

Walpole High School

Student-Parent Handbook 2025-2026



Main Office: 508.660.7257

Fax Number: 508.850.7958

Website: www.walpole.k12.ma.us/o/whs

August/September				
M	T	W	TH	F
25	26	27	28	29
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

(23 days)

October				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

(22 days; 45 cum.)

November				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

(17 days; 62 cum.)

December				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

(17 days; 79 cum.)

January				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

(16 days; 95 cum.)

1/26, 27 snow days
6/19 Juneteenth Holiday

February				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

(15 days; 110 cum.)

March				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

(22 days; 132 cum.)

April				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

(16 days; 148 cum.)

May				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

(20 days; 168 cum.)

June				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

(12 days; 180 cum.)

SEPTEMBER
8/25 & 8/26 Teacher Start - Professional Development
8/27 First Day of School - Grades 1 - 12
8/28 Open House - Pre-Kindergarten and Kindergarten
8/29 & 9/1- NO SCHOOL - Labor Day Weekend
9/2 First Day of School - K and Pre-K
9/19 Early Release - Staff Training
OCTOBER
10/10 Early Release - Staff Training
10/13 Columbus Day
NOVEMBER
11/11 No School - Veteran's Day
11/14 Early Release - Gr. K-8 Parent/Teacher Conferences
11/26 Early Release - Thanksgiving
11/27 - 11/28 Thanksgiving Recess
DECEMBER
12/12 Early Release - Staff Training
12/23 Early Release - Start of Winter Recess
12/24 - 1/2 Winter Recess
JANUARY
1/5 Students Return/Classes Resume
1/16 - No School for Students/Staff Training
1/19 Martin Luther King, Jr. Day
FEBRUARY
2/6 Early Release - Staff Training
2/16 - 2/20 February Recess
2/23 Classes Resume
MARCH
3/13 Early Release - Staff Training/P-T Conferences K-5
3/27 Early Release - Staff Training
APRIL
4/3 - No School - Day of Low Attendance
4/20 - 4/24 April Recess
4/27 Classes Resume
MAY
5/15 Early Release - Staff Training
5/25 Memorial Day
JUNE
6/7 WHS Graduation (Sunday)
6/15 Last Day Pre-K
6/16 Last Day Gr. K - 11 w/no additional snow days - Early Release
6/18 Last Day Pre-K - with 5 snow days - Early Release
6/22 Last Day Gr. K-11 w/5 snow days - Early Release

*6/30: Last possible date inclusive of cancellation/make-up days. The school year consists of 180 days within a floating calendar. If days are postponed for any reason, those days are added to the end of the school calendar up to and including June 30th.

TERM ENDING DATES AND REPORT CARDS 2025-2026

Term I

- ❖ August 25, 2025 - October 31, 2025
 - Progress Reports issued: October 7, 2025
 - Report Cards issued: November 12, 2025
 - Incompletes Due: November 14, 2025

 - Conference Nights: November 20 and November 24, 2025

Term II

- ❖ November 3, 2025 – January 21, 2026
 - Progress Reports issued: December 16, 2025
 - Report Cards issued: January 30, 2026
 - Incompletes Due: February 5, 2026

Semester I- August 27, 2025- January 21, 2026

Term III

- ❖ January 22, 2026 - April 6, 2026
 - Progress Reports issued: March 3, 2026
 - Report Cards issued: April 14, 2026
 - Incompletes Due: April 29, 2026

Term IV

- ❖ April 7, 2026– June 18, 2026*
 - Senior Progress reports: April 29, 2026
 - Progress Reports issued: May 12, 2026
 - SENIOR GRADES:
 - *Last Day for Seniors: Wednesday, May 27, 2026*
 - Senior Grades due on X2: June 5, 2026, by noon
 - *Senior Finals: May 28, 29, June 1 and 2, 2026*
 - Underclassmen Grades due on X2: June 18, 2026
 - All Report Cards published on X2: June 18, 2026

Semester II- January 22, 2026- June 18, 2026*

Grades should be up-to-date and available for each student in every class on X2. (at least) every two (2) weeks beginning two (2) weeks after classes begin.

(*June 30): Last possible date inclusive of cancellation/make-up days. The school year consists of 180 days within a floating calendar. If days are postponed for any reason, these days are added to the end of the school calendar up to, and including, June 30.

MCAS DATES*

Exam	Grade Testing	Dates
English Language Arts Mathematics (retest)	some 11 and 12	November 5 and 6, 2025 November 12 and 13, 2025
English Language Arts Mathematics	all 10	March 24 and 25, 2026 May 19 and 20, 2026
Introductory Physics Biology	9 and some 10 & 11	June 2 and 3, 2026

Students should not be scheduled for activities or travel during these days.

**These dates are determined by the Department of Elementary and Secondary Education*

**** To search for a specific topic: use Ctrl+F and type your term into the search box****

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This is a dynamic document that will be updated as necessary, and available on the WHS website.

PRINCIPAL'S MESSAGE

As principal of Walpole High School, I want to personally extend a warm welcome to all of our students and their parents. It is a great pleasure to be a part of a learning community that has such a long and proud tradition of fostering excellence. Whether you are new to our school or are a returning student, I am pleased that you are part of the Walpole High School community. You will find Walpole High School to be one of the finest high schools in the Commonwealth, largely as a result of the dedicated and caring faculty and staff who are committed to helping you find personal and academic success.

High school is a very important juncture as you mature into adulthood. The effort you put in now will form the character of who you will become. As Swami Sivananda once said, "Put your heart, mind, intellect, and soul even to your smallest acts. This is the secret of success." The teachers, staff, and administration are here to assist and guide you on your path to success. Together we can accomplish a great deal, and all of us in the Walpole High School learning community look forward to working with you in this endeavor.

An important place to begin is taking responsibility for familiarizing yourself with the Student-Parent Handbook. This is a very important document that you should read and review, for it is a guide that will help you navigate through Walpole High School. Whether you have questions of an academic nature or are interested in rules and procedures, the Student-Parent Handbook should be the first place you seek out information. Many of your rights as students and your obligations as a member of the Walpole High School learning community are explained in its contents. Please speak with your teachers, counselors, or an administrator if you have questions about any school policies or procedures.

I am excited to be a part of the Walpole High School community and I look forward to working with you in making the 2025-2026 school year the best one yet. Best wishes for a successful and rewarding school year!

Sincerely,

Stephen C. Imbusch

Stephen C. Imbusch

Principal

STUDENT COUNCIL PRESIDENT'S MESSAGE

Dear Walpole High School Students and Families,

As the presidents of Student Council for the 2025-2026 school year, we want to welcome everyone to our community full of outstanding students and devoted faculty. Students at Walpole High School are able and encouraged to participate in a wide variety of different extracurriculars. These activities allow for students to explore other interests such as Robotics Club, National Art Honors Society, and Spanish Club. In addition to academics and clubs, students are also stellar athletes on the field. In the last two years, our sports teams were able to win a total of five state championships, including Field Hockey, Girls Lacrosse, Softball, and Baseball. Due to the understanding of our teachers and coaches, students are able to find a balance between academics and extracurricular activities, allowing students to fully explore their own interests.

Walpole High School's Student Council takes pride in planning and hosting events for both students and staff to join or watch. Some of our popular events include the Pep Rally, Powder Puff, our annual Cornhole Tournament, and one of our newer additions, the Spikeball Tournament! These events are a great way to raise money for non-profit organizations, charities, or for the council to use on future plans. Additionally, the Student Council enjoys coming together to help out our community for events like Fall Yard Clean Up, in which the whole council devotes their time to clean up yards all around Walpole, and the Wall of Hope, where student council members sell pink ribbons at lunch to donate towards breast cancer research. This past year, Student Council began showing the school's solidarity against ALS by selling red ribbons during lunch as well, with proceeds going to funding for research against the disease. The Student Council greatly values all students who help or participate in any of our fundraising events.

Throughout the school year, our guidance counselors do a great job at explaining potential student pathways and guiding students towards whatever pathway is fit for them. Our counselors are always available to tend to, listen, and advise any and all students with their struggles concerning what their life will be like after high school. No matter what grade, the counselors are always there to lend a helping hand with any questions, big or small. Our staff helps guide students to graduate and pursue what they choose. Our new MyCAP seminars are a great example of this, informing students of all of the pathways after high school graduation and advice on how to get there. Counselors are often available for one on one appointments throughout the year, so do not hesitate to reach out.

We are so excited for the upcoming school year and the events we have planned for this year. We want to wish everyone a great year and encourage all students to get involved in the Walpole High School community.

Sincerely,

Jane Gurtowski and Nadia Michienzi
Student Council Presidents

****INFORMATION TO MILITARY RECRUITERS – OPT-OUT FORM****

FORM MUST BE SENT TO WALPOLE HIGH SCHOOL OFFICE OF SCHOOL COUNSELING

Bridget A. Gough, Ed. D.

SUPERINTENDENT'S NAME

135 School Street

SUPERINTENDENT'S ADDRESS

Walpole, MA 02081

SUPERINTENDENT'S CITY, STATE, ZIP

To Whom It May Concern:

Section 9528 of the No Child Left Behind Act of 2001 requires schools to release our family's private information to military recruiters unless we "opt-out" in writing.

___As a parent/guardian, I am exercising the right to request that you do not turn over the name, address, telephone listing, and school records to the Armed Services, Military Recruiters, or Military Schools of the following student.

___As a student, I request my own name, address, telephone number, and school records not be released to the Armed Forces, Military Recruiters, or Military Schools.

STUDENT NAME

NAME OF SCHOOL

Sincerely,

SIGNATURE

DATE

NAME

ADDRESS

CITY STATE ZIP

SCHOOL COUNSELOR ASSIGNMENTS 2025-2026

2026	
Dolan	A - Bia
O'Toole	Bie - Doh
Connolly	Don - Ho
Vigneau	Hu - Mar
O'Brien	Mas - P
Wilson	Q - Z
2027	
Dolan	A - Ar
O'Toole	Au - Dac
Connolly	Dah - Han
Vigneau	Har - Matte
O'Brien	Matth - Pe
Wilson	Ph - Z
2028	
Dolan	A- Bl
O'Toole	Bo - Dut
Connolly	Dun - Kie
Vigneau	Kiw - Mik
O'Brien	Mil- Ros
Wilson	Rou - Z
2029	
Dolan	A-Alv
O'Toole	An-Cr
Connolly	Cu- Hard
Vigneau	Harr - Manz
O'Brien	Mar-Rob
Wilson	Rod - Z

ADMINISTRATION

Mr. Stephen C. Imbusch, Principal
Dr. Kristina Kelleher-Bianchi, Assistant Principal
Mrs. Lee M. Tobey, Assistant Principal

ASSISTANT PRINCIPAL ASSIGNMENTS

Students whose last name begins with A – J are assigned to Dr. Kristina Kelleher-Bianchi
Students whose last name begins with K – Z are assigned to Mrs. Lee Tobey

Note: Parents wishing to speak with a particular teacher or staff member may do so by calling the WHS Main Office (508) 660-7257 and entering their specific four (4)-digit extension number.

Email Communications: All WHS staff may be reached using the following guidelines – first (formal) initial of the first name and last name followed by @walpole.k12.ma.us

2025-2026 BELL SCHEDULES

M,T,Th,F

	Start	End
Lockers	7:10	
Warning Bell	7:19	
A	7:20	8:17
B	8:22	9:23
Snack	9:23	9:33
C	9:33	10:30
D	10:35	11:32
E	11:37	12:58
Lunch 1	11:37	11:57
Lunch 2	12:02	12:27
Lunch 3	12:32	12:58
F	1:03	2:00

Wednesday

	Start	End
Lockers	7:10	
Warning Bell	7:19	
A	7:20	8:14
B	8:19	9:13
Snack	9:13	9:23
C	9:23	10:17
D	10:22	11:16
E	11:21	12:35
1st lunch	11:21	11:39
2nd lunch	11:44	12:07
3rd lunch	12:12	12:35
F	12:40	1:34
Intervention	1:34	2:00

Early Release

	Start	End
Lockers	7:15	
Warning Bell	7:24	
A	7:25	7:55
B	8:00	8:35
Snack	8:35	8:45
C	8:45	9:15
D	9:20	9:50
E	9:55	10:25
F	10:30	11:00

1 HOUR DELAY

	Start	End
A	8:20	9:07
B	9:12	10:03
Snack	10:03	10:13
C	10:13	11:00
D	11:05	11:52
E	11:57	1:08
Lunch 1	11:57	12:17
Lunch 2	12:22	12:42
Lunch 3	12:47	1:08
F	1:13	2:00

90 MINUTE DELAY

	Start	End
A	8:50	9:32
B	9:37	10:23
Snack	10:23	10:33
C	10:33	11:15
D	11:20	12:02
E	12:07	1:13
Lunch 1	12:07	12:27
Lunch 2	12:30	12:55
Lunch 3	12:53	1:13
F	1:18	2:00

2 HOUR DELAY

	Start	End
A	9:20	9:57
B	10:02	10:42
Snack	10:42	10:52
C	10:52	11:29
D	11:34	12:11
E	12:16	1:18
Lunch 1	12:16	12:36
Lunch 2	12:37	12:57
Lunch 3	12:58	1:18
F	1:23	2:00

WALPOLE HIGH SCHOOL MISSION STATEMENT

The mission of Walpole High School is to foster learning through a collaborative process that engages students, educators, and the community. This endeavor provides opportunities for students to acquire knowledge and to develop skills in order to achieve academic and personal goals.

WHS Vision Statement	Walpole High School prepares responsible students to be active members of their local and global communities by prioritizing respect, engagement, and collaboration.		
	Respect	Engagement	Collaboration
	<ul style="list-style-type: none"> ● Respect for self ● Respect for others ● Respect for environment 	<ul style="list-style-type: none"> ● Engaged in preparing for the future ● Engaged in the local community ● Engaged with the global community 	<ul style="list-style-type: none"> ● Peer collaboration ● School community collaboration ● Staff collaboration

WHS BELIEFS ABOUT LEARNING

- All students want to learn.
- All students can learn and be successful.
- All students have talents and abilities.
- Learning is a life-long process.
- High expectations supported by quality instruction are integral to student learning.
- Effort, perseverance and responsibility are fundamental to success.
- Students learn best in a safe, secure, nurturing, and respectful environment.

WHS 21st CENTURY LEARNING EXPECTATIONS - ACADEMIC

- Read critically
- Think logically and analytically
- Communicate effectively through oral and written expression
- Develop effective study skills
- Solve problems and make decisions
- Use current technology

Read Critically

For this expectation, the student will:

- Read for meaning
- identify the main idea of a passage
- recognize and remember key ideas
- cite evidence to support a position or point of view
- draw valid conclusions from data studies
- judge the adequacy of information for a specific purpose

Think Logically and Analytically

For this expectation, student will:

- support a position using clear and valid reasoning
- determine a specific conclusion derived from general principles (deductive reasoning)
- conclude general principles from specific examples and past experiences (inductive reasoning)
- recognize, identify, and explain patterns and relationships in oral and written expression

Communicate effectively through oral and written expression

For this expectation, the student will:

- communicate via oral and written expression with clarity, purpose, precision, and understanding of audience
- actively listen and respond to various forms of communication
- use a variety of communication forms and a wide range of communication strategies

Develop Effective Study Skills

For this expectation, the student will:

- demonstrate efficient study skills by managing time and resources effectively
- apply learned skills to demonstrate knowledge
- develop strategies and/or methods that will directly enhance ability to comprehend and remember information
- demonstrate participation skills that enhance learning

Solve Problems and Make Decisions

For this expectation, the student will:

- identify specific problems to be resolved
- develop a plan to solve the problem
- apply existing knowledge to solve problems with different parameters
- decide appropriate pathways to solve problems
- evaluate the validity of results

Use Current Technology

For this expectation, the student will:

- apply tools such as Google applications, databases, apps, presentation and multimedia software to evaluate, collect, and process information
- apply technology specific to different curriculum areas
- use current technology responsibly and with an understanding of issues around ethics and safety of electronic media

WHS 21st CENTURY LEARNING EXPECTATIONS - SOCIAL

- Be respectful and responsible to themselves and one another
- Work collaboratively
- Explore educational and career opportunities
- Participate in intellectual, cultural, artistic, and physical activities
- Be Respectful and responsible to themselves and one another

For this expectation, the student will:

- Take the most challenging and appropriate academic program to fulfill the requirements stated in the Program of Studies

- Work hard and dedicate themselves to their responsibilities
- Behave according to the guidelines stated in the Walpole High School Student-Parent Handbook and in each teacher's Classroom Management Plan

Work Collaboratively

For this expectation, the student will:

- Work cooperatively with other students toward a common goal

Explore Educational and Career Opportunities

For this expectation, the student will:

- Explore post-secondary educational and career opportunities

Participate in intellectual, cultural, artistic, and physical activities

For this expectation, the student will:

- Participate in intellectual, cultural, artistic and physical experiences as part of curricular, co-curricular, and/or extracurricular opportunities.

WHS 21st CENTURY LEARNING EXPECTATIONS - CIVIC

- Exercise all rights and responsibilities of a law-abiding citizen

CR 14: COUNSELING AND COUNSELING MATERIALS FREE FROM BIAS AND STEREOTYPES

The opportunity to receive guidance and counseling in a student's primary language should be made available to students from homes where English is not the primary language spoken.

South Bay Mental Health: Attleboro Office 508-223-4691

Massachusetts Society for the Prevention of Cruelty of Children: 617-983-5800

Brockton Area Multi Service Inc. 508-580-8700

May Counseling: 508-660-1510

Boston Health Care: 508-660-7949

Riverside Community Care: 781-329-0909 or 877-869-3016

DOVE: 617-471-1234 or 1/888/314-DOVE (3683)

Interface Counseling Services: 888-244-6843

SCHOOL-RELATED PROBLEMS AND CONCERNS

Students should self-advocate first but from time to time, parents/guardians may wish to bring problems or concerns to the attention of appropriate school officials. To assist parent/guardians and/or students who have reached the age of eighteen in this regard, the following general guidelines may be helpful:

1. Any concerns regarding a school-related matter should first be raised by the parent/guardian/student who has reached the age of eighteen with the staff member most directly involved (e.g., questions regarding the content of instructional materials or homework assignments should be raised with the teacher involved).
2. If the matter remains unresolved, the parent/guardian/student who has reached the age of eighteen may wish to speak with either the respective Department Chairperson or School Counselor.
3. If the matter remains unresolved, the parent/guardian/student who has reached the age of eighteen may wish to speak with the assistant principal or building principal. Appointments can be scheduled by contacting the main office.
4. If the matter is still unresolved, the parent/guardian/student who has reached the age of eighteen may wish to speak to the Superintendent. For an appointment, simply contact the Superintendent's Office.
5. If the matter still remains unresolved, the parent/guardian/student who has reached the age of eighteen may wish to bring it to the attention of the school committee by communicating directly with the chairperson of the school board.

We urge that parents/guardians/students who have reached the age of eighteen (18) use the progressive steps outlined above, as most problems can be addressed satisfactorily by the teacher or other staff member most directly involved. Starting "at the top" inevitably results in no decision and the matter being remanded to the staff member most directly involved.

The following are examples (not an all-inclusive list) of issues that are more appropriately addressed at the levels indicated.

1. Teachers
 - a. Student homework assignments, quizzes, and tests;
 - b. Course content, instructional materials, academic progress, and extra help;
 - c. Issues related to classroom discipline, relationships with other pupils and the teacher;
2. School Counselor
 - a. Problems between school and home; teacher and pupil; pupil and other pupils;
 - b. Personal matters relating to student development, behaviors, and interactions with others;
3. Principal
 - a. Any issue arising out of a school building when no other staff member can be specifically identified;
 - b. Student placement issues (in a class, program, instructional level);
 - c. Instructional and co-curricular program issues (athletics, music, drama, etc.);
 - d. Matters related to the physical plant;
 - e. Complaints, dissatisfaction, or concerns regarding school personnel;
 - f. Student records; school-wide discipline issues; bus conduct issues.

4. Superintendent/Assistant Superintendent
 - a. Questions regarding school committee policies and administrative procedures;
 - b. School committee meeting and agenda items;
 - c. Any school system records or documents;
 - d. Budgetary matters;
 - e. Hiring and supervision of staff;
 - f. Complaints, dissatisfaction, or concerns regarding school personnel or services which have not been resolved at the principal's level;
 - g. Suggestions or requests for change in the curriculum;
 - h. Transportation matters (if not resolved by the transportation coordinator/business manager).

5. School Committee
 - a. Matters pertaining to policy (class size; student trips; fund-raising activities, etc.);
 - b. Requests that specific courses and programs are included in the program of studies;
 - c. Complaints regarding the superintendent;
 - d. School committee minutes and agenda items (chairperson of school committee)
 - e. Budgetary matters; long-range planning (facilities, programs, etc.).

HOME/SCHOOL COMMUNICATIONS

Email can be an effective tool to increase communication, cooperation, and teamwork toward improved learning. It should be considered a complement to, rather than a replacement for, direct conferencing. Any circumstance in which email might erode the cooperative spirit between teacher and parent/guardian, however, must be avoided.

The principal will send a weekly email (eNotes) to all students who are active in X2 Aspen and their parents/guardians.

WALPOLE PUBLIC SCHOOLS ADMINISTRATIVE PROTOCOL FOR COMMUNICATION

Administrative Protocol for Communication

Increases in the capabilities and availability of technology have made communications between home and school more accessible than ever. While we have realized many benefits as a result of developments in technology, these developments have also been accompanied by changes in demands on time, as well as changes in expectations regarding the content, quantity, and timeliness of home-school communications.

Walpole Public Schools Communications Guidelines

- Teachers identify their preferences for mode of communication with parent/guardians at the beginning of the year
- E-mail and messages should be concise
- Parent/guardians need to read/check school and classroom newsletters and the WPS and Schools' websites
- Receipt of the email will be acknowledged if the response is delayed
- Two school day turnaround time for actual response to the email
- Urgent messages should be put in the teachers' mailbox in the office

- Parents/guardians should never go directly to a classroom during the day. They must sign in at the office first and check with the secretary.
- Parent/guardian volunteers need to respect the confidentiality of students and staff
- Specific expectations and responsibilities of volunteers will be communicated

E-mail affords both “on-demand” and “at your convenience” communications. However, e-mail has limitations, which create the potential for miscommunication or misunderstanding, especially when dealing with complicated issues. Among the limitations of email, the absence of “tone” is paramount. Consequently, email should be limited to concise information sharing rather than extensive dialogue or conversation on a particular subject or issue. The full names of students should not be used. The first name and last initial is the preferred convention.

To help mitigate some of the pitfalls and shortcomings of e-mail, it is suggested that staff and parents/guardians adhere to the “two-volley” principle. The “two-volley” principle would work like this. Let’s say a teacher receives an email from a parent/guardian, and the teacher responds to the parent/guardian response (“Volley 1”). The parent/guardian responds to the teacher’s response, and the teacher responds to the parent/guardian response (“Volley 2”). At that point, two “volleys” have been completed. If the parent/guardian responds a third time to continue the dialogue on the same issue, then the parent/guardian and teacher should set up a mutually convenient time for a telephone conference so that they can talk in person. The same principle would apply to an email sequence initiated by a teacher.

There is no question that effective communication between home and school is essential for school success. In the Walpole Public Schools, we continue to welcome and value the ongoing partnership between parents/guardians and the school in providing high-quality educational experiences for all of the children in our school.

Precautions:

- Email is not private and can be read by others**
- Deleted email can still be retrieved from a computer’s hard drive
- Rules of confidentiality that apply to other written or spoken communication must always be heeded
- Information that would be detrimental in any way to a student’s well being should always be communicated personally and not by email
- Opinions or subjective matter would best be communicated in other ways

Both staff and parent/guardians need to remember:

- Email sent is not necessarily email received
- Do not assume that emails will be opened and responded to in the course of a workday

**Supervisor of Public Records Bulletin No 1-99, May 2003: All email created or received by an employee of a government unit is a public record. In Massachusetts, all email messages are subject to public access and disclosure through the provisions of the Public Records Law.

COURSE REQUIREMENTS

All students must be enrolled in a minimum of 35 credits each year for their academic programs. Students should plan their individual schedules according to their needs and objectives. This decision can best be determined by self-evaluation and with help from parents/guardians, teachers, and the School Counselor. Choosing a year’s program is an important step and should be done with care and thoroughness.

In the early spring of each year, every student will be asked to make out their program for the following year. Prior to this, students will have time to evaluate their progress and objectives and to discuss their particular program with their teachers and School Counselors.

Parents/students should know that the scheduling process often begins at the close of the 3rd term. It is never too early to plan for the four-year sequence of courses. Please note that the Program of Studies is online at: <https://www.walpole.k12.ma.us/o/whs>

COURSE LEVELING DESIGNATIONS

Academic courses at Walpole High School are classified according to four (4) levels of difficulty. Definitions of these four (4) levels have been outlined below for your reference. The purpose of leveling courses is to allow parents/guardians and students the opportunity to know, before selecting a course, the kinds of scholastic expectations that will be made. Leveling allows us to best meet the educational needs of our students. Some courses are not leveled. Unleveled classes meet the Walpole High School academic standards; however, they will not be calculated in the GPA.

ADVANCED PLACEMENT	Accelerated, highly challenging courses designed to prepare students for (AP) the national Advanced Placement Examination. The curriculum is based on the A.P. syllabus. Students are required to take and pay for the A.P. examination.
HONORS (H)	Intended for students who have demonstrated proficiency in previous courses in that same subject area and level, or advanced proficiency in CP1. The pace is very challenging and academic expectations are rigorous. Students must have demonstrated the capacity to work independently, and do research.
COLLEGE PREP 1 (CP-1)	Designed to challenge students who have demonstrated proficiency in previous courses in the same subject area and level, or advanced proficiency in CP2.
COLLEGE PREP 2 (CP-2)	Intended for students who have demonstrated proficiency in the same subject area and level. Courses are designed to develop a thorough understanding of the fundamentals of the subject and the application of concepts.

COURSE PREREQUISITES/WAIVERS

Meeting academic prerequisites are required to ensure adequate preparation for continuing study in certain subject areas. Prerequisites are not intended to arbitrarily restrict students from certain courses, but rather to direct students to courses in which they can make more satisfactory progress. Students will not be permitted to enroll in any course for which they have not met the prerequisite.

Waivers of prerequisites can be made only by the high school principal in conjunction with the department head, and may be granted in cases of extenuating/extraordinary circumstances. Should waiver of a prerequisite be sought, it must be submitted on the "Academic Waiver Request Form". If space is limited, priority will be given to those students who meet the prerequisites. Please see your high school School Counselor for further information.

Students who are granted an Academic Waiver must remain in the requested course until at least October 1st. At the conclusion of each term, the School Counselor and the teacher will evaluate the student's progress. Grades below seventy-five percent (75%) for the first term may, with teacher recommendation, result in the student's

removal from the waived course. A student whose grade is below eighty percent (80%) for two (2) consecutive grading quarters may, upon recommendation of the teacher, be moved from the course.

INCOMPLETE TERM GRADES

If a student receives an incomplete, the student is expected to make up the incomplete work as soon as possible, and no later than two (2) weeks following the term closing date, except with administrative approval. If the student does not complete the incomplete work in the two (2) week period, without prior administrative approval, the term grade will be calculated including the missing grades.

WITHDRAWAL FROM COURSES

If a student withdraws from a course *after the start of the course students will receive a W on their transcript. After September 30th for the first semester and year-long courses, March 1 for second-semester courses*, a WP (withdrawn passing) or WF (withdrawn failing) will be entered and remain a part of the student's transcript.

SCHEDULING & COURSE CHANGES

Allocation of staff, rooms, and the number of sections offered of each course are determined by the number of student requests received for a specific course. Course changes present a significant disruption to teaching and learning. Students are committed to remaining in the courses they request for the entire year, or in the case of semester-based courses, for the entire semester. On occasion, extenuating circumstances may exist that require a course change request to be considered. In these cases, the student is responsible for any missed content due to level change, per teacher discretion.

COURSE CHANGE PERIOD

1. Counselors are available by appointment to meet with students for the three days prior to the start of school.
2. The first full 8-day cycle
 - A course change may be considered during this time when:
 - The student has failed to receive the appropriate grade in summer school
 - The student has not taken or has failed the required prerequisite for the course
 - The student is scheduled for less than 35 credits
3. At the completion of the 2nd cycle, students may initiate changes to course levels. There will be no level changes after the close of Semester 1.

COURSE LEVEL CHANGES

Students requesting a level change for a course must see their School Counselor to obtain a "Course Change Request" form. When completed, this form should include a written response from the present teacher, parent/guardian (if the student is under the age of eighteen), department chairperson, and School Counselor. All course changes require administrative approval. Students must follow their original schedule until they receive a new computer schedule from their School Counselor.

Students wishing to drop and/or add a course involving a change in levels that is not recommended by the teacher may be required to participate in a conference involving the teacher, parent/guardian, department chairperson, counselor, and/or an administrator to review the reasons for the request. Level changes may not be initiated after the close of the first semester.

GRADUATION REQUIREMENTS

Graduation from Walpole High School requires students to meet the updated competency determination criteria set forth by state law. This policy ensures that every student demonstrates mastery of the skills, competencies, and knowledge essential for success in postsecondary education, career readiness, and civic engagement.

Graduation Requirements: To earn a high school diploma, a student must:

CORE COURSEWORK	English - 4 years (To include Fr, So, Jr, & Sr English)
	Mathematics - 3 years (To include the completion of Algebra II Students are recommended to take a 4 th year of math Students on an E.P.P. are required to take a 4 th year of math)
	Science – 3 years (To include one life science and one physical science)
	Social Studies – World History, US History and The US in the Modern World
	World Language – 1 Year (Students are recommended to take at least 2 years of the same language)
	Wellness - 1 semester of Health and 4 semesters minimum of Physical Education
Additional-CORE Electives - 3 years - Students are encouraged to select from at least two different elective groups (See groups on next page)	
CREDIT REQUIREMENTS: 125 CREDITS	

The chart above reflects the minimum requirements for Walpole High School graduation. Please note that certain institutions of higher learning recommend additional courses for admission. Some students may also enroll in additional courses for personal success and/or interest.

PHYSICAL EDUCATION CLASSES

All students must enroll in and pass four semesters of physical education unless the physical education requirement is waived by the submission of a physician's certificate and approved by the school administration. A physician's certificate must be submitted to the school nurse or school counselor for review with administration before a waiver can be granted.

ADDITIONAL-CORE ELECTIVE GROUPS

Technology & Engineering	
Intro to Production Technology Advanced Production Technology Technical C.A.D. Architectural Design Product Design & Analysis Energy Systems CP Electronics	Engineering Design Computer Programming Web Design AP Computer Science Computer Animation Robotics
Business	

Accounting I, II Computer Applications I Entrepreneurship	Marketing Personal Finance 21 ST Century Living
Performing Arts	
Concert Chorus Treble Chorus String Orchestra Concert Band Music in Film & Entertainment Music Theory and Composition Piano I & II	Music Production I & II Guitar I & II Introduction to Theatre Musical Theater Workshop Music in Society Songwriting & Performance Public Speaking
Fine Art	
Printmaking & Mixed Media I Printmaking & Mixed Media II Drawing and Painting I, II, III Ceramics and Sculpture I Advanced Ceramics and Sculpture	Design I, II, III AP Drawing Interior Design Digital Photography Contemporary Art Theory & Practice
Media	
Digital Film-Making I, II Advance Digital Film Digital Media Applications Journalism I, II, III Essentials of Journalism	Yearbook Television Production Advanced Television Production Computer Animation Essentials of Digital Filmmaking
Humanities	
International Relations HR Microeconomics HR Macroeconomics HR Sociology CP1 Psychology CP1 AP Psychology	Economics CP1 Current Events & U.S. Politics CP1 African American Studies CP1 History & Culture thru Film CP2 Street Law CP2 AP Government

GRADUATION REQUIREMENT SEQUENCE CHART

	<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
1	Fr. English	So. English	Jr. English or AP Lang.	Sr. English or AP Lit.
2	World History	U.S. History	U.S. History in Modern World	<i>Social Studies</i>
3	Physics	Chemistry	Biology	<i>Science</i>
4	Algebra I	Geometry	Algebra II	<i>Math</i>
5	WorldLanguage	<i>World Language</i>	<i>Elective</i>	<i>Elective</i>
6	Core Elective	Core Elective	Core Elective	<i>Elective</i>
7	Health/PE	PE/Elective	PE/Elective	PE/Elective
8	Study	Study	Study	Study

BOLD – required

Italics - recommended

COMPETENCY DETERMINATION

Students must demonstrate mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks in ELA, Mathematics, and STE.

For students who have not yet earned a CD through the MCAS tests administered in 2024, mastery must be demonstrated through district-approved coursework. The coursework must be certified by the school district as providing evidence of mastery equivalent to the state's competency requirements and include:

- a passing grade in the equivalent of grade 10 English coursework
- a passing grade in the equivalent of Algebra I and Geometry coursework
- a passing grade in the equivalent of Biology, Chemistry, Physics, or Technology/Engineering coursework

Process for Certification of Coursework

The district shall develop and implement procedures to certify coursework that demonstrates a student's mastery of the required competencies.

This process will include:

- Alignment of curriculum and assessments with the state academic standards and curriculum frameworks in the areas measured by the MCAS high school assessments.
- Documentation of student performance and evidence of mastery in relevant coursework.
- Verification by district staff that the coursework meets the state's competency requirements.
- Final approval from the high school principal.

Consideration for Transfer Students

High school students transferring to Walpole Public Schools from another district will undergo a transcript review to ensure alignment with Walpole's graduation and competency determination requirements. If a student has met their previous district's local CD criteria, Walpole Public Schools will honor that determination, provided it aligns with Massachusetts Curriculum Framework standards.

Consideration for Out-of-District Students

All decisions regarding the acceptance of equivalent coursework will be made collaboratively by academic department heads and Walpole High School building leadership in consultation with the Director of Pupil Personnel Services when appropriate.

GRADUATION

To be eligible for graduation from Walpole High School, a student must have completed all the requirements listed in the graduation requirements table and passed a minimum of twenty-five (25) credits during their senior year.

The Massachusetts Department of Elementary & Secondary Education requires students to earn the Massachusetts Competency Determination as outlined by district.

Waivers: Should a student seek to waive any of the graduation requirements, the following procedures must be followed:

1. Submit a letter to the principal stating:
 - the reason why the waiver should be granted
 - the course which would replace the waived requirement

2. Submit a letter from the student's parent/guardian stating their opinion of the request (only necessary if the student is under the age of eighteen).
3. Submit a letter from the student's School Counselor indicating their opinion of the request
4. An interview will be held with the building principal, a faculty member, and the School Counseling director

EARLY RELEASE PROGRAM FOR GRADUATION

Students may request to be released or graduate before their class if they believe they have extraordinary educational/vocational needs that justify their being exempted from the traditional four (4) year program and can meet all Walpole High School graduation requirements. The purpose of this policy is to establish a standardized application procedure, process, and guidelines by which the Review Committee may evaluate each application and make its recommendations to the principal. Please see your School Counselor for more information about the Early Release Program.

PROMOTION

In order to be eligible for promotion from one grade to another:

1. Freshmen, sophomores, and juniors are expected to pass twenty-seven point five (27.5) credits per year. In extenuating circumstances, the administration may choose to promote a student as long as the following criteria have been met: in order to advance to the senior year, students must have obtained at least eighty (80) credits. Outside coursework may be required
2. A student must have carried at least thirty-five (35) credits of work (Exceptions may be permitted by the principal)
3. Students attending summer school must formally notify the Director of School Counseling by August 20th that they have successfully completed their summer program or they will not advance to the next grade
4. All fifth-year students must follow rule two (2) above unless they receive a waiver from the principal

For additional information, please reference our Program of Studies catalog, available in the School Counseling Office and the school web page <http://www.walpole.k12.ma.us/whs/>

COURSE AUDITS

Any student may request to audit a course provided that the student has met the following requirements and there is room in the class:

1. Is presently taking thirty-five (35) course hours for credit (exclusive of audited courses)
2. Attend all class meetings
3. Completes all assignments
4. Receives approval to audit from the department chairperson, teacher, parent/guardian, School Counselor, and assistant principal

At the completion of each term, a grade of “Audit” (AU) will appear on the report card. “Audit” will be entered on the transcript. If one (1) and two (2) above are not met, a grade of WP (withdrawn passing) or WF (withdrawn failing) will be entered on the transcript and the student will be removed from the course.

ORIGINAL CREDIT COURSES TAKEN OUTSIDE OF WALPOLE HIGH SCHOOL

TEC Connections Learning Courses

Students who would like to take courses beyond the traditional sequence offered at Walpole High School may elect to enroll in an online course. Students who wish to enroll in a class offered by TEC Connections Learning (“TEC CL”) must complete an application and receive approval during the course request time frame. The Credit Request Form for TEC CL Classes is available in the School Counseling Office.

- Students may not take a course through TEC CL that is already offered by Walpole High School. Exceptions will be made on a case by case basis based on original course requests and master schedule conflicts.
- Students are responsible for paying a \$100 discounted tuition prior to the start of the course. If a student does not pass or fails to complete the course, the student will be responsible for the tuition balance of \$200.
- Students may be scheduled for one period of online course per year.
- Approved courses and grades will be noted on the student transcript. All grades will be recorded as reported by TEC.
- Students will be awarded 2.5 credits per semester upon successful completion of the course.
- TEC CL courses will not be included in a student’s GPA calculation.
- Course progress may not be monitored and requires student independence and commitment.
- Students taking an AP course will be responsible for the course payment, AP exam fee to the College Board, on exam day. The exam will be taken at WHS. The student must submit full payment to Mrs. Dolan in School Counseling by October 1st.

ACCREDITED ACADEMIC PROGRAMS OUTSIDE OF WALPOLE HIGH SCHOOL

Students who would like to take courses from another accredited virtual high school program, college or university may do so with prior approval. The Credit Request Form for Non-WHS Classes is available in the School Counseling Office.

- Students are responsible for paying tuition prior to the start of the course.
- Students may be scheduled for one period of online course per year.
- Courses taken for advancement in the WHS curriculum must be approved by the corresponding department head prior to enrollment.
- Approved courses and grades will be noted on the student transcript.
- The student is responsible for providing an official transcript from the program for inclusion on the WHS transcript.
- Credits are awarded based on course hours and successful completion of the course.
- Non- WHS courses will not be included in a student’s GPA calculation.
- Students taking an AP course will be responsible for the course payment, AP exam fee to the College Board, on exam day. The exam will be taken at WHS. The student must submit full payment to Mrs. Dolan in School Counseling by October 1st.

CLASS RANK

Walpole High School does not report an exact Rank in Class. In the college application process, each student's weighted GPA is reported on the transcript. In addition to the weighted GPA, the school profile provides a histogram representing the GPA distribution of the entire graduating class. This is submitted directly to the schools and colleges, and not available as a resource to students.

GRADE POINT AVERAGE

The level of the course and grade attained in the course are the basis for computing grade point average (GPA). All major academic courses and leveled elective courses completed in grades 9-12 at Walpole High School are included in GPA calculation. Only courses taken in Walpole High School are computed. Transfer students' coursework will appear on the transcript, but will not factor into GPA or rank calculation.

If you would like to find out more information about how to calculate GPA, please contact your School Counselor.

EXAM POLICY

Please note the school calendar is subject to change because of school cancellations. Final exams can be extended as much as five (5) days due to school cancellations. Students should not be scheduled for activities or travel during these five (5) days.

1. Mid-year and Semester I Final exams may be conducted in class. Administration of midyear exams is at departmental and course discretion. Senior final exams in May will be scheduled for one (1) hour and thirty (30) minutes.
2. All students are required to take their exams at the scheduled times. The final exam schedule may not be changed by teachers. Students who are tardy may not enter the examination room without an admittance pass from an administrator.
3. Attendance will be taken at the beginning of the examination period by the classroom teacher. Students are to remain in the examination room for the entire period. If a student leaves early, they will receive a class cut penalty. During senior final exams, students will be allowed to leave at the end of sixty (60) minutes or at the conclusion of the exam period.
4. No student will be excused from taking an exam at the scheduled time without prior administrative approval. Requests must be made in writing to the principal or assistant principals prior to the exam date. Administrative approval will be granted only for extenuating circumstances (i.e. serious illness, family emergency, etc.). A doctor's note will be required to document illnesses. In the case of athletic, music, and/or academic enrichment camps, excusal of the exam must be requested from administration and will only be granted in extenuating circumstances. A signed approval form must be obtained by the student from the principal or assistant principal, filled out by the classroom teacher, and returned to the office. In sudden emergencies on the day of an exam, a telephone call to an administrator from parent/guardian (unless the student has reached the age of eighteen) is required. Students who do not take an exam at the scheduled time (and have not received administrative approval to take a makeup exam) will be required to take an alternate exam at a later date or may receive a zero for the exam grade.
5. Students who miss an exam and have administrative approval to make it up will take the exam during the scheduled make-up period. If the exam cannot be made up at the specified time, arrangements need to be made with the student's teacher to complete the exam no later than the week following exams. No examination may be taken prior to the regularly scheduled time for the examination without administrative and teacher approval. Final exams must be made up as soon as possible. Seniors must take final exams prior

to graduation. Extenuating circumstances must be presented in writing to the principal for any exceptions. Please do not schedule sports camps, band camps, or other extracurricular or supplemental activities that conflict with the final exam schedule.

6. If school is postponed on an examination day, the schedule will be adjusted accordingly. For example, if the school is postponed on Tuesday, we will have Tuesday's schedule on Wednesday, etc.
7. The content of final examinations will be based on either the whole year or in the second semester only. Those full-year courses that give standardized exams (or which require repetition of the first semester's content to progress through the second semester) may base their final exam on the full year. Teachers must inform students of the content base for the final exam by the start of the second semester.
8. The final grade will be calculated as such:
 - a. Quarter averages x2
 - b. Midyear and/or Final Exam x1
 - c. Divide by the total number of term and exam grades posted in order to arrive at the final grade. Semester grades are not averaged to arrive at the final grade.
9. All students in A.P. courses are required to take the A.P. exam, which will exempt them from (in lieu of) their final exam. The A.P. exam will be provided by the CEEB (College Entrance Exam Board) and given at Walpole High School in May. Students in an A.P. course are required to pay the full exam fee (cost can be found at www.collegeboard.org) at the beginning of Term II. Any student who fails to pay for and/or take the exam will be removed from the A.P. course. Colleges to which the student has applied will be so informed. AP exam scores will not appear on transcripts.
10. Seniors will be exempt from semester course exams if they meet the following criteria:
 - a) Have an eighty (80) average for the semester. This average is computed by averaging the first and second term or third and fourth term grades; and
 - b) The second or fourth term grade must be eighty (80) or above
 - c) Have NOT violated the attendance policy for the semester in which the exam occurs
 - d) Exception: Any senior who turns in late work in the last term (of the course) may be required to take the final exam at teacher discretion.
11. Seniors in full-year courses, with the exception of A.P. courses, will be exempt from the final exam if they meet the following criteria:
 - a) Have an eighty (80) average for the year. This average is computed by averaging the third and fourth term grades, and then averaging them with the first-semester grade; and
 - b) The fourth term grade must be eighty (80) or above
 - c) Have NOT violated the attendance policy for the 2nd semester
 - d) Exception: Any senior who turns in late work in the last term (of the course) may be required to take the final exam.
12. Field trips and assemblies are not to be scheduled the week before examinations, including senior final examinations.
13. Advanced Placement students will not be allowed to participate in any field trips or assemblies 2 (two) weeks prior to their A.P. examinations that would cause them to be absent from their A.P. classes.

14. Midyear exams will be retained by the teachers until the end of February. Final exams will be retained by the teachers until the end of September.
15. Students selected **by Walpole High School faculty** to attend either the “Boys’ State” or “Girls’ State” programs will be exempt from taking their final examinations that conflict with scheduled program dates.
- a) If the dates for the programs fall outside of the school exam dates, students will be required to take their final exams.
16. Exam Dates: June 9-12, 2026, subject to change based on school cancellations.

GRADING SYSTEM

Each course will submit a number grade along with homework completion and “effort” comment for each term posting.

Grade descriptions:			
90-100	Advanced	WP	Withdrawn Passing
80-89	Proficient	WF	Withdrawn Failing
70-79	Progressing	AU	Audit
60-69	Needs Improvement	I	Incomplete
Below 60	Not yet meeting expectations	W	Withdrawn
		NG	No Grade

If a student withdraws from a course after September 30th for the first semester and year-long courses, or March 1st for second-semester courses, a WP or WF will be entered and remain a part of the student’s transcript.

If a student receives an incomplete, the student is expected to make up the incomplete work as soon as possible, and no later than two (2) weeks following the term closing date, except with administrative approval.

CONDUCT GRADES

At the end of each term, an overall school conduct grade will appear on the report card. All students begin with a conduct grade of “1” and, based on the number and type of discipline incidents, the number may rise to as high as a “5”. No conduct grade higher than “5” will appear on the report card. The Assistant Principals are responsible for determining conduct grades. Please note that conduct grades impact honor roll and athletic eligibility. See page 97 for more info.

The following is the conduct rating scale:

1. Excellent 2. Good 3. Fair 4. Poor 5. Failing

EFFORT COMMENTS

- **Excellent** – The student completes all assigned work both in and out of class, contributes significantly to class discussions, and has a very positive attitude towards the class. The student may also make contributions beyond expectations.
- **Good** – The student regularly completes the work assigned, but occasionally will miss an assignment. The student makes some contributions in class, and in general, has a positive attitude.

- **Fair** – The student usually completes the work assigned, but fails to do some assignments. The thoroughness and quality of the work is often less than what is expected. Only occasionally, does the student contribute in class or ask a question.
- **Inconsistent** – The student inconsistently completes the work assigned. The thoroughness and quality of the work varies. Class participation is also inconsistent and varied.
- **Unsatisfactory** – The student rarely, if ever, makes a contribution in class. The student often does not complete the assigned work. Motivation and attitude do not meet expectations.

In addition to subject grades and effort comments, teachers may also issue specific comments concerning student progress.

ACADEMIC PROGRESS REPORTING

Academic grades are updated online at a minimum of every two (2) weeks. A published Progress Report will be made available at or around the 5-week mark during each Term. Information relative to student academic performance, grades, report cards, homework, class attendance, conduct, etc. is available online to parents/guardians/students who have reached eighteen years of age at <https://ma-walpole.myfollett.com/aspn/logon.do>. A printed copy of these reports can be provided to anyone who requests one through their student’s school counselor. Please email Kate Murray kmurray@walpole.k12.ma.us, if you have problems or questions regarding your user account.

ACADEMIC INTERVENTION

Walpole High School is committed to providing our students with equal educational opportunities and a safe learning environment. The school reserves the right to enter into interventions between student/parent/guardian and school. Interventions will address specific student academic needs to assist those who are at risk of not achieving school standards in any of their academic courses. Academic intervention services shall be made available to all students. The parents or guardians of each student shall be notified by a staff member, if necessary, to inform them of the academic intervention to be provided, the reason for such services, and the consequences of not achieving expected performance levels (unless the student has reached eighteen years of age).

Academic interventions will be available for all students to access as needed. These interventions may be mandatory as directed by any school personnel. These interventions will be available during student’s study halls, during Wednesday afternoons, and would be available after school through mutual agreement with the classroom teacher. Although Walpole High School encourages extracurricular participation, academic success remains the priority for all students. As such, when a student is participating in or assigned to an academic intervention, including but not limited to teacher supported extra help, that student must devote appropriate time and attention to academic studies.

Students are expected to attend after school academic interventions in lieu of attending practices or other extracurricular activities. Teachers will provide students with passes that allow them to participate in practice or extracurricular activities without penalty.

REPORT CARDS

Report cards are published online, four (4) times each year: November, February, April, and June. Specific dates for published report cards will be announced in e-notes, the school's monthly calendar, and be made available on the Walpole High School Web Page.

PROGRESS REPORTS

Progress Reports will be published, online, four (4) times each year at approximately 5 weeks into each grading Term. Specific dates for published Progress Reports will be announced in the e-notes, the school's monthly calendar available on the Walpole High School Web Page, and through an email generated when published. Senior progress reports for Term IV will be published in late April or early May.

COLLEGE APPLICATION PROCEDURES

All seniors should submit a Counselor Recommendation Request prior to the submission of applications. These forms are available on SCOIR. Students may also be required to request a letter of recommendation from a teacher via Scoir.

Students should personally see his/ her School Counselor at least ten (10) school days before the college deadline, or school vacation if the deadline falls over or just after the school vacation week. School Counselors cannot guarantee meeting the college deadlines when transcripts requests are submitted to them with less than ten (10) day notice. Please follow this calendar:

College Application Deadline	WHS Transcript Release Deadline
November 1, 2025	October 18, 2025
November 15, 2025	November 1, 2025
December 1, 2025	November 17, 2025
December 15, 2025	December 1, 2025
January 1, 2026	December 12, 2025
January 15, 2026	January 2, 2026
February 1, 2026	January 18, 2026

At this time, the student will sign a transcript release form. The student is responsible for seeking out any missing pieces of the supplementary application materials, such as teacher recommendations and art portfolios.

It is understood by the student and guardians that the School Counselor will submit the official transcript, school profile, school report, counselor and teacher recommendations (if on file at the time of mailing) per student's updated SCOIR account.

If required, the official SAT scores must be submitted by the student through the CollegeBoard (www.collegeboard.com). Official ACT scores must be submitted through ACT (www.actstudent.org).

The parent/legal guardian/student who has reached the age of eighteen years of age will be responsible for sending their Educational Plans (IEP/504) to colleges.

Mid-year grades will be sent to all schools to which the student applied.

Final transcripts will be sent to the attending college (upon completion of the senior exit interview.)

ACADEMIC HONOR ROLL

High Honors: All term grades ninety (90) or above. *Please note that students must receive a passing grade on summer reading to qualify for high honors Term I.*

Honors: All term grades eighty (80) or above. *Please note that students must receive a passing grade on summer reading to qualify for honors Term I.*

Students who have a confirmed instance of cheating/plagiarism will be deemed ineligible for Honor Roll status during that Term.

ACADEMIC INTEGRITY

Walpole High students' primary responsibilities are to learn and achieve to the best of their abilities. In order to meet the needs of each student and assess progress, teachers expect that assignments and tests represent a true picture of that student's own performance. Administrators, faculty, students, and families are all important contributors to upholding academic integrity in our school community. This policy will provide a consistent framework to guide the learning process for staff and students.

Academic dishonesty is the deliberate or attempted use of unauthorized materials, information, technology, unapproved AI usage, study-aids as well as giving or receiving improper assistance. The student is responsible for consulting the teacher regarding whether group work is permissible on assignments, projects, tests, or other academic exercises.

Representing or attempting to represent oneself as another, or attempting to have one-self represented by another's academic endeavor, constitutes cheating. Forging of signatures and/or falsifying or altering grade related documents, programs or information, is considered cheating. Providing work to another student to hand in, or handing in a previously graded assignment will also be seen as a violation of the academic integrity policy. This includes any *unauthorized* inclusion of AI generated material including, but not limited to, the use of ChatGPT.

PLAGIARISM

Plagiarism is the theft of someone else's ideas, words, or other materials without clearly acknowledging the creator and using that material as one's own. Plagiarism includes an exact copying or rewording of another's work, paraphrasing, partial quotation, or summarization of another's work without properly acknowledging the creator of the original work. Plagiarism includes copying any of the following without limitation: answers on tests, homework, research, speeches, presentations, programs, class assignments, lab reports, graphs, charts, essays, compositions, term papers, etc.

Plagiarism is a form of intellectual and academic dishonesty that can be done intentionally or unintentionally. Intentional plagiarism is the deliberate presentation of another's work or ideas as one's own. Unintentional

plagiarism is the inadvertent presentation of another's work or ideas without proper acknowledgment because of poor or inadequate practices.

Unintentional plagiarism is a failure of *scholarship*; intentional plagiarism is an act of *deceit*.

Examples of plagiarism include but are not limited to:

- Downloading information from the Internet or other sources and submitting it as one's own work
- Submitting as one's own work that is copied or translated from another source.
- Use of AI sources to create material

CONSEQUENCES OF ACADEMIC DISHONESTY

Consequences will be cumulative for all high school courses, and across all four years of high school. All incidents of academic dishonesty will be recorded and tracked by all staff at Walpole High School. Penalties for academic dishonesty will include, but are not limited to; disqualification from National Honor Society, removal from National Honor Society, and immediate disqualification from Academic Honor Roll for that term.

Range of Behavioral Consequences based on the type of assignment, number of offenses, and severity of the infraction (as determined by the teacher and enforced by the school administration):

- Conduct research and submit an essay to the teacher, parent/guardians, and/or administrator on the implications of academic dishonesty in colleges/universities and the workplace.
- Teacher detention
- After-school detention
- Athletic/social probation
- Saturday detention
- In-house suspension

Range of Academic Consequences will be assessed through the discretion of the teacher.

These penalties can, and in many cases, will include rescinding of credit for the assignment (the student will receive a zero). The follow up for students after an incident of academic dishonesty will be clearly explained in each individual teacher's Classroom Management Plan.

Procedure

1. Upon discovery of the infraction, the teacher will discuss the offense with the student to determine the severity of the infraction.
2. The teacher will also notify a parent/guardian of the incident (unless the student has reached the age of eighteen) and submit a referral to the assistant principal.
3. The assistant principal will record the incident in X2 and apply consequences.
4. The administration and organization advisors will review the student's eligibility for honor societies and academic awards as well as their eligibility for student privileges.
5. The student will receive no credit or will be required to complete the assignment/assessment/work OR an alternate assessment/assignments as assigned by the classroom teacher at a time arranged by the staff
6. The school will report a violation of Academic Dishonesty Policy to out-of-school scholarship committees if the third offense involves a Quiz/Test/Term Paper/Project.
7. Students may not participate in senior activities and graduation ceremonies at administrative discretion.

School Staff Responsibilities are to:

1. Use the Academic Integrity Policy to set classroom expectations.
2. Lead a discussion within the first week of each course identifying expectations with regard to the academic honesty policy and include this information in the course syllabus.
3. Continue to educate students and offer guidance regarding acceptable and unacceptable behavior in areas that shall include but are not limited to test taking, researching, writing, and using the library and computer resources.
4. Promote circumstances in the classroom that reinforce academic honor and promote self-expression.
5. Enforce the Academic Integrity Policy in a fair and consistent manner.
6. Use and continually revise forms of assessment that require active and creative thought and that promote learning opportunities for students.
7. Evaluate the effectiveness of efforts and make the necessary changes to promote academic integrity.

TIME OF ENTRANCE

When students arrive in the morning, they should report to assigned areas within/outside of the school. They may not leave school grounds once dropped off by the buses. Students must adhere to the following guidelines:

- Students are required to remain in the Cafeteria or outside in designated areas until the 7:10 a.m. bell
- Students will not be allowed in the corridors prior to the 7:10 a.m. bell
- All students must be in their Block A class at the 7:20 a.m. bell.

STUDENT ATTENDANCE POLICY

Student daily attendance will be taken at the beginning of B Block each day.

The goal of this policy is to promote high levels of attendance in all classes for the entire school year because:

- All class absences (including school authorized absences) can significantly impact learning for individuals, in addition to disrupting the flow of an entire class.
- Absence greater than 10% of the total class meetings is a well-recognized risk factor associated with dropping out of school.
- Attendance will be taken by the teachers during every block each day.
- Students are expected to be present daily for each course in which they are enrolled.

How does class absence impact the graduation requirement of earning 125 total credits?

WEEKLY CLASS ABSENCES PER SEMESTER NOTIFICATION SENT THROUGH ASPEN X2

5 absences	Warning that they are approaching the limit
6 absences	Notification that they have reached the limit
7 absences	Notification that they have exceeded the limit and therefore lost credit in the course(s) listed

- The number of unexcused absences is explained in CLASS MEETING CHART below.

- Students who exceed the number of absences permitted per class each semester will receive no credit for that class for the semester.
- However, students will still receive a grade, and that grade will be reported on their official transcript.

What should I do if I reach the limit for total absences?

- In order to promote improved attendance, full-day attendance for ten (10) consecutive school days after the date on which the student exceeds the number of allowable absences and extending no longer than nine (9) school days into the second semester will reduce the excessive absences total by one (1) day.
- Authorized absences with acceptable documentation for dates the student was absent will not count toward credit loss.
- The number of permitted absences will reset at the beginning of each semester.

ATTENDANCE REQUIREMENTS

Student-Athletes and students involved in Extracurricular activities (e.g. Robotics, Science Olympiad, Mock Trial) must be in school for a minimum of five (5) periods in order to be eligible to practice/play/participate in any afterschool activities. If a student has Study, they must be in attendance for 5 additional periods.

Example:

1. Student has an A Block Study. They may not be dismissed (unexcused) and participate in afterschool activities.
 2. Senior student has an F Block Study. They may not sign in tardy (and miss more than half of the first block) to school.
 - a. Only SENIORS are permitted to sign out of school for an F Block Study Hall
 - b. There will be no student permitted to sign out during lunch
 - c. If a SENIOR is on the Ineligibility list, they forfeit the ability to sign out for the next marking period**
- To be eligible for an activity on a non-school day, a student must attend **school for a minimum of five (5) periods on the school day prior to the event in order to be eligible**
 - When the Junior/Senior prom is scheduled for an “Early Release Day”, students must be in attendance for the entire school day – this encompasses tardiness – No early dismissals will be permitted.
 - If practice is held before school, students must attend school for the entire day in order to be eligible to participate in the next sanctioned regular-season/tournament game/meet.
 - Tardies and dismissals – Students who have a specific reason for being tardy or dismissed that would exceed this policy must appeal to the Athletic Director and/or an Assistant Principal for approval to participate.

CLASS MEETING CHART

Maximum Total Absences Permitted before official documentation is required

Full Year Course	6 per semester
Semester Course	6 per course
3 periods/cycle – semester course	4 per semester
2 periods/cycle – semester course	3 per semester

Example: All student’s absences should be accompanied by a note. Any excused absences require official documentation.

PLEASE NOTE: When teachers are absent from class (for any reason), all student absences that occurred while they were out will be updated/entered in X2 upon their return, except daily attendance taken during homeroom.

Tardiness to class:

- Students who arrive late to school in the morning after the 7:20 bell must have an Admission Slip from the Main Office in order to enter class.
- Students are considered as tardy to school if they are not IN CLASS by the 7:20 bell.
- Students who are late to class should be admitted and will be considered excused if they have a pass from the previous teacher.
- For unexcused tardiness to class, teachers will have the discretion to assign behavioral penalties.

ATTENDANCE IMPROVEMENT PLAN

When students are absent for more than 8 classes in a semester, they miss more than ¼ of their time in that class. This represents the potential for a significant gap in their learning, and in their potential for success. Each missed class means more time that the student will need to take to acquire the learning needed to complete the assignments. These action steps have been adopted by WMS and WHS in order to improve attendance and reduce the risk that our students run when they are not in classes. These meetings will include the Assistant Principal, School Counselor, and any other support staff that have been deemed appropriate for the situation.

Students under the age of 16, who have chronic absenteeism (e.g. more than 10% of the school year per DESE regulations) may be subject to a CRA (child requiring assistance) filing with the Norfolk Juvenile Court. The goal of the CRA is to provide students and families with access to resources that will help them attend school more regularly. The following applies:

UNEXCUSED ABSENCES IF STUDENT IS UNDER THE AGE OF 16- PER QUARTER TOWARDS CRA

Unexcused Daily Absences	Action Taken
6	Meeting with the student, parent/guardian(s) (unless the student is eighteen years of age), and School Resource Officer. Loss of Credit notification sent as appropriate (see above).
7	Meeting with the student, parent/guardian(s) (unless the student is eighteen years of age), and Norfolk County Juvenile CRA coordinator for a pre-CRA (Child Requiring Assistance) diversion meeting.
8+	CRA filing by WPS *8 per quarter is the legal threshold for filing*

Students over the age of 16 are no longer subject to the compulsory education laws, but are still determined to be chronically absent if they have missed more than 10% of the school year per DESE guidelines.

DAILY ABSENCES FOR STUDENTS 16 AND OVER BEFORE WITHDRAWAL

Unexcused Daily Absences	Action Taken
6	Meeting with the student, Assistant Principal, and Counselor could occur if appropriate.
8	Meeting with the student, parent/guardian(s) (unless the student is eighteen years of age) and, if necessary, School Resource Officer could occur if appropriate. Loss of Credit notification sent as appropriate (see above).
10 consecutive	Withdrawal letter sent by the School Counseling Office. The meeting is requested, if no answer, the student is withdrawn from WPS.

Student class attendance records are available online on the X2 database system at:
<https://ma-walpole.myfollett.com/aspden/logon.do> Listed under the “attendance” tab.

TARDINESS

- Any student with a Study Hall A Block, will be allowed to come in late, and go directly to their B Block class.
 - If a student arrives after the bell has rung to start Homeroom (8:22 Mon, Tues, Thurs, Fri or 8:19 on Wednesdays) B block, students must report to the Student Support Office to sign in as tardy
- Student daily attendance will be taken at the beginning of B Block each day.
- Any student who is tardy and misses an entire period is expected to see their teacher(s) that day to make arrangements for make-up as well as to turn in assignments. Students who fail to do so may forfeit the opportunity to turn in work that was due the class period they missed.
- Any student late to school must report directly to Student Support in order to sign in
- For all unexcused tardies to school, after the third (3rd) one per term, one hour of detention will be assigned upon arrival.
- Students and parents/guardians may be notified through an email that detentions have been assigned for excessive tardies to School. If there is an error, students should contact the Main Office.
- **Any student who is tardy and misses a previously announced test or quiz, or other assignments, must see their teachers on the day of return to arrange for make-up; they may not be able to make up that assessment unless the absence is excused.**

IMPROVED ATTENDANCE

- A student who is assigned an hour detention for being tardy to school may appeal to the assistant principal. If they had no attendance infractions the 10 consecutive school days prior to the late arrival, the hour may be waived.
- Students who are chronically tardy to school may lose the opportunity to waive detention hours.

CLASS ATTENDANCE

- Teachers must complete student attendance for each class period.
- All students who are not physically present in class will be marked as absent.

- Students who arrive tardy (after attendance has been taken) should be changed from “absent from class” to “tardy to class”.
- In the event that X2 is not online, teachers should record class absences manually and update those absences in X2 when it is functioning properly.

DISMISSALS

- Only SENIORS can sign out for F Block Study Hall
- Any SENIOR (ONLY) scheduled for 3rd lunch AND has a Study Hall during F block, they may sign out at the beginning of 3rd Lunch
- Other requests for student dismissal can be done in the following ways:
 - Notes should be submitted to the Main Office, Student Support Office, or left in the tray on the table outside of the Main Office prior to the start of the school day.
 - Dismissal requests must be emailed to whsattendance@walpole.k12.ma.us. Phone calls will not be permitted.
 - Walk in dismissals are permitted, but the person picking up must come into the school building with photo identification, AND be an authorized person to pick up the student
- Students do not have to check into the Main or Student Support office in order to leave. They can leave the building at the dismissal time.
- In an effort to avoid interruptions during class time, please schedule an appointment dismissals during the five (5) minute period between classes. Please see 2025-2026 BELL SCHEDULES.
- All dismissals for illness will be processed through the nurse’s office.
- Any student who is dismissed and misses a previously announced test or quiz, or other assignments, must see their teachers on the day of return to arrange for make-up.
- Any student who dismisses themselves using D-18, and misses a previously announced test, quiz, or other assessment, will not be able to make up that assessment unless the absence is excused.

END OF DAY DISMISSAL

Students are expected to leave the building at the conclusion of the school day. There will be no loitering in the school building or on school grounds, including the parking lot and areas within sight of the school. Students remaining in the building may do so only for one of the following purposes and must report to the specified area:

- Academic Interventions
- Extracurricular activity/athletics – in a specified area with staff member supervising
- Waiting for transportation – Main Lobby
- Detention
- Media Center work

ABSENCE POLICY

School:

- *Apptegy is an automated service that will notify you if your student has been marked absent during the daily attendance taken during Block B. While attendance will be taken in every class, daily attendance will be taken starting at 8:27. The notifications will go out on or around 9:15.
- If you believe that your student has been marked absent incorrectly, please respond to the email or call the Main Office.

- Any student who is absent may not be on school grounds before, during, or after school or attend any school sponsored events. Exceptions may be granted with prior administrative approval. Absenteeism refers to all absences.
- *Absence notes – students must submit an absence note to the Main or Student Support Office on the day following the absence(s).*
- Any note that you wish to have accepted by the school must be dated and specifically state the exact cause of absence, have the date(s) the student was absent
- The administration reserves the right, for good cause, to not accept absence, tardy, and/or dismissal notes

Truancy:

- A student is considered truant if they are absent from school without parental permission, and may be subject to disciplinary action.

Absence Due to Family Vacation:

- Absence from school due to a family vacation negatively affects the educational process. If it does occur, it is the student’s responsibility to make arrangements for school work with all teachers **prior to** the vacation. The student should speak to each of their teachers in person or via email before the vacation. Teachers may provide the work ahead of time or provide a reasonable schedule for when the student can make up the work upon return from vacation.
- All make-up quizzes, tests, and homework must be made up in accordance with the school make-up policy. Please see the policy listed in detail on Page 42
- Final exams have a separate make-up policy
- Any test, quiz, or exam given after the first day a student returns shall be taken at the originally assigned time. If a student does not fulfill all responsibilities for such an absence, they will not receive credit for the work missed

ABSENCE MAKE-UP POLICY

For absences other than family vacations, outlined above, the following absence make-up work policy applies. Students are responsible for completing **all** work that they miss due to absence, tardies, or dismissals, whether excused or unexcused, including classwork, homework, and assessments. Any work not made up within the allowed time frame will be calculated into their grade as a zero. If a student is late or is being dismissed, they must see or email the teachers whose classes they will miss that day and make up the work by the next school day. When a student is absent, they should make every effort to obtain work missed in classes from google classroom or by emailing the teacher. If a student is absent between 1-5 days consecutively, they will generally receive two (2) school days to make-up work for each day absent. For extended absences beyond 5 consecutive days, students will have 10 school days upon return to complete all make up work. Students and families should notify their School Counselor and contact teachers directly for obtaining all makeup work if a student will be out for more than 5 consecutive days. Only with approval of their Assistant Principal will a student have beyond 10 school days to complete make-up work, which will only be granted in very limited circumstances with a clear plan to complete the work. Upon returning to school, the student must see each teacher even if the class does not meet on the day the student returns. The teacher will inform the student of any homework due or of any assessment to be taken. A student’s failure to see a teacher, as required by this policy, does not excuse him/her from completing an assessment or an assignment. The final decision concerning when a student completes an assessment rests with the teacher.

SCHOOL AUTHORIZED ABSENCES

- School-sponsored field trips
- School-sponsored Assemblies
- School-sponsored club, council, or athletic activities held during the school day
- Illness (will also include mental health needs) documented in writing by a physician
 - MUST BE SUBMITTED WITHIN TEN (10) DAYS OF STUDENT'S RETURN TO SCHOOL
 - **Please note that all medical documentation may require a verification conversation with the doctor/medical profession by the student's assistant principal or WHS nursing Staff**
- Doctor or dentist appointments, when these appointments are verified by a doctor or dentist's note/ form that documents the appointment time and date and is submitted to the office no later than five (5) school days after the appointment
- Nurse dismissal from school due to illness
- Court appearances documented in writing by the Clerk of Courts or the Probation Officer, upon the student's return to school
- Religious holidays verified by a note in the student's office folder or by parent communication.
- College visitations are limited to Juniors and Seniors ONLY:
 - Seniors will be allowed a maximum of four (4) days for college visits
 - Juniors will be allowed a maximum of two (2) days for college visits
- Additional college visitation days that are mandatory/non-negotiable components of the admissions process will be considered (auditions, entrance exams, etc.) on a case by case basis, and only with advanced notice and must be requested by parent/guardians through the assistant principal
 - **Travel to and from college visits are NOT considered as excused absences**
- Death in the immediate family that is verified by a note in the student's office folder. Extenuating circumstances, as determined and approved by administration
- A.P. Exam Days– Students are excused from classes before/after an A.P. Exam. However, they are encouraged to attend other A.P. classes that have not tested yet
- **Note:** It is the student's responsibility exclusively to ensure that the Main Office has complete and timely (timely is within five (5) days of the absence) documentation regarding all absences.

For students who enroll after the start of the school year, the number of days allowed will be prorated based on the number of days the student will be enrolled at Walpole High School.

Student attendance records are available online on the X2 database system at:

<https://ma-walpole.myfollett.com/aspn/logon.do>

COMMENCEMENT POLICIES

- If more than fifty (50) percent of the senior class is absent from school **on any day during the school year**, up to and including, the end of senior classes, one (1) school day will be added to the calendar for seniors in order to meet state attendance guidelines
- There will be two (2) graduation rehearsals scheduled during the week immediately prior to graduation. In order to participate in graduation, attendance is MANDATORY at both rehearsals. There will be no

exceptions to this policy without PRIOR administrative approval and only for extenuating/extraordinary circumstances. Students who are tardy or absent will be placed at the end of the graduation procession

- Seniors who are uncooperative, disruptive, or violate safety codes during these rehearsals will be obliged to leave and will not be allowed to participate in the commencement exercises
- Seniors who vandalize/damage school property will not be allowed to participate in commencement, and may be subject to legal action
- Senior class members who have not paid their required dues will not be allowed to participate in the commencement ceremony
- Any senior who violates Walpole High School's alcohol/drug policy after the Senior Packet is distributed will not be permitted to participate in commencement exercises
- Any senior who is involved in vandalism, theft, or serious disturbances/disruptions during the school year, or who illegally enters the high school building, or trespasses on school grounds during non-school hours may be denied the opportunity to participate in commencement exercises
- Students participating in commencement exercises are required to conform to the proper dress code requirements
 - These requirements are discussed at Graduation Practice preceding the ceremony
- Student speakers at the graduation ceremony will be chosen through a nomination process by students in the graduating class.
- Any student found to be in possession or using any prohibited substance (e.g. vape/cigars etc.) at the graduation ceremony will be subject to penalty under the MIAA Chemical Health Policy.

COMMENCEMENT EXERCISES

Participation in commencement exercises is a privilege not a right. In order to participate in commencement exercises, all academic, financial, and disciplinary obligations must be successfully completed.

GRADE REPORTING

Students who violate the Attendance Policy during either semester will continue to receive letter grades on their report card and transcript but will receive reduced credit or no credit in that course, which could have a negative impact on graduation.

Students who violate the Attendance Policy and earn a passing grade in the course WILL fulfill the graduation requirement in that course, and the student's sequential progress in a given subject will not be interrupted.

Attendance will be taken by teachers during every block each day. Students are required to be present daily for each course in which they are enrolled. Students who exceed the number of unauthorized absences permitted per class each semester will receive no credit for that class for the semester. In addition, unauthorized absences will reset at the beginning of each semester.

SUMMER SCHOOL ELIGIBILITY

Students who receive a failing grade between 50 and 59 in a course and also violate the Attendance Policy in excess of ten (10) days absent per semester, may not be eligible for summer school in that course.

DROPOUT PREVENTION

Any student who has not graduated from high school will not be considered permanently removed from school unless the Principal or their designee has sent a notice to the student, and the student's parent/guardian (if the student is under the age of eighteen). The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least two (2) dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian (if the student is under the age of eighteen). The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian/student who has reached the age of eighteen and no extension for the meeting date shall exceed fourteen (14) days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school, the benefits of earning a high school diploma, and the alternative education programs and services available to the student.

PASSING BETWEEN CLASSES

Students should leave class in a quiet and orderly manner. When in the corridor; running, shouting, loitering, disruption, or disturbances of any sort are prohibited. Students are allowed five (5) minutes passing time between all classes, after which they will be considered tardy to class.

PORTABLE ELECTRONIC DEVICE POLICY

When students enter a classroom for any course, it is the expectation that all students will immediately place their cell phone or other like devices in the classroom holder. All cell phones or other like devices must remain in the holder until the end of class. Cell phones or other like devices must remain in the holder if the student leaves the class for another location (ex. bathroom, nurse, etc.). Any student who refuses to place their cell phone or other like devices in a holder will be sent to Student Support or the Main Office and be subject to disciplinary consequences, including confiscation of cell phone or other like device for the rest and/or another school day. Any student found in possession of a cell phone or other like device during class time (this includes in the hallway) will be required to turn the item over to their teacher or other school staff. Teachers may return the device to the student at the end of the class or may keep it until the end of the day if it is a recurring issue. Confiscated devices may also be brought to the Main Office and students can pick up their device at the end of the day. On any subsequent offense, a parent or guardian may be required to come into school to pick up the device.

- If at some point in the school year the Commonwealth decides for a bell to bell phone ban, that language will supercede this policy.
- If a student violates this rule, notification may be made to families and a request that the cell phone or other like device remain at home will be made

SEXTING

“Sexting” as it is commonly known, is illegal. Students are not allowed to transmit, possess, or display for others any inappropriate pictures or videos on their electronic device. If any student is participating in this in any way, they may face school discipline and/or police action.

GAMBLING/CARD PLAYING

Gambling in any form and/or card playing, etc. is prohibited at all times and anywhere on school grounds.

STUDENT VISITORS

Visitors can be disruptive to the educational process. Students from other schools and/or friends or relatives of Walpole High School students are not permitted to attend classes, eat lunch, or attend assemblies during the school day.

FIRE DRILLS

Regular fire drills are scheduled for students and staff. Students are taught proper fire safety, proper behavior in an emergency, and location of regular and alternate exits. They are also expected to take these drills very seriously, because there is always the possibility of a fire emergency. Silence is to be observed so that information/directions can be given, as needed. No one is to remain in the building; no one is to delay in order to go to his or her locker, etc. Students and staff must remain outside until notified by authorities to re-enter. Students must check in with their classroom teacher (or authorized staff member), and must remain in the designated area. Students are not allowed to access their cars during fire drills.

CRISIS RESPONSE PROCEDURES- A.L.I.C.E.

Regular crisis response drills are scheduled for students and staff. Students are taught the proper procedures and behaviors in such an emergency. They are expected to take these drills very seriously, because there is always the possibility of a real emergency. Silence is to be observed so that information/directions can be given as needed. As one element of our focus on school safety, Walpole Public Schools has partnered with the Walpole Police Department to provide training for all staff and students in ALICE procedures.

ALICE is the acronym for Alert, Lockdown, Inform, Counter, and Evacuate. Training consists of an online course for all staff members and in person training for our staff at each school by members of the Walpole Police Department. The administrators and Walpole police officers are also collaborating to provide age appropriate training for our students.

STUDY HALL REGULATIONS

- The Media Center will be used for Academic Intervention and pre-arranged student research or collaborative group project work. If a student wishes to use the library for research or collaborative work, they will need to coordinate with the Library Media Specialist.
- Students will be expected to stay in their own Study Hall unless specifically signed up for an intervention with a teacher or have applied for the collaborative work spaces.

All study halls will be teacher directed QUIET STUDIES. No student may leave the study hall without using the Intervention Sign up form, or without a signed pass from a teacher or School Counselor. Any other passes given by the Study Hall teacher will only be given at the study hall teacher's discretion.

PORTABLE ELECTRONIC DEVICES IN STUDY HALLS

Students will be allowed to use portable electronic devices in study halls as long as they abide by the following guidelines:

- Portable electronic devices are allowed in study halls
- Audio must not be played at a level that is audible to others in the room
- If a student needs to leave the study (e.g. to use the bathroom), their device should be left in the holder.

LIBRARY MEDIA CENTER

The library media center is open from 7:20 a.m. to 2:30 p.m., Monday through Friday. Students and staff are encouraged to visit the media center to make use of the facility whether to sit by the fireplace and read, use the computers for research, browse the monthly book displays, or participate in library contests. There is a wide variety of books, magazines and newspapers available for checkout and use in the library. Desktop computers and Chromebooks are available for library use to access the Internet and other programs.

The library media center serves the entire school community; students utilizing the facility are expected to respect the rights of others and maintain an environment conducive to reading and research. The following activities are not allowed in the library: sleeping, eating, using social media or texting for personal matters during school hours, loud socializing with friends, playing cards, etc. Any attitude or behavior that creates a disturbance, shows a lack of respect, or negatively impacts the library media center climate is unacceptable and the student(s) will face appropriate discipline according to school policies. All school rules apply in the media center.

Books are available for checkout for three weeks and renewed as needed. Reference books may be checked out overnight; please ask a library staff member for assistance. Reference books and magazines may be checked out for a limited time upon request. A copier is available for student use for schoolwork, single copies only. Multiple copies or class sets are not allowed. DVDs are listed in the Destiny catalog and are available for student use in the library media center. Students who need to borrow a DVD missed in class need a note from the subject teacher.

LIBRARY MEDIA CENTER PASS POLICIES

Students in assigned studies who need to use the library media center should use the Intervention Forms located on the Student Home page to request time to work in the library. Any student who is found to be misusing the Library Media Center or "Glass Rooms" may be barred from accessing the LMC for a period of time.

During Block E, students will take the lunch of their assigned classroom or teacher that they are assigned to work with during intervention

SCHOOL SPONSORED ACTIVITIES

Students who participate in or attend school-sponsored activities, including athletics, cultural exchanges, trips abroad, at home or away, are subject to school rules. Laws, rules, or policies that students are obliged to follow at Walpole High School take precedence over less-strict laws at the activity destination. Student participants and student spectators are expected to practice and promote good sportsmanship at all school-sponsored activities.

Please respect officials' decisions and refrain from profanity, vulgar cheers, taunting, or any disruptive behavior. In addition to or in place of penalties for breach of school rules, students may be denied attendance at future contests or activities.

ASSEMBLIES

Students are expected to be attentive and courteous. Teachers and administrators will enforce these standards. Students will be notified as to the time and procedures to be followed for assemblies. Students will sit in assigned areas.

FIELD TRIPS/SCHOOL TRIPS

Field trips are planned for educational purposes. They extend and enrich classroom instruction. Participation in a school field trip is a privilege. Students may be denied the opportunity to attend a field trip by any faculty member if they have too many absences, are doing poorly in one (1) or more of their classes, have had significant behavioral problems/failed to make up academic work missed from previous field trip(s), or any other reason deemed appropriate by the school administration. Students must see their teachers prior to the day of the field trip, including in House Field Trips, to arrange for make-up work.

General expectations include:

- Students are expected to arrive at school on time on the day of a field trip – if a student is tardy they may not be permitted to go on the field trip
- Students will be required to use the transportation provided/designated by the school
- All rules that apply to bus behavior are in effect
- All chaperones are in authority while on a field trip
- Students will follow all special rules which may be needed for individual field trips
- Students will observe all rules required by the site they are visiting
- All school rules and consequences, described in the Walpole High School Student/Parent Handbook, will be in effect. In addition, a student who has violated rules on a previous trip may be denied participation in a future trip
- All chaperones must have a current (within three (3) years of each school year) "CORI" form/result on file in the Main Office

ON AND OFF CAMPUS DANCE INFORMATION AND REGULATIONS

The administration reserves the right to refuse admittance to any student on the basis of a prior conduct record. Also, the administration may ask any student to leave the premises due to inappropriate conduct. Any student, who has been formally disciplined for improper conduct at a dance, may be denied attendance at dances for the remainder of the school year.

With the exception of the Junior/Senior prom, only Walpole High School students will be permitted to attend school dances.

Prom:

- Prom permission slips must be filled out, in full, for all non-Walpole High School students
- Only individuals under the age of twenty-one (21) will be allowed to attend the prom
- Proper ID will be required

School Dances:

Only the cafeteria or gym will be open to the students. There will be a uniformed police officer at each dance. There are to be a minimum of ten (10) professional staff chaperones; these include administrators and the class advisor(s). Entrance to the dance will not be allowed thirty (30) minutes after the start of the dance, unless

previous written permission has been given by an administrator. Once an individual leaves the building, they will not be allowed to return. Eating or drinking refreshments will be permitted in designated areas only. Dancing that is determined by chaperones to be a safety concern, or in any way inappropriate, is prohibited. All school rules and consequences, described in the Walpole High School Student/Parent Handbook, will be in effect. In addition, a student who has violated rules on a previous dance may be denied participation in a future one.

Students removed from a dance will not be entitled to any portion of their admittance fee.

CLASS DUES

To finance class functions, such as:

- Senior dinner, Senior cookout, Other senior week activities

To purchase items, such as:

- Yearbook, Cap and gown

CLASS DUES PAYMENT

- Class dues should be paid in one installment before November 1 of the student's senior year. Payment can be made by check payable to "Town of Walpole", or cash given to the Main Office.
 - The amount of the class dues will be communicated by June 30 prior to the student's senior year.
- The canceled check will serve as a receipt
- If dues are paid in cash, a receipt will be issued
- If a student wishes to participate in class functions, such as freshman/sophomore semi formal or junior/senior prom, all class dues must be current
- If a student wishes to participate in all culmination activities senior year, including the graduation ceremony, dinner, cookout, and receive a yearbook, all class dues must be paid in full before November 1st of Senior year.
- A student who chooses not to participate in any activity above may receive a refund of the cost of that activity
- "Early Release Students" are expected to pay for any activity participated in
- Students who withdraw from school may get a prorated portion of their dues refunded
- Students who enter Walpole High School at any point, are responsible for the full payment of class dues. Any exceptions require administrative approval
- A student will not be denied a high school diploma for non-payment of class dues if that student has satisfied all other graduation requirements.

LOST, STOLEN, AND DAMAGED MATERIALS

Students assume financial responsibility for all materials and equipment including chromebooks and library books issued to them by the school. *Students should not leave issued books in the classrooms. Books left in classrooms that go missing during the school year are still the responsibility of the student. If the book is not returned to the teacher, that student retains responsibility for the item.*

In the event such materials are lost, stolen, or damaged, teachers will notify the student and the office of the material involved and the fee to be assessed. No student records will be released until the reimbursement has been made. Failure to fulfill obligations will lead to ineligibility for any school activities/athletic privilege(s).

SCHOOL CANCELLATION/DELAYS

The Walpole Public Schools has implemented an emergency notification system, which will notify families in the event of:

- School closing (e.g. snow day)
- Delayed opening
- Early dismissal
- Emergency

Two (2) primary emergency phone contacts and one (1) email address for each family will be used. It is recommended that a parent/guardian cell phone be included in the two (2) primary emergency numbers. If an answering machine picks up, the message will be left. The automated system cannot, however, dial through menus or extensions. If there is no answer at a number, the system will make three (3) additional attempts at fifteen (15) minute intervals.

In addition, Walpole Community TV, WBZ, WCVB, 7News, and WFXT will announce “no schools and/or delay” for Walpole schools on early morning broadcasts. This will be posted on our District Webpage, Twitter Feed @WalpolePS.

POLICY ON COMMEMORATION OF DECEASED STUDENTS

In the event of the death of a current or former Walpole High School student (alumni), the entire school community will want to commemorate the life of the deceased. It is the policy of Walpole High School to remember these individuals through the Walpole Scholarship Foundation. Any school sponsored fundraising in memory of the individual will be to contribute to the Walpole Scholarship Foundation in the name of the deceased individual. No other fundraising will be allowed in school and no memorials will be placed in school or on school grounds. The school paper and yearbook may publish appropriate remembrances with the approval from the administration.

In the event of the death of a faculty member, the same guidelines will apply. Any other remembrances will require the approval of the superintendent or the principal.

BUSES

All Walpole High School students who ride a bus to and from school will be picked up at assigned areas in the morning and returned to those areas in the afternoon. Buses will depart at 2:05 p.m.

The bus driver is in complete charge and must be obeyed at all times. School rules are in effect.

Misbehavior may result in the loss of the student’s privilege to ride the bus or further disciplinary action, in accordance with school rules. Fees for bus use and their amounts are determined annually by the School Committee.

BUS REGULATIONS

Bus transportation to and from school is a privilege for all students who qualify, according to the rules and regulations of the Walpole School Committee and the Laws of the Commonwealth of Massachusetts. The school bus is an extension of the school itself, and the rules regarding behavior are the same as in school. It should be understood by all that the right of a student to school transportation is a qualified right dependent upon good behavior.

BUS POLICIES

All students who have been issued bus passes are eligible to ride.

- Students may be required to walk up to one (1) mile to a scheduled bus stop.
- Stops shall be chosen with concern for the numbers and safety of children involved and also with concern for the property of abutters. Buses will not go down dead-end/cul-de-sac streets.

- *Bus drivers shall pick up and drop off only at scheduled stops. They shall not be required to admit students who are not assigned to that particular bus. Drivers are not allowed to exceed the legal capacity.

*Exceptions:

- Students with a temporary medical disability may be granted permission to use school bus transportation upon receipt of a parental request and a physician's report.
- Instances of family emergencies are reported by written note or telephone to the school personnel.

Students who must cross the street at a bus stop shall not do so until they receive a signal from the bus driver. When crossing a street is necessary, it shall always be done in front of the bus, far enough ahead of the bus so that the student can view the driver's face. The driver shall hold their bus with warning lights flashing until the crossing has been completed.

LATE BUS

A late bus is provided Monday through Friday for any Walpole High School student issued a current school year bus pass. Students are picked up in the front of the building. These are shortened bus routes. Please ask the bus driver for location drop-offs. Buses arrive after 3:45 p.m.

Late buses are not provided on Early Release Days or during Final exam weeks.

FIELD TRIP BUSES

- All bus safety and conduct rules will apply to field trips and other school-related events (clubs, music, sports, etc.)
- Adult supervision (other than bus driver) must be present on the bus for all trips
- The adult supervisor will have a list of all students, their addresses, phone numbers, and any emergency medical information pertinent to a child

BUS CONDUCT AND SAFETY RULES

Rules for the behavior of bus students are as follows:

- Riders must be on time. The bus will not wait. Be at your stop ten (10) minutes before pickup
- Remain well back from the roadway while awaiting the arrival of the bus. Wait for flashers and make sure all traffic has stopped
- Refrain from throwing things, fighting, or otherwise misbehaving at a bus stop
- Be cautious! Do not shove or push on entering or leaving the bus
- No student shall prevent another from occupying a seating space
- The bus driver has the authority to change a student's seat in the best interest of safety
- Parent/guardians will be held financially responsible for any defacing or damaging of the bus
- Students will conduct themselves on the bus in a manner which does not distract the driver and is considerate to all other passengers
- Students shall refrain from placing any object out of the bus windows
- For reasons of safety, all articles such as athletic equipment, books, musical instruments, etc. must be kept out of the aisles
- Do not bring animals, pets, hazardous materials or large objects on the bus
 - It is the parent/guardian's responsibility to arrange other transportation for such items
- The emergency door must be used for emergencies only. Children shall not touch safety equipment on the bus
- The following are prohibited: smoking/vaping and/or the use and possession of drugs, drinking and eating, profanity and obscene language, excessive noise, annoying other passengers or their possessions in any

manner, throwing objects in the bus or out the windows, climbing over or crawling under seats, weapons of any kind

- Do not enter into conversation with the driver while the bus is in motion, but do report any emergency to him/her at once
- Be respectful to your driver. They have a very important task to perform and needs your help. His/her eyes need to be focused on the road in order to drive safely to and from school
- Students are not to leave any school bus, except at regularly designated places, without specific written permission from the parent/guardians and approval by the school administration

Violations of these procedures could result in the following actions:

- First Violation: Upon receipt of a Bus Conduct Report, the school will issue a warning and inform the Central Office and the driver, as well as the parent/guardians of the child (unless the student has reached the age of eighteen).
- Second Violation: A second violation will result in a suspension of bus privileges
- Third Violation: A third violation may result in a further suspension of bus privileges including, but not limited to, the remainder of the school year

The Walpole School Department, through the Superintendent of Schools or their designee, retains the right to suspend the bus privileges of any student for behavior or misconduct that endangers the safety of its students, the driver, or the bus at any time. Parents of students under the age of eighteen, the bus driver, and Central Office will be notified of all suspensions in writing by the principal. Further disciplinary action may be taken by School Administrators depending on the severity of the offense.

STUDENT INSTRUCTION- BUS SAFETY

In accordance with Chapter 90, Section 7B, General Laws, all students who ride a school bus, each school year, shall receive classroom instruction in safe riding practices and participate at least twice in an ongoing bus evacuation drill.

STATEMENT OF STUDENT RIGHTS AND RESPONSIBILITIES

There shall be an elective and representative Student Council and students are allowed to run for elective office so long as they are in good standing. All students shall be allowed to vote. The council shall be elected annually. Students violating the Walpole High School Chemical Health Policy will be required to forfeit any executive position held for a predetermined period of time to be decided by the school administration. See CHEMICAL HEALTH POLICY.

- The Student Council shall participate in making decisions in certain areas, including curriculum, disciplinary policies, and student activities
- Representatives are chosen by the Student Council shall meet at least monthly with the principal or their representative to exchange views, share in the formulation of school/student policies, to discuss faculty-student relations, and any other matters of student concern

All formal school publications shall reflect the policy and judgment, not only of the academic department responsible for their production but also of the school administration. No student material will be published unless it has first been submitted to and approved by the principal and/or their designee. Students must accept the obligation to be governed by the standards of responsible journalism, such as avoidance of libel, obscenity, and defamation. Student publications shall provide as much opportunity as possible for the appropriate expression of student opinion.

Students may exercise their constitutionally protected right of free speech and assembly as long as they do not interfere with the operations of the regular school program.

- Students have the right to wear political buttons, armbands, and similar badges of symbolic expression
- Students may distribute political leaflets, newspapers, and other literature, including petitions, without prior authorization, at locations adjacent to the school grounds
- Students shall be allowed to distribute leaflets, newspapers, and other literature, including petitions, with prior authorization, at specified locations and times designated by the school for that purpose.
- No commercial material, no libelous, or obscene material, and nothing advocating racial, sexual, religious, or ethnic prejudice shall be permitted to be distributed within the school or on school property
- Decisions under this section restricting the distribution of literature within the school for the reasons stated above shall be made by the principal
- Students may form political and social organizations, provided they are open to all students and governed by the Student Council's regulations regarding extracurricular activities
- These organizations shall have reasonable access to school facilities
- Students have the right to determine their own dress, subject to the statement on standards of behavior and appearance adopted by the faculty, administration, Student Council, and the School Committee (See DRESS CODE)
- Students have the right to view annually, upon the opening of school, the Student/Parent Handbook, a publication setting forth the rules and regulations to which students are subject
- The Student/Parent Handbook is available online at <https://www.walpole.k12.ma.us/o/whs>

GUIDELINES FOR STUDENT SPEECH

School regulations regarding student speech and/or other forms of communication prohibit the following:

- Expression which for any reason causes or is likely to cause a material and substantial disruption or interference with teaching or the orderly operation and discipline of the school or school activities
- Cursing, profanity, and other vulgar or indecent language
- Speech and gestures that are obscene
- Speech that is slanderous or libelous
- Speech that violates the rights of other persons
- Speech that advertises or promotes alcohol, smoking/vaping, illegal drugs or any other product or service harmful to minors and not permitted to minors by law
- Speech that could result in tort (e.g. civil suit) liability to the school
- Rude and discourteous speech, inconsistent with the habits and manner of civil discourse and mutual respect
- Insulting or fighting words including, but not limited to, slurs of another's character, family, race, religion, sex, ethnic origin, physical appearance, sexual orientation, intellectual ability, or handicapping condition
- Threats of violence or other intimidating statements
- Abusive or harassing conduct (including speech) that creates a hostile learning environment for any student, or other member of the school community
- Speech that is likely to cause commission of unlawful acts or the violation of lawful school regulations
- Statement reflecting discriminatory or prejudicial bias in school sponsored expressive publications and activities, such as school newspaper, yearbook, literary magazine, and school plays, etc.

HOMEWORK

All students have the responsibility to complete their assignments on a regular basis. The system-wide homework policy states that students are expected to do an average of ninety to one hundred and fifty (90-150) minutes of

homework/night – five (5) days a week. This is a general guideline and the exact amount of homework may vary depending upon the subject and level.

Please refer to the Program of Studies and the teacher’s classroom management plan for each course-specific homework requirements.

DRESS CODE

Community standards for health, safety, and appropriateness will be enforced. Inappropriate dress will include but is not limited to clothing with offensive language or graphics (i.e. violent, sexual, prejudicial, and/or drug/alcohol messages), and bare feet. Students inappropriately dressed will be referred to an assistant principal for further action. Items which could reasonably be considered a potential threat to student health or safety, are not allowed in school. Student dress which negatively disrupts the education process will not be allowed. Please note that there are specific expectations in Science Labs and Physical Education classes.

RULES INTERPRETATION

In the event a student or group of students wishes to question an existing rule, regulation, or action, it is expected that they do so at an appropriate time and place, and with the appropriate person or group. These include, but are not limited to:

Student Council Teacher/Staff Member Department Chairperson Assistant Principal Principal

CODE OF CONDUCT FOR STUDENTS

The goal of this discipline policy is to create an orderly, structured, and productive academic environment essential for the effective and efficient operation of the school, while at the same time encouraging students to make appropriate choices and responsible decisions. The primary purpose of disciplinary penalties is to help students understand the consequences of their choices and decisions and thus become self-disciplined, responsible school citizens.

Students at Walpole High School are expected to treat all members of the school community with dignity and respect. The school community is defined as all those who work or interact with the school. Students, teachers, administrators, School Counselors, custodians, secretaries, bus drivers, substitute teachers, cafeteria workers, parent/guardian volunteers, and school visitors are part of this community.

All members of the school community must understand and support the standards of conduct of the school and assist in the enforcement of rules and regulations. This behavior is expected during all curricular, co-curricular, athletic, and special events of school both on and off-campus (e.g. graduation, school dances, proms, athletic events, field trips, and school trips at other schools, etc.). A student’s participation in co-curricular or athletic activities is a privilege, not a right or entitlement. The school is interested in maintaining the quality and integrity of its programs throughout the school year. Infractions of school rules may be subject to further penalties in addition to those listed below, which include, but are not limited to, removal from school activities, removal from elected offices, and/or exclusion from senior activities or graduation.

These rules and regulations may be supplemented by a teacher’s individual classroom rules. The academic success and the safety of students are contingent upon students maintaining appropriate and responsible behavior. The discipline procedures for students with disabilities shall follow applicable state and federal laws. Copies of these laws are available in the principal’s office for parent/guardian or student review.

All members of the school community are subject to the laws of the Commonwealth and City ordinances. The school will report acts, which may violate the law, to the police. The Memorandum of Understanding between the Walpole Public Schools and the Walpole Police Department requires that the following acts be reported to the police:

- Assault
- Battery
- Possession of a dangerous weapon resulting in a felony charge
- Destruction of property (graffiti, arson, tagging, and theft)
- Domestic or dating/relationship violence
- Inappropriate sexual assault or sexual behavior
- Harassment and civil rights threats or violations
- Actual or constructive possession of a controlled substance or alcohol
- Reasonable belief that a student has sold or offered to sell a controlled substance

Other acts may also be reported to the police as appropriate. Student information including student records will be shared with the resource officer assigned to Walpole High School, when appropriate, to maintain a positive and safe educational environment.

Penalties or suspensions will be served on those dates specified by the administrator. Suspensions will be served on consecutive days. When the period of suspension includes a weekend or vacation period, the student is ineligible to participate in or attend any activities throughout the entire period. Students who are suspended from school are not allowed to be in school or on school property at any time during the period of suspension and are not allowed to attend any school-sponsored activities.

Our rules and regulations are based on a system of progressive discipline. This means that an administrator has the discretion to significantly increase penalties in the cases of second and third offenses. In determining the severity of the penalty or suspension, the appropriate administrator may consider all relevant factors, including but not limited to:

- Previous disciplinary record
- Severity of disruption to the educational process
- Degree of danger to self and others
- Degree to which the student is willing to change their inappropriate behavior

Self-defense may be used as a defense in a hearing procedure. However, it is the responsibility of the person claiming self-defense to prove that they had no route of escape and all reasonable precautions were taken. Student behavior that occurs off school grounds and/or after school hours which directly impacts other students or school personnel, and which is detrimental to the effective operation and administration of the school because it is disruptive or detrimental to a positive educational environment, is subject to disciplinary action.

The student Code of Conduct has been divided into three (3) classes. Each class contains a range of consequences for the infractions within, to be determined at the discretion of the administration. These are examples of offenses and consequences. This does not represent all possible infractions or outcomes.

CLASS 1 OFFENSES

- C1.1 Violation of the cell phone/electronic device policy
- C1.2 Absent from school and on school grounds
- C1.3 More than 3 unexcused tardies to school in a quarter
- C1.4 Late for class
- C1.5 Class cut

- C1.6 Detention cut
- C1.7 Leaving school without permission
- C1.8 Leaving class without permission
- C1.9 Being in an unassigned area
- C1.10 Failure to report to a teacher for any behavioral or academic intervention
- C1.11 Sent from class
- C1.12 Sent from detention
- C1.13 Failure to sign in/out of school
- C1.14 Dress code violations
- C1.15 Public display of affection
- C1.16 Unauthorized use of electronic devices, as defined by the principal, including, but not limited to laser pointers
- C1.17 Food or drinks (other than water) outside of the cafeteria, other than snack time (Note: water is not allowed in Science Labs)
- C1.18 Possession of a tobacco/nicotine product or accessory such as vaporizer, lighter, or matches (will be confiscated)
- C1.19 In an area where tobacco products/electronic smoking devices (e.g. Vapes) are being used
- C1.20 Profanity/vulgarity/rude or obscene gestures or language (minor offense)
- C1.21 Disruptive behaviors at school or school-sponsored events
- C1.22 Horseplay, including pushing and wrestling
- C1.23 Dangerous and/or reckless behavior (minor offense)
- C1.24 Forgery of school pass/note
- C1.25 Failure to identify self
- C1.26 Causing a problem on a bus
- C1.27 Motor vehicle violation on school property
- C1.28 Violation of the Acceptable Use Policy
- C1.29 Library infractions
- C1.30 Malicious destruction or tampering of computer devices or networks
- C1.31 Other offenses designated by administration

RANGE OF CONSEQUENCES FOR CLASS 1 OFFENSES

- Consultation
- After school detention(s)
- Social probation (no participation allowed in school activities, athletics, events, etc.)
- Saturday Detention
- In-School Suspension
- Out-of-School Suspensions (one (1) – two (2) days)
- Alternative dispositions (e.g. restitution, etc.)
- Loss of parking, library, cafeteria, computer, or internet privileges
- Loss of Study privileges
- Accumulation of Conduct Grade(s)

Students disciplined two (2) times for Class 1 Offenses may be elevated to Class 2 Offenses. A parent/guardian conference may be required for re-entry for any offense listed for students under the age of eighteen.

CLASS 2 OFFENSES

- C2.1 Profane, obscene, indecent, or immoral gestures, language, propositions, or exhibitions (major offense)
- C2.2 Open defiance or insubordination of administrators, staff, or faculty

- C2.3 Vandalism including damage to school or personal property of others (minor offense)
- C2.4 Gambling/possession of gambling paraphernalia, including online gambling
- C2.5 Theft or possession of stolen property
- C2.6 Fighting/physical conflict between two (2) or more students
- C2.7 Initiating, inciting or deliberately provoking a fight
- C2.8 Photographing, videotaping, and/or recording on school grounds without a staff member's express permission, including but not limited to recording any fights*.
- C2.9 Sharing photographs, videotypes, and/or recordings taken on school grounds, including on social media or facetime, without a staff member's express permission, including but not limited to sharing fights.*
- C2.10 Tampering with fire alarm/safety devices
- C2.11 Possession of drug paraphernalia (e.g. rolling papers, pipes, vapes, etc.)
- C2.12 Malicious destruction, tampering of computer equipment (major offense)
- C2.13 Dangerous and/or reckless behavior (major offenses)
- C2.14 Forgery of legal documents
- C2.15 Internet misuse
- C2.16 Harassing behavior
- C2.17 Violation of Academic Integrity
- C2.18 Assault, battery, or the threatening of any Walpole Public School student
- C2.19 Other offenses designated by an administrator

*Note: Use of audio/video recording devices is particularly prohibited without express consent of the teacher or administration. A violation of this prohibition may be considered a serious infraction and may lead to suspension. Students should also be aware that a secret audio recording (recording an individual without their knowledge) could result in criminal charges under Massachusetts General Laws, ch 272, 99F.

RANGE OF CONSEQUENCES FOR CLASS 2 OFFENSES

- After school detention
- Saturday detention
- In-House Suspension and/or Out-of-School Suspension for one (1) through ten (10) days with the possibility of recommendation for expulsion
- Restitution for theft/vandalism/destruction of property
- Smoking/Vaping Cessation Program
- Counseling and/or behavioral contract
- Social probation (no participation allowed in school activities, athletics, events, etc.)
- Loss of parking, library, cafeteria, computer, or internet privileges
- Requirement to submit cellphone/mobile device to the Main Office during the school day for a period of time determined by the offense
- Loss of Study privileges
- Alternative dispositions (e.g. restitution, social probation, loss of privileges, permanent removal from classes, etc.)
- Accumulation of Conduct Grade(s)

The length of suspension will be determined by the severity of the offense. Students who are disciplined two (2) times for Class 2 Offenses may be elevated to Class 3 Offenses. A parent/guardian conference may be required for re-entry for any offense listed for students under the age of eighteen.

CLASS 3 OFFENSES

- C3.1 Assault, battery, or the threatening of any Walpole Public School employee, visitor or guest
- C3.2 Possession, use, sale, distribution or being under the influence of alcohol, drugs or any other controlled substances, including look-alike drugs
- C3.3 The use, possession, and/or the concealing of a weapon or look-alike weapon
- C3.4 Fighting involving three (3) or more people
- C3.5 Ringing a false alarm/calling in false bomb threat
- C3.6 Substantially disrupting the orderly operation of the school
- C3.7 Vandalism including damage to school or personal property of others (major offense)
- C3.8 Bullying
- C3.9 Unauthorized assemblies, sit-ins, protest meetings, etc.
- C3.10 Sexting or inappropriate photos/videos sent electronically
- C3.11 Assault/Sexual Harassment of a student
- C3.12 Assault/Sexual Harassment of a Walpole Public Schools employee, visitor, or guest
- C3.13 Other serious offenses designated by an administrator

RANGE OF CONSEQUENCES FOR CLASS 3 OFFENSES

- Suspension with recommendation for expulsion from school
- Smoking/Vaping Cessation Program
- Notification of police
- Mandated programs and/or evaluations
- Long term suspensions and, in some cases, expulsion
- Long term suspensions may carry into the next school year (hearing required for re-entry)
- Students expelled from Walpole High School will have the right to request in writing to return to school the following school year but may not be allowed to re-enroll
- Accumulation of Conduct Grade(s)

VAPORIZERS AND LIKE ITEMS

Possession, or use of any recreational tobacco or nicotine products is forbidden at all times on the Walpole High School campus, or at school-related activities held off-campus. Vaporizers and all accessories including, but not limited to, “vape juice”, “vape pods” and chargers will be prohibited under this policy.

- Bathrooms may be equipped with “Vape” Detectors.
- Vaporizers that are found in the school building will be confiscated and destroyed by Walpole High School Administration and/or Walpole Police Department.
- Students found to be in violation of this policy will be subject to disciplinary action under the discretion of the administrator, and by other school policies and procedures. Athletics are additionally subject to penalties set forth by the M.I.A.A. Policy concerning the use of tobacco products.
- Students who are found to be using similar devices containing THC will be subject to Drug Related Offense penalties.
- Smoking/Vaping cessation classes are available to all students, at any point, and may be required if a student is found in violation of this section.

CHEMICAL HEALTH POLICY

All students must adhere to the WHS Chemical Health Policy. During the school year, beginning with the first day of school-sponsored activities and ending on the last day of the school year, students shall not, regardless of quantity, use or consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco products (including e-cigarettes); marijuana, steroids, or any controlled substance.

The purpose of the WHS Chemical Health Policy is to keep our students safe and to encourage responsible decision-making. The WHS Chemical Health Policy applies to all interscholastic athletics, intramural athletics, and extracurricular activities. If a student violates this policy, the penalties will be assessed in athletics. If a student does not participate in athletics, in either the season in which the penalty occurred or in subsequent seasons, then the penalty will be assessed to an extracurricular activity, including intramural sports. If a student is not involved in sports, extra-curricular activities, or intramurals, then they may be precluded from participation in school-sponsored activities and social events as determined by the principal.

Please note, however, that a student may be required to forfeit an executive leadership position in an extracurricular activity, in addition to the penalties already assessed against him/her. In the event that a student is an officer/team captain, or holds another comparable executive leadership position in any school related activity/team, and has been found to have violated the WHS Chemical Health Policy, a formal review with the principal will take place to determine ongoing eligibility in that leadership/team captain role. In those rare instances where extracurricular activities also include a co-curricular component tied to a particular course curriculum, the application of the penalty will be determined by the Principal.

Walpole High School follows the MIAA guidelines with respect to the MIAA 24/7 provisions, meaning that violations are not limited to only on-campus behaviors, and will include after school, weekends, school vacations, and the summer recess period (when that portion of the summer recess overlaps with a school sponsored activity). The policy is not intended to render "guilt by association," e.g., many students might be present at a party where only a few violate the policy. Possession cannot be fully defined. A school administrator must determine if a violation occurred. It is generally necessary to show that the student was aware of the presence and character of the particular prohibited substance and was intentionally and consciously in possession of it.

Penalties shall be cumulative during each academic year, but serving the penalty could carry over for one year. Or, if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year, e.g., a football player violates the policy in the winter and/or spring of the same academic year: he would serve the penalty during the fall season of the next academic year. If a student in violation of this rule is unable to participate in interscholastic sports due to injury, academics, or otherwise, the penalty will not take effect until that student is able to participate again.

FIRST VIOLATION

When the principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport or 25% of an extracurricular activity according to the first offense chart below. For the student, these penalties will be determined by the season the violation occurs, but if the penalty is not commenced or completed during the season of the violation, the penalty shall commence or carry over to the student's next

season of actual participation. This may affect the eligibility status of the student during the next academic year. No exception is permitted for a student who participates in a treatment program. It is recommended that the student be allowed to continue practicing for the purpose of rehabilitation.

SECOND AND SUBSEQUENT VIOLATIONS

When the principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport or 60% of an extracurricular activity, including intramural sports according to the 2nd offense chart below. For the student, these penalties will be determined by the season the violation occurs, but if the penalty is not commenced or completed during the season of the violation, the penalty shall commence or carry over to the student’s next season of actual participation. This may affect the eligibility status of the student during the next academic year. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to continue practicing for the purpose of rehabilitation.

If, with the second or subsequent violation, the student of their own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in athletics, intramurals, and extra-curricular activities after a minimum of 40% of events, provided the student was fully engaged in the program throughout that penalty period. The Principal, in collaboration with a Chemical Dependency Program or Treatment Program, must certify that the student is attending or issue a certificate of completion. If a student does not complete the program, the penalty reverts back to 60% of the season and/or activities.

1st Offense	
# of Events/Regular Season	# of Events/Penalty (Includes postseason and tournaments)
1-7	1
8-11	2
12-15	3
16-19	4
20 or over	5

2nd Offense	
# of Events/Regular Season	# of Events/Penalty(Includes postseason and tournaments)
1-3	1
4	2
5-6	3
7-8	4
9	5
10-11	6
12-13	7
14	8
15-16	9

17-18	10
19	11
20 or over	12

2 nd and subsequent Offense w/Dependency Program	
# Events/Regular Season	# Events/Penalty (Includes the postseason and tournaments)
1-4	1
5-7	2
8-9	3
10-12	4
13-14	5
15-17	6
18-19	7
20 or over	8

Should anyone have any questions regarding this Policy, please contact WHS Administration. In addition, the MIAA's website (www.miaa.net) is a useful resource for student-athletes and their parent(s)/guardians.

Please note that the National Honor Society is a national organization with its own bylaws and as such may enforce additional penalties up to and including dismissal from the organization.

DISTURBANCE OF SCHOOLS OR ASSEMBLIES

MGL CHAPTER 272: SECTION 40

Whoever willfully interrupts or disturbs a school or other assembly of people meeting for a lawful purpose shall be punished by imprisonment for not more than one (1) month or by a fine of not more than fifty (\$50.00) dollars provided, however, that whoever, within one (1) year after being twice convicted of a violation of this section, again violates the provisions of this section shall be punished by imprisonment of one (1) month, and the sentence imposing such imprisonment shall not be suspended.

INSUBORDINATION

Insubordination is the failure to comply with/submit to rightful authority. Students must yield to the authority of their teachers, administration, or other building staff members and comply with direct requests for modifications of behavior. When a student feels a request or direction is unreasonable or unjustified, he or she is still expected to comply at the time of the direction and may later appeal to the teacher or the assistant principal. Failure to comply with a specific instruction of a teacher, administrator, or building staff member will result in disciplinary action that could include suspension from school for up to a maximum of ten (10) days.

VANDALISM AND THEFT

In a continuing effort to encourage good citizenship and further reduce unnecessary expenditures, the following guidelines will be used by Walpole High School administrators in the disposition of disciplinary cases involving

vandalism and theft. Whenever possible, the student will be given the option of paying for the repair or, if possible, repairing the damage himself/herself.

Incidents judged to be exceptional due to their hazardous nature, the extent of damage, the extent of the loss, or other just cause, will be treated on an individual basis and may be subject to suspension or expulsion. The following guidelines will be used at the discretion of the appropriate assistant principal:

- Repair/return of article (s), restitution, detention
- Conduct grade penalty
- Loss of privileges
- Suspension or expulsion
- Report the incident to the police department
- Seniors who are involved in vandalism, theft, or serious disturbances, may be prohibited from participation in commencement ceremonies

GRAFFITI

Writing graffiti/defacing on school property is a serious offense that will result in disciplinary consequences, which may include detentions, suspension, and/or possible criminal charges. Penalties will also include full restitution for the costs of removal of the graffiti and could result in the loss of driver's license for one (1) year, according to Massachusetts Law(s).

DANGEROUS ARTICLES AND CONTROLLED SUBSTANCES

No student shall have in their possession, on school grounds or at any school-sponsored function, any firearm, pellet gun, explosive device, knife, or any other article deemed dangerous.

Any student found in possession of a dangerous article, controlled substance, mind-altering substance, or drug paraphernalia will have it confiscated and be subject to expulsion. The dangerous article, controlled substance, or drug paraphernalia will be turned over to the Walpole Police Department for possible legal action.

In accordance with the M.G.L. Ch.94C, S.32J, a conviction for selling drugs within one thousand (1000) feet of school property in Massachusetts will result in a minimum mandatory two (2) year jail sentence plus a fine of up to ten thousand dollars (\$10,000).

TOBACCO/NICOTINE

In accordance with the Massachusetts State Law (Chapter 71, Section 2A), the use of any tobacco products within the school buildings, the school facilities or on school grounds or school buses by any student is prohibited. School grounds shall include, but are not limited to the parking lot, the fence opening leading to the dam, the woods within sight of the high school and the Common Street sidewalk adjacent to the high school. The law prohibiting smoking on school grounds applies at all times.

- Please note that the Town of Walpole has a city ordinance prohibiting minors from smoking within five hundred (500) feet of the perimeter of the school property.
- Violations of the city ordinance will result in fines and court appearances.
- All tobacco products, lighters, and matches will be confiscated and will not be returned. Offenders will receive suspension or other consequences. Possession and/or use of chewing tobacco, snuff, or any other tobacco product is strictly prohibited in school and on school grounds or at school-sponsored activities/events. Offenders will receive consequences in accordance with the Code of Conduct. Students who spit chewing tobacco are in violation of health practices and are subject to suspension.

GUIDELINES AND PROCEDURES REGARDING ALCOHOL AND OTHER DRUGS

Acknowledging the gravity and urgency of the problems of drug use and abuse within our society, the Walpole School Committee recognizes the need for the following guidelines and procedures.

Definition: In general, drug abuse is defined as the illegal possession, transfer, sale, or use of illicit drugs and narcotics on school property by students or others. For purposes of these guidelines, the word “drug” shall include alcohol; controlled substances without a prescription, except the penalty for the alcohol violation, shall not include expulsion.

General Procedures:

Whenever a staff member has reasonable grounds to believe that a student is involved in the possession, distribution, sale, or use of illicit drugs in school, that member shall immediately report the fact and circumstances to the building principal or their designee.

STUDENT REQUIRING MEDICATION WHILE IN SCHOOL

When a student is required by their physician to take prescribed or non-prescribed medication while in school, a parent or guardian of the student is expected to inform the nurse, in writing, that the student is required to take medication and describe the specific medication and dosage. A student taking medication during the school day must do so under the direct supervision of the school nurse. All medications must be kept in the Nurse’s Office. Parental involvement is not applicable for students who have reached the age of eighteen.

SUSPECTED USE OF DRUGS IN SCHOOL

In general, problems and suspected problems in the use of illicit drugs in school by students will be handled according to the policy for accidents and illnesses already in effect in Walpole.

- The student will immediately be referred to the building principal, or in their absence, the school nurse or some other designee
- Student may be searched in accordance with Massachusetts law
- After speaking with the student, evaluating the symptoms, and consulting with the school nurse, the parent or guardian of a minor student will be notified by the principal or their designee and requested to come to school
- In extreme instances of physical distress, the principal may take immediate steps to secure medical aid, including hospitalization
- If it is determined that the student is under the influence of illicit drugs, the student shall be immediately suspended from school and may face expulsion.

SUSPECTED POSSESSION, DISTRIBUTION, OR SALE OF DRUGS ON SCHOOL PROPERTY

If a staff member observes a student with materials that appear to be drugs or narcotic substances:

- The student will immediately be referred to the building principal, or in their absence, the school nurse or some other designee
- Students may be searched in accordance with Massachusetts Laws
- The student will be asked to give the substance to the building principal, school nurse, or other designee, since students are not permitted to carry such substances in school

- The principal will ask the student to identify the substance
- If the student declines to do so, or if the principal feels that further identification of the substance is needed, they will contact the student's parent or guardian to request its identification
- Should the latter procedure still prove unsatisfactory, the principal will immediately call the Chief of Police or their designee
- The principal will turn over any material evidence to the police
- Any questioning of students by police will be done in accordance with the law

Illicit Use:

IF ILLEGAL DRUGS OR NARCOTICS ARE IDENTIFIED THROUGH THE ABOVE PROCEDURE

- The principal will notify the police giving a full account of the situation and the name(s) of the student(s)
- The principal or designee will notify the parent/guardians of students who have not reached the age of eighteen
- The student shall immediately be suspended for a mandatory (10) days and may face exclusion/expulsion
- The decision making process for re-admittance shall be based upon appropriate consultation with administration, teaching, support staff, and other professional consultation when deemed advisable
- The school will have the student(s) welfare as its main objective
- To this end it will encourage the parent/guardians to undertake professional assistance on the outside and will work with the involved student (s) to maintain an effective and continuing program of schoolwork

ALCOHOL VIOLATIONS

- For a first offense, Out of School Suspension or In-School Suspension, or a combination of both will be assigned.
- A parent/guardian conference with an Assistant Principal may be required at the time of reinstatement.
- For a second and subsequent offense, a mandatory ten (10) day Out-of-School Suspension will be assigned.
- A parent/guardian conference with the Principal will be required at the time of reinstatement, for students under the age of eighteen, as well as a referral of the student to an approved alcohol-counseling program.
- Any senior who violates Walpole High School's alcohol/drug policies may not be permitted to participate in commencement exercises.

CONVICTION FOR DRUG POSSESSION, DISTRIBUTION, SALE OR USE, OUTSIDE OF SCHOOL PROPERTY

In general, school disciplinary proceedings with regard to students found guilty of an alleged violation of drug laws while off school property should be considered only when the student's conduct disrupts the educational process or interferes with the rights of other persons in the school. In accordance with the M.G.L. Ch. 94C, S. 3 2J, a conviction for selling drugs within one thousand (1000) feet of school property in Massachusetts will result in a minimum mandatory two (2) year jail sentence plus a fine of up to ten thousand dollars (\$10,000.00). This area around Walpole High School includes Common Street in the areas of Clapp Street, Massachusetts Avenue, Cascade Terrace, Pocahontas Street, and the Town Forest behind the high school, including the area behind the athletic field.

DUE PROCESS

Students will be guaranteed the right of "due process under the law".

DRUG VIOLATIONS OF PERSONS WHO ARE NOT STUDENTS AT THE SCHOOL

Whenever the principal has information that persons who are not students of the Walpole Public Schools have sold or transferred drugs to any student(s), the principal shall immediately notify the local police department. School authorities shall cooperate fully with police officials in order to apprehend and prosecute such persons.

CALL LIST

Students who need to be seen by their Assistant Principal for any reason, including disciplinary, will be called to the Main/Assistant Principal's Office. In disciplinary cases, this is the student's opportunity for a hearing to discuss the issue.

DETENTION

All detentions (whether with the teacher or in the cafeteria) will be served on the day assigned except with permission from the administration, in advance, to serve on a different day. A student may receive a conduct grade increase for each separate offense.

Four (4) conduct marks automatically results in a five (5) in conduct.

Failure to do school assignments or insubordination will result in being sent from the detention room to the Assistant Principal. Any student ejected from detention is subject to further disciplinary consequences.

The following are rules for detention:

- Detention begins promptly at 2:05 p.m. and will end at 3:00 p.m.
- Students who are late to detention will not be admitted – this will be considered a detention cut
- Students will sit facing in one direction, and be in their seats for attendance
- No talking or communicating of any kind
- No eating or drinking beverages, except water
- No sleeping
- No cell phones- All phones must be turned into the detention monitor.
- Chromebooks permitted for academic work only
- No permission (s) of any kind will be granted (e.g. lavatory, etc.)
- Any disturbance by a student may result in further disciplinary action
- Students must bring schoolwork or reading material

A conference may be arranged with parents/guardians of students who are under eighteen years of age as a result of any detention or failure to report to detention. No student shall be excused from detention by a teacher without prior administrative approval. If permission is granted, and detention credit is given, the student must remain with the teacher until detention is over.

SATURDAY DETENTION

Saturday Detention is scheduled from 8:00 a.m. to 11:30 a.m., and transportation is not provided. This program is designed to provide consequences for disciplinary, academic, or attendance problems and to encourage proper behavior in the regular high school setting. Students are supervised at all times by a staff member. It is the student's responsibility to come with three and one half hours (3.5) of schoolwork as well as the appropriate materials to

complete the assignments. A parent/guardian of a student under the age of eighteen will be notified when a student receives Saturday Detention. Time spent in Saturday Detention is strictly business. It is not a time to socialize. Academics will be emphasized with appropriate resource materials made available if possible. Students will work on school assignments throughout the morning. The following regulations apply to Saturday Detention:

- Students will sit in assigned seats
- Students are not allowed to talk or communicate
- Students are not allowed to eat or drink (except water)
- Students are not allowed to sleep
- Students are not allowed to use any personal electronic devices other than Chromebooks for academic purposes

Students who fail to attend their scheduled Saturday Detention, who arrive late, who are unable to conform to the regulations described herein, and/or who arrive without appropriate work will be asked to leave and referred to their Assistant Principal. Appropriate action will be taken up to suspension from school.

EDUCATIONAL, BEHAVIORAL OR ATTENDANCE CONTRACTS

The Administration reserves the right to enter into contractual agreements between student/parent/guardian and school, provided such contracts are agreed upon by all parties. Such contracts will address specific educational, behavioral and/or attendance issues and, in some extreme cases, may ultimately include voluntary withdrawal from school. Prior to withdrawal, an exit interview will be held by an administrator with the student and parent/guardian (if the student is under the age of eighteen) identifying options available. In all cases, the mandatory attendance law for students under the age of sixteen (16) will take precedence.

SUSPENSION

A suspension from school is a very serious penalty and can result from a number of causes. An administrator may suspend any student for any act considered sufficiently serious. The number of days suspended and the conduct mark will be determined by the administration. Suspension may be assigned in school or out of school, depending on the nature of the offense. Walpole High School complies with all special education regulations with respect to discipline and due process, see below. All references to parental involvement in this section are not applicable to students who have reached the age of eighteen.

Out of School Suspension:

- Suspensions for fighting, threats, harassment, drugs, or alcohol
- Other violations deemed serious enough by the administration
- Students who fail to comply with In-School Suspension regulations and expectations will be suspended Out of School
- Students who have accumulated excessive In-School Suspensions will be subject to an Out of School Suspension

In-School Suspension:

- Students may be assigned to In-School Suspension for any offense in the Walpole High School Code of Conduct, which carries a suspension penalty
- Students are to report directly to the Main Office by 7:20 a.m. and will then go to Student Support for In-School Suspension
- Cell phones and electronic devices must be left with their respective Assistant Principal
- Students will sit in assigned seats facing in the direction instructed by the teacher

- Students are to bring their chromebook, textbooks, workbooks, notebooks, etc. for all of their courses, and a pen or pencil with them
- Assignments given by teachers must be completed to receive credit for work
- If and when a student completes all assignments, they should read other material which they have brought or that the teacher (s) provide
- No talking or communicating of any kind
- No eating or drinking beverages, except water
- No sleeping
- Students will be allowed one (1) lavatory pass in the morning and one (1) in the afternoon
- Students are to use only the lavatories located in the Nurse's Office
- In-School Suspension will be dismissed at 2:00 p.m.
- Students on suspension may not participate in extracurricular activities and must leave school grounds immediately upon dismissal at 2:00 p.m. – detentions will not be served on the day of In School Suspensions
- In addition to all regular school rules and regulations, further appropriate restrictions are placed upon students while under suspension
- Violation of any In School Suspension rule or regulation will result in further disciplinary action

SUSPENSION PROCEDURES

In every case of student misconduct for which suspension may be imposed¹, a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports. All references to parental involvement in this section are not applicable to students who have reached the age of eighteen.

Notice of Suspension

Except for emergency removal or an in-school suspension of less than ten (10) days, the Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to the student and parent/guardian(s) in English and in the primary language of the home if other than English. The notice shall include: (a) the disciplinary offense; (b) the basis for the charge; (c) the potential consequences, including the potential length of the student's suspension; (d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing; (e) the date, time, and location of the hearing; (f) the right of the student and the student's parent/guardian to interpreter services at the hearing if needed to participate; (g) if the student may be placed on long-term suspension following the hearing with the principal: 1. the rights set forth in 603 CMR 53.08 (3)(b); and 2. the right to appeal the Principal's decision to the Superintendent. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian.

¹ Except for offenses referenced in the note at the end of this Policy.

EMERGENCY REMOVAL

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption.

The Principal shall immediately notify the Superintendent or designee in writing of the removal including a description of the danger or disruption presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall:

Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice;

Provide written notice to the student and parent/guardian as required above;

Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for a hearing is otherwise agreed to by the Principal, student, and parent/guardian;

Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

IN SCHOOL SUSPENSION – NOT MORE THAN TEN (10) DAYS CONSECUTIVELY OR CUMULATIVELY

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent/guardian orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The Principal shall also invite the parent/guardian to a

meeting to discuss the student's academic performance and behavior; strategies for student engagement, and possible responses to the behavior. Such a meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent/guardian after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for the purposes of orally informing the parent/guardian of the in-school suspension.

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

PRINCIPAL'S HEARING – SHORT TERM SUSPENSION OF UP TO TEN (10) DAYS

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

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of the suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

PRINCIPAL'S HEARING – LONG TERM SUSPENSION OF MORE THAN TEN (10) DAYS BUT LESS THAN NINETY (90) DAYS (CONSECUTIVE OR CUMULATIVE)

The hearing with the Principal shall be to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the

circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights:

In advance of the hearing, the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not;

The right to be represented by counsel or a lay person of the student's choice, at the student's/parent/guardian's expense;

The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;

The right to cross-examine witnesses presented by the school district;

The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request.

If the student or parent/guardian requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent/guardian upon request.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to the address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian.

If the Principal decides to suspend the student, the written determination shall:

Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;

Set out the key facts and conclusions reached by the Principal;

Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation;

Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension.

Notice of the right of appeal shall be in English and the primary language of the home if other than English, and shall include the following information:

The process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

SUPERINTENDENT'S HEARING

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing – Suspension of more than ten (10) days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold a hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

EXPULSION

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantially detrimental effect on the general welfare of the school. Any student alleged to have committed one of these acts shall be afforded the same due process rights as for a long-term suspension. Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

ACADEMIC PROGRESS

Any student who is suspended or expelled shall have the opportunity to earn credits, makeup assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing, in English, and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

The Principal of each school shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, gender identity, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

Note: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a

felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, S. 37H or 37H1/2. The Principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year. Except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.

LEGAL REFS.: M.G.L 71:37H; 71:37H ½; 71:37H 3/4

SECURITY CAMERA PROTOCOL

I. Purpose

The Walpole School Committee authorized the use of video cameras throughout the Walpole Public School District for the purpose of enhancing school safety and security (see policy ECA). Our goals are to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure public safety for community members who visit or use our school property, and to diminish the potential for personal and district loss or destruction of property.

II. General Protocols

Signage and Notification:

Signage will be posted at school buildings that notify students, parents/guardians, staff and the general public of the District's use of security cameras. Students, parents/guardians and staff will receive additional notification at the beginning of the school year regarding the use of security cameras in the schools and on school grounds. Such notification will include, but not be limited to, staff handbooks and student handbooks.

Camera Placement:

The security camera system is installed in public areas only. These areas include, but are not limited to, grounds, exterior entrances or exits to school buildings and large gathering spaces such as corridors, cafeteria, lobby, TV studio, and main entries.

Security cameras will not be used where there is a reasonable expectation of privacy, including but not limited to restrooms, changing rooms, private offices, nurse's offices, or locker rooms.

Viewing:

- There will be no monitoring of live recordings, except in the case of a suspected emergency or safety concern.
- Reviewing the recordings will occur only when a suspected incident is committed inside or outside the building (e.g. vandalism, graffiti, etc.).
- Viewing the data is to be performed by authorized personnel that have been expressly designated by the principal or Superintendent of Schools.

- A log book shall include the following details: the persons viewing the data, what event triggered the viewing and the date/time viewed and be maintained by the building principal and made available to the Superintendent of Schools.
- No sound is to be monitored or recorded in connection with the video surveillance system.
- Surveillance system misuse shall be addressed on a case-by-case basis by the Superintendent of Schools.

Limited Access to Recordings:

Any video recordings used for security purposes in school buildings or grounds are the sole property of the District. Release of such videos will be made only as permissible pursuant to applicable laws and with the permission of the Superintendent or their designee.

Access to video recordings from security cameras shall be limited to school administrators (Superintendent/designee, School Principal/designee). Law enforcement officials (Chief of Police/designee) shall be granted access to video recordings after giving prior notice to the School Superintendent/designee.

Data Storage:

All video recordings and logs are stored in a secure place to avoid tampering and ensure confidentiality in accordance with applicable laws and regulations.

Recordings will be saved for thirty (30) days and automatically deleted, unless being used in an ongoing investigation.

HAZING

Hazing is prohibited in accordance with the state law abolishing this practice. Hazing means "any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person." Any student who is the organizer or participant in hazing will be suspended for a safety violation, and will be subject to criminal prosecution by a fine of not more than three thousand dollars (\$3,000.00) or by imprisonment in a house of correction for not more than one (1) year, or both such fine and imprisonment.

COMMONWEALTH OF MASSACHUSETTS: ANTI-HAZING LAW

Chapter 269: Section 17. Hazing; organizing or participating; hazing defined

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

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 269: Section 18. Failure to report hazing

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

Chapter 269: Section 19. Copy of Secs. 17 to 19; Issuance to students and student groups, teams and organizations; distribution and reporting requirements

Each institution of secondary education and each public and private institution of postsecondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of postsecondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of postsecondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution, which fails to make such report.

MASSACHUSETTS GENERAL LAWS (CPT 265, SEC 43A) "CRIMES AGAINST THE PERSON"

Whoever willfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person, which seriously alarms that person and would cause a reasonable person to suffer substantial emotional distress, shall be guilty of the crime of criminal harassment and shall be punished by imprisonment in a house of correction for not more than two and one-half (2 ½) years or by a fine of not more than one thousand dollars (\$1,000.00), or by both such fine and imprisonment. Such conduct or acts described in this paragraph shall include, but not be limited to, conduct or acts conducted by mail or by use of a telephonic or telecommunication device including, but not limited to:

- Electronic mail
- Internet communications
- Facsimile communications

Whoever, after having been convicted of the crime of criminal harassment, commits a second or subsequent such crime, or whoever commits the crime of criminal harassment having previously been convicted of a violation of Section 43, shall be punished by imprisonment in a state prison for not more than ten (10) years.

PERSONAL HARASSMENT

All members of the Walpole High School community, both staff and students, are expected to treat each other with dignity and respect, and are entitled to be free from any kind of personal harassment. No type of harassment will be tolerated, whether related to race, color, sex, religion, national origin, disability, or sexual orientation, etc.

Harassment is unwelcome behavior towards another person, which is annoying, bothersome, physically and or mentally harmful. Forms of harassment can include verbal and/or written remarks, bullying, symbols, drawings, physical contact, gestures, gossip, phone calls, electronic communications, or any other types of harassing conduct. The important point is that the conduct makes the victim feel uncomfortable, intimidated, or physically and/or emotionally hurt, whether or not the person intended to harass and/or injure the victim. The penalties associated with harassment may include suspension, exclusion and/or expulsion for students, appropriate disciplinary action for employees, and in appropriate cases, police and/or court involvement.

SEXUAL HARASSMENT

Harassment in any form or for any reason is absolutely forbidden. This includes harassment between faculty/ staff/ administration and students or among students. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal, nonverbal, or physical conduct of a sexual nature when:

- Such conduct has the purpose or effect of unreasonably interfering with a student's educational performance or creating an intimidating, hostile, or offensive educational environment
- Submission to such conduct is made either an explicit or implicit term or condition for a student's success in an educational program
- Submission to or rejection of such conduct by a student is used as a basis for educational decisions affecting that person

REPORTING

If you believe you may have been harassed, one (1) or more times, or if you witness or learn about the harassment of another individual, you should inform the School Counseling Office, an assistant principal, or the principal

immediately. If you do not wish to discuss the issue in person, you may submit it to the S.O.S. box (in the Library and School Counseling Office) or report it to any staff member in the building. They, in turn, will report such issues to the principal or the superintendent of schools. If you do not wish to discuss the issue within your school, then you should inform the superintendent of schools or their designee. All staff members are responsible for enforcing this policy.

INVESTIGATION

The superintendent or their designee will promptly investigate every complaint of sexual or personal harassment.

Such investigation may include discussion with all involved parties, identification and questioning of witnesses and other appropriate actions. If the investigator determines that harassment has occurred, they will take action to end the harassment and ensure that it is not repeated. Steps the superintendent or their designee may take include, among others, warnings, transfers, suspension, probation and expulsion. Any student who is dissatisfied with the results or progress of the investigation may discuss their dissatisfaction directly with the principal, or the superintendent of schools. Student penalties associated with harassment may include suspension, exclusion and/or expulsion, and or police/court involvement, or appropriate disciplinary action for employees, and in appropriate cases, police and/or court involvement.

BULLYING PREVENTION AND INTERVENTION POLICY

The Walpole Public Schools is committed to providing our students equal educational opportunities, and a safe learning environment free from bullying. This will be possible when all members of the Walpole school community treat each other with respect, appreciating the rich diversity in our schools. This policy is an integral part of the Walpole Public Schools' comprehensive effort to promote learning and eliminate all forms of violent, harmful and disruptive behavior. All students have the right to this support to achieve their personal and academic potential.

The Walpole Public Schools will not tolerate any unlawful or disruptive behavior, including bullying, cyberbullying, harassment, or intimidation in our schools or during school-related activities. All reports of bullying will be promptly investigated by the Walpole Public Schools.

I. DEFINITIONS

Aggressor is a student or school staff member who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 370, is the repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyberbullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by: wire, radio, electromagnetic, photo-electronic or photo-optical system, including but not limited to email, instant messages, text messages, Internet postings, and

facsimile communications. See M.G.L. c. 71, § 370 for the legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, § 370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

School Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, paraprofessionals, or other contracted personnel.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

II. LEADERSHIP

Leadership at all levels plays a critical role in developing and implementing the Walpole Public Schools Bullying Prevention and Intervention Plan (the Plan) in the context of other whole school and community efforts to promote a positive school climate. Leaders have a primary role in teaching students to be civil to one another and promoting understanding of and respect for diversity and difference. Leadership in the Walpole Public Schools consists of all members of the Leadership Council (e.g. school principals and assistant principals, Daniel Feeney Preschool Director, Director of Technology Integration, Director of Special Education and Student Services, School Business Administrator, Assistant Superintendent, and Superintendent. The Leadership Council is responsible for setting priorities and for staying up-to-date with current research on ways to prevent and effectively respond to bullying. It is also the responsibility of these leaders to involve representatives from the greater school and local community in developing and implementing the Plan.

A. Public involvement in developing the Plan. As required by M.G.L. c. 71, § 370, the Plan has been developed in consultation with teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, municipal representatives, local law enforcement agencies, students, parents, and guardians. This was achieved in the following manner:

- The Walpole Public Schools Strategic Plan, which includes representatives from each of the groups identified above, has incorporated an objective and action steps under the goal for student achievement that specifically addresses the social and emotional well-being of students. The Strategic Plan Committee members will continue to review existing objectives and action steps and propose revision or continuation of the objective(s).
- The district Wellness Committee, which meets five times per school year and includes representatives from administration, professional school staff and support personnel, parent/guardian and community representatives, and the Health Department, reviews objectives under the Strategic Plan and the Bullying Prevention and Intervention Plan to provide feedback and suggestions for revision to the Leadership Council.
- Each respective School Council (8 schools) shall annually review the objectives under the Strategic Plan and the Bullying Prevention and Intervention Plan to provide feedback and suggestions for revision to the Leadership Council.
- The *Walpole Public Schools Bullying Prevention and Intervention Plan* is posted on the district web

site as well as each school's website. Suggestions from parents/guardians and the greater community have been and will continue to be solicited.

- Consultation will include, at a minimum, notice and a public comment period before the Plan is adopted by the School Committee.

B. Assessing needs and resources. The Plan will be the schools' and district's blueprint for enhancing capacity to prevent and respond to issues of bullying within the context of other healthy school climate initiatives. As part of the planning process, school leaders, with input from families and staff (through web site responses, e-mail requests, School Councils, PAC meetings, and staff meetings), will continue to assess the adequacy of current programs; review current policies and procedures; review available data on bullying and behavioral incidents; and assess available resources including curricula, training programs, and behavioral health services. This "mapping" process will assist schools and the district in identifying resource gaps and the most significant areas of need. These gaps and areas of need will be addressed by the Leadership Council and carefully analyzed during the budget development process. Based on these findings, the district will develop or revise relevant policies and procedures; sustain partnerships with community agencies, such as the Health Department, the Coalition for Alcohol Awareness, the Walpole Recreation Department, the Walpole Public Library, and Public Safety agencies; and establish priorities.

As part of our periodic needs assessments:

1. Each school will provide the opportunity for student, parent/guardian and staff response in an annual electronic survey using Survey Monkey to assess school climate and school safety. Paper copies will be available in each school office and media center as well as in the central office.
2. At least once every four years, the district will administer a Department of Elementary and Secondary Education developed survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. The district will annually report bullying incident data to the Department.
3. Each school administrator (in conjunction with school counselors or designees) will assume responsibility for data collection and will analyze building-specific data on the prevalence and characteristics of bullying (e.g., focusing on identifying vulnerable populations and "hot spots" in school buildings, on school grounds, or on school buses).

This information will help to identify patterns of behaviors and areas of concern, and will inform decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services.

C. Planning and oversight:

1. Each school principal/assistant principal/director will receive and immediately investigate reports of bullying;
2. Each school principal/assistant principal/director will collect and analyze school-wide data on bullying using *X2 Aspen* (journal entries and/or discipline records) to assess the present problem and to measure improved outcomes;
3. Using *X2 Aspen*, each school will record and track incident reports for district review and for accessing information related to targets and aggressors;
4. Planning for the ongoing professional development that is required by the law will be the responsibility of the Walpole Public Schools Professional Development Committee in collaboration with the Leadership Council;
5. The Leadership Council, the Wellness Committee, the administrators at each level (PreK – 5, 6-8, and 9-12)

and respective School Councils will plan for necessary support to respond to the needs of targets and aggressors;

6. The Leadership Council, members of curriculum revision task forces, and participation from the School Committee Curriculum sub-committee will examine and ensure implementation of the curricula that each school or instructional level will use;
7. The Leadership Council will collaborate to develop new or revise current policies and protocols under the Plan, including an Internet safety policy, and designate key staff to be in charge of implementation;
8. All student and staff handbooks and codes of conduct will have been amended as of September 2018 and will be reviewed annually to incorporate necessary revision; the purpose is to ensure that bullying by students or school staff is clearly understood and will not be tolerated.
9. School administrators in collaboration with the assistant superintendent and superintendent will lead the parent/guardian or family engagement efforts and draft parent/guardian information materials which will be posted on the web sites and disseminated to all parent/guardians via email and/or in hard copy; and
10. The Strategic Plan Committee, The Wellness Committee, the Leadership Council, and School Councils will review and update the Plan as needed each year, or more frequently as indicated by new information or regulation.

D. Priority Statement

The Walpole Public Schools is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

We recognize that certain students may be more vulnerable to become targets of bullying, harassment, or teasing based on actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics. The school and/or district will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

Walpole Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will promptly investigate all reports and complaints of bullying, cyberbullying, and retaliation, and take prompt action to end that behavior and restore the target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent/guardian or guardian involvement.

The Walpole Public Schools Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyberbullying, and the district is committed to working with students, staff, families, law enforcement agencies, community resources, and the greater community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The principal/director/designee is responsible for the implementation and oversight of the Plan within each school except when a reported bullying incident involves a principal or the assistant principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report and other steps necessary to implement the Plan, including addressing the safety of the alleged target. If the Superintendent is the alleged aggressor, the School Committee, or its designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including

addressing the safety of the alleged victim.

III. TRAINING AND PROFESSIONAL DEVELOPMENT

A. Annual staff training on the Plan. Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

B. Ongoing professional development. The goal of professional development is to establish a common understanding of the tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 370, the content of school wide and district wide professional development will be informed by research and will include information on:

- (i) developmentally appropriate strategies to prevent bullying;
- (ii) developmentally appropriate strategies for immediate, effective interventions to stop bullying incidents;
- (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- (v) information on the incidence and nature of cyberbullying; and
- (vi) Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas identified by the school or district for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

C. Written notice to staff. The district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school employee handbook and the codes of conduct. This is also included in the Mandatory Employee Training required each year.

IV. ACCESS TO RESOURCES AND SERVICES

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets,

aggressors, families, and others are addressed. The Plan describes the strategies for providing support and services necessary to meet these needs. In order to enhance the capacity to prevent, intervene early, and respond effectively to bullying, available services should reflect an understanding of the dynamics of bullying and provide approaches to address the needs of targets and aggressors. The Plan includes strategies for providing counseling or referral to appropriate services for aggressors, targets, and family members of those students.

- A. Identifying resources. Each year the Leadership Council, informed by school counselors, school psychologists, nurses, and teachers, will review current staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services. Recommendations will be developed to fill resource and service gaps. This may include adopting new curricula, reorganizing staff, establishing safety planning teams, and identifying other agencies that can provide services. The Plan will outline the process for identifying existing and needed resources.
- B. Counseling and other services. Within the Walpole Public Schools across all levels, the following resources currently exist: school counselors, adjustment counselors, school psychologists, social workers, two behavioral specialists, and school nurses. The district also employs three full time ESL teachers and three part time ESL Instructors to assist students. Students are provided with differentiated tiers of support that include resources for all students, social skills groups, behavior intervention plans, individualized curricula, and group sessions directly related to bullying behavior. Parents are encouraged to review the resources provided by the Massachusetts Aggression Reduction Center at Bridgewater State University (<https://www.marccenter.org/>). A list of community service agencies is included in the Appendices.
- C. Students with disabilities. As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of their disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. The Anti-Bullying Flow Chart is included in the Appendices.
- D. Referral to outside services. Walpole Public Schools counseling and school psychologist staff members are trained to provide referrals and maintain extensive resources to assist students and their families.

V. ACADEMIC AND NON-ACADEMIC ACTIVITIES

- A. Specific bullying prevention approaches. Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:
 - using scripts and role plays to develop skills;
 - empowering students to take action by knowing what to do when they witness other students or school staff engaged in acts of bullying or retaliation, including seeking adult assistance;
 - helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
 - emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies;
 - enhancing students' skills for engaging in healthy relationships and respectful communications; and
 - engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Specific to Walpole Public Schools:

At the PreK and K-5 level, the Second Step Violence Prevention Curriculum is used and taught by the school psychologist. The elementary school counselors have developed a curriculum that includes weekly lessons that are taught/reinforced by principals, school counselors, classroom teachers, and PE/Health teachers. School psychologists and counselors provide an additional level of instruction and intervention.

The K-5 MARC Anti-Bullying Curriculum is also being reviewed to determine its integration within the elementary curriculum.

In addition, all elementary schools have adopted The Responsive Classroom Program in which students learn common language, respectful behavior and procedures for identifying incidents of bullying and reporting. A major focus at the elementary level is the Social Thinking process as well as Positive Behavioral Intervention and Support (PBIS). Each school has also developed its own core values which are reinforced throughout school activities.

Grades 6-8 curriculum is administered by full-time Health teachers, assisted by the PE teachers and school counselors. This curriculum is examined and revised during curriculum meetings, early release, and PLC meetings. School psychologists and counselors provide an additional level of instruction and intervention. Middle school Health teachers have been trained and use the Botvin LifeSkills curriculum by Caron.org.

Grades 9-12 curriculum is administered by the PE/Health teachers, guidance and adjustment counselors, and the school psychologist. At the high school, there are extra-curricular clubs and activities (such as Student Council, Community Service Learning, Drama, and GSA clubs) that provide support to the Plan.

All schools actively participate in the Massachusetts Aggression Reduction Center training and programs to increase awareness and learn strategies to develop improved social skills.

B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including students with actual or perceived characteristics, including race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, or sensory, disability, or by association with a person who has or is perceived to have one or more of these characteristics
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength;
- implementing all of the above within a Response to Intervention framework PreK – 12.

V. POLICIES AND PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

A. Reporting bullying or retaliation. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to the principal/designee or to the superintendent/designee when the principal or assistant principal is the alleged aggressor or to the School

Committee or designee when the superintendent is the alleged aggressor; any instance of bullying or retaliation a staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district staff members, may be made anonymously. The school or district will make a variety of reporting resources available to the school community including, but not limited to, an Incident Reporting Form, a voice mailbox, an email address, a dedicated mailing address, and an electronic reporting form on each school's and the district websites.

The use of an Incident Reporting Form is not required as a condition of making a report. The district will: 1) include a copy of the Incident Reporting Form in the beginning of the year packets for students and parents or guardians; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The Incident Reporting Form will be made available in the most prevalent language(s) of origin of students and parents or guardians and will be translated as needed. The Incident Reporting Form has been developed and will continue to be reviewed by the Leadership Council.

At the beginning of each school year, the school and district will provide the school community, including educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, van drivers, athletic coaches, advisors to extracurricular activities, ESPs, mobility aides, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal/director, will be incorporated in student and staff handbooks, on each school and district website (www.walpole.k12.ma.us), and in all information about the Plan that is made available to parents or guardians.

1. Reporting by Staff

A staff member will report immediately to the principal/director or to the superintendent/designee when the principal or assistant principal is the alleged aggressor or to the School Committee or designee when the superintendent is the alleged aggressor when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal/director does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

The Walpole Public Schools expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal/director/designee or the superintendent/designee when the principal or assistant principal is the alleged aggressor or the School Committee or designee when the superintendent is the alleged aggressor. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

B. Responding to a report of bullying or retaliation.

1. Safety

Before fully investigating the allegations of bullying or retaliation, the principal/director/designee or to the superintendent/designee when the principal or assistant principal is the alleged aggressor or to the School Committee or designee when the superintendent is the alleged aggressor, will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further

incidents. Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target, and altering the aggressor’s schedule and access to the target. The principal/director/designee or the superintendent/designee when the principal or assistant principal is the alleged aggressor, or the School Committee or designee when the superintendent is the alleged aggressor, will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal/director/designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation. (See Appendices.)

2. Obligations to Notify Others

- a. Notice to parents or guardians. Upon determining that bullying or retaliation has occurred, the principal/director/designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal/director/designee first informed of the incident will promptly notify by telephone the principal/director of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- c. Notice to Law Enforcement. At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal/director/designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal/director/designee will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal/director/designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor.

In making this determination, the principal/director/designee will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer and other individuals the principal/director/designee deems appropriate.

- C. Investigation. The principal/director/designee will promptly investigate all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal/director/designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal/director (or whoever is conducting the investigation) will remind the alleged student aggressor, target, and witnesses of the importance of the

investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal/director, other staff members as determined by the principal/director, and in consultation with the school counselor, as appropriate. To the extent practicable, and given their obligation to investigate and address the matter, the principal/director/designee will maintain confidentiality during the investigative process. The principal/director will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations and completed within 14 days. If necessary, the principal/director will consult with legal counsel about the investigation. (Please refer to specific grade level reporting forms in Appendix.)

- D. Determinations. The principal/director will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal/director will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal/director will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the principal/director/designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal/director/designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal/director cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The principal or designee shall inform the parent or guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination. (See Section IX and Appendices).

E. Responses to Bullying.

1. Teaching Appropriate Behavior Through Skills-building

Upon the principal/director determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 370 (d) (v). Skill-building approaches that the principal/director may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curricula;
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;

- implementing a range of academic and nonacademic positive behavioral supports to help students understand prosocial ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

2. Taking Disciplinary Action

If the principal/director/designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal/director, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal/director/designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The principal/director/ designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal/director/ designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal/director/ designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal/director/ designee will work with appropriate school staff to implement them immediately.

F. Responding to a Report of Bullying by School Staff

Walpole Public Schools will follow the same procedures as noted above when responding and resolving a report of bullying by school staff. Walpole Public Schools will consult with school counsel to ensure that the policies, procedures, and determination are consistent with the Plan and all relevant laws. Consistent with investigations of student bullying, all participants (aggressor, target, and witnesses) are reminded of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

VII. COLLABORATION WITH FAMILIES

- A. Parent education and resources. The school or district will continue to offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the Parent Advisory Committees (PAC), School Councils, Special Education Parent Advisory Council (SEPAC), and through school and district-wide presentations. All informational materials and links to resources will be

posted on the district web site.

- B. Notification requirements. Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The district will send parents written notice each year about the student-related sections of the Plan and the district's Internet safety policy. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians or translated as needed. The Walpole Public Schools posts the Plan and related information on the district website and on individual schools' websites.

VIII. PROHIBITION AGAINST BULLYING AND RETALIATION

The following statement is incorporated directly from M.G.L. c.71, §370(b), and describes the law's requirements for the prohibition of bullying.

Acts of bullying, which include cyberbullying, are prohibited:

- (i) on school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- (ii) at a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupts the education process or the orderly operation of a school.

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

This information will be included in Codes of Conduct and Student and Staff Handbooks.

As stated in M.G.L. c. 71, § 370, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

IX. PROBLEM RESOLUTION SYSTEM

Any parent wishing to file a claim/concern or seek assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are available at the schools and the superintendent's office.

IX. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation. Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

REFERENCES: Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

LEGAL REFS: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26.00
MGL 71:370
MGL 265:43, 43A
MGL 268:13B
MGL 269:14A

CROSS REFS: AC, Nondiscrimination
ACAB, Sexual Harassment
JBA, Student-to-Student Harassment
JICFA, Prohibition of Hazing
JK, Student Discipline Regulations

WALPOLE POLICE DEPARTMENT "SCHOOL RESOURCE OFFICER PROGRAM"

Mission:

- To work in partnership with the school system to promote and maintain a safe, secure, and healthy learning environment for students, staff, faculty, administration and the Walpole community as a whole
- To build a model program that will include a network of resources designed to promote safety, respect, good health, and positive citizenship for the wellbeing of all students
- To provide a means to disseminate, share, advise, and coordinate information on the value of qualified law enforcement officers to teach elementary, middle, and high school students on the principles of good citizenship and community responsibility
- To raise awareness and understanding of the dangers associated with alcohol and drugs, criminal activities, and other antisocial behaviors

Role of School Resource Officer:

- A visible, active law enforcement figure on campus dealing with any law related issues A classroom resource for instruction in the following areas:
 - Law related education
 - Violence prevention
 - Safety programs
 - Alcohol and drug prevention
 - Crime prevention
 - And other relevant areas
- A member of the faculty and administrative team working collaboratively to solve problems in the school community
- A resource for students that will enable them to communicate with a law enforcement officer in a safe and supportive school environment
- A resource to teachers, parent/guardians, and students for conferences, dealing with individual problems or specific questions
- A counseling resource in the areas which are related to the school's educational mission and/or activities that are of a law related nature

LANGUAGE LABORATORY

In order to ensure that the language lab remains in excellent working condition, students will adhere to the following regulations for use of the lab:

- Students are to be in the lab only with their subject teacher.
- Students may not have food, beverages, or chewing gum at any time in the lab.
- Students are to inspect their station at the beginning of the class period and are to report any damage, including pencil marks, immediately to their teacher so they will not be held responsible.
- Students are to sit at assigned seats and may not sit on any lab furniture other than the chair provided at the student booth.
- Only materials needed for the lab class may be kept at workstations.
- Unless specifically instructed by the teacher, students are not to touch controls, wires, or monitors. At the end of each session students are to see that headsets are hung on the station partition to the right and that chairs are pushed in as far as they can be. The Guidelines for Computer Network Use as well as the Walpole Public Schools Acceptable Use Policy and Internet Safety Policy for Student Use of Networked Educational Technology Resources stated in the Student/Parent Handbook applies to students in the language lab.
- Any damage to equipment or to the booth will be investigated by the teacher, department chairperson, and administration. A student found to be responsible for vandalism will be subject to disciplinary action and will be held liable for all repair costs incurred.
- Students are to report to their teacher any error message that may show up on their screens during use of the computer.
- Students are to wipe down their headsets, keyboards, mice, desks, and any touched surfaces before each session.

SCIENCE LABORATORY SAFETY RULES

- Always wear safety goggles while working in the lab including during set up and clean up
- Contact lenses should not be worn in the lab
- Students are not allowed to work alone or unattended in the lab
- Appropriate clothing must be worn in the lab – no open-toe shoes or sandals
- Participation in lab activities will be at the discretion of the teacher
- Long hair must be properly restrained
- Only materials necessary for lab activities should be brought into the lab area
- Read the entire experimental procedure before entering the lab
- Read chemical labels carefully – some chemicals have similar sounding names
- Be aware of others in the lab – stay at your lab station
- No food, beverages, candy, gum, or cosmetics are allowed at any time
- Water bottles may be prohibited at the teacher's discretion
- NEVER taste chemicals or put anything in your mouth
- Do not draw liquids into a tube using your mouth
- Do not touch chemicals with your bare hands
- Wash your hands frequently
- Wash your hands at the end of each lab exercise
- Hot glass looks like cold glass – use appropriate lab equipment to handle glass or ceramic equipment
- Exercise caution when using electrical equipment

- Make sure the equipment is in good working order, the work area is dry, and do not allow cords to dangle
- Review the location of fire equipment and fire exit
- Keep combustible materials away from open flame – never use open flames with volatile substances such as alcohols, acetone, or hydrocarbons
- If your clothing should catch on fire: stop, drop, and roll - DO NOT RUN!
- Review the location and use of the safety shower and eyewash station
- If you get chemicals in your eyes, go immediately to the eyewash station
- Call your instructor when a chemical spill occurs – clean up the spilled chemical according to your instructor’s directions
- Report all accidents and close calls to your instructor immediately, no matter how minor
- For all chemicals take only what you need
- NEVER return chemicals to the stock bottles
- Never remove any chemicals or other materials from the laboratory
- Keep your work area clean and dry at all time – clean your lab area at the end of the activity
- Horseplay or fooling around in the lab is dangerous and will not be allowed – such behavior will be dealt with in the most severe manner appropriate – stay at your lab station
- Dispose of all chemicals in the manner described by the teacher
- Never put any solid or insoluble materials in the sink
- Dispose of broken glass in designated containers only
- Never smell a substance directly – your teacher will demonstrate the proper technique
- Use the fume hood when using chemicals which have or can generate irritating gasses
- Do not point the opening of a test tube at another person while heating the test tubes
- NEVER heat a closed container
- When diluting concentrated acids, always add ACID to WATER
- Label any tubes or bottles containing chemicals so they can be correctly identified easily Observe *Universal Precautions* and practice *aseptic techniques*; e.g. dispose of biologically active materials in the manner described by your instructor
- Treat dissection specimens with a proper degree of respect
- Follow all other procedures and techniques as described by your teacher
- Sign the Lab Safety Contract indicating that you and your parents/guardians have read and understand these guidelines – these guidelines will be explained to you in class
- If you have any questions or do not understand any of the guidelines, ask your instructor for clarification – your signature confirms your acceptance of the rules
- Participation in lab will be at the discretion of the lab teacher

Failure to comply with these rules will result in exclusion from the lab and referral to the school discipline system.

GOOGLE WORKSPACE SERVICES

At Walpole Public Schools, we use Google Workspace for Education and manage a Google Workspace for Education account for your child. Google Workspace for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom, and more. Students will use their Google Workspace for Education accounts to complete assignments, communicate with their teachers, and sign into their Chromebooks.

Using their Google Workspace for Education accounts, students may access and use the following “[Core Services](#)” offered by Google. In addition, we also allow students to access certain other Google services with their Google Workspace for Education accounts such as Maps, YouTube, and other similar “[Additional Services](#),” as necessitated by instruction. As part of this service, Google may collect, use, and disclose information about my child only for the

purposes described in Google’s [privacy policy](#). Questions about Google’s Core or Additional Services can be directed to helpdesk@walpole.k12.ma.us.

By signing this handbook, parents/guardians are giving permission for their student under the age of 18 to use any Additional Services that are deemed appropriate for educational use at Walpole Public Schools.

ACCEPTABLE USE POLICY USE OF TECHNOLOGY AND DIGITAL RESOURCES

I. Introduction

The Walpole Public Schools is pleased to offer staff and students access to district computer devices and digital resources. Digital and online technology is provided to staff and students to support the teaching and learning process.

This Acceptable Use Policy outlines the appropriate uses for technology in the district and activities not permitted. All users are expected to take individual responsibility for their appropriate use of internet and digital resources, and follow all conditions and rules of technology use as presented by the Walpole Public Schools. Any violation of the conditions and rules may result in disciplinary and/or legal action.

Any questions or concerns about this policy, or any aspect of the computer network or digital resources should be referred to the school’s principal.

II. Scope

This policy applies to all users of technology resources owned or managed by the Walpole Public Schools. Individuals covered by this policy include but are not limited to employees, students, volunteers, guests, members of the School Committee, and external individuals and organizations accessing the district’s technology resources whether on school property or in another location. Digital resources include all district-owned, licensed, or managed hardware and software or any use of the district network via a physical, wireless, or remote connection, regardless of the ownership of the computer or device connected to the network.

The Walpole Public Schools make no warranties of any kind for the technology services provided. The user will be responsible for repair or replacement of damaged equipment. Protection of data is the responsibility of the user. The district will not be responsible for any loss in service or data. The school system is not responsible for verifying accuracy of any information obtained through the technology or network.

III. Access to Online Resources

Access to the internet, digital resources, and online communication tools will enable users to interact with the global community. Within reason, freedom of speech and access to information will be honored. Users should be warned that some material accessible via the internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. Filtering software is in use, but no filtering system is capable of blocking 100% of the inappropriate material available on the internet. We believe that the benefits to students and staff from access to the internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. Ultimately, teachers and parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

All school-related data storage, including but not limited to Google cloud data storage, computer hard drives, network storage, internet browsing history, and email, may be accessed and reviewed by IT staff and administration. Users should have no expectation of privacy in their use of digital resources provided by, or accessed in, the district. All school-related communication must be processed through the district communication tools, and all email and digital records are archived in accordance with state and federal law.

Parents/guardians and their representatives have the right to request a copy of any and all email exchanges that relate to their student, even if they are not direct recipients of such communication.

IV. Users’ Privileges and Responsibilities

A. Hardware & Devices

1. Users may make use of authorized computers, devices, and network infrastructure to facilitate teaching and learning and to enhance educational information exchange.
2. Users must avoid and prevent damage to computers, devices, and network infrastructure from food or drink or from acts of negligence or vandalism. Any discovered damage should be reported immediately.
3. Users may not remove computer hardware from school property without prior consent from the school principal or by school policy.

B. Digital & Online Resources

1. Users may use and access information only from district-approved online resources, software, and apps. The district may restrict access or sign-in as necessary to ensure data security.
2. Users may use district-approved computer and digital resources for the storage of academic and professional files, data, and legally-owned applications. Storage of personal files and data such as personal images, video, or music libraries, or other private files, is not permitted.
3. Users may use only those digital communication tools, including email, social media, blogs, podcasts, etc., that have the explicit prior approval of the school principal. These tools should only be used for academic and professional communications and are not for personal correspondence.

C. Safety & Security

1. Users may not use another's passwords or accounts, impersonate another user, nor trespass in others' folders, work, or files. Publishing or sharing passwords, including those used for wifi, online resources, or other systems, is prohibited.
2. Users must maintain the privacy of personal information for all staff and students, and must not share or publish any personal information of oneself or any student or staff member:
 - a. No sharing of personal addresses, phone numbers, email, login information, or other personally identifiable information.
 - b. No sharing or posting of identifiable photographs of students unless appropriate consent has been provided by the parent/guardian.
 - c. Any software, apps, or other digital resources that store academic information, student or staff data, student work, or communications must be approved by the district before use to ensure compliance with data safety standards and retention regulations.
3. Users may not take steps to bypass security systems, internet content filters or firewalls, or other system restrictions, including the use of websites or proxies to bypass the internet filtering technology.
4. Users may not damage or modify computer hardware, software systems, or computer networks, including intentional downloading or use of malware. Any discovered damage or indications of malware or data breach should be reported immediately.

D. Ethical & Academic Behavior

1. Users must adhere to all copyright and plagiarism guidelines, including appropriate academic and professional use of AI tools.
2. Users must keep all inappropriate content (text, images, media, or files dangerous to the integrity of the school's network, equipment, and software) from entering the school via the internet, removable media, or other means.
 - a. Be polite and respectful in all forms of communication.
 - b. No swearing, vulgarities, suggestive, obscene, belligerent, offensive or threatening language.
 - c. No sending, sharing, or displaying of obscene or offensive images or other media.

- d. Do not engage in harassment or insulting or attacking others, including acts of cyberbullying as defined in the district's [Bullying Prevention and Intervention plan](#).
3. Users may not intentionally waste shared resources, including network or cloud data storage and printing resources.
4. Users may not participate in any communications that facilitate illegal activities or violate any other laws.
5. Users may not use school technology or digital resources for commercial purposes, personal or financial gain, or fraud.

E. Personal Use

1. Users may utilize school computers and digital resources for incidental personal use as long as such use does not interfere with academic or professional responsibilities, with system operations, or with other users. "Incidental personal use" is defined as use by an individual user for occasional personal communication and internet usage. Users are reminded that such personal use must comply with this policy and all other applicable policies, procedures, and rules.
2. Users may not download or store image, video, music, or other private files for personal use on school devices or in school data storage systems.
3. Users must request approval from the IT Department before connecting personal devices to the school network, including personal computers, wireless access points, mobile devices and phones, or other equipment. Personal devices must adhere to security and licensing guidelines, and the district will assume no risk or responsibility for technical support, loss, or damage.

V. Consequences

Failure to adhere to guidelines, conditions, and rules of this Acceptable Use Policy will result in disciplinary and/or legal action as determined by the school principal and/or the superintendent.

V. Responsibilities

Teacher Responsibilities

- Provide developmentally appropriate instruction, guidance, and supervision to students as they make use of the network, internet, and digital resources in support of educational goals.
- Remind students of their responsibilities as users of the district resources prior to granting access, either as an individual user or as a member of a class or group.
- Verify parent consent prior to sharing student pictures or student work online.
- Respond to student infractions/violations of the Acceptable Use Policy, and report other misuse, according to the Code of Conduct.

Principal Responsibilities

- Include this Acceptable Use Policy in the Student Handbook, and ensure receipt of parent/student signatures.
- Notify teachers of students who do not have written consent to have pictures or information posted on websites.
- Respond to student infractions/violations of the Acceptable Use Policy, or other misuse, according to the Code of Conduct.

District Responsibilities

- Ensure that filtering software is in use to meet the guidelines of the [Children's Internet Protection Act \(CIPA\)](#).

- Ensure compliance and transparency in regard to data privacy, security, and retention of records, such as the [Children’s Online Privacy Protection Act](#) (COPPA), the [Family Educational Rights and Privacy Act](#) (FERPA), and other applicable local, state, and federal laws.
- Review and update Acceptable Use Policies periodically.

Student Responsibilities

- Treat others with respect online, just as you would in any other school setting.
- Behave appropriately and ethically when using district hardware, network, or digital resources
- Follow academic integrity and plagiarism rules, including appropriate ethical use of AI tools.
- Notify the teacher in case of:
 - Accidentally viewing content that displays inappropriate material;
 - Receiving a pop-up message that warns you of a computer or virus problem;
 - Receiving any message that makes you uncomfortable or feel threatened.

Parent/Guardian Responsibilities

- Discuss these rules with your child to ensure they understand their responsibilities
- Immediately notify the school principal if your child expresses concern or shares information about inappropriate content, uncomfortable/threatening messages, or instances of cyberbullying
- Support the school in enforcing these guidelines
- Provide a similar framework for your child’s use of computers outside of school, and communicate with your child regarding internet safety on an ongoing basis

VII. Changes in the Acceptable Use Policy

Recognizing that computer technology is a rapidly changing field, the Walpole Public Schools reserve the right to change this policy at any time to ensure a safe, secure, legal, and responsible learning environment. Notice of changes will be given to the Walpole Public Schools community as appropriate.

NURSE’S OFFICE

There is a Registered Nurse available to see students who need assessment for illnesses and injuries while at school. Students who need to take medication during the school day will need to bring a doctor’s order and the medication in the original pharmacy container to the nurse. Psychotropic medications may not be carried by the student and must be brought to the nurse by the parent or guardian. If a student needs an over the counter pain medication such as Ibuprofen (Motrin/Advil) or Acetaminophen (Tylenol) written permission must be obtained by the parent/guardian for students who have not reached the age of eighteen.

Except for the following situations students may not carry any medication in school:

- Students with Asthma should carry their inhaler with them but may also keep one with the nurse
- Students with life-threatening allergies should always have their epinephrine auto injector with them, but one should also be kept in the nurse’s office
- Students with Cystic Fibrosis may carry their enzymes
- Students with Diabetes may carry all necessary medications, devices, and snacks as needed

In addition to assessment for illness and injury; care of chronic medical issues, the school nurse will see students for mandated screenings including- SBIRT, Hearing, Height and Weight, Postural and Vision.

Mandatory health screenings for students (SBIRT and Postural in Gr 9; Vision, Hearing, Height and Weight for Grade 10) will be conducted during the school year. Notification about the timing of all screenings will be shared in the weekly electronic newsletter sent out by the principal. If a parent/ guardian does not want their child screened they may opt out by sending a written notice (email) to the school nurse. Students may also opt out on the day of the screening.

If the nurse is not available, the student should go to the main office. The phone number for the nurse's office is 508-660-7257 and then follow the prompts.

HEALTH CURRICULUM/ SEX EDUCATION

Health Curriculum/Sex education is part of the Walpole High School health education curriculum. It includes topics such as dating, relationships and communication skills. Walpole High School promotes abstinence as the best form of prevention of pregnancy and sexually transmitted disease. However, in order to provide a comprehensive understanding of the topic, contraceptive methods, STD/STI prevention, and prevention of sexual abuse are also covered. If you would like a more thorough review of the health curriculum, or to examine any of the instructional material, you are welcome to do so. Please call to arrange a convenient time to meet with a health teacher.

In this course, students will be able to ask questions, which will be answered factually and in an age appropriate manner. Each student's privacy will be respected, and no one will be obliged to ask or answer questions or reveal personal information. Material is based on scientific facts. Individual moral or religious beliefs will be respected.

CAFETERIA

The cafeteria will provide students a balanced breakfast, snack and lunch at no cost. All students seated at the same table share an equal responsibility for leaving their table and the surrounding area clean. Students will need to have the PIN # with them at all times in order to obtain second chance breakfast (snack) or lunch. A scancard and PIN # will be distributed the first day of school during homeroom.

TEACHERS ROOM

The Teachers' Room and all Departmental Workrooms are for the use of Walpole High School staff members only and unauthorized areas for all students at all times before, during, and after school.

ELEVATOR

The elevator is fully accessible for use. The elevator is NOT for general student use. If students are injured and need to use the elevator, they must receive permission and pass from the Nurses Office.

Students will be issued a pass that will indicate permission to use the elevator. Only the injured student and one student assisting him/her are allowed access to the elevator. Misuse of the elevator privilege will result in disciplinary action.

CLASSROOM TELEPHONES

Classroom telephones are for staff use only. Students who wish to use the Main Office telephone during the school day must do so with a teacher pass to the office. Phone messages for students will not be taken unless they are of urgent importance.

LOCKERS AND PROTECTION OF PERSONAL PROPERTY

At the beginning of each school year, each student will be assigned a hall locker for his or her use. The care of this locker is the responsibility of the individual to whom it is assigned. It may be used for storing clothing, books, papers, etc. No student has the right to keep illegal materials in their locker. Padlocks are available in the Main Office or a student may choose to supply their own. Lockers are the property of the school, which reserves the right to inspect lockers, including the use of sniffing dogs, without notice, at any time. You are reminded to keep your book locker and gym locker locked and never to leave valuables in your locker. The school is not responsible for lost or stolen items under any circumstances. Do not give out the combination of either your gym locker padlock or book locker padlock to anyone.

STUDENT PARKING

Parking an automobile on school property during the school day or when participating in school sponsored activities is a privilege and not a right. No student at Walpole High School is assured a parking space. Student parking spaces are issued by lottery based on the number of empty parking spaces available. In order to retain this privilege, students must adhere to the following regulations:

- Students are assigned to those areas specifically designated for student parking
- No student parking is permitted elsewhere on school grounds
- Vehicles without permits that are parked on school grounds are subject to towing at the owner's expense – the student driver will be subject to disciplinary consequences
- Student vehicles parked on school grounds are subject to search by school administration, when reasonable cause exists in accordance with the law. Random, unannounced drug searches of the parking lot may also be carried out by school administration
- Police may conduct a warrantless search of a vehicle parked on school property, including the use of sniffing dogs, in cases involving "plain view" doctrine or when exigent circumstances exist (e.g. a bomb threat)
- Students are not to block gate entrances to the athletic field, and in all cases, must park in their assigned space
- All motor vehicles brought onto school grounds by students must be registered each year
- Only one parking space will be issued to each eligible student
- There is a two hundred dollars (\$200.00) parking fee
- Parking privileges are available to seniors only on a lottery basis. If space permits, additional spaces will be offered based on class seniority
- Administration reserves the right to limit parking in the case of overcrowding
- Parking and other motor vehicle violations may be punishable with detentions and/or suspension of operating privileges on school grounds
- Violations include, but are not limited to: parking in fire lanes, parking in an unauthorized area, speeding (maximum speed is ten (10) MPH on campus), driving to endanger, and improper entrance and exit
- Pedestrians and school buses have the right of way at all times
- The established traffic patterns must be observed
- The faculty parking area is an unassigned area (e.g. off limits) to all students during the school day, except with prior administrative approval

- There is to be no sitting in cars in the student parking area during the school day – violators will lose privileges (if applicable) and the right to bring their vehicle on school property
- Any student who is in violation of any of the previous items as a JUNIOR will be entered at the bottom of the applicant list for parking privileges for the following year, OR may be denied a parking spot altogether for the following year.

VOTER REGISTRATION

As a public high school, we are required to make Voter Registration Forms available to students of voting age. These may be obtained in the Main Office and School Counseling Office.

BULLETIN BOARD POLICY

Bulletin boards are conveniently located in corridors throughout the building. Ample space is provided on these bulletin boards for posting student announcements. The following bulletin board regulations will be enforced:

- Thumbtacks only are to be used for all items to be posted – student notices may not be placed on doors, walls, windows, painted or varnished surfaces, etc.
- All notices must be posted only on corridor bulletin boards
- All notices of activities and opportunities must be approved for posting by an Assistant Principal before the notice (s) may be posted
- Each student organization is allotted one posting per bulletin, per event
- The sponsoring organization or club will remove all posters within twenty-four (24) hours of the event or deadline advertised
- All improperly posted or unapproved material will be removed without notice
- One bulletin board, located in the corridor just outside the cafeteria, is reserved exclusively for use by the Walpole High School Student Council

EXTRACURRICULAR ACTIVITIES ELIGIBILITY REGULATIONS

An important part of the Walpole High School experience is becoming involved in our school's extensive extra-curricular organizations, events, and athletic offerings. These activities are provided to give students comprehensive and beneficial social, athletic, and academic experiences. In order to participate in any extracurricular organization or represent the school as a member of an athletic team, the following requirements must be met. All eligibility requirements are enforced by the coaches/advisors, directors/ administrators.

ACADEMIC CREDITS

You are not eligible for Extracurricular Activities if:

You have not secured during the last marking period preceding the contest (e.g. second quarter marks and not semester grades determine third (3rd) quarter eligibility) a passing grade in all but one (1) course that a student is carrying in any given marking period. Any student who is participating in athletics must pass Physical Education. To be eligible during the fall marking period, students are required to have passed all but one course that a student carried for the previous academic year. The academic eligibility of all students shall be considered as official and determined only on the date when the report cards for that grading period have been issued to the parents/guardians of all students within a particular class. Incomplete grades may not be counted toward

eligibility. While all students are expected to pass Summer Reading , Summer Math, Seminar and MyCAP, failing grades in those courses will NOT effect eligibility.

FINANCIAL OBLIGATIONS

Failure to fulfill all school financial obligations will lead to ineligibility to participate in sanctioned regular-season games/tournaments/meets and/or extracurricular events/meetings.

CONDUCT GRADE REQUIREMENTS

- When a student reaches a five (5) in conduct they will be suspended immediately from the next event, with a probationary period until the student receives a report card with a conduct mark of one, two, three, or four (1, 2, 3, or 4) – if a student is an active participant in more than one (1) extra-curricular activity, the administration will determine which events will be missed.
- A student who received a five (5) in conduct will serve a one (1) event suspension and commits a further violation of the rules will serve an additional two (2) event suspension with a probationary period until the student receives a report card with a conduct mark of one, two, three, or four (1, 2, 3, or 4) - if, after a hearing, the principal determines that the student offense is serious enough, immediate suspension from athletics and/or extracurricular activities may be enforced until the student receives a report card with a conduct mark of one, two, three, or four (1, 2, 3, or 4)
- A third violation of the rules, while on probation, will result in an immediate suspension from all school activities until the student receives a report card with a conduct mark of one, two, three, or four (1, 2,3, or 4)
- A student who receives a five (5) in conduct on their report card for the third (3rd) term, and who serves a one (1) event suspension or both a one (1) event and two (2) event suspension and a probationary period during the fourth (4th) term will be deemed to have a new, clean eligibility status for the fall
- A student who receives a five (5) in conduct on their report card for the fourth (4th) term will serve a one (1) event suspension in the fall term – said student will serve a probationary period until October 1st – a further violation of the rules (while on probation) will cause an additional two (2) event suspension from all school activities and the student will remain on probation until they receive a report card with a conduct mark of one, two, three, or four (1, 2, 3, or 4)

OTHER ELIGIBILITY REQUIREMENTS

- Students with outstanding obligations (books, fines, etc.), may be ineligible to participate in extracurricular activities and athletics
- Individual extracurricular organizations may establish and enforce additional eligibility regulations, such as National Honor Society – these regulations must be in writing and approved by the administration

STUDENT GOVERNMENT – STUDENT ELECTIONS

Student elections are held each year for the positions listed below.

- Student Council will consist of sixteen (16) seniors plus the student council Executive Board, sixteen (16) juniors, twelve (12) sophomores, and twelve (12) freshmen. These numbers include the class officers who are also Student Council Members
- Class officers four (4) for seniors and junior classes, the sophomore and freshman members of the Student Council will select two (2) members to be officers of their class
- Student Advisory Committee to the Walpole School Committee – five (5)
- Student Advisory Council to the State Board of Education – two (2)

Senior, junior, class officers and student council representatives will be elected in the spring of each year as will the sophomore student council representatives. The election of freshmen student council representatives takes place in October.

Nomination Process:

- Anyone meeting the eligibility regulations is eligible to run
- The Executive Board of the Student Council sophomores, juniors or seniors by the fall term
- Students must pick up nomination papers for Student Council Representative and if they are seniors or juniors class officer nomination papers
- They must obtain signatures of twenty-five (25) students in the candidate's grade level, twenty-five (25) students in other grades, five (5) faculty members, and a signature from a member of administration
- Each student is restricted to signing only as many papers as there are representatives from their class
- Students must follow these nomination procedures to be eligible for elections, no write-in candidacy will be allowed
- A student who is elected a Student Council Officer may not run for a position as a Class Officer
- The election of Student Council Officers shall not be conducted by the Student Council Advisor prior to the election of class officers
- Candidates for all elected and appointed offices must meet all Walpole High School eligibility requirements
- If there are more than two (2) candidates for a class officer position, a primary election will be held – the two (2) top vote-getters in the primary will then be on a final ballot, unless one (1) candidate wins more than fifty (50%) percent of the vote, and then that candidate is declared the winner of the election
- An election open to students from any class is held each spring for the Student Advisory Committee to the Walpole School Committee – nomination papers may be obtained from the Main Office
- The Student Council will conduct an election each September to select two (2) of its members to serve on the School Governance Council for that school year
- An election open to students from any class will be held in accordance with state regulations in February/March for the Student Advisory Council to the State Board of Education (SERSAC) – nomination papers may be obtained in the Main Office – those elected to these positions become “ex officio” Student Council members for the school year for which they are elected and should attend/participate in all Student Council meetings/functions

Election Process:

- Nomination papers for elected positions are available in the Main Office and completed papers are due back to the Main Office by the close of school on the designated date for fall, winter, and spring elections
- Dates for nomination papers for all elections will be announced on the morning announcements, posted on the school bulletin and principal's e-notes

- Elections will be held in the spring each year
- Sample ballots will be posted for several days prior to election
- Candidates for re-election will be listed first on the ballot alphabetically by last name, identified as “candidate for re-election”, followed alphabetically by the names of the other candidates
- Campaign posters are allowed to be posted only on designated school bulletin boards
- If a student has any questions about the election process, timelines, etc., they should see the Student Council Advisor or their designee
- Ballot results for all elections will be posted on the Student Council bulletin board in the English hallway
- Any student absent on the day of an election may vote by calling the Main Office, prior to Block F – the Main Office will call the student back during Block E allowing the student to vote over the phone

STUDENT GOVERNMENT CLASS OFFICERS

Current student officers, representatives, and advisory committees/counsel will be posted on the Student Council bulletin board outside the cafeteria.

WALPOLE HIGH SCHOOL STUDENT COUNCIL 2025-26

EXECUTIVE OFFICERS:

PRESIDENT – JANE GURTOWSKI
 VICE PRESIDENT - NADIA MICHENZI
 SECRETARY – KIERA CONNORS
 TREASURER – MARISSA MOLLIVER
 PUBLICITY COORDINATOR – GRACE QUALTER
 ASST. SECRETARY – LILAH FINKELSTEIN
 ASST. PUB-CO – ELLA CICCI
 ASST. TREASURER – LINDA KOSTECKI

AT-LARGE REPRESENTATIVES:

CLASS OF 2026 - DILLON NEEDHAM

CLASS OF 2027 - RYAN McDONNELL

CLASS OF 2028 - SHAURYA PANCHAL

STUDENT ADVISORS TO THE WALPOLE SCHOOL COMMITTEE:

VICTORIA BIESTY
 JAMES PATEY
 VANYA SINGH

STUDENT ADVISORY COUNCIL REPRESENTATIVES

MICHAEL DONNELLY
 AVA McLEAN

CLASS OF 2026

PRESIDENT: STEPHEN JUNG
 VICE PRESIDENT: DAVIS POTTER
 SECRETARY: MICHAEL CONNORS
 TREASURER:

CLASS OF 2027

PRESIDENT: ZACH MATTERA
 VICE PRESIDENT: NICO GOVONI
 SECRETARY: SARAH CAULFIELD
 TREASURER: ANTHONY HOCKMAN

CLASS OF 2028

CO-PRESIDENTS:
 MAEVE CONNORS & MADISON WALZER

CLASS REPRESENTATIVES

CLASS REPRESENTATIVES

CLASS REPRESENTATIVES

BELLA BINGHAM
 COLE BRENNAN
 MICHAEL CESARIO
 JAKE CICCI
 NORA FARLEY
 EMMA HANIFIN
 ANNA JOLLEY
 EMILY MEEHAN
 KATE SCHNEIDER
 BRIDGET TIERNEY

OWEN AIKENS
 RILEY ALGER
 AVERY ANDERSON
 MIA BOUDREAU
 AUDREY FARRELL
 CAROLINE HANDWERK
 LIAM JACOBS
 JACK KURKER
 MICHAEL MOTRONI
 ABBY RILEY

OWEN ALSON
 JILLIAN BISSONNETTE
 COLE CHASE
 DANIEL DONOHUE
 ALLIE MA
 NATHAN MEBATSION
 BLAKE PILESKI
 TRAVIS POTTER
 JOEY ROMANO
 CONNOR VIGNEAU

STUDENT ACTIVITIES

In order to be eligible to participate in any/all Walpole High School Co/Extracurricular activities, students must pay an annual student activity fee of sixty dollars (\$60.00) before participating. All checks are required to be payable to "Town of Walpole".

The following is a list of Co/Extracurricular organizations and activities available to students. Students wishing to create new clubs should contact an assistant principal. A complete list of faculty advisors for Co/Extracurricular organizations is published in September. The election of officers for individual Co/Extracurricular organizations is done at that organization's discretion. Officers, if elected, are not restricted to seniors, but may be chosen from any grade level.

Adventure Club	Green Team	Robotics Team
Art Club	Humane Society	School Newspaper (Searchlight)
Best Buddies	Jazz Band	School Store
Community Service Club	Latin Club	Science Olympiad
Creative Writing Club	Math Team	Spanish Club
Dance Company	Mock Trial	Speech and Debate Team
Drama Club	Peer Counselors	Student Council
Dungeons and Dragons Club	Photography Club	Students for Equality
Entrepreneur Club	PM Club	TimberTones A Cappella
Film Festival	Prom Committee	UNICEF Club
French Club	Random Act of Kindness (R.A.K.)	Video Crew (live productions)
Gaming Club	Red Cross Club	WHS Morning News Team
Gender and Sexuality Alliance (GSA)	Book Club	Yearbook
Girl Up	National Green School Society	3D Printing Club
Morgan's Message		

ART CLUB: Art club is for any student who wants to express themselves creatively, no matter their ability. We are open to all levels of skill and do everything from paintings to DIYs. It is a place to hang out and interact with peers who share an interest in art.

BEST BUDDIES CLUB: Walpole High School students with varying disabilities are matched up with their non-disabled peers and establish meaningful relationships to help increase their self-esteem and confidence. The goal of Best Buddies is to successfully integrate students with disabilities into school, school functions, workplaces, and communities and create lasting friendships with peers. Walpole High School is an officially chartered chapter of Best Buddies International. Come join the fun and become a peer buddy – make a difference!

BOOK CLUB: The WHS Book Club provides a space open to all literary lovers. The club is open to all students and faculty who enjoy discussing all kinds of stories. Whether you're into fantasy, thrillers, romance, or graphic novels, there's a place for you here. It's a great way to discover new books, socialize with others, and share your thoughts! We will meet monthly to discuss our chosen book. Expect snacks and great reads!

COMMUNITY SERVICE CLUB: The Community Service Club's goal is to help students get involved in their community through volunteerism. Projects may be hands-on or could involve raising money or awareness of various projects/charities, and is a chance to network with like-minded people.

Volunteer opportunities are an integral part of the extra-curricular experience both within Walpole High School and the greater Walpole community. Walpole High School recognizes the importance of volunteerism to meet personal, educational, and professional goals and, as a result, has developed a database to assist students with tracking their volunteer hours obtained through WHS-sponsored clubs/activities and community-based organizations. Students may use the database as a method to assist with the college application process, meeting workforce requirements, and to even achieve recognition for volunteering by meeting the requirements. Three awards will be given after completing hours during one school year. The Bronze Award for Service will be given to students who complete 50 hours of service, the Silver Award for completing 100 hours, and the Gold Award for completing a minimum of 150 hours. Specific questions should be directed to the Community Service Club advisor.

CREATIVE WRITING CLUB: The Creative Writing Club provides opportunities for students to write, share, and workshop poems, short fiction, and other forms of writing. Students maintain a creative writing club website, host school-wide writing contests, and compile an annual literary magazine.

DANCE COMPANY: The Walpole High School Dance Ensemble is for any student who is interested in ballet, lyrical, modern, and contemporary dance. Students must be willing to work hard and dedicate themselves to a team. Members will develop kinesthetic awareness while exploring improvisational dance and expressive movement. Participating members will have the opportunity to learn, practice, and perform dance pieces that are choreographed to a variety of music. The pieces rehearsed will culminate in a final show. No previous experience is required. All skill levels are welcome. The season begins in November and ends at the end of March/beginning of April.

DRAMA CLUB: WHS Drama is open to any and all students at WHS who have a love for theatre, both on stage and off stage. Drama Club gives three productions every year: the fall musical (rehearsals from early September to mid-November), the winter play (rehearsals from January to early March), and the spring cabaret (rehearsals from late April to early June). WHS Drama will bring their winter play to the METG High School Drama Festival in early March. There are plenty of opportunities to get involved, from acting on stage to participating in set, prop, costume, and technical design. No matter your interest, you can find a home on the Walpole High stage. For more information, visit <https://walpoledrama.wixsite.com/whsdramaclub>

DUNGEONS AND DRAGONS CLUB: D&D club is a place for ALL players (experienced or not) to join and build a world of their own! The student Dungeon Masters create original campaigns that bring in new ideas and adventures every session. The group meets twice a month from 2:05-4 PM.

FILM FESTIVAL CLUB: The Film Festival Club comprises two divisions: production crews and festival organizers. The production crews will be made up of directors, editors, mic operators, cinematographers, pre-production workers, music composers, and actors. Each production crew will take a screenplay and produce a movie on digital video using software from the Professional Adobe Creative Cloud Suite. Lessons on how to use these editing software programs will be given in the fall to the editors and directors of each production group. The festival organizers will help promote and coordinate the Film Festival itself, including promoting the festival, setting up the Red Carpet, decorating the school lobby, and selling tickets. All are welcome. The only requirement is a love of movies and a willingness to work hard.

FRENCH CLUB: The French Club is open to all who are passionate about French Culture. We dine in French restaurants, visit museums to explore French Art, attend French Broadway shows or movies, and more. French Club meets once after school every other week, sometimes in the evening, and the outings are outside of the school day.

GAMING CLUB: The Gaming Club provides a gathering place for all students with a strong interest in video games and board games. Members are encouraged to bring in systems or games that they are interested in sharing with others. Meetings currently take place every other Tuesday.

GENDER AND SEXUALITY ALLIANCE: GSA is a student-run organization that unites LGBTQ+ and allied youth to build community and organize around issues impacting them in their schools and communities. GSAs have evolved beyond their traditional role to serve as safe spaces for LGBTQ+ youth in middle schools and high schools, and have emerged as vehicles for deep social change related to racial, gender, and educational justice.

GIRL UP: Girl Up is a girl-centered leadership development initiative focusing on equity for girls and women in spaces where they are unheard or underrepresented. Our goal is to develop transformational leaders who advance gender justice worldwide.

GREEN TEAM: The Green Team is open to all students who are interested in environmental issues, recycling, and exploring options to conserve energy and resources.

HUMANE SOCIETY: The Walpole Student Humane Society is for anyone who loves animals and wants to help them! The club holds a variety of fundraisers (Pets of Walpole High Calendar, bake sales) throughout the year to raise money for local animal shelters and rescues. Students also educate elementary school students about dog safety. Trips to local animal shelters and community events are offered throughout the year. Help make a difference for animals and explore the many shelters and rescue groups in our community and beyond.

INTERNATIONAL CLUB: The International Club is an umbrella organization that houses the French Club, German Club, Latin Club, and Spanish Club. Students participate in activities that enhance the cultural experience of the languages that they are studying. Students eat authentic foods during trips to restaurants, play trivia in the target language, visit museums, participate in scavenger hunts, build and race Roman-style chariots, and see dance and musical performances. The various facets of the club may also join together for a combined “international” event.

INTRAMURALS: Intramurals are open to any student who wishes to participate in a team sport at a recreational level. Intramurals begin at the end of the school day. The restrictions are:

- May not have been a varsity player in the particular intramural sport in which you wish to participate
- May not play if serving detention or if academically ineligible
- May not be playing on a school athletic team at the same time you play on an intramural team

JAZZ BAND: The Walpole High School Jazz Band is open to any instrumentalist who has an interest in learning about and performing jazz music. A variety of styles of music are explored; including swing, funk, latin and rock. The Jazz Band performs at all music department concerts. This group will meet on Tuesday evenings in the music room (1101).

MATH TEAM: The Math Team seeks to generate interest and proficiency in mathematics through challenging problems and competition. Any student who is interested in math and enjoys problem-solving may join. Students in honors math courses are encouraged to participate. The team competes in the Southeastern Massachusetts Mathematical League (SMML), which is composed of over 30 schools separated into six (6) divisions. Walpole currently competes in Division II along with Sharon, Dover-Sherborn, and Dedham in four regular-season meets that take place on Thursdays from 3:00-5:00 p.m. during November, December, January, and February. To prepare for each meet, students receive notes on the topics of the month and several problem sets to complete. Team meetings are held to discuss strategies and to go over solutions to practice problems. Official team members are selected for each meet on the basis of problem sets. Two teams of five compete officially. Each team can have a maximum of two seniors and at least one underclassman. Each official team member competes in three individual rounds out of the five categories: Arithmetic, Algebra I, Geometry, Algebra II, and Advanced topics. Students have 10 minutes to answer three problems. Each team of five must have three competitors in each individual round. There is also a 10-minute team round during which the five team members work collaboratively to answer three problems. The top ten teams during the regular season qualify for the Playoffs, which are held in March. The top five teams from the playoffs advance to the state meet.

MORGAN'S MESSAGE: Morgan's Message works to relieve the stigma around mental health for athletes. The club originated from Morgan Rogers, a Duke Women's lacrosse player who tragically passed away after struggling with mental health troubles. Through our chapter, we work to spread the same message at WHS. Some of our activities include Dedication games for sports teams, fundraising events (pickleball tournament) and more! Morgan's Message is open to all students, you do not have to be an athlete, just students who want to relieve the stigma around mental health for athletes.

NATIONAL GREEN SCHOOL SOCIETY: Is a service-based club that focuses on the next generation of environmental leaders through education, project-based learning, and community service.

PEER COUNSELING: Peer Counselors represent a small group of students interested in promoting a positive school climate by ensuring that all Walpole High students feel "connected" to our school. Peer Counselor efforts have been primarily focused on meeting the needs of new and transitioning students to Walpole High School. To this end, the peer counselors have led the coordination of a new student luncheon, a new-to-town student breakfast, and a transfer student ambassador program, where peer counselors escort transfer students to their classes on their first day here at our school. Peer Counselors also play a role in our annual Freshman Orientation.

PHOTOGRAPHY CLUB: The Walpole High School Photography club is open to all students who have an interest in photography. Students meet weekly to discuss various issues in photography as well as complete weekly photography challenges. Over the course of the school year, students have the opportunity to photograph everything from Boston landmarks to local town scenery.

PM CLUB: The PM Club's goal is to get students out of Walpole and into the great city of Boston. We use public transportation to head into the city once a month on a Friday after school to take advantage of the many activities that Boston has to offer. Past activities have included a harbor tour, museum visits, Franklin Park Zoo, Blue Man Group, tour of Fenway Park, ice skating on the Frog Pond, and Swan Boat rides. After our activity, we share a meal in one of the many culturally diverse restaurants in the city before returning home to Walpole.

PROM COMMITTEE: The Prom Committee is open to any students who wish to help organize the Junior-Senior prom. We choose everything for the event: food, music, color schemes/theme, invitations, and decorations. Committee members must help sell tickets, make table centerpieces and decorations, and create attendance lists, music forms, senior voting forms, seating charts, and allergy lists. We meet monthly starting in September, then meet more frequently as it gets closer to prom time.

RANDOM ACT OF KINDNESS CLUB (R.A.K.): The Random Act of Kindness Club is open to all who care. We meet once a month to plan simple, meaningful ways to brighten someone's day. From small surprises to donation drives to community outreach, the club works together to spread positivity throughout our school and community all year long.

THE SEARCHLIGHT: The Searchlight is Walpole High School's award-winning newspaper. It is published multiple times a year and mailed to the homes of all students in grades 9 - 12. The purpose of the paper is to keep the school and community informed of the various activities and accomplishments of the student body at Walpole High School. Its role is also to recognize various groups and individuals for their contributions to this high school. Participating students will learn writing, design, photography, and management skills. Staff members gather information through research and interviews, use Adobe programs such as InDesign and Photoshop for layout and design, and publish social media posts. Students can participate in the club by signing up for the Journalism classes or by writing for the newspaper independently at the discretion of the editorial staff.

RED CROSS CLUB: Walpole High School's Red Cross Club is one of many chapters of the American Red Cross that also serves as an extension of our local Red Cross Unit. Our initiative is to help serve and improve our community's well-being through service projects, fundraising, and donation drives. Our main service projects fall under The Red Cross's mission-related lines of service which include Preparedness and Health and Safety Services, Biomedical Services, Disaster Services, International Services and Service to the Armed Forces, and International Services. Become an official volunteer member of the American Red Cross Youth, gain valuable medical knowledge, become first aid and CPR certified, and earn volunteer hours by joining our club!

ROBOTICS TEAM: The Walpole High School Robotics Team is an avenue for students to explore mechanical, electrical, and computer engineering through the FIRST National Robotics Competition. FIRST is an acronym meaning For Inspiration & Recognition of Science & Technology. The FIRST Robotics Competition immerses students in these fields by partnering them with industry and education mentors to design, build, and compete with sophisticated robots in an annual sport-like design competition.

Students will work with mentors to plan, design, machine, fabricate, program, and test the robot in preparation for the season's intense competitions. These events involve thousands of high schools from across North America and across the globe. Students will not only learn essential skills necessary in the engineering workplace, but they will also see the importance of communication and teamwork firsthand.

SCIENCE OLYMPIAD: Science Olympiad is a team competition in which students compete in various events in all fields of science, including Earth science, biology, chemistry, physics, and engineering. Over 7,300 teams from 50 U.S. states compete each year. Team members prepare all year, either studying and gathering relevant information or physically building devices for each event. The team is made up of 15 high school students (plus alternates) and may have no more than seven (7) seniors.

SPANISH CLUB: The Spanish Club is a social club that is open to all who like Spanish and Spanish-American culture. We hold meetings at least once a month and have trips to Boston during the year to visit restaurants, attend museum exhibitions, and more.

SPEECH AND DEBATE TEAM: The Speech and Debate Team's purpose is to stimulate interest in speech training and to promote participation in interscholastic debate, oratory, interpretive speaking, and interpretative oral reading. Students compete in individual speaking events, such as Children's Literature and Extemporaneous Speaking, with schools throughout Massachusetts. The Speech Team meets every Monday right after school until 3:00 p.m. in Room 2124 and is open to all students.

STUDENT COUNCIL: The Student Council has two major functions:

- To be a voice for the entire student body, e.g., suggesting policy changes and expressing students' concerns to the administration
- To sponsor and coordinate activities for the entire school that increase school spirit and community

There will be 14 senior delegates, including four class officers; 16 junior delegates, including four class officers; 12 sophomore delegates, from which the respective delegates choose two class officers; and 10 freshman delegates, from which the respective delegates choose two class officers. The 5 executive officers will be voted on by the council the previous year and will bring the total number of delegates to 57. With the two slots for the SERSAC representatives, who may hold both a SERSAC position and a Student Council position, the maximum number of delegates is 59. Any junior or senior who is elected as a class officer and as a Student Council representative must choose one position or the other, and the next person on the ballot that the representative does not choose will fill that respective position.

The council sponsors many activities, including school dances, spirit weeks, senior week, powder puff football, the spaghetti supper for faculty, the Blood Drive, Mr. WHS, the date auction, and more. Money raised through these events is used to support activities to attend leadership conferences and fund Student Council Scholarships.

TIMBERTONES A CAPPELLA: The TimberTones is Walpole High's premier a cappella group. This un-auditioned group rehearses weekly after school and performs a cappella arrangements of popular music. We perform at the annual WHS Winter Concert and Pops Night, and will begin performing around the Walpole community and at various a cappella invitationals with other schools in the near future.

UNICEF CLUB: Our mission is to pursue a more equitable world for every child. We do this by advocating, fundraising, educating, and building a community within our school. All of our fundraising initiatives are donated directly to UNICEF, the United Nations Children's Fund, which is an agency of the United Nations responsible for providing humanitarian and developmental aid to children worldwide.

VIDEO PRODUCTION CREW (Live Production): This club is open to all students who have an interest in television and video production. It is recommended, but not required, that members take TV 1 before joining. Members will have access to the TV studio at WHS and will be instructed in the use of cameras, lighting, sound, and editing. We cover live events at the school, including football, basketball, DanceCo, concerts, and graduation ceremonies.

WHS MORNING NEWS TEAM: Participating students work together to produce The Timber TV Morning Edition, Walpole High School's morning news announcements. This group is open to students who have at least taken TV 1. There are a limited number of positions available during the year. Activities include on-air training, camera, editing, sound workshops, plus various field trips, including a possible trip to a local Boston television station.

YEARBOOK: The Yearbook is open to students in all grades who are interested in taking pictures, creating themes, designing pages, and creating memories. Some of the activities include gathering photos and candid responses from classmates, brainstorming and executing creative ideas, taking photos, writing copy, and preparing the yearbook for publication. Students will produce the yearbook entirely on the computer and will have the opportunity to learn photography, composition, design, and editing skills. The final product is a professionally published book that serves as a historical document for the school and community.

3D PRINTING CLUB: This club will focus on working collaboratively with other students to create items using Computer Aided Design (CAD), such as keychains, trinkets, Walpole merchandise, etc., that will be 3D-printed and possibly sold to raise money for non-profit organizations. We will also work with staff to create items needed for their classroom or around the school.

NATIONAL HONOR SOCIETY

The purpose of this organization shall be to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in all of the students of Walpole High School. Membership in the N.H.S. is an honor and a privilege. Students shall be selected by the Faculty Council, and selection is based on outstanding scholarship, leadership, character and service. Once selected, members have a responsibility to continue to demonstrate these qualities.

To be eligible for membership in the National Honor Society, candidates must:

- Be a member of the junior or senior class.
- Have been in attendance at least one semester or its equivalent at Walpole High School
- Have a cumulative scholastic GPI of at least 3.650; this scholastic average is to be based on the student's grades from ninth grade up to and including the last quarter before selection
- Complete the required number of Service and Leadership hours indicated in the NHS-ByLaws (Bylaws available on the Walpole High School website)

Once candidacy has been determined, the Faculty Council will evaluate each candidate on the basis of scholarship, service, leadership and character. They will request input from the entire faculty by a verbal or written recommendation. All students who meet the minimum GPI will be asked to fill out and return a "student profile". This information will be used by the Faculty Council to evaluate each candidate further. The following definitions and examples of leadership, service, and character are the guidelines that the Faculty Council will use in determining membership:

LEADERSHIP: The leadership criterion is considered highly important for membership selection. Leadership roles in both the school and the community shall be considered. The ability to plan, organize, and supervise service projects, with minimal supervision, is an essential criterion of membership.

SERVICE: Service is generally considered to be those actions undertaken by the student, which are done with or on behalf of others, over a significant period of time, and without any direct financial or material compensation to the individual performing the service. In considering service, the contributions the candidate has made to the school, classmates, and community, as well as the student's attitude toward service, will be reviewed. Service(s) provided to meet specific church; Boy/Girl Scout obligations, etc. are generally not considered directly relevant to the "Service" criterion.

SCHOLARSHIP: National Honor Society has specific GPI criteria to be eligible for membership. Students may be put on probation or lose their membership if their academic performance falls below the minimum GPI standard. Students are expected to dedicate themselves to study, inquiry, independent and lifelong learning.

CHARACTER: A person of character demonstrates the following seven qualities: respect, responsibility, trustworthiness, fairness, caring, citizenship, and honesty.

The selection of each N.H.S. members shall be by a majority vote of the Faculty Council. In the event of a tie or absence, the Faculty Advisor(s) shall vote. No relative of any student candidate may vote. The principal may overrule any decision made by the Faculty Council. Any student who is not offered membership may appeal to the Faculty Advisor in writing to determine if an error has been made. The Faculty Advisor will review the criteria with the principal and inform the student, in writing, of the decision. The N.H.S. Constitution and complete set of bylaws for selection, duties and responsibilities of membership, and dismissal are on file in the main office, School Counseling office, and on reserve in the Walpole High School Media Library. Specific questions should be directed to the N.H.S. Advisors.

STEM ACADEMY

Walpole High School STEM Academy inspires young people to be future leaders by engaging them in real world, hands-on, mentor-based STEM activities and curriculum. We teach STEM as an integrated program and carefully connect the curriculum in each of the STEM fields throughout the duration of the Academy. Our programs build Science and Math skills, inspire innovation and creative thinking, and foster well-rounded life capabilities including resiliency, teamwork, and communication skills essential in today's hi-tech society. The curriculum includes courses rich in the application of content, extensive problem-solving experiences, and integrated technologies. Advanced Placement and/or Honors courses in STEM are incorporated into the curriculum in order to challenge our students throughout their high school career and to prepare them for the rigors of STEM fields of study in college and beyond.

ATHLETICS

Athletics are an integral part of the extra-curricular activities at Walpole High School. Student involvement in athletics is a privilege, which can be a valuable and rewarding experience. Within the sports programs young people learn the values associated with discipline, performing under stress, teamwork, sacrifice, commitment, effort, accountability, sportsmanship, confidence, leadership, physical well-being and healthy lifestyles, while striving towards excellence on the field. Students have the opportunity to participate in athletics during all three (3) seasons and all interested students are encouraged to participate.

Eligibility Regulations:

All eligibility regulations for extra-curricular activities apply to athletes. Additional requirements for athletic eligibility are as follows:

- It is the parent/guardians'(or students' if eighteen years of age) responsibility to see that a physical examination is taken every thirteen (13) months and written notification provided to the school that the student has passed
- Family ID signed by a parent or guardian completed online.
- Student athletes must abide by the Walpole High School Attendance Policy
- Student athletes will abide by the Walpole High School Chemical Health Policy
- Each participant must have private insurance, or insurance provided through the school which covers all sports except football
- Students may not miss a Walpole High School practice or game in order to play or practice with another team (bona fide team member MIAA Rule 45)
- Students must be a member in good standing of the school and must be free from any type of disciplinary action on the part of the Administration or the Athletic Department

- A bona fide member of the school team is a student who is consistently present for and actively participates in all high school team sessions (e.g., practices, tryout, competitions)
- Bona fide members of a school team are precluded from missing a high school practice or competition in order to participate in a non-school athletic activity/event in any sport recognized by the MIAA
- Student must have passed/be passing Physical Education in the previous (for Fall sports) or in the current school year (for all other seasons)
- Student has not secured during the last marking period preceding the contest (e.g. second quarter marks and not semester grades determine third (3rd) quarter eligibility) a passing grade in all but one (1) course that a student is carrying in any given marking period. Any student who is participating in athletics must pass Physical Education. To be eligible during the fall marking period, students are required to have passed all but one course that a student carried for the previous academic year. The academic eligibility of all students shall be considered as official and determined only on the date when the report cards for that grading period have been issued to the parents/guardians of all students within a particular class. Incomplete grades may not be counted toward eligibility.

M.I.A.A. INTERSCHOLASTIC ATHLETIC ELIGIBILITY RULES*

These are directly from the MIAA Handbook. Individual schools can have policies over and above these thresholds

The violation of any eligibility rule may result in loss of a student's eligibility and/or forfeiture of a game won. A mistake could spoil a good season's records. If in your opinion, there is any doubt concerning your eligibility, consult your principal. The rules apply to all teams.

The Committee of Athletics of the MIAA will resolve all questions on eligibility. Eligibility questions should be presented to the Athletic Director.

You are not eligible if:

- You transferred to your present school after the season for the sport began
- You are taking less than thirty (30) periods of coursework
- You have not secured during the last marking period preceding the contest (e.g. second quarter marks and not semester grades determine third (3rd) quarter eligibility) a passing grade in the equivalent of four (4) major subjects. To satisfy this requirement, a student must have passed sufficient courses for that marking period, which carry credits totaling the equivalent of four (4) one (1) year major English courses.
- A student cannot at any time represent a school unless that student is taking courses, which would provide credit equivalent to four (4) one (1) year major English courses. To be eligible for the fall marking period, students are required to have passed for the previous academic year the equivalent of four (4) one (1) year major English courses. The academic eligibility of all students shall be considered as official and determined only on the date when the report cards for that ranking period have been issued to the parents/guardians of all students within a particular class. Incomplete grades may not be counted toward eligibility.
- Your nineteenth (19th) birthday came before September first (1st) of the present school year; you may no longer participate in high school sports
- You have graduated from any secondary school; there are some exceptions/variations to this rule, consult your principal or athletic director if there is any possible doubt There are many other pertinent rules and

regulations. Those listed above are particularly important and must be understood. Consult the principal or athletic director if you have any questions. Revised rules are available each September.

Updated physical forms must be within the 13th month period, as required by the MIAA.

SPORTSMANSHIP POLICY

Any student in any sport, who is excluded from a contest for flagrantly or maliciously attempting to injure an opponent, shall not participate in any sport season for one (1) year from the date of the incident. (“Fighting” does not apply to this section unless warranted in the judgment of the game official).

Hearing and Appeals:

- Any student who violates this rule will have a due process hearing with their principal as soon as possible after the incident; the athletic director will be the investigative officer for this hearing
- If, after fully investigating the incident, the principal feels there is merit in appealing the decision, they will formally ask the Conference for an appeal hearing

ATHLETIC PARTICIPATION FEES

Students in grade 9 – 12 who wish to participate in a school athletic program must pay an Athletic Fee as follows:

User Fees 2025/2026

- Gymnastics, Ice Hockey, Swim/Dive \$350
- Football \$280
- All other sports \$250
- 3rd sport will be \$200

The Athletic Fee is due at the start of the student’s participation in the sport of their choice.

Athletic Fees for the first participation in all sports are due before uniforms are handed out.

No student is required to pay a fee for trying out for a sport. The fee will only come due upon the student making the final roster for that particular team. Once the fee has been paid, there will be no refund (without administration approval).

Checks are required and payable to “Town of Walpole”

INTERSCHOLASTIC ATHLETIC TEAMS

Many sports are conducted at three (3) levels of competition:

- Varsity
- Junior varsity
- Freshman

Junior varsity teams are for freshmen, sophomores, and some juniors. Freshmen may practice or play on the varsity or junior varsity level only if the coach and athletic director anticipate that the freshman will receive substantial playing time. Seniors may only play on the varsity level, except in extenuating circumstances to be approved by the school administration. During the season, a player may be moved to a higher or lower level team.

The following is a list of interscholastic athletic teams offered at Walpole High School. All questions regarding athletics should be directed to the athletic director.

FALL –Monday, August 18 until completion of varsity schedule for all sports except cheerleading & football

*Thursday, August 14, 2025 for football

Cheerleading	Varsity, Junior Varsity
Cross Country (Boys & Girls)	Varsity, Junior Varsity
Field Hockey	Varsity, Junior Varsity, Freshmen
Football	Varsity, Junior Varsity, Freshmen
Golf	Varsity, Junior Varsity
Soccer – Boys & Girls	Varsity, Junior Varsity, Freshmen
Swimming and Diving- Boys & Girls	Varsity, Junior Varsity
Volleyball – Girls	Varsity, Junior Varsity, Freshmen
Unified Basketball	Varsity

WINTER – (Monday after Thanksgiving until the completion of varsity schedule)

Basketball – Boys & Girls	Varsity, Junior Varsity, Freshmen
Gymnastics – Girls	Varsity, Junior Varsity
Cheerleading	Varsity, Junior Varsity
Ice Hockey – Boys	Varsity, Junior Varsity, Freshman
Ice Hockey – Girls	Varsity, Junior Varsity
Track – Boys & Girls	Varsity, Junior Varsity
Wrestling	Varsity, Junior Varsity

SPRING – (Third Monday in March until completion of varsity schedule)

Baseball	Varsity, Junior Varsity, Freshmen
Lacrosse – Boys & Girls	Varsity, Junior Varsity, Freshmen
Softball	Varsity, Junior Varsity, Freshmen
Tennis – Boys & Girls	Varsity, Junior Varsity
Track – Girls	Varsity, Junior Varsity
Girls Golf	Varsity
Boys Volleyball	Varsity

CHEERLEADING

Cheerleading is open to any student in grades 9 – 12 during the fall and winter. Fall cheerleaders perform at football games and support all fall sports.

Bay State League Rules regarding cheerleading are as follows:

- It is not mandatory for squads to cheer at away games; this will be the preference of the individual schools
- Cheerleaders will not cheer at ice hockey games

ATHLETIC CONCUSSION POLICY

The purpose of this policy is to provide information and standardized procedures for persons involved in the prevention, training management, and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities¹ including, but not limited to, interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to all public middle and high schools, however configured, serving grades six (6) through high school graduation. In addition to any training required by law, the following persons shall complete one (1) of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) as found on its website: coaches; certified athletic trainers; trainers; volunteers; school and team physicians; school nurses; athletic directors; directors responsible for a school marching band; employees or volunteers; and students who participate in an extracurricular activity and their parent/guardians.

Upon the adoption of this policy by the School Committee, the Superintendent shall ensure that DPH receives an affirmation on school district letterhead that the district has developed policies and the School Committee has adopted a final policy in accordance with law. This affirmation shall be updated by September 30, 2013 and every two (2) years thereafter upon review or revision of its policies.

The Superintendent shall maintain or cause to be maintained complete and accurate records of the district's compliance with the requirements of the Concussion Law, and shall maintain the following records for three (3) years, or at a minimum, until the student graduates, unless state or federal law required a longer retention period:

- Verification of completion of annual training and receipt of materials;
- DPH Pre-participation forms and receipt of materials
- DPH Report of Head Injury Forms, or school based equivalents;
- DPH Medical Clearance and Authorization Forms, or school based equivalents; and
- Graduated re-entry plans for return to full academic and extracurricular athletic activities

This policy also applies to volunteers who assist with extracurricular athletic activities. Such volunteers shall not be liable for civil damages arising out of any act or omission relating to the requirements of law, unless such volunteer is willfully or intentionally negligent in his act or omission.

Most student athletes who sustain a concussion can fully recover as long as their brain has time to heal before sustaining another hit; however, relying only on an athlete's self-report of symptoms to determine injury recovery is inadequate as many high school athletes are not aware of the signs and symptoms or the severity concussive injuries pose, or they may feel pressure from coaches, parent/guardians, and/or teammates to return to play as quickly as possible. One (1) or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Massachusetts General Laws and Department of Public Health regulations make it imperative to accurately assess and treat student athletes when concussions are suspected.

Student athletes who receive concussions may appear to be "fine" on the outside, when in actuality they have a brain injury and are not able to return to play. Incurring a second concussion can prove to be devastating to a student athlete. Research has shown that young concussed athletes who return to play before their brain has healed are highly vulnerable to more prolonged post-concussion syndrome or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome.

The following protocol will discuss and outline what a concussion is, the mechanism of injury, signs and symptoms, management and return to play requirements, as well as information on Second Impact Syndrome and post

concussion syndrome. Lastly, this policy will discuss the importance of education for our athletes, coaches and parents/guardians, and other persons required by law.

This protocol should be reviewed on a yearly basis with all staff to discuss the procedures to be followed to manage sports-related concussions. This protocol will also be reviewed on a yearly basis by the athletic department as well as by nursing staff. Any changes in this document will be approved by the school committee and given to athletic staff, including coaches and other school personnel in writing. An accurate synopsis of this policy shall be placed in the student and faculty handbooks.

LEGAL REFS: M.G.L. 111:222; 105 CMR 201.000

Extracurricular Athletic Activity means an organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, athletic director or marching band leaders including, but not limited to, Alpine and Nordic skiing and snowboarding, baseball, basketball, cheerleading, cross country track, fencing, field hockey, football, golf, gymnastics, horseback riding, ice hockey, lacrosse, marching band, rifle, rugby, soccer, skating, softball, squash, swimming and diving, tennis, track (indoor and outdoor), ultimate frisbee, volleyball, water polo, and wrestling. All interscholastic athletics are deemed to be extracurricular athletic activities.

PROTOCOL FOR HEAD INJURIES AND CONCUSSIONS IN EXTRACURRICULAR ATHLETIC ACTIVITIES

Policy:

As per MGL 111, 222 and 105 CMR 201.00 the Walpole Public Schools follow a plan for the prevention, evaluation and appropriate management of sports related head injuries.

Definition:

Concussion is a brain injury and ALL concussions are serious. A concussion may be defined as the immediate and transient impairment of neurological function. It may be a consequence of an athlete's head striking an object (floor, another head, etc.) an object striking the head (ball, another head, bat, ball, stick, etc.) or as a result of a sudden change of the direction of the head and neck (whiplash type of injury). Concussions generally cause specific SIGNS (things that can be observed by others) and symptoms (things that are reported by the athlete). Recognition and proper management of concussions can prevent further injury and even death. Recognition and appropriate management of concussions requires coordinated effort of a number of people as outlined in M.G.L. c.111, section 222 and 105 CMR 201.00.

The purpose of this policy and these procedures are to provide standardized guidelines, expectations, instructions for persons involved in the prevention, training, management and return to activity decisions regarding students who incur head injuries while involved in extracurricular activities in order to protect their health and safety.

Policies and procedures regarding sports related head injuries shall be developed, reviewed and revised every two (2) years as per 105 CMR 201.006. These policies and procedures shall be developed, reviewed and revised by a team consisting of:

- School Administrator
- School Nurse
- School or Team Physician
- Athletic Director
- Certified Athletic trainer
- School Counselor
- Teacher

Roles and Responsibilities:

1. Athletic Director – the Athletic Director shall be responsible for overseeing the development, implementation and revision of all policies, procedures and protocols regarding the school's systems management of Head Injuries and Concussions in Extracurricular Athletic Activities.
2. The Athletic Director, Coaches, Certified Athletic Trainers and School Nurses, whether employed directly by the school or through contracted means shall be responsible for duties and responsibilities outlined in 105 CMR 201.012 – 201.015.

Communications and Training:

- I. Informing Parents, Students and Staff of Policy on Head Injuries and Concussions in Athletics and Extracurricular activities
 - A. This policy, and all forms relative to this policy utilized by the school district shall be included in all handbooks that students, and the parents/guardians of students, receive that participate in extracurricular activities covered by 105 CMR 201.000.
 - B. This policy and all appropriate forms shall be posted on appropriate school websites.
 - C. This policy and all appropriate forms shall be translated and explained to parents/guardians with limited English proficiency by a member of the school, or the school.
- II. Notification of Parents of Suspected Head Injury or Concussion
 - A. A player's coach shall notify the student's parent/guardian in person, or by telephone, immediately following the practice or competition in which a player has been removed from play due to a suspected head injury, concussion, signs and symptoms of a concussion or loss of consciousness.
 - B. By the end of the next business day the parent/guardians shall receive in writing on paper, or in electronic format, information regarding the injury.
- III. Notification of Athletic Director, Certified Athletic Trainer and School Nurse of Suspected Head Injury or Concussion
 - A. A coach, or his or her designee, shall notify the athletic director, Certified Athletic Trainer, and school nurse that a player has been removed from play due to a suspected head injury, concussion, signs and symptoms of a concussion or loss of consciousness by the end of the next business day.
- IV. Training Required per 105 CMR 201.007
 - A. Annual training is required regarding the prevention and recognition of sports-related head injury, and associated health risks including second impact syndrome, utilizing either the online course developed by the National Federation of High School Coaches, or the online course developed by the CDC, located at these websites:
 - <http://www.nfhslearn.com/electiveDetail.aspx?courseID=15000>
 - http://www.cdc.gov/concussion/HeadsUp/online_training.html
 - B. Annual training must be completed by the following:
 1. Coaches
 2. Certified Athletic Trainers
 3. Trainers

4. Volunteers
 5. School and Team Physicians
 6. School Nurses
 7. Athletic Directors
 8. Marching Band Directors
 9. Parents of students who participate in extracurricular athletics, or extracurricular activities, that would be considered at risk for a head injury
 10. Students who participate in extracurricular athletics, or extracurricular activities, that would be considered at risk for a head injury
- C. Handbooks distributed to staff, students and their parent/guardians will contain information prevention and recognition of sports-related head injury, and associated health risks including second impact syndrome, utilizing either the online course developed by the National Federation of High School Coaches, or the online course developed by the CDC, located at these websites:
- <http://www.nfhslearn.com/electiveDetail.aspx?courseID=15000>
 - http://www.cdc.gov/concussion/HeadsUp/online_training.html
- D. For those parents/guardians unable to take the online training, the school shall offer annually a school sponsored training program at which attendance is recorded.
- E. Documentation of successful completion of training annually will be maintained by the Athletic Director's office.
- F. Students shall not be allowed to participate in extracurricular activities unless both the student AND the parent/guardian has completed online training or other equivalent training.
- G. Parents who have not demonstrated proof of completion of training will be contacted by mail and telephone by the athletic department personnel. Athletic department personnel will be available to meet with parents/guardians individually as appropriate to facilitate their understanding of the need for this training.
- H. Mandatory annual training will be held for all coaches, certified athletic trainers, trainers and volunteers to:
1. Teach form, techniques, and skills and to promote protective equipment use to minimize sports-related head injury.
 2. Prohibit athletes from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete such as using a helmet or any other sports equipment as a weapon.
- I. Failure to comply with the school district's policy may result in penalties as noted in 105 CMR 201.006 (17).

Documentation, Physical Examination, Reporting and Clearance/Return to Play:

- I. Pre-Participation Requirements
 - A. Documentation of a physical examination prior to a student's participation in extracurricular athletic activities on an annual basis consistent with 105 CMR 200.100 (B) (3): Physical Examination of School Children. This pre-participation physical examination shall be placed in the student's health file per 105 CMR 201.015.
 - B. Prior to each sports season completion of the Walpole High School Interscholastic Athletic Registration and Permission Form, including information about previous head injuries or concussions. If the student has sustained a previous head injury or concussion at any time, the student's physician will fill out the Post Head Injury/Concussion Medical Clearance form.

- C. Information on pre-participation forms and documentation will be maintained by the school and reviewed by the Athlete's Coach, School Nurse, Athletic Trainer and Team Physician as appropriate. Based upon the review a school may use a student's history of head injury or concussion as a factor to determine whether to allow the student to participate in an extracurricular athletic activity or whether to allow such participation under specific conditions or modifications.
- D. Forms which indicate a history of head injury and Report of Head Injury forms will be reviewed by the School Nurse, Certified Athletic Trainer, or the School Physician.
- E. Students in high risk sports for head and concussion injuries shall complete neuropsychological testing at appropriate intervals during their interscholastic athletics career after receiving the consent of the students' parents/guardians. This testing will serve as a baseline to assist in any return to play decisions.

II. Examination and Reporting:

- A. Any student who, in the judgment of the Coach, Certified Athletic Trainer or other appropriately trained individual, during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, or loses consciousness, even briefly, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.
- B. For Head Injuries sustained in Interscholastic Athletics, the Report of Head Injury Form shall be completed by the Coach, or Certified Athletic Trainer. For head injuries sustained outside of interscholastic athletics, the Report of Head Injury Form shall be completed by the School Nurse, parent/guardian, or Primary Care Physician. The individual completing the form shall notify the Coach, Certified Athletic Trainer, Athletic Director, School Nurse, or parent/guardian as specified in 105 CMR 201.010(C) and 105 CMR 201.010(d). This form shall be reviewed and placed in the student's health record as per 105 CMR 201.015.
- C. Based upon discussions with the student, parent/guardian, and Certified Athletic Trainer, the student's Physician or the School's Team Physician shall be notified as appropriate by the Nurse, Athletic Trainer or parent/guardian for appropriate medical evaluation and follow-up.

III. Medical Clearance and Return to Play:

- A. The student shall not return to practice or competition unless and until the student provides medical clearance and authorization as specified in 105 CMR 201.011.
- B. Each student who is removed from practice or competition and subsequently diagnosed with a concussion shall have a written graduated reentry plan for return to full academic and extracurricular athletic activities.
 - 1. The plan shall be developed by the School Nurse, student's teachers, the student's School Counselor, Certified Athletic Trainer if on staff, Neuropsychologist if available or involved, parent/guardian, members of the building-based student support and assistance team or individualized education program team as appropriate and in consultation with the physician who is managing the student's recovery and will be responsible for clearing the student to return to academic and extracurricular athletic activities (student's primary care provider, team physician or the physician who made the diagnosis).
 - 2. The written plan shall include instructions for students, parent/guardians and school personnel, addressing but not be limited to:
 - a) Physical and cognitive rest as appropriate;

- b) Graduated return to extracurricular athletic activities and classroom studies as appropriate, including accommodations or modifications as needed;
 - c) Estimated time intervals for the resumption of activities;
 - d) Frequency of assessments, as appropriate, by the School Nurse, School Physician, Team Physician, Certified Athletic Trainer, or Neuropsychologist if available until full return to classroom activities and extracurricular athletic activities are authorized
 - e) A plan for communication and coordination between and among school personnel and between the school, the parent/guardian, and the student's primary care provider, the Schools Team Physician, the Physician who made the diagnosis and who is managing the student's recovery will be implemented.
3. The student must be completely symptom free (a normal or baseline score on the post concussion symptom scale, as well as an ImPACT neurocognitive exam that is returned to baseline for students who have a valid baseline on file) and medically cleared as defined in 105 CMR 201.011 in order to begin graduated reentry to extracurricular athletic activities.
- a) Each student who is removed from practice or competition for a head injury or suspected concussion, or loses consciousness, even briefly, or exhibits signs and symptoms of a concussion, shall obtain and present to the Athletic Director, Certified Athletic Trainer, or School Nurse, a Medical Clearance and Authorization Form, prior to resuming the extracurricular athletic activity. This form must be completed by a physician or one of the individuals as authorized by 105 CMR 201.011(A). The ultimate return to play decision is a medical decision that may involve a multidisciplinary approach, including consultation with parents/guardians, the School Nurse and Teachers as appropriate.
 - b) Only the following individuals may authorize a student to return to play:
 - 1. A duly licensed physician
 - 2. A duly licensed Certified Athletic Trainer in consultation with a licensed physician
 - 3. A duly licensed nurse practitioner in consultation with a licensed physician; or
 - 4. A duly licensed neuropsychologist in coordination with the physician managing the students return
 - c) The Schools Team Physician will serve as final authority regarding the ability of a student to return to extracurricular athletics after suffering from a head or concussive injury if necessary

IV. Record Maintenance and Reporting:

1. The school district, consistent with any applicable state and federal law, shall maintain the following materials for three (3) years or at a minimum until the student graduates:
 - a) Verifications of completion of annual training and receipt of materials
 - b) Pre-participation Forms
 - c) Report of Head Injury Forms
 - d) Medical Clearance and Authorization Forms
 - e) Graduated re-entry plans for return to full academic and extracurricular activities
2. The school district shall make these records available to the Department of Public Health and the Department of Elementary and Secondary Education, upon request or in connection with any inspection or program review
 - a) The school district will report on an annual basis, the total number of Report of Head

Injury forms received by the school; and

- b) The total number of students who incur head injuries and suspected concussions when engaged in any extracurricular activities

V. Policy and Procedures Review and Revision

- 1. The Head Injuries and Concussions in Extracurricular Athletic Activities Policy and Procedures shall be reviewed, and revised every two (2) years as per 105 CMR 201.006, by a team consisting of a School Administrator, School Nurse, School or Team Physician, Athletic Director, Certified Athletic Trainer, School Counselor, and Teacher

STUDENT ASSISTANCE SERVICES

The administration and faculty of Walpole High School wish to provide support and assistance to all students. When appropriate, confidential assistance will be given for the purpose of identifying, assessing, referring, and supporting those students who may have drug and/or alcohol related problems, as well as any students who may be in personal crisis or at risk of harming themselves or others. These issues frequently coincide with school problems. The staff members who are available for referrals are; Principal, Assistant Principal, School Counselors, School Nurse, School Psychologist and School Adjustment Counselor.

Any student may self-refer or be referred by a teacher, staff member, or another student or students. Confidentiality will be maintained and, when appropriate, referrals may be made to outside agencies. These services and agencies will be listed and displayed in the School Counseling Office and Nurse's Office for student access.

PARENTAL NOTIFICATION LAW

In accordance with state and federal law, parents have the right to opt their child out from any portion of the curriculum that primarily involves human sexual education and/or human sexuality or gender issues. To opt their child out, a parent must send a written request to the Principal. No student who opts out from this portion of the curriculum will be penalized. If you would like an outline of any such curriculum, please contact the Principal. In accordance with district guidelines, families may request information from the building principal on available alternative curriculum content.

PARENT CONSENT TO ACCESS PUBLIC HEALTH INSURANCE

(MASSHEALTH OR MEDICAID)

The school district is allowed to use public health insurance (MassHealth or Medicaid) to pay for some special education services included in a student's IEP for students covered by public health insurance. Before the school district accesses MassHealth for the first time, the school district must give you written notice that it is going to seek this reimbursement, and get your voluntary consent in writing for it. The notice will tell you that special education services are always provided at no cost to you or your family; will make clear that your consent will not lead to any changes in your child's MassHealth benefits or eligibility; will describe what information about your student will be shared in order to access MassHealth; remind you that your consent can be withdrawn at any time;

and make clear that there will be no changes to your student's special education services or program if you withdraw or do not provide your consent. If you move or your student becomes enrolled in another district, then the new school district will ask you to provide consent again.

Beginning July 1, 2020, the MassHealth School Based Medicaid Program (SBMP) will be expanded to support partial payment reimbursement for services that are provided under other specialized plans, in addition to IEP's. The expanded program will allow for payment through MassHealth for services provided to students pursuant to an Individual Health Care Plan (IHCP); an Individual Family Service Plan (IFSP); a Section 504 plan, or services that are otherwise medically necessary. There are no changes to the current requirements governing payment for services provided pursuant to an IEP. Personally identifiable information will continue to be exchanged in order to access MassHealth, and a parent can still withdraw their consent at any time and such withdrawal will not result in any change or denial of special education, IHCP, IFSP, or Section 504 plan services, nor will there be any cost to the parent.

SUMMARY OF REGULATIONS PERTAINING TO STUDENT RECORDS

Inspection of Records:

A parent/guardian, or a student who has entered the ninth (9) grade and is at least fourteen (14) years old, has the right to inspect all portions of the student record upon request. The record must be made available to the parent/guardian or student no later than two (2) consecutive workdays after the request, unless the parent/guardian or student consents to a delay.

The parent/guardian and student have the right to receive copies of any part of the record, although a reasonable fee will be charged for the cost of duplicating the materials. Finally, the parent/guardian and student may request to have parts of the record interpreted by a qualified school professional, or a third party of their choice, at their own expense, to inspect or interpret the record with them. Such third parties shall present specific written consent of the eligible student or parent/guardian prior to gaining access to the student record.

Confidentiality of Records:

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

The Family Educational Rights and Privacy Act (FERPA), a federal law, required that with certain exceptions Walpole High School must obtain your written consent prior to the disclosure of personally identifiable information from your child's educational records. Walpole High School may disclose appropriately designated "directory information" without written consent unless you have advised the district to the contrary. The primary purpose of directory information is to allow us to include information from your child's education records in certain school publications. 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/guardian's prior written consent.

Amendment of Records:

The parent/guardian and student have the right to add relevant comments, information, or written materials to the student record. In addition, the parent/guardian and student have the right to request that information in the record be amended or deleted. Parents and students wishing to do so should contact the school.

Maintenance and Destruction of Records:

Massachusetts regulations require that certain parts of the student record be kept for various lengths of time:

- The permanent record (includes academic transcript only) must be kept for at least sixty (60) years after the student leaves the system
- The temporary record (includes report cards, discipline records, attendance documents, progress reports, anecdotal records, etc.) will be distributed to seniors upon graduation. All unclaimed temporary records will not be maintained for more than thirty (30) days
- Temporary record will be given to parent/guardians or eligible students, transferred to the new school system for appropriate students, or destroyed thirty (30) days after a student leaves the system
- All health records are distributed to seniors upon graduation. All unclaimed health records are kept in the high school for five (5) years after the student graduates

Additional Information:

The previous information is only a summary of some of the more important provisions of the

Regulations Pertaining to School Records. If you wish for more detailed information, Walpole High School will provide a copy of the regulations. If you have any questions, you may contact the building principal or the Massachusetts Department of Elementary & Secondary Education

(Bureau of Student Services) at 75 Pleasant Street, Malden, MA 02148-4906, (781) 338-3300.

MEDIA RELEASES/DIRECTORY INFORMATION

The Walpole Public Schools hereby designates the following information as “directory information”: student's names, grade or class, year of expected graduation, photographs, and participation in school sponsored activities, honors, student work, awards, postgraduate plans relative to further education and/or careers. Directory information will be disseminated without further notice during any school year in which the student is enrolled in the school district unless the parent/guardians or student, aged eighteen (18) or older, notifies the Superintendent of Schools in writing, of the fact that he or she does not wish the school to disseminate some or all “directory information” to third parties. Third parties may include the Walpole High School and/or school district web Pages, newspaper Pages, television, and local cable station(s). Student names will not be used on the school website(s). Once dissemination has been restricted, said restriction will remain in effect unless a subsequent written notification releases the school to disseminate some or all “directory information”. Restriction upon the dissemination of “directory information” must be sent to the Superintendent of Schools at Walpole Public Schools, 135 School Street, Walpole, MA 02081, no later than October 1, of each school year.

DISTRIBUTION OF STUDENT INFORMATION TO NON-CUSTODIAL PARENTS

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section34H>

Any parent who does not have physical custody of a child shall be eligible for receipt of the same student information that is provided to the custodial parent according to the following conditions:

- a. The non-custodial parent who wishes to receive student information shall submit a written request to the school principal annually. The initial request shall include: a certified copy of the Probate Court's order or judgment relative to the custody of the child indicating that the requesting parent has not sought and been denied shared legal custody based on a threat to the safety of the child or the custodial parent, and is entitled to unsupervised visitation with his child, or a certified copy of an order by a Probate and Family Court judge specifically ordering that this information be made available to the requesting parent which certifies on its face that it is being made after a review of the records, if any, of the judgment of custody and the criminal history of the petitioner, that provision of the requested information has not been determined to pose a safety risk for the custodial parent or to any child in the custodial parent's custody and that it is in the best interest of the child that such information be provided to the petitioner; and an affidavit from the requesting parent certifying that the judgment or order remains in effect and that no temporary or permanent protective order restricting access to the custodial parent or to any child in the custodial parent's custody is in effect.
- b. Upon receipt of a request for information, the school shall immediately notify the custodial parent of the request. The notification shall also inform the custodial parent that the information requested shall be provided to the requesting parent after 21 days, unless the custodial parent provides the school principal with documentation of any court order that prohibits contact with the child or prohibits the distribution of information.
- c. In each subsequent year, the parent eligible for information pursuant to this section shall indicate in the annual request that he continues to be entitled to unsupervised visitation with their child and to be eligible for the receipt of the requested information. Upon receipt of a request for information, the school shall immediately notify the custodial parent of the receipt of the request.
- d. At any time, the school principal is presented with an order of a Probate and Family Court judge that prohibits the distribution of information to the non-custodial parent, the school shall immediately cease to provide the information and shall notify the requesting parent that the distribution of information shall cease.

STANDARDS FOR PRIVACY OF INDIVIDUALLY IDENTIFIABLE HEALTH INFORMATION ("PRIVACY RULE")

The Federal Health Insurance Portability and Accountability Act (HIPAA), requires covered entities to make reasonable efforts to limit the use or disclosure of, and requests for, protected health information to the minimum necessary to accomplish the intended purpose. Protected health information includes individually identifiable health information in any form, including information transmitted orally, or in written or electronic form. The minimum necessary standard is intended to limit unnecessary or inappropriate access to, and disclosures of protected health information.

The Privacy Rule contains some exceptions to the minimum necessary standard. The minimum necessary requirements do not apply to uses or disclosures that are required by law, disclosures made to the individual or pursuant to an authorized initiated by the individual, disclosures to or requests by a healthcare provider for

treatment purposes, uses or disclosures that are required for compliance with the regulations implementing the other administrative simplification provisions of HIPAA.

With regard to disclosure, the Privacy Rule permits a covered entity to rely on the judgment of certain parties requesting the disclosure and to the minimum amount of information that is needed. For example, a covered entity is permitted reasonably to rely on representations from a public official that the information requested is the minimum necessary for the intended purpose. Similarly, a covered entity is permitted reasonably to rely on the judgment of another covered entity that the information requested is the minimum amount of information reasonably necessary to fulfill the purpose for which the request has been made.

EQUAL OPPORTUNITY REGULATIONS

Massachusetts's law states that:

No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, creed, color, sex, religion, gender, gender identity, national origin, disability, or sexual orientation. If you have any questions or concerns regarding this law and how it affects your children, please contact your local principal or the Department of Education. Copies of the law and the regulations can be obtained from the Massachusetts Department of Education, 75 Pleasant Street, Malden MA 02148-4906, 781-338-3000 and are also available on the Internet at <http://www.doe.mass.edu/>

PRIVACY RIGHTS OF STUDENTS AND MILITARY RECRUITMENT PROVISIONS OF THE FEDERAL "NO CHILD LEFT BEHIND" ACT

The law, enacted in January 2002, requires that school districts receiving certain federal funding provide the names, addresses and telephone numbers of secondary students to the United States military upon request for recruitment purposes. The law also requires that schools notify parents that they or their children may request that the information not be disclosed to the military or other recruiters.

Parents and students who are 18 years of age can choose to withhold contact information from military recruiters. If you would like to withhold such information from the military, please notify the School Counseling Office or the Principal's Office in writing that you wish to do so.

DISCRIMINATION GRIEVANCE PROCEDURE

It is the role of the Walpole Public Schools to provide a safe and secure learning environment for all its students without distinction based on race, religion, ethnicity, disability, gender, gender identity, or sexual orientation. Discrimination, sexual and bias-motivated harassment, and violations of civil rights disrupt the educational process and will not be tolerated. Because of the importance of this issue, this document provides explicit definitions clarifying the scope and intent of the policies and procedures for its implementation.

It shall be a violation for any student, teacher, administrator or other school personnel to engage in sexual or bias-related harassment (referred to as "wrongful harassment") or to violate the civil rights of any pupil, teacher, administrator, or other school personnel. A failure of such personnel to address conduct, which violates this policy,

also constitutes a violation of civil rights. Conduct amounting to a hate crime is a particularly serious infraction that will result in referral to law enforcement agencies.

Each school will act to investigate all complaints, formal or informal, verbal or written, of sexual or bias-related harassment or violations of civil rights and will take appropriate action against any pupil, teacher, administrator, or other school personnel who is found in violation.

The Walpole Public School System does not discriminate on the basis of race, color, religion, national origin, age, gender, gender identity, sexual orientation, or disability in admission to, access to, employment in, or treatment in its programs and activities. In addition, the building is charged with ensuring that educational programs comply with all aspects of law pertaining to the educational rights of students with qualifying disabilities.

Inquiries or complaints should be directed to the building principal. Issues or complaints that cannot be resolved at the building level can be brought to the attention of the district Coordinator for Nondiscrimination Compliance (Assistant Superintendent) or to the Massachusetts Department of Education or to the U.S. Department of Education, Office for Civil Rights. The grievance procedures set forth can be used to resolve any discrimination complaints alleging non-compliance with any of the above statutes and related regulations.

Grievance Procedure:

Any student or employee of the Walpole Public Schools who believes that they have been excluded from participation, denied benefits, or subjected to discrimination in regard to any program or activity of the Walpole Public Schools, shall bring any complaint to the attention of the school principal when such complaint arises from an alleged discriminatory practice occurring in a school or related to a school program or policy. The principal or the principal's designated civil rights administrator will investigate the complaint and respond, in writing, within seven calendar days.

If the complaint is not satisfactorily resolved, a written complaint may be forwarded to the Walpole Public Schools Coordinator for Nondiscrimination Compliance (Assistant Superintendent). The written complaint must state the circumstances that gave rise to the alleged grievance and must be filed within seven calendar days of the receipt of a response from the school principal or designee.

The district's Coordinator for Nondiscrimination Compliance (Assistant Superintendent) will conduct a hearing and respond in writing within fourteen calendar days.

If a parent, student, or employee disagrees with the decision or proposed resolution made by the Coordinator for Nondiscrimination Compliance, the grievant may appeal, in writing, to the Superintendent of Schools, or to the Walpole School Committee. Such an appeal must be received by the Superintendent or the School Committee chairperson within seven calendar days of the response from the Coordinator for Nondiscrimination Compliance.

Complaints not originating from school-based programs, policies or practices should be brought to the attention of the administrator in charge of the work or policy unit. This administrator will act as the principal does in school-based complaints and will adhere to the same timeline. The procedure followed is the same as with a school-based complaint.

Walpole Public Schools Contacts:		
Civil Rights Coordinator:	Assistant Superintendent	508-660-7200 x235

Title I Coordinator:	Assistant Superintendent	508-660-7200 x235
Title II Coordinator:	Assistant Superintendent	508-660-7200 x235
Title VI Coordinator:	Assistant Superintendent	508-660-7200 x235
Title IX Coordinator:	Director of Student Services	508-660-7200 x227
Section 504 Coordinator	Director of Student Services	508-660-7200 x227
Homeless Liaison	Director of Student Services	508-660-7200 x227
Nondiscrimination Compliance	Assistant Superintendent	508-660-7200 x235

Contact information for state and federal agencies:

MA Department of Elementary and Secondary Education
 Bureau of Special Education Appeals
 75 Pleasant Street
 Malden, MA 02148-4906
 781-338-3000

U.S. Department of Education Office for Civil Rights
 8th Floor
 5 Post Office Square
 Boston, MA 02109-3921
 617-289-0111

Massachusetts Commission against Discrimination
 One Ashburton Place
 6th Floor, Room 601
 Boston, MA 02108
 617-994-6000

United States Equal Opportunity Commission
 John F. Kennedy Federal Building
 475 Government Center
 Boston, MA 02203
 800-669-4000

Massachusetts Department of Elementary and Secondary Education
 Office for the Education of Homeless Children and Youth
 Sarah Slautterback, Coordinator
 781-338-6330

PARKING/TRAFFIC PATTERN

Will be added once we have a more permanent plan in place. For now, please ensure that you follow all posted signs

TRANSLATION OF IMPORTANT DOCUMENTS

- English This is important information. If you need a translation, please contact your child's school.
- Spanish Se trata de información importante. Si usted necesita traducción, póngase en contacto con la escuela de su hijo.
- French Il s'agit d'informations importantes. Si vous avez besoin de traduction, veuillez communiquer avec l'école de votre enfant.
- Portuguese Esta é uma informação importante. Se você precisar de tradução, entre em contato com a escola do seu filho.
- Russian Это важная информация. Если вам нужен перевод, свяжитесь с вашего ребенка в школу.
- Chinese 這是重要的資訊。如果您需要翻譯，請聯繫您的孩子的學校。

WALPOLE PUBLIC SCHOOLS PUBLIC NOTICE

The Walpole Public Schools does not discriminate based on race, color, age, gender, sexual orientation, religion, ethnic or national origin, disability, or veteran's status protected by law. Grievance procedures for the district can be found on the Walpole Public Schools website: <http://www.walpole.k12.ma.us/> and in each of the school handbooks. The district also complies with the following Federal Civil Rights Laws.

AMERICANS WITH DISABILITIES ACT

Program applicants, participants, members of the general public, employees, job applicants and others are entitled to participate in and benefit from all Walpole Public Schools' programs, activities, and services without regard to disability.

Copies of this notice are available, upon request, in large print formats (large print, audio tape, Braille, computer disk, etc.). Our grievance procedure, self-evaluation, as well as ADA policies and practices are also available. Inquiries, requests, and complaints should be directed to Dr. Bridget Gough, Assistant Superintendent of Schools, Walpole Public Schools, 135 School Street, Walpole, MA 02081, 508-660-7200 x234, 508-668-1167 (fax).

SECTION 504 OF THE REHABILITATION ACT OF 1973

The Walpole Public Schools complies with Section 504 of the Rehabilitation Act of 1973, which protects the rights of individuals with disabilities in programs and activities that receive federal funding. Section 504 regulations require the provision of free and appropriate public education to eligible students, reasonable accommodations, and procedural safeguards. Grievance procedures are available upon request. Inquiries concerning the application of Section 504 may be referred to Mr. John Queally, Director of Student Services, Walpole Public Schools, 135 School Street, Walpole, MA 02081, 508-660-7200 x227, or to the Office for Civil Rights, Department of Health, Education and Welfare, Washington, DC, 20201.

The Walpole Public Schools also complies with the following State and Federal Statutes and School Committee Policy:

TITLE IX

The United States Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

The current regulations are reflective of those enacted in August 2020. These regulations include a definition of sexual harassment which consists of the following elements:

1. Any instance of quid pro quo harassment by an employee; or
2. Unwelcome conduct on the basis of sex, including unwelcome conduct based on sex stereotyping or on the basis of traditional notions of masculinity and femininity, that is sufficiently severe and pervasive and objectively offensive conduct, effectively denying a person equal educational access; or
3. Any instance of sexual assault, dating violence, domestic violence, or stalking as defined by the Clery Act and the Violence Against Women Act.

A copy of this policy and/or regulations or inquiries regarding Title IX may be obtained by contacting the office of the Director of Student Services. Contact info below:

Dr. John Queally
Walpole Public Schools
135 School St.
508-660-7200 x5271
jqeally@walpole.k12.ma.us

Inquires or complaints relative to sex discrimination, including sex-based harassment, may also be directed to the United States Department of Education's Office for Civil Rights:

U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
Telephone: (617) 289-0111
Facsimile: (617) 289-0150
[Email: OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

SEXUAL HARASSMENT AND UNLAWFUL DISCRIMINATION POLICY

It is the policy of the School Committee to maintain a work and education environment in the Walpole Public Schools that is free of sexual harassment and of discriminatory actions based on the race, color, age, gender, gender identity, sexual orientation, religion, ethnic or national origin, disability, veteran's status, or any other status protected by law. Unlawful employment discrimination and sexual harassment by employees or students will not

be tolerated. Any concern related to the implementation of this policy (or a request for a copy of the full policy) may be addressed directly to the school principal or to the Superintendent of Schools (508-660-7200 x221). The Boston Office of the Massachusetts Commission against Discrimination is located at One Ashburton Place, Sixth Floor Room 601, Boston, MA 02108.

DEFINITIONS/SUMMARY

Title VI of the Civil Rights Act of 1964. Title VI prohibits discrimination based on race, color, and national origin.

Title VII of the Civil Rights Act of 1964. Title VII prohibits employment discrimination based on race, color, religion, sex, and national origin.

Title IX. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under an education program or activity receiving federal assistance.

Chapter 622. 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 in such public school on account of race, color, sex, religion, national origin, or sexual orientation.

The American with Disabilities Act of 1990. The ADA prohibits discrimination by any public entity against persons with disabilities. <http://www.doe.mass.edu/acls>

Section 504 of the Rehabilitation Act of 1973. Section 504 prohibits discrimination on the basis of disability. <http://www.doe.mass.edu/sped/links/sec504.html>

The Age Discrimination Act of 1975. The Age Act prohibits discrimination on the basis of age.

McKinney-Vento Homeless Education Assistance Act. McKinney-Vento ensures that each homeless child or youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. <http://www.doe.mass.edu/sped/links/sec504.html>

CONFIDENTIALITY OF STUDENT RECORDS

It is the responsibility of all members of the Walpole Public Schools to ensure the confidentiality of student records and information. Employees are reminded that all conversations regarding students shall not violate the student's privacy or confidentiality of student information.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of eighteen (18) or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that the school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record,

the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific State law

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PAC bulletin, student handbook, or newspaper article) is left to the discretion of each school.

RESPONSIBILITIES UNDER THE LAW

1. The school principal or their designee shall be responsible for the privacy and security of all student records maintained in the school.
2. The superintendent of schools or their designee shall be responsible for the privacy and security of all student records that are not under the supervision of a school, for example, former students' transcripts stored in the school department's central administrative offices or student records of school-age children with special needs who have not been enrolled in a public school.
3. The principal and the superintendent of schools shall ensure that student records under their supervision are kept physically secure, that authorized school personnel are informed of the provisions of 603 CMR 23.00 and M.G.L. c. 71, § 34H and are educated as to the importance of information privacy and confidentiality; and that any computerized systems employed are electronically secure.

Regulatory Authority: 603 CMR 23.00: M.G.L. c. 71, 34D, 34E.

For additional information, you may contact:

Bridget Gough, Ed.D.
Superintendent of Schools
135 School Street
Walpole, MA 02081
508-660-7200 x221

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

Or you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may call 1-800-437-0833.

WALPOLE HIGH SCHOOL COUNCIL

All Massachusetts schools are required to establish councils, pursuant to the state's 1993 Education Reform Law. The School Council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the principal for the development, implementation and assessment of the curriculum accommodation plan required pursuant to section 38Q ½, shall assist in the review of the annual school budget and in the formulation of a school improvement plan. Parent advisory councils, established under Section 3 of Chapter 71A, may, at their request, meet at least once annually with the school council. The principal, in consultation with the School Council, shall prepare and make available online, or print by request, to each student a Student/Parent Handbook setting forth the rules pertaining to the conduct of students. The School Council shall review the Student/Parent Handbook each spring to consider changes in disciplinary policy to the Student/Parent Handbook to take effect in September of the following school year.

The Walpole High School Student-Parent Handbook is reviewed annually under the auspices of the High School Council.

Any suggested changes to the Student/Parent Handbook during the school year will require this committee to reconvene to review and vote on those changes. Any/all changes will be appropriately disseminated to all groups affected by such changes.

ACCREDITATION STATEMENT

Walpole High School is accredited by:
New England Association of Schools and Colleges
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514
781-425-7700

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