** the student if their continued presence would have a **substantial detrimental effect** on school welfare.

- The student must receive **written notice** of:
 - The reasons for suspension
 - Right to appeal
- Suspension remains in effect **before** the appeal hearing

Appeal Process

- Student must request appeal in writing **within five (5) calendar days** of the suspension
- The Superintendent holds a hearing **within three (3) calendar days** of the appeal request
- The student may be represented by counsel (at their own expense)
- The student may present oral and written testimony
- Superintendent renders a decision **within five (5) calendar days**
- Decision is **final decision of the school district**

When a Student is Convicted of a Felony

The principal/headmaster may **expel** the student if their continued presence would have a **substantial detrimental effect** on school welfare.

- Student receives written notification of:
 - Charges and reasons for expulsion prior to expulsion taking effect
 - Right to appeal and process for appealing
- Expulsion remains in effect **prior to appeal**

Appeal Process for Expulsion

- Student must appeal in writing **within five (5) calendar days**
 - Superintendent holds hearing **within three (3) calendar days**
 - Student has right to counsel (at their own expense) and to present oral/written testimony
 - Decision must be issued **within five (5) calendar days**
 - Superintendent's decision is **final decision of the school district**
-

Education Services and Academic Progress (All Sections: 37H, 37H^{1/2}, 37H^{3/4})

Any student **removed from school** (emergency removal, in-school or out-of-school suspension, or expulsion) must:

- Be allowed to **make up work** and **earn credit**

Any student who is removed from school **for more than 10 consecutive days** shall have the opportunity to receive educational services through the district-wide education service plan. This applies to:

- In-school suspensions
- Out-of-school suspensions
- Expulsion

The **principal must notify the student and parent in writing** of available services, including:

- A **list of specific services**
 - **Contact information** for staff to assist
 - Notice in **English and the primary home language**
-

Discipline of Students with Disabilities

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act and related regulations as well as Massachusetts special education regulations (603 CMR 28.11) require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services. The school is deemed to have knowledge that a student is a student with a disability if before the behavior that precipitated the disciplinary action occurred: (1) the student's

parent/guardian expressed concern in writing to administrative personnel, or the student's teacher/counselor, that the student is in need of special education and related services; (2) the student's parent/guardian requested an evaluation of the child; or (3) the student's teacher/counselor or other school personnel, expressed specific concerns directly to the Director of Student Services or to other supervisory personnel about a pattern of behavior demonstrated by the student. The school is not deemed to have knowledge of a disability if (1) the parent/guardian has not allowed an evaluation or refused special education and related services, or (2) the child has been evaluated and determined not to be a child with a disability.

If a district does not have knowledge that a student is an eligible student prior to taking disciplinary measures against the student, the student may be subjected to the disciplinary measures applied to students without disabilities who engage in comparable behaviors. If a request is made for an evaluation of a student during the time period in which the student is subjected to discipline, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the student remains in the educational placement determined by the school authorities, which can include suspension or expulsion; provided however, that for disciplinary action taken pursuant to M.G.L. c. 71, §§37H, 37H¹/₂, 37H³/₄ or 603 CMR 53.00, the student shall have the opportunity to make academic progress during the period of removal consistent with state law. If the student is determined to be an eligible student, taking into consideration information from the evaluation conducted by the district and information provided by the parent, the district must provide special education and related services in accordance with federal and state special education law, including 603 CMR 28.11.

Suspension or Expulsion of Students with Disabilities

All students are expected to meet the requirements for behavior as set forth in this handbook.

In addition to the due process protections afforded to all students, the Individuals with Disabilities Education Act and related regulations as well as Massachusetts special education regulations (603 CMR 28.11) provide additional protections to students who have been found eligible for special education and related services on an Individualized Education Program (IEP) or who the school district had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

Knowledge Imputed to School District

A school district will be deemed to have knowledge that a student is an eligible student if, before the behavior that precipitated the disciplinary action occurred:

- The parent of the student expressed concern in writing to supervisory or administrative personnel, or a teacher of the student, that the student is in need of special education and related services;
- The parent of the student requested an evaluation of the student pursuant to 34 C.F.R. §§ 300.300 through 300.311 and 603 CMR 28.04; or
- The teacher of the student, or other district personnel, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education of the district or to other school or district administrators.

Knowledge Not Imputed to School District

The school is not deemed to have knowledge that the student was an eligible student if the parent of the student has not allowed an evaluation of the student pursuant to 34 C.F.R. §§ 300.300 through

300.311 and 603 CMR 28.04 or has refused special education services or the student has been evaluated and determined not to be eligible.

If a district does not have knowledge that a student is an eligible student prior to taking disciplinary measures against the student, the student may be subjected to the disciplinary measures applied to students without disabilities who engage in comparable behaviors. If a request is made for an evaluation of a student during the time period in which the student is subjected to discipline, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the student remains in the educational placement determined by the school authorities, which can include suspension or expulsion; provided however, that for disciplinary action taken pursuant to M.G.L. c. 71, §§37H, 37H¹/₂, 37H³/₄ or 603 CMR 53.00, the student shall have the opportunity to make academic progress during the period of removal consistent with state law. If the student is determined to be an eligible student, taking into consideration information from the evaluation conducted by the district and information provided by the parent, the district must provide special education and related services in accordance with federal and state special education law, including 603 CMR 28.11.

Procedures for suspension(s) not exceeding 10 school days

- Any student with a disability may be suspended for up to 10 school days during a school year. Disciplinary decisions are the same as for students without disabilities and in accordance with the due process procedures in this handbook.
- The school provides additional procedural safeguards for students with disabilities prior to any suspension for more than 10 consecutive or cumulative days in any school year.

Procedures for suspension(s) exceeding 10 school days

If your child is suspended for more than 10 school days in a school year, this removal is considered a “change of placement”. A change of placement invokes certain procedural protections under federal and state special education law and Section 504.

State regulations provides that school personnel may remove an eligible student who violates a code of student conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to students without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, so long as those removals do not constitute a change in placement under 603 CMR 28.11(7).

- For purposes of removal of an eligible student from the student's current educational placement, a change of placement occurs if:
 - The removal is for more than 10 consecutive school days; or
 - The student has been subjected to a series of removals totaling more than 10 cumulative days over the course of the school year.
- Prior to any removal that constitutes a change of placement, the school must convene a meeting to determine whether or not the behavior that forms the basis of the disciplinary action is manifestation of your child's disability. Parents have a right to participate in this meeting. At the meeting, all relevant information will be considered including the IEP or Section 504 Plan, teacher observations, and evaluations reports.

At a manifestation determination meeting, the team will consider two questions:

- Did the student's disability cause or have a direct and substantial relationship to the conduct in question?
- Was the conduct a direct result of the district's failure to implement the IEP/Section 504 Plan?

If the manifestation determination decision is that the conduct in question was caused by or had a direct and substantial relationship to your child's disability OR a direct result of the district's failure to implement the IEP/Section 504 Plan, then your child may not be removed from the current educational placement (unless under the "special circumstances" set forth below apply or parents agree). The Team will review the IEP or Section 504 Plan and any behavioral intervention plans and may amend those plans as appropriate. The Team will complete a functional behavioral assessment and behavior intervention plan if it has not already done so.

If the manifestation determination decision is that the conduct in question was NOT caused by or had a direct and substantial relationship to your child's disability OR was NOT the direct result of the district's failure to implement the IEP/Section 504 Plan, then the school may suspend or otherwise discipline your child according to the school's code of conduct. The Team may, as appropriate, complete a functional behavioral assessment and behavioral intervention plan and modification, to address the behavior so that it does not recur. For students with IEPs, during the period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to continue to make educational progress. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension under federal law, however, state law does provide all students with the right to receive educational services during periods of suspensions lasting longer than 10 consecutive days.

Special Circumstances

- School personnel may remove a student to an interim alternative educational setting (IAES) for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student does one of the following:
 - Carries a dangerous weapon to or possesses a dangerous weapon at school, on school premises, or to or at a school function under the jurisdiction of MA DESE or a school district;
 - Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of MA DESE or a school district;
 - Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of MA DESE or a school district.
- Under federal and state regulations, the following definitions shall apply:
 - Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act ([21 U.S.C. 812\(c\)](#)).
 - Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under state or federal law.
 - Serious bodily injury has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.
 - Dangerous weapon has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.
- An eligible student who is removed from their current placement under these "special circumstances" must continue to receive educational services as necessary to provide a free

appropriate public education, to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. The student's Team determines the IAES for services.

Providing Notice of Procedural Safeguards

Not later than the date on which the decision to take disciplinary action is made, the school district will notify the parents of that decision and provide the parents with a copy of either the Parent's Notice of Procedural Safeguards (Special Education) or Notice of Parent and Student Rights Under Section 504 (Section 504).

Appeal Rights

The parent of an eligible student who disagrees with any decision regarding a disciplinary placement (e.g., the IAES) or the manifestation determination, or a school district that believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, may appeal the decision by requesting a hearing with the Bureau of Special Education Appeals (BSEA) that will be scheduled on an expedited basis.

When an appeal has been made by either the parent or the school district, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or the end of the time period for the disciplinary action, whichever occurs first, unless the parent and the district agree otherwise.

Authority of BSEA Hearing Officer

In response to an appeal, a BSEA hearing officer may:

- Return the eligible student to the placement from which the student was removed if the hearing officer determines that the removal was a violation of Massachusetts special education regulations or that the student's behavior was a manifestation of the student's disability; or
- Order a change of placement to an appropriate interim educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the student or to others.
 - If an IAES is ordered, the school district may file another hearing request seeking an ordered IAES if the school district believes that returning the student to the original placement is substantially likely to result in injury to the student or others.

The BSEA hearing officer's determination may be appealed to court.

Security Cameras

Weston School Committee Policy on Video Surveillance

The Weston School Committee supports the limited use of video cameras on Weston Public Schools' property to enhance school safety and security. Our goals are to promote and maintain a safe and secure teaching and learning environment for students and staff, ensure public safety for community members visiting or using school property, and reduce the potential for personal or district property loss or damage.

Camera Placement

Security cameras will be installed **only in public areas** of the school, including school grounds, parking lots, athletic facilities, and exterior entrances and exits of school buildings. Cameras **will not** be used in restrooms, changing rooms, private offices, classrooms, nurse's offices, locker rooms, or any locations where individuals have a reasonable expectation of privacy. No audio recording or monitoring will occur in connection with the video surveillance system. This disclosure in the handbook serves as notification of the use of video surveillance in and around Weston Middle School.

Access to Video Recordings

The Superintendent of Schools or their expressly authorized designee shall oversee all video surveillance operations. Video recordings made for security purposes are the sole property of Weston Public Schools and will be maintained throughout the year.

Access to recorded video will be granted only in accordance with applicable law and with approval from the Superintendent or authorized designee. Video monitoring will **not** be continuous or live-streamed except during routine system maintenance, alarm investigations, or suspected health, safety, or security emergencies. Recordings will be reviewed only if a suspected incident occurs.

Information obtained through video surveillance may be used solely for identifying individuals attempting unauthorized entry, investigating violations of student or staff conduct, suspected vandalism or illegal activity, or any threats to the safety and security of students or staff.

Data Storage

All video recordings will be stored securely to prevent tampering and ensure confidentiality in compliance with relevant laws and regulations. Recordings will be retained for a period consistent with state law and Weston Public Schools' record retention policies, after which they will be properly deleted.

Electronic Device Policy

To maintain a focused and respectful learning environment, the use of personal electronic devices—including but not limited to cell phones, iPods, Kindles, gaming devices (e.g., PlayStation, Nintendo Switch), and Smartwatches—is **not permitted at any time** within the school building, unless explicitly authorized by the Principal or Assistant Principal.

Unauthorized devices may be **confiscated by faculty, staff, or administration** and held in the main office until the end of the school day.

Progressive Response to Non-Compliance:

1. First Offense:

Device is taken to the main office and held for the remainder of the school day.

2. Second Offense:

Device is taken to the main office and held for the remainder of the day **plus one additional**

day of checking it in at the main office.

3. Third Offense:

Device(s) must be **checked in at the main office each morning** and will be held **for one full week during the school day**.

4. Fourth Offense and Beyond:

A **parent/guardian meeting** will be requested.

The student will be required to submit a **one-page reflection** on the importance of responsible device use and the impact of distractions on learning.

At Weston Middle School, we are committed to cultivating a community of learners and guiding students toward their fullest intellectual, social, emotional, and physical development. Responsible use of technology is part of that journey.

Student Responsible Use Guidelines

Digital Citizenship

Weston Public Schools is committed to fostering a culture of safe, responsible, and respectful use of Online and Digital Technologies (ODT) to support teaching and learning. We promote a Digital Citizenship model that empowers students to demonstrate positive online behavior and make informed, ethical choices in digital spaces.

All members of our school community, including staff, students, and volunteers, are expected to use the internet and other digital technologies responsibly. Students engage with a K–12 digital literacy curriculum aligned with the Massachusetts Digital Literacy and Computer Science standards.

What Is Positive Digital Citizenship?

Positive Digital Citizenship includes:

- Respectful and appropriate communication on websites, social media, discussion boards, and media-sharing platforms.
- Honesty and integrity in all digital interactions.
- Protection of personal and sensitive information.
- Responsible participation in online learning environments.

Students must also refer to the Student/Parent Handbook and the WPS Responsible Use Policy for additional guidelines.

Student Acknowledgment and Expectations

Before using any technology owned or operated by Weston Public Schools, students and their parents/guardians must review and sign this [Responsible Use Agreement](#).

By doing so, students agree to the following principles:

1. Anti-Bullying and Intervention Policy

All use of WPS technology must comply with the Weston Public Schools Anti-Bullying and Intervention Policy. This includes:

- No cyberbullying using WPS resources or any device/platform that disrupts the educational environment or creates a hostile school climate.
 - Prompt reporting of any concerning or inappropriate online behavior.
-

2. Respect and Protect Electronic Resources

- Use school networks, devices, and digital tools responsibly and only for educational purposes.
- Do not vandalize, damage, hack, or disrupt school systems, hardware, software, or networks.
- Report any security concerns to a teacher or network administrator immediately.
- Unauthorized or disruptive devices may be removed, held, and searched if necessary.

Note: Only use the designated “Open” wireless network unless directed otherwise.

3. Respect Intellectual Property

- Do not copy or share copyrighted materials without permission (music, movies, games, software, etc.).
 - Do not plagiarize. Always credit sources appropriately.
 - Do not record lectures or school activities without prior permission from faculty and participants.
 - Do not post pictures, videos, or recordings online without consent from all individuals involved.
-

4. Respect Personal Privacy

- Use only your assigned WPS account. Never share login credentials (except with parents/guardians).
- Do not attempt to access data, accounts, or networks you are not authorized to use.
- Protect your own privacy and never share personal information (yours or others’) online without approval from a teacher or parent.

- Always represent yourself truthfully in digital communications.
-

5. Practice Community Responsibility

- Communicate kindly and respectfully in all online interactions.
 - Remember that digital content is often permanent and can be recovered, even if deleted.
 - Report any inappropriate, threatening, or concerning content to a trusted adult.
 - Do not:
 - Access, create, or share inappropriate or harmful materials.
 - Introduce or spread malicious software (e.g., viruses, spyware).
 - Use tools that covertly collect or transmit data.
 - Engage in any criminal or unauthorized activities using school resources.
 - Conduct personal business, sales, or advertising unless part of an approved school project.
-

Consequences for Misuse

Violations of this policy may result in disciplinary action in accordance with school policies and, where applicable, legal consequences.

By signing below, I acknowledge that I have read, understand, and agree to follow the Weston Public Schools Student Responsible Use Guidelines.

Student Records

Both federal law (FERPA) and state law (MGL c. 71, §§ 34D, 34E, 34H; 603 CMR 23.00) provide Parents/Guardians and “eligible students” with certain rights with respect to a student’s education records. In several instances, state law gives greater rights than exists under federal law, in which case state law prevails. One such instance is with regard to who is an “eligible student.” As a matter of state law, an “eligible student” is a student who is 14 years of age or older or who has entered 9th grade. These laws provide the following rights:

(1) As a matter of state law, parents/guardians and eligible students have the right to inspect and review the student's education records as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents as provided in 603 CMR 23.07 (5). Parents/Guardians or eligible students should submit to the Weston High School Assistant Principal a written request that identifies the record(s) they wish to inspect. The Weston High School Assistant Principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

State law provides that, upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would effectively prevent the parents or eligible student from exercising their right, under federal law, to inspect and review the records.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under state and federal laws. Parents/Guardians or eligible students who wish to ask the Weston High School to amend a record should write to the Weston High School Assistant Principal, clearly identify the part of the record they want changed and specify why it should be changed. If the Weston High School decides not to amend the record as requested by the parent or eligible student, the Weston High School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to provide written consent before the school discloses personally identifiable information from the student's education records, except to the extent that FERPA and/or state law authorizes disclosure without consent. Some of the exceptions to this general rule are described below:

School Officials with Legitimate Educational Interests

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Weston High School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school committee; a person or company with whom Weston High School has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Officials of Another School in Which Student Seeks to Enroll

Another exception recognized by state and federal laws is the right for a public school to disclose education records without consent to officials of another school district in which a student seeks or intends to enroll or already is enrolled if the disclosure is for purposes of the student's enrollment or transfer. Weston Public Schools hereby provides notice that this is an exception Weston accesses.

Directory Information Exception & Right to Opt-Out

The Weston Public School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District that you are opting out of the disclosure of directory information about your child. The primary purpose of directory information is to allow the Weston Public School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;

- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require public schools to provide military recruiters, upon request, with three directory information categories—names, addresses and telephone listings—unless Parents/Guardians and/or eligible students have informed the school district that they do not want their student's/their information disclosed without their prior written consent.

If you do not want Weston High School to disclose directory information from your child's/your education records without your prior written consent, you must notify the Weston High School in writing by October 15, 2026. Weston High School has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

(4) The right to file a complaint with the U.S. Department of Education and/or MA Department of Elementary and Secondary Education concerning alleged failures by Weston High School to comply with the requirements of FERPA and/or Massachusetts' student record laws and regulations.

Family Policy Compliance Office
U.S. Department of Education 400
Maryland Avenue, SW Washington, DC
20202-8520

FERPA.Complaints@ed.gov
(855) 249-3072

MA Department of Elementary and Secondary Education
Problem Resolution System
135 Santilli Highway
Everett, MA 02149
DESECompliance@mass.gov
(781) 338-3700

Access to Student Records

As of 1998, Massachusetts Law (General Laws Chapter 71, Section 34H) specifies detailed procedures that govern access to student records by parents who do not have physical custody of their children. For more information, please contact your child's school Guidance Counselor.

Legal References

1964-Civil Rights Act: Title VI

"No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Information is on file at Case House or through Title VI

Hotline: 1-888- TITLE-06

Complaint manager for Weston Public Schools:
Todd Whitten
Assistant Superintendent
Case House
89 Wellesley Street
Weston, MA 02493
(781) 786-5220
whittent@weston.org

1972-Educational Amendments: Title IX

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any educational program or activity receiving Federal aid."

Information is on file at Case House or through the website

<http://www.ed.gov/pubs/Title IX>
Title IX Coordinator for Weston Public Schools:
Amy La Hait
HR Director
Case House
89 Wellesley Street
Weston, MA 02493
(781) 786-5220
lahaita@weston.org

M.G.L. Chapter 76: Section 5 – Place of Attendance; Violations; Discrimination

"Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation."

1973-Rehabilitation Act: Section 504 1999-Americans with Disabilities Act Title II

No "otherwise qualified handicapped individual" shall be excluded from participation in any program or activity receiving Federal financial assistance.

These two laws prohibit disability-based discrimination and protect an individual with a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such impairment. Major life activities include, but are not limited to, walking, seeing, hearing, speaking, breathing, learning, and working.

A student who is evaluated and determined to have a physical or mental impairment that substantially limits one or more major life activities and requires accommodations in order to have equal access to all of the Weston Public Schools' offerings is eligible for a Section 504 Accommodation Plan. Students on a Section 504 Plan are entitled to a free, appropriate public education (FAPE); "appropriate" in the context of Section 504 is access to an education and school offerings that are comparable to that provided to students without disabilities.

At Weston Middle School, a 504 referral must be made through the student's school counselor. After all the required documentation has been received, the counselor will make a presentation to the Middle School 504 Team.

Information is on file at Case House or through Office of Civil Rights: 1-800-368-1019
Section 504 and Title II District Coordinator:
Todd Whitten
(781) 786-5220
whittent@weston.org

Weston Public Schools District-wide and School-wide Education Service Plan

In accordance with Massachusetts General Laws Chapter 76, Section 21 and Chapter 71, Sections 37H, 37H½, and 37H¾, Weston Public Schools must provide each student who is suspended or expelled with an opportunity to make academic progress (earn credits, make up assignments, tests, papers, and other school work as needed) during the suspension or expulsion. Any student who is suspended for more than ten (10) consecutive days or expelled must be notified in writing of the opportunity to select from the following education service options for the duration of the school suspension at the time of the suspension or expulsion:

Access to Tutoring at a designated public site identified by the school district. The tutoring will be provided by qualified WPS personnel or contracted providers as assigned by the Weston Public Schools. The academic work will be consistent with the academic standards and curriculum frameworks established for all students under 603 CMR §§53.13(2) and 53.13(3).

Access to Online Education provided on a platform identified by the school district. The academic work will be consistent with the academic standards and curriculum frameworks established for all students under 603 CMR §§53.13(2) and 53.13(3).

Weston Middle School reviews its handbook each summer as a collaborative group.