



LOKER SCHOOL FAMILY HANDBOOK

2023-2024

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Welcome!

Welcome to Loker Elementary School! This handbook was prepared in conjunction with the PTO to provide answers to some questions you may have.

The Loker School focuses on basic academic skills in a caring and nurturing environment, while providing exploration opportunities in the arts. The school's CORE Values promote a learning community and challenges students. Our new Loker School motto is PRIDE.

PRIDE: (Personal Best, Respect, Integrity, Determination and Enthusiasm)

CORE Values

The Loker School is a place where:

1. We treat all people - teachers, students, and ourselves - with courtesy and respect.
2. We care for one another, our country and world.
3. We are friendly and cooperative with others.
4. We know right from wrong and take responsibility for our actions.
5. Everyone is safe and has a feeling of belonging.
6. Everyone can learn and strive for excellence.
7. Everyone's performance is improved through a lifestyle, which includes vigorous physical activity on the playground before school and at recess during the school day.
8. We try our best, take risks and learn from our mistakes.
9. We feel successful when we work hard and learn new skills.

We invite you to participate in your child's learning by joining our efforts in maintaining the high expectations and traditions that have made the Wayland Public Schools wonderful learning communities. At times, strategic therapeutic interventions are employed to instill and foster our core school values. We look forward to working with families in partnership.

WAYLAND SCHOOL COMMITTEE

Ms. Erin Gibbons, Chair	Erin_Gibbons@waylandps.org
Ms. Jeanne Downes, Vice Chair	Jeanne_Downes@waylandps.org
Erin Mueller	Erin_Mueller@waylandps.org
Christina Rodrigo	Christina_Rodrigo@waylandps.org
Ellen Grieco	Ellen_Grieco@waylandps.org

DIRECTORY OF WAYLAND PUBLIC SCHOOLS

<u>LOKER ELEMENTARY SCHOOL</u>		
Brian Jones, Principal	508-358-8601	Brian_Jones@waylandps.org
Cristina Sandza-Donovan, Vice Principal	508-358-8601	Cristina_Sandza@waylandps.org
Cathleen Holmes, Administrative Assistant	508-358-8601	Cathleen_Holmes@waylandps.org
Jane Carme, Secretary	508-358-8601	Jane_Carme@waylandps.org

<u>GUIDANCE</u>		
Rachael Dennen	508-358-8601	Rachael_Dennen@waylandps.org
Laurel Pirelli	508-358-8612	Laurel_Pirelli@waylandps.org
<u>SPECIAL EDUCATION OFFICE</u>		
Erin Connor, Anne Johnson, Sue Lukianov, Amy Lyman, Rebecca Ó Murchadha and Susan Parker	508-358-8613	Erin_Connor@waylandps.org, Anne_Johnson@waylandps.org, Susan_Lukianov@waylandps.org, Amy_Lyman@waylandps.org, Rebecca_Omurchadha@waylandps.org Susan_Parker@waylandps.org
<u>HEALTH DEPARTMENT</u>		
Kelsey Holland, N.P.	508-358-8614	Kelsey_Holland@waylandps.org
<u>BASE</u>		
Loker BASE Program	508-358-8604	Jennifer_Rice@waylandps.org
BASE Program Main Number	508-358-6871	Patricia_Keefe@waylandps.org
<u>CURRICULUM DIRECTORS</u>		
Karyn Saxon	508-358-8608	Karyn_Saxon@waylandps.org
Liliana Smith	508-358-8623	Liliana_Smith@waylandps.org
<u>BUS DISPATCHER</u>		
Janet Delano	508-358-7543	Janet_Delano@waylandps.org
<u>FOOD SERVICES</u>		
Cheryl Judd	508-358-7904	Cheryl_Judd@waylandps.org
<u>SUPERINTENDENT'S OFFICE</u>		
Dr. David Fleishman, Superintendent	508-358-3763	David_Fleishman@waylandps.org
Betsy Gavron, Assistant Superintendent	508-358-3772	Betsy_Gavron@waylandps.org
Susan Bottan, Director of Finance & Operations	508-358-3750	Susan_Bottan@waylandps.org
Deborah Dixon, Interim Director of Student Services	508-358-3756	Debbie_Dixon@waylandps.org
Ronnie Kessler, Assistant Director of Student Services	508-358-3759	Ronnie_Kessler@waylandps.org
<u>SCHOOLS</u>		
Claypit Hill School	508-358-3851	
Happy Hollow	508-358-8641	
Wayland Middle School	508-655-3801	
Wayland High School	508-358-7746	
Loker School	508-358-8601	

2023-24 LOKER SCHOOL FACULTY AND STAFF**Principal:** Brian Jones**Vice Principal:** Cristina Sandza-Donovan**Administrative Assistant:** Cathleen Holmes**Special Education Secretary:** Jane Carme**Room 1 – SI Kindergarten**

Ruth Delrosario
 Nellie Wisnia (TA)
 Ella Rastgoo (TA)

Room 2- Kindergarten

Rebecca Abrams
 Courtney Tsiaras (TA)

Room 22-Kindergarten

Jennifer DiStefano

Room 3- 1st Grade

Ilana Wyner

Room 4- 1st Grade

Nell Getz
 Anne Dunk (TA)

Room 6- SI 1st Grade

Jennifer Mohr
 Ruth Aguilar (TA)

Room 8- SI- 2nd Grade

Melania Horani

Room 9- 2nd Grade

Janet Powers

Room 10- 2nd Grade

Brian O'Donnell
 Jody Brown (TA)
 Linda Moran (TA)

Room 13- 3rd Grade

Tina Pimentel

Room 14- 3rd Grade

Rose Marie Furey
 Christine Robinson (TA)

Room 15- SI 3rd Grade

Magaly Kaczmarczyk

Room 16- SI 4th Grade

Nicole Maza

Room 17- 4th Grade

Emeliza Ciavarro
 Dan Hamilton (TA)

Room 18- SI 5th Grade

Luz Ostrosky

Room 19- 4th Grade

Sue Olivier
 Christine Schell (TA)

Room 20- 5th Grade

Jen Sole-Robertson
 Carlton Conaway (TA)

Room 21- 5th Grade

Mike Moynihan
 Laura Trounson (TA)

CURRICULUM SPECIALIST

Karyn Saxon: K-5: ELA & SS
 Liliana Smith: Spanish Immersion
 Curriculum Secretary:
 Lynn Featherstone

SPECIALISTS

ART: Stacey Piwinski
 LIBRARY: Anne Powell
 MUSIC: Kimberley Pisklo, Patrice Buckley
 STRINGS: Whitney Tandon (3rd, 4th and 5th)
 BAND: Tristie Keenan
 P.E.: Chris Jorge
 TECHNOLOGY: Stephanie Meyler
 HEALTH: Jennifer Flynn

GUIDANCE

Rachael Dennen
 Laurel Pirelli

EL

Heather Elliott
 Stephanie Frye

METCO

Cristina Baez

Math Coach

K-5: Elah Lazin

SPECIAL EDUCATION

Anne Johnson (Team Leader: 1st, 3rd)
 Erin Connor (SI 1st-3rd)
 Sue Lukianov (4th)
 Susan Parker (K, 2nd)
 Becca Ó Murchadha (SI K, 5th)
 Amy Lyman (SI 4th, 5th)
 Casey Haskell, OT
 Jennifer Scherer, OTR/L
 Katie Chagnon, PT
 Amanda Major, Speech
 Shelly Fraser, APE

READING SPECIALIST

Martha Godfroy (3rd, 4th)
 Sarah Sontag (K-5th)

SLINTERVENTIONIST

Erin Connor
 Kerry Davis

FOOD SERVICES

Pauline Chin
 Marie Dorr
 Linda Keller
 Shelagh Murphy

HEALTH ROOM

Kelsey Robinson, NP

BUILDING SUBSTITUTES

Lyssa McGrath (Home Base: Room 13)
 Melissa Mee (Home Base: Room 3)

CUSTODIANS

Rhandy Rosario (Head)
 Joe Beauregard
 Ngoc Dinh Nguyen

Skills Lab ASSISTANT

Erika Ramirez

RECESS SUPERVISOR

Joe Libbin

LOKER PTO BOARD

The Loker Parent Teacher Organization (PTO) is made up of all parents/guardians and teachers of Loker students. Together, our stated goals are to: 1) promote communication amongst the school community, and 2) through fundraising and volunteering provide support for activities and/or materials which directly contribute to the quality of education at Loker School.

Loker PTO Relationship:

To address both the need for experienced PTO Board representation, specifically in the areas of Treasurer and Ways & Means, and to cater to the specific needs of our students, the Loker and Happy Hollow Schools have a combined PTO Board that includes a shared Treasurer and Ways & Means Director along with two Representatives who work in collaboration with Loker Principal Brian Jones to offer specialized support and events for our staff, students, and families. The Reps also keep in close touch with the Claypit Hill Board to create a meaningful social experience for all of our Loker students. To this end, the monthly Loker PTO Newsletter includes important information, as well as relevant district-wide information from both Happy Hollow and Claypit Hill Schools.

As an organization the PTO provides:

- 1) Financial and volunteer support of our teachers and specialists**
- 2) Enrichment Events, Activities, & Scholarships**
- 3) Student Activities/Events**
- 4) Informational and Community Building Events**

What you can do to support your child's educational experience at Loker:

- 1) Sign up for emails** via the Listserv, <https://visitor.r20.constantcontact.com/manage/optin?v=001shuT2XU7mN9dS2wPtYspus6KbMw-ib9T> This is the primary means of communication for the school administration and PTO.
- 2) Gift Your Child** – The PTO fundraises using a direct donation campaign in the fall, which saves you time and maximizes benefit for PTO. You will be asked to contribute \$100 per child in elementary school, which approximates the amount that that PTO spends annually per child. In the spring our teachers, staff, and community participate in Gift Your Child by offering fun and meaningful items up for auction; an annual favorite!
- 3) Volunteer** - Whether you have a little time or a lot, there is a volunteer position for you! Visit <http://waylandpto.org/loker-ptol/> for a full listing of PTO events and volunteer opportunities.

PTO Meetings

PTO meetings are informal and open to all parents and teachers. This is a great opportunity to frequently communicate with the principal and others about what is happening at the school. The PTO tries to organize the meetings so that the topics being addressed are interesting to all parents. If you have an idea for a PTO meeting please let the PTO know about it. Bring questions, feedback, concerns – this is the place.

Please Join Us

We invite all parents to participate in PTO activities and become involved when and where they can. There are many ways to help out, have some fun and get to know your community. The PTO announces all upcoming meetings and activities in the monthly school newsletter and on the PTO website,

<http://waylandpto.org/loker-pto/>

Book Closet Organizer	New Family Resource
Kindergarten Bus Monitors	Room Parents Liaison
Bulletin Board Update	Room Parents
Community Outreach	Liaison to the Metco Program
Cultural Enrichment Events	New Family Resource
Email Database Coordination	Room Parents Liaison
Faculty/Staff Appreciation	Room Parents
Family Picture Day	Gardening
Fifth Grade Social /Events/Assembly Ushers	
Flyer/Newsletter Copy Captain/Misc	School Social <ul style="list-style-type: none"> • Welcome Picnic • Pizza and Magic • Movie Nights • End of Year Picnic • Townwide Bingo
Grounds and Courtyard	School Fundraisers <ul style="list-style-type: none"> • Gift Your Child • Spring Choice • Spring Social/Auction
Health/Wellness	School Pictures
Library/Media Staff	Staff Picture Board
Lice Busters	Vision/Hearing Screening
Lost and Found Manager	Website Manager
METCO Liaison	

GENERAL ADMINISTRATION

Parent-Teacher Conferences

One of the means of reporting to parents about their child's school adjustment and progress is through an individually scheduled conference with one or more teachers. These are scheduled two times during the year with every parent being invited to school at least twice.

The first conference period is scheduled during the early fall on the Wednesday afternoons of **October 25, November 1, and 9**. This conference will focus on each child's adjustment to the new grade, new teacher and new class composition. Emphasis at this meeting will be placed on sharing ideas, developing strategies and goal setting for the child. Each child's progress-to-date will be articulated at this time.

The second conference period will be held **March 20, 27, and April 3**. Any subsequent meetings with parents will be scheduled by mutual agreement on an as-needed basis.

School Hours

Children should not arrive at school before **7:45 A.M.** since there are no teachers present for supervision before that time.

Traditional Kindergarten hours: 7:55 A.M. – 11:30 A.M. (Doors open at 7:45 A.M.)

**Full Day Kindergarten and Grades 1-5 hours: M, T, TH, F: 7:55 A.M. – 2:25 P.M., W: 7:55 A.M.- 1:15 P.M.
(Doors open at 7:45 A.M.)**

When Kids are Absent or Arriving Late to School:

“Safe Arrival Program” The parents are required to call Loker School at (508) 358-8601 or email at LS_attendance@waylandps.org and report their child’s absence or late arrival. If the school does not receive a call, the school will recheck the child’s classroom, contact the parents, check with siblings, call all other emergency numbers, school designee will drive to the child's home and, if necessary, contact the police.

Early Dismissal:

If you need to pick your child up early from school, send a note to the teacher. Come to the office to pick up your child, so you can sign him or her out. Teachers have been instructed not to release students unless they are contacted by the office.

Sending Children Home with Others:

Parents must send a note to school if their children are being picked up by someone else.

"No School" Announcements:

Wayland Public Schools are rarely closed because of bad weather. When they are, it will be announced during early morning broadcasts on most major radio and TV stations. Please do not call the police or fire department for information about school cancellation.

Emergency School Closing:

In the unlikely event that a blizzard or other emergency forces the school to close before the usual dismissal time, parents will be notified via the Loker School e-news. Please be certain that your children know where they should go if you are not at home.

Student Records:

Student records consist of two parts: the transcript (basic personal and academic data) and the temporary record (supporting academic information). To review any or all of your child’s records, submit a request to the principal.

Class and Teacher Assignment:

In May of each school year, grade level teachers along with specialists, guidance counselors and special education teachers and principal meet several times to create well-balanced groups of students for the following year. These groups are based on gender, academic achievement or needs, reading level, leadership qualities, and size. Once the groups are complete, the principal will make adjustments and assign a teacher. New students enrolled during the summer will be added to the groups.

Report Cards:

Report cards will be issued to children in grades 1 through 5 on Thursday, February 8th and on the last day of the school year.

Developmental Checklists:

Developmental Checklists for kindergarten students will be distributed on Thursday, February 8th and at the end of the school year.

Lunch:

Lunch menus are published in the school newsletter and local weekly newspapers. **Breakfast and lunch will be free for all students during the 2023-24 school year.** Usually Lunch, which includes milk, costs \$3.50 and milk only for \$.75 and is charged against the computerized payment system. Families are allowed to deposit money into their child's account for double lunches and snacks. Free or reduced-priced lunches are available for families who qualify. Application forms are distributed at the beginning of every school year, and can be requested in the office at any time throughout the year. For additional questions, please call Food Service Director, Cheryl Judd, at 508-358-7904.

Lost and Found:

All unidentified articles found at school are placed in the main lobby. Unclaimed items are periodically sent to a charitable organization after parents are notified in the school newsletter.

STATE MANDATED SCREENING

Each year, the Commonwealth of Massachusetts requires school health personnel to conduct a hearing and vision screening of all children. Children who fail either portion of this will be rescreened. The parents of those failing a second time are then notified. It should be noted that this is a screening and not a physician's examination. Parents are advised in writing about referrals for more extensive hearing and/or vision examinations.

SCHOOL RULES

School rules exist for a number of reasons. SAFETY, ORDER, RESPECT, and RESPONSIBILITY are the four reasons for all of our rules. They are important so that everyone can get along happily with each other. It is a central school goal for all people - pupils and adults - to treat one another with fairness, respect and dignity. The spirit of good will and cooperation will make Loker School a safe and pleasant school.

Rules for Inside the School

- People must walk inside the building at all times - - running is never allowed.
- Students must follow the directions of adults at all times.
- People may talk softly (inside voices) in the school hallways and cafeteria.
- People must respect the rights of others to study and work without interruption -- in the classroom and the library. Loud talking, yelling or other types of interruption will not be permitted.
- People must respect the rights of others' property. Only with the owner's permission may another's property be used.
- It is the responsibility of every person to help keep the school clean and free of unnecessary dirt -- this includes each person's classroom, the hallways, the toilet facilities, and the area around the school. It also means that desks, walls, and windows are to be left unmarked.
- Shoes, sneakers, or sandals must be worn at all times; bare feet or stocking feet are not permitted.
- Cafeteria behavior should not include yelling, fighting or throwing food.
- Students are to remain inside their classroom at all times, unless the teacher has given permission to leave for a specific purpose and time.

CAFETERIA POLICY

The school lunch program is offered to ensure that each child has the opportunity to receive a well-balanced and nutritionally sound meal. Children are encouraged to participate in the hot lunch program or bring an appropriate lunch from home. Additionally, it is the goal of our school to use the lunch period as a means of teaching:

1. Proper behavior in-group situations.
2. Appropriate decorum when eating with others.
3. Responsibility toward the physical condition of the school building.
4. Positive interpersonal relationships between children of all grade levels.

The preparation, serving and accounting in the lunch program are mandated by state regulation and are under the direction of the school lunch program manager, Cheryl Judd. The procedure and conduct of the cafeteria dining area are the direct responsibility of the school.

Supervision

1. Each lunch period shall be supervised by a teacher assistant, school secretary or Principal.
2. Each teacher shall escort his/her assigned children to the cafeteria on time. The assistant will direct students to the serving line.
3. Children should not leave the cafeteria during lunch periods unless it is absolutely necessary or the staff in charge has granted permission.

Desirable Cafeteria Conduct

1. Children shall walk in the cafeteria at all times and stay seated during lunch.

2. Conversation among children at each table is encouraged.
3. Children shall be responsible for proper disposal of all refuse.
4. Use of proper utensils and appropriate table manners.
5. Assisting one another in emergency or difficult situations.
6. Reasonable conversation tone and volume when speaking.
7. Responsibility for lunch card and/or lunch boxes.
8. Following recycling and composting systems.

Unacceptable Behavior During Lunch Periods

1. Throwing rubbish or food in the cafeteria.
2. Deliberate improper disposal of refuse.
3. Inappropriate language.
4. Failure to respect the dining privileges of others.
5. Running in the cafeteria.
6. Defacing property (tableware, marking tables, etc.).
7. Other actions that inhibit the rights and/or safety of others.

Lunch Period Discipline Procedure

1. Unacceptable behavior shall be reported to the Principal.
2. Students may be required to have an assigned seat for a period of time in the cafeteria or other designated location determined by the supervising adult.
3. Parent(s)/guardian(s) will be contacted if a behavior does not improve.

RECESS POLICY

Active outdoor play is considered to be an integral part of our total school curriculum. Children are encouraged to participate in outdoor recess activities throughout the school year, weather permitting. The purpose of recess periods are:

1. To provide activity commensurate with the physical development of an elementary age child.
2. To foster positive interpersonal relationships between children of all grade levels.
3. To fulfill the requirements established in Massachusetts State Education laws regarding physical activity.

4. To provide the teacher with additional means to evaluate both the physical and social needs of the student.

Supervision

1. Each recess period shall be supervised by a team of staff members.
2. Children who do not observe the rules and respect the rights and safety of others:
 - a. Shall be immediately restricted from play during that period
 - b. Be reported to their classroom teacher at the conclusion of that recess period.
3. Children should not re-enter the building without the permission of the supervising teacher.

Designated Play Area

1. Children will play within view of a supervising teacher.
2. Equipment may be restricted by weather conditions.

Appropriate Recess Activities

1. Adventure playground play.
2. Organized games such as kickball, basketball, relay races, dodgeball, etc.
3. Individual activities such as jump rope, hopscotch and ball play.
4. Sharing of equipment and materials.

Unacceptable Behavior During Recess

1. Fighting, hitting or physically bothering another child.
2. Interfering in the games or play of others.
3. Throwing snowballs, stones, and other inappropriate objects.
4. Excessive physically aggressive games "prisoner, king of the mountain, whips, piggy back, tackle football, red rover, keep away".
5. Inappropriate language.
6. Play with or damaging articles of clothing.
7. Playing in restricted areas.
8. Defacing property.

9. Other activities that inhibit the safety and rights of others (including the rights of the professional staff).
10. Playing “chase” without agreed upon rules.

Recess Discipline Procedures

1. Each supervising teacher shall note serious violations.
2. Violations will be reported to the building Principal.
3. Child may miss recess for a designated period of time.
4. Child may be asked to do community service.

Rules for Inside the Classroom

- It is the responsibility of each teacher to set rules for classroom order and behavior with his/her pupils.

Violations of School Rules

Violation of school rules will be addressed in the way that is most helpful to pupils. Generally, the classroom teacher will deal with a problem first. If it is necessary, or if an incident is serious, the principal will deal directly with the pupil and the pupil's parent. Discipline of the pupil will:

- Be positive in nature.
- Be fair, dignified, and in good temper.
- Involve parents when necessary.

The most explosive and potentially serious form of disruptive school behavior is fighting. Fighting is never tolerated for any reason. Pupils who fight (punching, slapping, kicking or hitting another with an object) will be disciplined by the classroom teacher or the school principal. Because every situation differs, the consequences following such behavior will vary. However, students who are involved in an aggressive altercation may be subject to suspension. Some elementary school-age children have difficulty controlling their urge to hit or use other forms of violent behavior. School personnel view this most seriously. Children who use these forms of behavior will be addressed by the principal who will contact parents and set forth logical consequences. In matters of these types, it becomes imperative for school and home to help children work toward peaceful conflict resolution.

LAW GOVERNING THE DISCIPLINE OF SPECIAL NEEDS STUDENTS

All students are expected to meet the requirements of behavior as set forth in this handbook Chapter 71B of the Massachusetts General Laws, known as Chapter 766, requires that additional provisions be made for students who have been found by an evaluation team to have social needs and whose program is described in an Individual Educational Plan (IEP) or for students who have not yet been determined eligible for special education and related services but about whom the school district had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action.

The following additional requirements apply to the discipline of special needs students:

- The IEP for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping condition requires a modification. Any modification will be described in the IEP.

When it is known that the suspension(s) of a special needs student will accumulate to ten days in a school year, a review of the IEP as provided in Section 333 of the Chapter 766 Regulations will be held to determine the appropriateness of the student's placement or program. The team will make a finding as to the relationship between the student's misconduct and his/her handicapping condition and either:

- (a) design a modified program for the student or:
- (b) write an amendment to provide for delivery of special education services during the suspension and any needed modification of the IEP relative to discipline code expectations.

In addition, the Department of Education will be notified as required by law, and the procedures promulgated by the Department of Education for requesting approval of the alternative plan will be followed.

SCHOOL POLICIES AND PROCEDURES

Taking Children Out of School

Students are not permitted to leave the school building during the hours that school is in session without specific approval of their parents and school authorities.

If it is necessary for a student to leave school early for a medical appointment or for a similar reason, a request to this effect, signed by the parent or guardian, should be presented to the child's teacher at the start of the school day (or when the parent arrives at the office if it is an unexpected reason for dismissal).

For the protection of students, the school requires that emergency requests for early dismissal be made by the parent in person; telephoned requests will be accepted only under unusual circumstances. All emergency requests made by telephone and in any other cases of doubt will be verified before the student is released.

Parents picking up children during the school day should meet their children in the office rather than in the classroom or playground (unless otherwise directed by the office staff).

In any emergency situation where parents cannot be contacted, children will be released to those designated on each child's Medical Emergency card. Others, even if they are known to the school and to the parents, may not take children home in such situations. Parents must designate in writing the names of other adults who may be called upon in emergency childcare situations.

Parents often ask about the advisability of taking children out of school for extended vacations, to visit with grandparents, and the like. While each situation has certain merits and disadvantages to consider, it should be clear that in addition to being an illegal absence, there is the further danger of giving a child the impression that school and schoolwork are low in importance. Classroom lessons and experiences are so rich and interactive that the school cannot, in reality, compensate for the days that are missed. These matters are best discussed with the principal well in advance. The same caution needs to be considered regarding dental and medical appointments during the school day. If it is absolutely necessary to take your child on a leave outside

the school's normal vacation schedule, we will provide you with a list of activities that will maximize the educational experiences presented by any form of extended travel.

Dropping off/Picking up Children

Parents who opt to drive children to and from school may use the driveway by taking a right as they enter the circle area, but they are cautioned to use extreme care at all times. They must never pass a bus that is boarding or unloading children or when lights are flashing.

Bus arrival and departures are supervised by school staff in the morning and afternoon. During these relatively short but intense periods, supervisors must give their full attention to the many children arriving and departing school. In the name of safety, we ask that parents not engage them in conversation during these times and pull up to the front curb.

Safety

It is essential that parents and the school cooperate to insure against accidents as the children go to and from school and during their hours in and around the building.

Parents are urged to emphasize the importance of bicycle, scooter, unicycle, etc. safety to their children, especially noting that unless there is a sidewalk, the cyclists should stay to the right, move with traffic, and follow the regulations and hand signals which apply to automobiles. Only one person at a time is allowed on a bicycle or other self-propelled vehicle. Children in any grades may ride bicycles to and from school provided they have their parent(s) permission. When children appear at school on their bicycle, it is assumed parents have given consent. Bicycles must be walked and not ridden across the school grounds and may not be used during the school day. Also, the school cannot assume liability for theft or vandalism of a bicycle left in the schoolyard during the day. Teachers will make reasonable efforts in their supervisory responsibilities to keep children from tampering with bicycles at recess periods.

Safety for wearing "heellies" should also be reviewed with your child. Wheels must be kept inactive in the closed position during all times in the school building and on school grounds.

The safety of bus students requires high standards of conduct and behavior, both at the bus stops and while riding the bus. The students, while on the bus, are subject to the directions of the bus driver and bus safety rules. Those students who habitually disregard the safety of themselves and others will be denied the privilege of school bus transportation. Students should sit flat and not stand until the bus is completely stopped. Written bus conduct reports about children who disregard the safety and welfare of other riders will be sent home to parents. It will be the principal's practice to meet with the child about such incidents and to take appropriate action to see that the behavior is improved. First reports will be treated as a warning; second reports will warrant an after school detention; all subsequent reports will result in suspension of bus riding privileges.

To insure the maximum safety in the event of fire within the school building, fire drills are conducted regularly during the year. From the first day of school, directions for a prompt and orderly exit are reviewed in each classroom so that pupils will be prepared in case of emergency.

Dogs on the playground can be a real threat to safety. At the least, they constitute a nuisance to the people and activities which take place there. Even the most docile and affectionate animal can become confused and over-excited among groups of active children. For this reason, the town has imposed strict regulations prohibiting dogs from school grounds during the day. Please see that your family pet does not wander onto the grounds during the day.

SCHOOL BUSES

Policy Statement for Use of Seatbelts on School Buses

The Wayland School Committee will have seat belts installed on Town-owned school buses and those buses in regular service by the Town's school bus contractor as a convenience for those students who choose to use seat belts. The contractor's reserve buses, which are available to the Town for emergency use, may not be equipped with seat belts. State law provides that a percentage of students on a school bus will be permitted to stand and this practice will continue. A student's use of seat belts, therefore, is neither guaranteed nor compulsory. Though seat belt use is entirely voluntary, parents will be notified of the availability of seat belts on certain buses and students will be instructed in their proper use at the beginning of the school year.

Guidelines for Instruction in Seat Belt Use

The decision to use seat belts will be made solely by students and their parents. To enable students to carry out a decision to use seat belts, the school shall instruct students as to their use. This instruction shall consist of three parts:

- Instruction in the proper use of school bus seat belts will be added to current classroom instruction in safe riding practices.
- Students riding school buses will be instructed in the use of the seat belt at the commencement of the school year.
- The twice-yearly on-bus emergency evacuation drills will include instruction in and testing of students' ability to unfasten their seat belts in an emergency situation.

Busing Policies

Under Massachusetts General Laws chapter 71, Section 68, students in Grades K-6 who live more than two (2.0) miles walking distance to their district school are entitled to free transportation. Those students living more than two (2.0) walking miles distance as measured from the center line in front of the child's home to the official school bus drop area will be transported at district expense. Students living less than 2.0 miles from their school who wish to ride the school bus must purchase a bus pass for the entire year, payable in advance. The bus transportation fee for the 2023-24 school year is \$400 per student and is capped at \$1,150 for a family with three or more student riders if registration is postmarked or submitted on-line on or before April 30, 2021. Further information about the district's fee-based transportation program is available on the districts' website at http://www.wayland.k12.ma.us/administration/student_transportation or visit the School Department's Business Office (2nd floor, Wayland Town Building). Please see Appendix C for additional policies governing the use of bus transportation and the School Department's rules for conduct on and around buses.

Notes about riding buses

- There will be daily supervision of students and traffic in the bus boarding area immediately in front of the school (driveway).
- Bus drivers must pick up only at scheduled stops; they shall not be required to admit students who are not assigned to that particular bus. **Therefore, play dates should be arranged privately. Only students assigned to the same bus may use the bus as transportation to a play date.** Drivers are required not to exceed legal bus capacity.
- *Students shall ride only on assigned buses.*

Student Behavioral Expectations on the Bus

1. While waiting for the bus, children should remain well back from the road and refrain from throwing things.
2. Riders should enter the bus in an orderly fashion, go directly to a seat and remain seated until the bus reaches its destination.
3. There should be no littering or defacing of buses.
4. There should be no shouting, roughhousing, physical contact or throwing of objects in the bus.
5. Riders must keep arms, hands and heads inside the bus.
6. Riders must get on and off the bus only at their regularly scheduled stops.
7. All articles such as athletic equipment, books, musical instruments and the like must be kept out of the aisles. No large projects or objects may be brought on the bus. All objects must be able to be contained between the student's legs or on the student's lap during the course of the ride to and from school.
8. The emergency door must be used only for emergencies.
9. It is essential that each rider cooperate with the bus driver for the safety of all concerned.
10. Children who must cross the street at a bus stop will NOT DO SO UNTIL THEY RECEIVE A SIGN FROM THE BUS DRIVER. When children must cross a street, they should always cross in front of the bus far enough ahead of the bus so they can see the driver's face. This assures that the driver can see them as they cross. The driver will stop his/her bus with the warning lights flashing until the children are safely across the street.
11. Pets and other animals are not allowed on the bus.
12. Disruptive behavior that endangers the safety of others may result in the loss of bus riding privileges

HOMEWORK

ELEMENTARY HOMEWORK GUIDELINES

August, 2012

Elementary School Homework Philosophy

- In Wayland, time spent on homework should be *balanced* with the importance of personal and family well-being, and the wide array of family obligations experienced in our society today.
- Educators and parents share one common goal-to help each student in our schools be successful. Each group plays an important role in student achievement. Students learn best when they, their parents, and their schools work together.

Purpose and Types of Homework:

Practice: The student refines and strengthens skills previously taught in class through repetition of simple applications, reading and writing.

Preparation: The completion of this type of assignment makes future lessons more meaningful. Reading and familiarization with facts and ideas characterize this type of homework.

Extension: This is the application of skills and concepts that requires higher level thinking skills and problem solving.

Grades 3, 4 and 5:

Integration: Successful completion of the assignment requires coordinating and combining skills and concepts.

Grade 1	Total time 15-25 minutes, including reading, Monday - Thursday
Grade 2	Total time 20-30 minutes, including reading, Monday - Thursday
Grade 3	Total time 30-45 minutes, including reading, Monday - Thursday
Grade 4	Total time 30-45 minutes, including reading, Monday - Thursday
Grade 5	Total time 45-60 minutes, including reading, Monday - Thursday

Notes:

- Reading also includes having adults reading to children.
- Students should be encouraged to read on weekends and vacations.

Tips for Parents

- Praise, reassure and motivate your child to persevere. Homework should never be used as a punishment.
- Check your child's assignment notebook, folder or website nightly.
- Provide a time, place and supplies to do homework assignments with limited interruptions.

- Support your child and provide assistance, without doing the work for them.
- Oversee completion of long-term assignments to assist in understanding time management.
- Contact the teacher with questions or concerns, especially if your child needs more time or support to complete assignments.
- In addition, enrichment activities are readily available on the school website.

Tips for Students

- Always put forth your best effort.
- Understand assignments clearly before leaving class.
- Bring home the proper materials to complete the assignments.
- Talk with your parents and teacher if you have problems with homework.
- Budget time properly for long-term assignments.
- Complete any work missed due to absence from class.
- Utilize classmates and/or class websites if available for assignment information.

In our elementary schools, our goal is to make students aware that learning occurs in school, at home and in the world around them. Homework should be the result of collaborative efforts, thoughtfully considered and coordinated to improve student learning. We strongly encourage that students and/or parents consult with the classroom teacher as soon as possible when there are questions regarding homework. We strive to make this a positive experience for our students.

(These Guidelines are a compilation of excerpts and ideas from the following Homework Guidelines/Policies: Wayland; Sudbury; Newton; Arlington; Medfield; Braintree; Hudson; Wellesley; Shrewsbury; Frederick County, Virginia; California Public School State Standards; Highlands, New Jersey)

ABSENCE AND TARDINESS

Massachusetts's school law requires that all school-age children attend school. When a child is absent from school, whether it is for part of the school day, a full day or several days, it is the responsibility of the school to record the absence in its attendance register. It is the responsibility of the child's parent or guardian to notify the school, in writing as well as notifying the school office, of the reasons for the absence.

Tardiness, since it is a partial absence, is covered by the same policy that relates to general absence. Parents who know that their child will be late in arriving at school should send a note with the child stating the reason for the tardiness, as well as notifying the school office. In this way, the school knows that the parent is aware of the situation and the reasons for it.

All cases of continued or excessive absence and tardiness are referred to the Public Health Nurse or the principal for investigation.

SAFE-TO-SCHOOL PROGRAM

If your child will be absent or tardy, you must call the Loker School main office:

- Call **508-358-8601**, the Loker School main office number, before 7:55 a.m. or email LS_attendance@wayland.k12.ma.us if your child will be late or absent from school. You must call even if you've notified your child's teacher of the absence.
- State your child's name, teacher's name, and date(s) of absence or late arrival. Feel free to report future scheduled absences/late arrivals ahead of time.
- Each morning, we will reconcile attendance records with messages left on the Safe-to-School recorder. If a child is absent and we did not receive a call, we will contact the child's parent/guardian.

MESSAGES TO CHILDREN

It is sometimes necessary for parents to call the school to ask that a message be delivered to children. Every effort should be made, before the child leaves home in the morning, to see that he or she has information about changes in the after-school routing. It is the school's policy however, to try to deliver all messages just prior to dismissal every afternoon.

VISITING THE SCHOOL

Parents are encouraged to visit the school. We request that the classroom teacher be informed as to the day and time of visits so as to avoid any conflicts with the school schedule. In visiting classrooms, parents must realize that the teacher's first responsibility is to the children, and the teacher will be unable to converse at any length with the visitor. If a conference is desired, arrangements will be made for an appointment, either before or after school hours.

FIELD TRIPS

Trips of varied educational nature are part of each teacher's program. Well in advance of a trip, parents will be notified of all the necessary information. Trips may vary from class to class. Teachers and volunteer parents supervise groups. Transportation may be by bus or in individual cars, depending on the size of the group and its destination. No students will be allowed to participate unless a signed parental permission slip is returned to the school before the trip takes place.

AFTER SCHOOL CHILD CARE PROVISIONS

Children receive after school supervision from a wide and varied group of providers. Most go directly home at dismissal, but many go elsewhere. It has become virtually impossible for the school to keep track of children's after school schedules particularly when they change from day to day. Parents are therefore encouraged to write notes to teachers so as to avoid confusion at dismissal. Also, in the absence of clear directions from parents about where to go at a day's end, children must be encouraged to speak up and make their confusion known. Rather than send a child off with doubt, the school will keep the individual in its care until parents or day care providers have been contacted. Even at the young age of a kindergarten student, each can be taught to speak up and to understand what he/she should do after school. Please practice such information with your child.

RECESS SCHEDULES and MORNING SNACK

At mid-morning, all children receive a break from schoolwork. Each teacher sets an individual schedule and recess is supervised by the classroom staff. Due to the many serious peanut allergies at the Loker School, we ask that you not send a morning snack that has any nut products as an ingredient.

LUNCH PROGRAM

The Loker School cafeteria serves a non-profit lunch consistent with the standards of the National School Lunch Program. A half-pint of milk alone is available for those children who wish to bring their lunch from home. Additional snacks or beverages must be paid using a scan card. The system is a prepayment system, in which all students are issued ID cards. A complete monthly menu is sent home at the beginning of each month and is published weekly in *The Town Crier*, and *The MetroWest Daily News* and is also available on the Wayland Public School website.

Students who wish may bring peanut products for lunch. Peanut free tables are available for all who require such protection.

Free or reduced-price lunches are available to qualifying families. If you feel you may be eligible, additional information is available at

https://cdn5-ss2.sharpschool.com/UserFiles/Servers/Server_1036352/Image/BusinessDept/2022-2023_Financial_Assistance_Application.pdf

SCHOOL LIBRARY

The Loker School Library is maintained for the use of all students and teachers. It contains a wide range of reading material for students of all reading levels and supports the literacy program.

Students access the library during their weekly library class. They return their books, have a library lesson and check out a new book. Each student may check out one book at a time and is responsible for returning it on time and treating it carefully while it is checked out to them. Damaged or lost books will be replaced at the parents' expense.

The Place For Reading At Home:

Teachers at all grades encourage regular reading practice at home. This increased fluency, comprehension and confidence. In the earliest grades, this may take the form of parents reading aloud to children where time is left for questioning, discussion of story content or predicting outcomes. As a child's skill develops, taking turns in reading aloud is good practice. Above all, when adults in any home read as a way of life, children most often follow.

VOLUNTEERS

Loker welcomes volunteers in its programs. Principal areas of volunteer services include the library, art room, computer lab and some classrooms as deemed necessary and beneficial by the classroom teacher. The opportunities are many and varied. Those interested in participating in a volunteer program should contact the PTO Volunteer Services Chairperson or the classroom teacher directly.

STUDENT TELEPHONE/SMART WATCH USE

The school telephone is reserved for official business only. Outgoing calls by students are allowed only on an as-needed basis to be determined by the office, classroom, guidance and special needs staff. If students bring cell phones to school they should remain in their backpack for the full school day. Smart watches and other watches that have internet access should not be brought to school.

GIFTS TO STAFF MEMBERS

Students, parents, and other patrons of the Wayland Public Schools shall be discouraged from the presentation of gifts to school employees.

The School Committee shall consider as always welcomed, and in most cases more appropriate than gifts, the writing of letters to staff members expressing gratitude or appreciation.

The Committee also suggests that as a means of expressing gratitude a cash donation may be made to the Wayland Public School Foundation in honor of a particular staff member. Wayland staff will be advised in writing that a contribution has been made in their honor. No specific information will be sent about contribution amounts. The Wayland Public School Foundation has been instrumental in funding district-wide school projects that have added resources for students at all levels of the system. Contributions made to the Foundation are tax deductible.

The school system's policies are not intended to discourage acts of generosity or simple remembrances expressive of gratitude or affection.

PHYSICAL EDUCATION

For safety reasons, sneakers are required for all indoor and outdoor physical education activities.

SCHOOL-RELATED PROBLEMS AND CONCERNS

From time to time, parents may have problems or concerns that they wish to bring to the attention of appropriate school officials. To assist parents in this regard, the following general guidelines may be helpful:

- The parent should first raise any concern regarding a school related matter with the staff member most directly involved. (i.e. questions regarding the content of instructional materials or homework assignments should be raised with the teacher involved).
- If the matter remains unresolved, the parent may wish to speak with the building principal. Appointments can be scheduled by contacting the office of the principal involved.
- If the matter still is unresolved, the parent may wish to speak with the superintendent. For an appointment, simply contact the superintendent Dr. Arthur Unobskey's office (508) 358-3774 or write: Superintendent of Schools, P.O. Box 408, Wayland, MA 01778).
- If the matter still remains unresolved, the parent may wish to bring it to the attention of the School Committee by requesting that the superintendent, as the executive officer of the School Committee, place the matter on the agenda, or by communicating directly with the Chairman of the School Committee.

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

Teachers:

- Student assignments and activities
- Course content, instructional materials
- Issues related to student discipline

Guidance Counselors:

- Placement information
- Course selections and students' schedules
- Personal matters relating to students
- Problems between school and home
- Problems between teacher and pupil

Principals:

- Any issues arising out of a school building when no other staff member can be specifically identified
- Student placement issues
- Instructional and co-curricular program issues
- Matters relating to the physical plant
- Complaints, dissatisfaction, or concerns regarding school personnel
- Student records

Superintendent:

- Any questions regarding School Committee policies and administrative procedures
- School Committee meeting and agenda items
- Any school system records or documents
- Budgetary matters
- Hiring and supervision of staff
- Instructional Program
- Complaints, dissatisfaction, or concerns regarding school personnel or services which have not been resolved at the principal's level
- Suggestions or requests for changes in the curriculum
- Transportation matters

School Committee:

- Any matters pertaining to policy
- Requests for specific courses and programs
- Complaints regarding school personnel services
- School Committee minutes and agenda items (Chairman of School Committee)
- Budgetary matters

OTHER INQUIRIES

Discussion of the academic program exceeds the scope of this handbook. Inquiries related to any phase of the educational program may be directed to the school office or to the office of the superintendent.

The Wayland School Committee meets at the Town Administration Building on the second and fourth Mondays of the month. The state's open meeting laws govern these sessions. Visitors are welcome, and two intervals during each meeting are put aside for comments from the public.

CHAPTER 622

The following legislation affecting the public schools was passed in August 1971. This law, Chapter 622 of the General Laws Acts of 1971, is referred to as "An Act to Prohibit Discrimination in the Public Schools". The law reads as follows:

No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion or national origin.

This law, as does Federal Law Title IX, makes it clear that all aspects of public school education must be fully open and available to members of both sexes and of minority groups. No school may exclude a child from any course, activity, service, or resource available in that public school on account of race, color, sex, gender identity, religion, or national origin of such child.

On June 24, 1975, the State Board of Education approved regulations for Chapter 622. These regulations address five areas of school policy: school admission, admission to courses of study, guidance, course content, and extra-curricular and athletic activities.

If you have any questions or concerns regarding Chapter 622, please do not hesitate to contact Dr Richard Whitehead. Copies of the law and the regulations can be obtained from the Bureau of Equal Educational Opportunity, 182 Tremont Street, Boston, MA 02111 (617) 727-5880.

Richard Whitehead, Director of Student Services, has been appointed as the Coordinator of Chapter 622 and Title IX programs for the Wayland Public Schools. If after contacting the principal relative to any Chapter 622-related issue, you have further concerns or questions, you may contact Dr. Whitehead by telephoning (508) 358-3756.

HEALTH

Health Issues:

A school nurse is on site daily, between 7:30 A.M. and 2:30 P.M. In case of accident or sudden illness, the nurse or other school staff will administer necessary first aid. If warranted, the parent will be called to take the child home or to his/her physician. In serious emergencies, the child will be transported to the nearest hospital by ambulance and the parents will be notified. Our school nurse, Jennifer McLeod, is available to discuss any health concerns that may affect your child's learning. You may reach her at 508-358-8614.

Physical Exams:

Reports of physical exams, including immunization records, are required for all kindergartners, new entrants, and all students in grades 4, 7, and 10. If a medical reason precludes immunization, a physician's statement to

this effect must be presented before the child is admitted to school; if there is a religious reason, a statement must be submitted by the parent before admission.

Health Screenings:

Yearly state-mandated screenings are conducted each year. Vision for all grades, hearing for grade 1, 2, 3, postural for grade 5 and BMI screenings for grades 1 and 4. Parents may exempt their child by notifying the school nurse in writing. Parents/guardians will be notified only if the student does not pass the screening.

Medication Policy:

Children should never carry medication in school. Only the school nurse can administer medication. Whenever possible, a child's medication schedule should be arranged so that it may be taken at home.

When children need to take medication during school, parents must bring the medication, along with a completed medication order/permission form signed by both a parent and the child's physician, to the school nurse. Medication forms can be obtained from the school nurse or from a link on the School web page under Health Services/Forms.

All medication-both prescription and over the counter-must be in its original container (you may ask your pharmacist for a school bottle). Prescription medication must have the pharmacy label. Prescription medication given for 10 days or less does not require a written doctor's order. They do however, require written parental permission and must be in an original container from your pharmacist.

This academic school year (2018-2019), over the counter medications may be administered by the school nurse with parental permission. These include: ibuprofen (Motrin), Tylenol (acetaminophen) Benadryl, tums, bacitracin, Neosporin, and hydrocortisone 1% cream. Parent permission has to be signed on the student verification form filled out each September.

Reactions to Insect Stings and Allergic Reactions:

If your child has been diagnosed by a physician with a life-threatening allergic reaction, and requires an Epinephrine (Epi-Pen), please notify the school nurse. A doctor's order and parent permission form must be completed at the start of each academic school year and submitted to your school nurse. Forms may be obtained from the school nurse, or from the link on the School web page under Health Services/Forms.

When should a student stay at home?

- If your child has vomited due to an illness; they should remain out of school for a minimum of 24 hours after vomiting has ceased.
- If your child has a fever of 100.4 degrees F or higher; they should remain out of school for 24 hours after the fever is gone without fever-reducing medication.
- If your child has been treated with an antibiotic for a contagious infection they need to be on an antibiotic for at least 24 hours before returning to school.

HEAD LICE GUIDELINES

The Wayland Public School Health Rooms will follow the protocols outlined by the American Academy of Pediatrics and the recommendations of the National Association of School Nurses with regards to the management of head lice in the school setting. Research by the Harvard School of Public Health advises against exclusion and no-nit policies, as well as the elimination of whole class/school screenings. Periodic home head checks by parents/guardians, resulting in early detection, treatment and removal of live lice and nits, is the most reliable method for controlling pediculosis. The nurses within the WPS health rooms will offer support to families as time and resources allow through counseling, screening, and notification.

Students exhibiting signs of possible head lice infestation are referred to the health room for an assessment. Symptoms prompting a referral may include complaints of an itchy head, excessive scratching or sighting of a louse, and can be made by a student, a parent/guardian, or a member of the school staff.

If the nurse discovers a case of head lice by the presence of live lice or nits, the parent/guardian will be notified and the treatment information will be provided. The student will be dismissed at the end of the school day, unless parent(s) choose to dismiss earlier. Parents/guardians will be advised to consult with their physician for further treatment recommendations if necessary.

The student will be checked when they return to school the next day to ensure that treatment and nit removal are being done effectively. If nits are found after treatment, the student may attend class per the nurse's discretion.

Grade level notification will be sent to parents/guardians when a case is discovered. This notice will include information regarding the process of checking for head lice and nits as well as treatment options.

Helpful websites:

www.cdc.gov/lice/head/factsheet.html

www.headlice.org

www.nasn.org

search lice position statement

Admissions, Physical Exam and Immunization requirements

A child must be five years old on September 1 to be eligible for entrance to Kindergarten. It is required that all students present a written report of a physical examination and proof of immunizations status prior to entering kindergarten. Reports of physical exams, including immunization records, are also required for new entrants, and all students in grades 4, 7 and 10. If a medical reason precludes immunizations, a physician's written statement to this effect must be presented before the child is admitted to school; if there is a religious reason, a written statement must be submitted by the parent before admission.

File: JICFB

BULLYING PREVENTION

The Wayland Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve his/her own highest academic standards. No student shall be subjected to bullying,

or cyber-bullying.

“Bullying” is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target’s property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

“Cyber-bullying” is defined as bullying through the use of technology or any electronic communication, which shall include, but shall not be 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 systems, including but not limited to, electronic mail, internet communications, instant messages or facsimile communications-

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, parents or guardians of students involved in incidents of bullying, cyber-bullying or retaliation are expected to cooperate fully with the administration.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

It is a violation of this policy for any student or school staff members to engage in Bullying, or for any employee of the Wayland Public Schools to condone or fail to report acts of bullying that they witness or become aware of.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities, functions or programs, whether on or off school grounds;
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Wayland Public schools;

Bullying is also prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Wayland Public Schools if the

act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupts the education process or the orderly operation of a school, as determined by school administrators.

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The Bullying Prevention and Intervention Plan shall represent the School District's philosophy of prevention built-on education, discipline, and intervention, and it shall set forth the administrative guidelines and procedures for the implementation of this policy. Such plan shall include, but not be limited to; procedures for reporting, responding to and investigating reports of bullying or retaliation; the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation or against someone for making a false accusation of bullying; procedures for remedying incidents of bullying and restoring a sense of safety for a target of bullying and assessing that target's needs for protection; strategies for protecting from bullying or retaliation a person who reports bullying or provides information during an investigation; any notification requirements consistent with applicable law; a strategy for providing counseling or referral to appropriate services for perpetrators, targets and family members; and provisions for informing parents about the School District's bullying prevention curriculum. The Bullying Prevention and Intervention Plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the Bullying Prevention and Implementation Plan within his or her school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are strongly urged to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying. Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

Each school shall have a means for anonymous reporting by students and adults of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

A member of a school staff (including but not limited to educators, administrators, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor, advisor to an extracurricular activity, or paraprofessional) who witnessed or becomes aware of alleged Bullying, Cyber-bullying or retaliation shall immediately report it to the school principal or ~~their~~ designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report of alleged bullying, shall promptly conduct an investigation. The investigation shall be completed within a reasonable amount of time from the date of the

report. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on an as necessary basis.

The school principal or a designee will use a Bullying/Cyber-bullying Report Form during his/her investigation, which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses. The school principal or designee may also contact the parents or guardians of the alleged target or perpetrator during the investigation.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

If the school principal or a designee determines that bullying has occurred he/she shall:

- Notify the parents or guardians of the perpetrator;
- Notify the parents or guardians of the target. and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying, cyber-bullying or retaliation;
- Take appropriate disciplinary action; and
- Notify the police if the principal or designee, after consulting with the Superintendent of Schools, believes that criminal charges may be pursued against the perpetrator.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

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

Target Assistance

The Wayland Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school faculty and staff in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Wayland Public Schools website. Each building principal shall be responsible for the implementation and oversight of the Plan at his or her school. The building principal or designee shall assist students, parents and employees of the School District who seek guidance or support in addressing matters relating to any form of Bullying, Cyber-bullying or retaliation.

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 71:37O
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

APPROVED December 11, 2015

CURRICULUM EXEMPTION

Massachusetts General Law Chapter 71, Section 32A

Parents have the right:

- 1) to exempt their children from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, through written notification from the parent/guardian to the school principal; and
- 2) to inspect and review program instruction materials for these curricula.

School officials will:

- 1) provide reasonable access to these materials;
- 2) notify parents of curricula which pertains to sex education; and
- 3) ensure that parents know how to exercise their rights relative to this law.

STUDENT RECORD REGULATIONS, STUDENT RIGHTS

Rights belong to students upon reaching 14 years of age or upon entering the ninth grade, whichever comes first.

- Student records consist of two parts: the transcript (contains minimum information necessary to reflect the student's educational progress – name; address; course titles; grades; course credit; grade level completed; year completed) and the temporary record (contains all other information – standardized test results; class rank; school-sponsored extra-curricular activities; evaluations and comments by teachers, counselors, and other persons; disciplinary records).
- Student transcripts may only be destroyed 60 years following graduation, transfer, or withdrawal from the school system.
- When a student transfers, the school district should keep the original transcript and send a copy of the transcript to the new school.
- School districts must provide written notification of the anticipated date of destruction of students' temporary records. Notice in the newspaper is not sufficient. Notice should be included in graduation packets, and must also be given to a student at the time of transfer or withdrawal from the school system. (When a student leaves the system to begin home schooling, the principal should provide written notice.)
- School districts must keep temporary records for seven years after the submission of the annual End of Year Pupil and Financial Reports. The data to keep pertains to registers, pupil census, IEPs, etc. that substantiate figures on reports.
- If immunizations are administered in the district, documentation must be kept for 10 years following the calendar year in which the vaccine was administered.
- The school nurse should send health records of a transferring student directly to the school nurse of the new school.
- As per 603 CMR 23.00: Student records, except for the provisions of CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. Exceptions include the policy of this school to forward student's records to schools in which a student seeks or intends to enroll. For a complete copy of regulations regarding the release of student records, you may contact your child's school or see the regulations at www.doe.mass.edu/lawsregs/603cmr23/studrecscmr.html.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. The rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.
Parents or eligible students should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington DC 20202-5920

Student Rights

Rights belong to students upon reaching 14 years of age or upon entering the ninth grade, whichever comes first.

- 1) Student records consist of two parts: the transcript (contains minimum information necessary to reflect the student's educational progress - name; address; course titles; grades; course credit; grade level

completed; year completed) and the temporary record (contains all other information -standardized test results; class rank; school-sponsored extra-curricular activities; evaluations and comments by teachers, counselors, and other persons; disciplinary records).

- 2) Student transcripts may only be destroyed 60 years following graduation, transfer, or withdrawal from the school system.
- 3) When a student transfers, the school district should keep the original transcript and send a copy of the transcript to the new school.
- 4) School districts must provide written notification of the anticipated date of destruction of students' temporary records. Notice in the newspaper is not sufficient. Notice should be included in graduation packets, and must also be given to a student at the time of transfer or withdrawal from the school system. (When a student leaves the system to begin home schooling, the principal should provide written notice.)
- 5) School districts must keep temporary records for seven years after the submission of the annual End of Year Pupil and Financial Reports. The data to keep pertains to registers, pupil census, IEPs, etc. that substantiate figures on reports.
- 6) If immunizations are administered in the district, documentation must be kept for 10 years following the calendar year in which the vaccine was administered.
- 7) Health records of a transferring student should be sent by the school nurse directly to the school nurse of the new school.
- 8) As per 603 CMR 23.00: Student records, except for the provisions of CIVIR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. Exceptions include the policy of this school to forward student's records to schools in which a student seeks or intends to enroll. For a complete copy of regulations regarding the release of student records, you may contact your child's school or see the regulations at www.doe.mass.edu/lawsregs/603cmr23/studrecscmr.html.

Conduct

The Education Reform Act of 1993 was passed in June 1993 and the following rules and regulations are now the law at the Commonwealth of Massachusetts.

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

- a. Any student who is found on school premises or at school sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to,

marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

- b. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.
- c. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b); provided, however, that any principal who decides that said student should be suspended shall state in writing to the school committee his reasons for choosing the suspension instead of the expulsion as the most appropriate remedy. In this statement, the principal shall represent that, in his opinion, the continued presence of this student in the school will not pose a threat to the safety, security and welfare of the other students and staff in the school.
- d. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- e. When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the superintendent of the sending school shall notify the superintendent of the receiving school of the reasons for the pupil's expulsion.

Section 37L of said chapter 71 of the General Laws, as appearing in the 1990 Official Edition, is hereby amended by adding the following paragraphs:

In addition, any school department personnel shall report in writing to their immediate supervisor and incident involving a student's possession or use of a dangerous weapon on school premises at any time.

Supervisors who receive such a weapons report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of social services, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief and representatives for the department of social services, together with a representative from the office of student services or its equivalent shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

A student transferring into a local system must provide the new school system with a complete school record of entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.

1. **Weapons** – Any student who is found on school premises or at school-sponsored or school related events, including athletic games, in possession of a dangerous weapon including, but not limited to, a gun or a knife may be subject to expulsion from the school or school district by the principal.
2. **Drugs** – Any student who is found on school premises or at school-sponsored or school related events, including athletic games, in possession of a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
3. **Assault** – Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school related events, including athletic games may be subject to expulsion from the school or school district by the principal. Any student who is charged with a violation of either paragraph 1, 2, or 3 shall be notified in writing of an opportunity for a hearing provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses of said hearing before the principal.

Suspension

1. Suspension from school means that the pupil is excluded from school for a set number of days. The principal or designee has the authority to suspend a pupil from school.
2. Suspension is one of the most serious disciplinary measures taken. A student will receive an explanation of the charges against him/her and have an opportunity to present his/her side of the story before an impartial official before suspension takes effect. Suspension may be served in one of two ways, in school or at home, depending on the severity of the offense.

TITLE IX GRIEVANCE PROCEDURE

These Procedures have been established to ensure prompt and effective investigation into allegations of sexual discrimination, sexual harassment, or sexually harassing conduct against a student by other students, school employees, or third parties, as defined in Wayland School Committee's **Policy on Sexual Discrimination, Including Sexual Harassment, Against Students**.

Preventative Responsibilities

A copy of these Procedures and the Wayland School Committee's **Policy on Sexual Discrimination, Including Sexual Harassment, Against Students** will be distributed to each employee and published on the District's website. A summary of these Procedures will also be included in each school's Handbook.

At the beginning of each school year, Principals shall review these Procedures with employees.

SEXUAL HARASSMENT/ TITLE IX PROCEDURES

The District has a commitment to maintaining a workplace and educational environment where bigotry and intolerance, including discrimination such as harassment on the basis of sex, sexual orientation, and gender identity or expression are not tolerated. Discrimination, including harassment, is contrary to the mission of the District and its commitment to equal opportunity in education.

“Complaints and Reports of Sexual Harassment

Upon receiving actual notice of alleged sexual harassment without a formal complaint, staff members must notify the Title IX Coordinator. The Title IX Coordinator must then contact the complainant within two school days of receiving the complaint and do the following:

- Discuss and offer supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Explain that supportive measures may be received with or without filing a formal complaint;
- Determine whether the complainant wishes to file a formal complaint; and
- Explain to the complainant the purpose of filing a formal complaint.

The Title IX Coordinator must document in writing the supportive measures offered/provided or why no supportive measures were offered/provided. Complainant(s) and respondents must be offered supportive measures even if they do not file a formal complaint.

If the complainant declines to file a formal complaint, the Title IX Coordinator must consider whether to sign a formal complaint and start an investigation despite the complainant's preferences. This decision may be appropriate when safety or similar concerns lead the district to conclude that a non-deliberately indifferent response to actual knowledge of Title IX sexual harassment could reasonably require the school district to investigate and potentially sanction a respondent. A Title IX Coordinator's decision to override the complainant's decision not to file a formal complaint must be documented in writing along with an explanation of why this decision was necessary in order to avoid deliberate indifference.

Formal complaints may also be filed directly with the Title IX Coordinator by a complainant in person, by mail, by email, or by telephone at any time, including during non-business hours.

The contact information for the Title IX Coordinator is:

Interim Director of Student Services, Deborah Dixon, at 41 Cochituate Road, Wayland, MA, (508) 358-3757, debbie_dixon@waylandps.org

There is no time limit or statute of limitation on timing to file a formal complaint. However, at the time of filing a formal complaint, an alleged victim must be participating or attempting to participate in a program or activity of the school district. Additionally, the district has discretion to dismiss a formal complaint where the passage of time would result in the district's inability to gather evidence sufficient to reach a determination regarding responsibility, or when the district loses responsibility for the respondent (e.g., the respondent no longer attends or is employed by the district).

If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved, did not occur in the school district's education program or activity, or did not occur against a person in the United States, then the school district must dismiss the formal complaint under these procedures, but could investigate it under other policies and procedures. The school district must send written notice of any dismissal.

Investigations to allegations of sexual harassment will be prompt and the formal process will be completed within a sixty day timeframe where feasible. There may be a temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Written Notice

Before any investigation can begin, the district must send written notice to both parties including sufficient details. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must inform the parties that the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If additional allegations are added during the course of the investigation, additional written notice must be provided.

Informal Resolution

Where appropriate, after notice has been issued, the Title IX Coordinator should also consider offering the parties an option for informal resolution (e.g., mediation). Informal resolution may only be offered after a formal complaint is filed, and the parties must give written consent to engage in this process. Informal resolution may not be used if the allegation is against an employee respondent. Facilitators of informal resolution will be designated by the Title IX Coordinator and must not be biased against any of the parties.

Informal resolution is entirely voluntary. Complainants may elect to pursue formal procedures at any step in the process of making their complaint, even if informal resolution has already begun. Similarly, respondents may elect to follow formal procedures and decline informal resolution.

If the complainant and the respondent feel that their grievances have been sufficiently addressed via informal resolution, then no further action needs to be taken. This voluntary conversation must occur within five (5) school days after receiving the complaint of discrimination or harassment, unless both parties agree otherwise. The results of an informal resolution shall be maintained by the facilitator, in writing.

If the complainant is not satisfied with the resolution from the informal process, or if he/she does not choose informal resolution, then he/she can begin the formal complaint procedure described below.

Investigation

If informal resolution is not offered to or accepted by the parties, the Title IX Coordinator will designate an investigator and a decision maker, who may not be the same person. The Title IX Coordinator is free to cast himself/ herself in either role, where appropriate.

Prior to completion of the investigative report, the school district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.

Findings should be written in a factual way in an investigative report. Credibility determinations may not be based on an individual's status as complainant, witness, or respondent.

During the investigative process and any further hearings, complainants and respondents have a right to have advisors of their choice participate in all aspects of the proceedings. The district will provide both parties with written notice of investigative interviews, meetings, and hearings, with sufficient time to prepare.

Findings of Responsibility

After the investigator has completed the investigation, the designated decision-maker will be assigned to determine final responsibility or lack thereof for violating Title IX. The decision-maker must not be biased against any of the parties at the outset of this process.

Before the district can determine responsibility, an investigative report will be sent to the parties and the decision-maker will offer both the complainant and respondent the opportunity to submit proposed relevant, written questions to ask of any party or witness, to respond to questions posed by another party, and to offer additional limited follow-up. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

After this process is complete, the decision-maker will create a written determination regarding whether sexual harassment has occurred using a preponderance of the evidence standard.

A "preponderance of the evidence" means that it is more likely than not that the alleged conduct occurred. The decision-maker shall further recommend what action, if any, is required. If it is determined that sexual harassment occurred, the District will take steps to prevent the recurrence of the harassment and correct its discriminatory effect on the complainant and others if appropriate. Such remedies may include supportive measures.

The written determination must be issued to both parties simultaneously and must include:

(A) Identification of the allegations potentially constituting sexual harassment;

- (B) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- (C) Findings of fact supporting the determination;
- (D) Conclusions regarding the application of the recipient's code of conduct to the facts;
- (E) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
- (F) The district's procedures and permissible bases for the complainant and respondent to appeal (a copy of, or direct reference to, this policy will suffice).

Formal disciplinary actions may be imposed in the event that the preponderance of the evidence indicates a violation of this policy, up to and including expulsion or termination. Any disciplinary action will be in accordance with due process rights under State law and any applicable collective bargaining agreement.

As indicated above, these procedures do not limit the District from removing a student or employee from a program or activity on an emergency basis based on immediate threats to people's physical health or safety or placing an employee on administrative leave during the pendency of the investigation.

Training

The district will ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the recipient's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

The district will ensure that decision-makers receive training on any technology to be used in interviews and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant,.

The district also must ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

These training materials will be posted on the school district's website.

Appeals

Any party may appeal the decision in writing to the Superintendent within fifteen (15) school days of receipt of the findings of the formal procedure or a dismissal on the following bases:

- (A) Procedural irregularity that affected the outcome of the matter;
- (B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- (C) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The school district will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Both parties will have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The Superintendent or designee, as a further impartial decision-maker, will review the comprehensiveness and accuracy of the investigation and the conclusions, and issue written findings to both the complainant and respondent within thirty (30) school days of the appeal.

Contact information for the Superintendent:

Superintendent.

David Fleishman

41 Cochituate Road MA, Wayland, MA 01778

David_Fleishman@waylandps.org

508.358.3763

Retaliation

Complainants and those who participate in the complaint resolution process or who otherwise oppose in a reasonable manner an act or policy believed to constitute discrimination are protected from retaliation by law and District policy. The coordinator or designee will inform all involved individuals that retaliation is prohibited, and that anyone who feels that they have experienced retaliation for filing a complaint or participating in the resolution process should inform the coordinator. The coordinator will investigate reports of retaliation and, where retaliation is found, take separate remedial and disciplinary action.

Consequences of Violating Policy – Discipline & Discharge

Any employee found to have violated the **Policy on Sexual Discrimination, Including Sexual Harassment, Against Students** will be subject to disciplinary action which may range from

revocation of school privileges, detention, suspension, or expulsion from school. (Note: students with Disabilities will be subject to the District's applicable disciplinary procedures, which adhere to Individuals with Disabilities Education Act and Section 504 of Rehabilitation Act of 1973.) In appropriate circumstances, the District may also refer the matter to law enforcement officials for possible prosecution.

Please note that, since student and personnel records are confidential, the District cannot inform the complainant of disciplinary action taken against the respondent.

State and Federal Authorities and Other Resources

In addition to the process described above, the complainant may, at any time, file a complaint with the federal or state agencies listed below, which are charged with enforcement of state and federal laws prohibiting sexual discrimination, including sexual harassment, in schools:

U.S. Department of Education Office for Civil Rights
5 Post Office Square
8th Floor, Suite 900
Boston, MA 02109-3921
Telephone: (617) 289-0111
<http://www.ed.gov>

Massachusetts Department of Elementary and Secondary Education
Program Quality Assurance Services (PQA)
75 Pleasant Street,
Malden, MA 02148-4906
Telephone: (781) 338-3700
<http://www.doe.mass.edu/pqa/prs>

Victims of sexual harassment or sexual violence may also wish to contact the following community resources:

Middlesex District Attorney Victim/Witness Bureau: (617) 494-4430
Town of Wayland Youth and Social Worker

Wayland Public Schools

POLICY ON SEXUAL DISCRIMINATION, INCLUDING SEXUAL HARASSMENT, AGAINST STUDENTS

All persons associated with the Wayland Public Schools including, but not limited to, the Committee, the administration, staff, and students, are expected to conduct themselves at all times so to provide an atmosphere free from sexual discrimination, including sexual harassment. This Policy covers any act of sexual discrimination, sexual harassment, or sexually harassing conduct against a student by other students, school employees, or third parties. Further, any act of retaliation for cooperating with an investigation of the afore-mentioned will be in violation of this Policy and will not be tolerated.

The Wayland School Committee takes all allegations of discrimination on the basis of sex, including sexual harassment, seriously. All such complaints will be investigated promptly in accordance with the District's **Title IX Grievance Procedures**. These Procedures will be published on the District's website, summarized in each school Handbook, and made available in the main office of each school upon request. Where it is determined that inappropriate conduct has occurred, the District will take corrective action to eliminate the conduct, prevent its reoccurrence, and impose disciplinary consequences to the extent appropriate.

Definition of Sexual Discrimination: Treating a student differently, or interfering with or preventing the student from enjoying the advantages or privileges afforded to others by the Wayland Public Schools, on the basis of the student's sex. Sexual discrimination includes sexual harassment.

Definition of Sexual Harassment: Oral, written, graphic, electronic, or physical conduct relating to a student's actual or perceived sex that is sufficiently severe, pervasive or persistent so as to interfere with or limit that student's ability to participate in the District's programs or activities by creating a hostile, humiliating, intimidating, or offensive educational environment. Sexually harassing conduct may include, but is not limited to:

- Degrading, demeaning, insulting, or abusive verbal or written statements;
- Taking personal belongings, taunting, teasing, name-calling, or spreading rumors;
- Drawing or writing graffiti, slogans, visual displays, or symbols on school or another's property;
- Telling degrading or offensive jokes
- Requests for sexual favors;
- Unwanted physical contact of any kind;
- Physical violence, threats of bodily harm, physical intimidation, or stalking;
- Threatening letters, emails, instant messages, or websites that come within the scope of the District's disciplinary authority

Under certain circumstances, sexual harassment may constitute child abuse under Massachusetts General Laws, chapter 119, section 51 A. The Wayland Public Schools shall comply with Massachusetts law in reporting suspected cases of child abuse.

Designated Officials for Addressing Sexual Discrimination and Harassment Complaints: In each school building, the Principal is responsible for receiving reports and complaints of violations of this

Policy at the school level. Individuals may file a report or complaint of sexual discrimination, including harassment, with the Principal. A report or complaint of a violation involving the Principal should be filed

with the Title IX Grievance Officer. Individuals may also file complaints directly with the District's Title IX Grievance Officer: Director of Student Services, Dr. Richard Whitehead, 41 Cochituate Road, Wayland, MA. (508) 358-3756.

The Title IX Grievance Officer and/or building Principal shall process all complaints of sexual discrimination in accordance with the **Title IX Grievance Procedures**.

LEGAL REFS: Title IX of the Education Amendments of 1972, 20 U.S.C. 1681, *et seq*
M.G.L., c. 76, §5
603 C.M.R. 26.00

Approved by the School Committee April 27, 2015

ACCEPTABLE USE POLICY

The Wayland Public Schools computer network is for teaching and learning and to provide access to educational resources. All those who use the information technology resources at WPS must comply with the written policies covering their use as well as the spirit and intent of those policies.

1. Acceptable Use - At school, use of computers and the Internet is for education only. Students may conduct research, learn, and communicate with others. All students agree to follow the rules of appropriate behavior:

- Students may not copy material and say that they wrote it.
- Students will visit only Internet sites suitable for children and for educational purposes.

2. Privileges - The use of school computers is a privilege. The teachers and principal decide when students may use computers or the Internet. If a student uses a computer or the Internet in ways that are not appropriate, he or she may have privileges taken away. Also, remember that computer files are not private. School and system administrators may see your work.

3. Etiquette - Students will follow rules for appropriate behavior. Some (but not all) of those rules are listed below:

- Be polite when writing.
- Use appropriate language.
- Students may use computers for research, but must identify where information is found.
- Do not share account or password information with others, and do not try to log on as someone else.
- Do not try to see the folders, work, or files of others.

4. Online Safety - Please follow these rules about online safety:

- Do not give your phone number or address to anyone over the Internet.
- Notify an adult immediately if you find information on the computer that makes you uncomfortable or nervous.

5. Truthfulness

The Wayland Public School System is not responsible for the truth or the quality of the information found on the Internet.

6. Privacy

Your information and records of what you viewed, received and saved are not private. Teachers and technical staff may review files to be sure everyone is using computers responsibly.

7. Security

Security on any computer system is important.

If a student knows of any times when these rules are broken, he/she must tell a teacher or principal.

School personnel are in charge of Internet access.

Students will not connect to the Internet unless directed to do so under the supervision of a teacher.

Do not tell anyone else your password and do not log in as anyone else.

8. Filtering

WPS uses network software to filter or block material harmful to children, as required by the Children's Internet Protection Act. Students should not attempt to get around filters.

9. Vandalism

Any vandalism will result in the loss of privilege to use the Internet, and/or the computers, themselves.

Vandalism includes:

- physical damage to the computers
- damage to files that belong to others
- changing any computer settings or software
- any attempts to bypass security settings

10. Consequences Violations of any of these rules will result in a one-week suspension from all technological devices. A second violation will result in a two-week suspension from all technological devices. Violations beyond that may result in students not being able to use technological devices indefinitely.

WAYLAND PUBLIC SCHOOLS

BULLY PREVENTION AND INTERVENTION PLAN

Please see the Wayland Public Schools website for more information regarding this policy.

http://www.wayland.k12.ma.us/UserFiles/Servers/Server_1036352/File/Wayland%20Bullying%20Plan%20April_2011.pdf

CONDUCT

Chapter 222 of the Acts of 2012

The Wayland Public Schools adheres to the provisions of Massachusetts General Laws Chapter 71, sections 37H, 37H ½ and 37H ¾ as well as 603 CMR 53.00 et seq.

Definitions:

1. **Short Term, In-School Suspension** is the removal of a student from regular classroom activities for ten (10) consecutive or cumulative school days or less in one school year. Please note that removal from participation in extracurricular activities does not count as a removal from school in calculating the duration of a suspension.
2. **Short Term, Out of School Suspension** is the removal of a student from the school premises and regular classroom activities for ten (10) consecutive or cumulative school days or less in one school year. Please note that removal from participation in extracurricular activities does not count as a removal from school in calculating the duration of a suspension.
3. **Long Term Suspension** is defined as the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days in one school year, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A long term suspension can occur after ten (10) or more cumulative or consecutive school days of in-school suspension, as well as out-of-school suspension. A long term suspension may be served in school. Except for M.G.L. c. 71, sects. 37H and 37H1/2 offenses, a long term suspension may not be imposed for more than ninety (90) school days in a school year and does not extend from school year to school year.
4. **Emergency Removal** is a brief removal of a student from the school premises and regular classroom activities for no more than two (2) school days following the date of the emergency removal when the continued presence of the student poses a danger to persons or property.
5. **School Wide Education Service** is a document created by the Principal that “includes a list of educational services available for students who are expelled or suspended from school for more than ten (10) consecutive days”. This list will include events and activities which represent the student’s opportunity to continue to receive educational services and make progress while suspended or expelled.
6. Principal refers to the Principal or his/her designee. Superintendent of Schools refers to the Wayland Public Schools Superintendent of Schools or his/her designee.

PROCEDURES FOR A SHORT TERM IN-SCHOOL SUSPENSION

A short term, in-school suspension may be used as an alternative to short-term, out-of-school suspension. An in-school suspension means the removal of a student from regular classroom activities, but not from the school premises, for no more than ten (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions in one school year.

If the Principal chooses this alternative, the Principal shall inform the student of the disciplinary offense charged and the basis for that charge; the Principal shall provide the student an opportunity to dispute the

charge and explain the circumstances surrounding the charge. If an in-school suspension is issued, the Principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the offense, and the length of the in-school suspension.

The Principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. This meeting shall be scheduled on the day of the suspension, if possible, or as soon as possible thereafter. The Principal shall also send written notice to the student and parent about the in-school suspension, including the reason and length of the in-school suspension, and inviting the parent the above described meeting, if such meeting has not already occurred.

PROCEDURES FOR SHORT-TERM, OUT-OF- SCHOOL SUSPENSION

(Exclusion of a student from school premises and regular classroom activities for a specified period of not more than ten school days.)

The principal, or his/her designee, may suspend students on a short-term basis. Unless a student poses a danger to persons or property, or the suspension/expulsion is pursuant to M.G.L. c. 71, sect. 37H or 37H 1/2 , the student will receive the following prior to a short-term suspension:

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;
 - ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;
 - iv. The opportunity to have a hearing with the Principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - v. The date, time, and location of the hearing;
 - vi. The right of the parent and student to interpreter services at the hearing; and
 - vii. If the student may be placed on a long-term suspension following the hearing with the principal:
 1. The rights set forth under the "Procedures for Long-Term Suspension"; and
 2. The right to appeal the principal's decision to the superintendent.
2. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The Principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the Principal must be able to document reasonable efforts to include the parent. The Principal is presumed to have made reasonable efforts if the Principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

3. Based on the available information, the Principal shall make a determination as to whether the student committed the disciplinary offences and what remedy shall be imposed. The Principal shall notice the student and parent in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.
4. If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

PROCEDURES FOR EMERGENCY REMOVAL

If the student's continued presence 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 temporarily remove the student from the school. This temporary removal shall not exceed two (2) days following the day of the emergency removal and the superintendent shall be immediately notified of the removal. Additionally, the Principal shall make immediate and reasonable efforts to orally notify the student and student's parent of the emergency removal, the reason for the emergency removal, and the other information required in a short-term suspension notification. The short-term suspension notice shall be provided in writing to the student and parent. The opportunity for a hearing with the Principal shall occur within two (2) school days, unless otherwise extended by the school and parent. A decision regarding the student's continued suspension or other removal shall be rendered the same day as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion).

The Principal may also remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on a student's misconduct. This type of removal is not subject to the procedures for suspension and expulsion outlined in this policy.

PROCEDURES FOR LONG-TERM SUSPENSION

(Exclusion of a student from school premises and regular classroom activities for more than ten school days.)

The principal, or his/her designee, may issue long-term suspensions at the building level. The Principal may also issue expulsions for the offenses set forth in M.G.L. c. 71, §37H and §37H½. Expulsions for other offenses are handled by the Board of Directors pursuant to M.G.L. c. 76, §16 and §17.

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;
 - ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;

- iv. The opportunity to have a hearing with the Principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - v. The date, time, and location of the hearing; and
 - vi. The right of the parent and student to interpreter services at the hearing.
2. The Principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the Principal must be able to document reasonable efforts to include the parent. The Principal is presumed to have made reasonable efforts if the Principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
 3. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student.
 4. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.
 5. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the Principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
 6. The parent, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.
 7. The Principal shall make a determination as to whether the student committed the disciplinary offences and what consequences shall be imposed. The Principal shall notice the student and parent in writing of his/her decision, including the following information:
 - i. The disciplinary offence, the date on which the hearing took place, and the participants in the hearing;
 - ii. The key facts and conclusions reached by the principal;
 - iii. The length and effective date of the suspension and the date of return to school;
 - iv. The notice the student's opportunity to receive education services to make academic progress during the suspension;
 - v. The student's right to appeal the principal's decision to the superintendent or his/her designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the parent or student to file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension.
 - a. The superintendent shall hold the hearing within three (3) school days of the student's request, unless an extension is mutually agreed to.
 - b. The superintendent shall make a good-faith effort to include the parent in the hearing.

- c. The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or parent upon request.
 - d. All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing.
 - e. The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or lesser consequence than the principal.
 - f. The decision of the superintendent shall be the final decision of the school district.
- vi. If the student is in grades K-3, the Principal shall send a copy of the written determination to the superintendent and explain the reasons for the suspension before the suspension takes effect.

WAYLAND PUBLIC SCHOOLS
SCHOOL-WIDE EDUCATIONAL SERVICE PLAN

- During any suspension, the student may complete course work or assignments, have them marked, and graded without consequence. This includes long term assignments and projects.
- Should a student be suspended in excess of 10 consecutive school days, tutoring will be provided. Tutoring will be arranged for 2 hours per week per academic subject.
- Teachers, Administrators, and Counselors will maintain ongoing communication with the student during all suspensions. Communication may take the form of phone conversations, email communication, and/or meetings, as necessary.
- When necessary, teachers will be available to support students.

Fire-Related Emergencies

Protocol for fire-related emergencies:

Students and staff will evacuate the building according to a pre-rehearsed set of guidelines. They gather at the front and/or back of the building as whole class groups. Any students participating in a small group or one-to-one instructional time that finds them outside the classroom at the time of a drill or an actual emergency will be brought to their appropriate class and attendance is taken. The principal and designated staff will meet the town emergency responders at the front of the building and orders are reported to staff and students from this control center. Fire evacuation routes are clearly displayed in every room/office in the school, and show routes for safely exiting the building.

Emergency Safety Practices that are not Related Specifically to Fire

Protocol for Stay in Place:

Shelter in place situations are always guided by administrators, police or fire officials with directions being given over the PA system. Shelter areas may change depending on the emergency.

The A.L.I.C.E. Approach to times of extreme emergency:

All Wayland schools use the A.L.I.C.E. approach for responding to extreme emergency situations. The purpose of A.L.I.C.E. (Alert, Lockdown, Inform, Counter, Evacuate) training and the ensuing approach is to prepare staff to handle the threat and/or actual situation that would call for individual to participate in their own survival, while leading others to safety. Research has shown that this set of skills greatly increase the odds of survival should anyone face this form of disaster. Student preparation includes training in shelter in place procedures and lockdown procedures. In cases where counter activity and evacuation under ALICE are deemed necessary, students will be prompted by staff. As part of student training around emergency situations, they will be instructed that there may be times when they just have to listen to the adult in charge to guide them.

A.L.I.C.E. Acronym (From: <http://www.alicetraining.com>)

ALICE is broken up into five strategies: Alert; Lockdown; Inform; Counter and Evacuate.

- The purpose of **ALERT** is to notify as many people as possible within the danger zone that a potentially life threatening risk exists.
- The purpose of **LOCKDOWN** is to secure in place, and prepare to EVACUATE or COUNTER, if needed.
- The purpose of **INFORM** is to continue to communicate the intruder's location in real time.
- The purpose of **COUNTER** is to interrupt the intruder and make it difficult or impossible to aim. This is a strategy of last resort.
- The purpose of **EVACUATE** is to remove yourself from the danger zone when it is safe to do so.

Depending on the type of emergency, students and staff may be requested to shelter in place, lockdown, counter if necessary or evacuate.

Related Procedures due to emergency situations:

- Evacuation During School Hours Due to Chemical/Biological Agents
- In the case of a town or local disaster, like a toxic chemical incident or biohazard, the evacuation will be as directed from the Town's Emergency Management Team.

Community Disaster Relief

- In the case of a town or local disaster, the Middle School Building will serve as relief/staging site... This part of the plan will be developed in conjunction with Wayland's Local Emergency Planning Committee (LEPC)

Off Campus Relocation

- In the event that off campus relocation of staff and students becomes necessary, the administration and Public Safety Staff will determine the location and method(s) to be used.

Information Center

- During any emergency that requires the school to be evacuated (long term), “Stay in Place” or A.L.I.C.E. emergencies, the Town Hall Gym will be opened for families to gather. At NO TIME should family members go to their child’s school. Police will have all roads in the areas closed as well as a secure perimeter around the school grounds. No one will be allowed to enter the area. People who go directly to the incident should expect to be turned away. It is important that we allow resources to mitigate the situation and not spend needless resources securing the perimeter.
- The primary purpose of the Information Center is to pass along factual information to the parents and families about the incident, and the status of students and staff at the school. The administration staff from the school department offices will operate at this site. The Superintendent will designate someone to give briefings to the people in attendance as information is passed to them from the liaison at the scene.
- At an appropriate point, parents will be told if the students will be bused to the Information Center or if they may be picked up at their school, or other designated site. The process may be lengthy as accountability for each student and his/her release to an appropriate adult(s) must be paramount.

HEAD INJURY AND CONCUSSIONS IN EXTRACURRICULAR ATHLETIC ACTIVITIES POLICY

It is the policy of the Wayland Public Schools 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 activities 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 through high school graduation. In addition to any training required by law, the following persons shall complete one 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; guidance counselors; employees or volunteers; and students who participate in an extracurricular activity and their parents.

Upon the adoption of this policy by the Wayland School Committee, the Superintendent shall ensure that DPH receives an affirmation on school district letterhead that the district has developed a policy and the School Committee has adopted a final policy in accordance with law. This affirmation shall be updated as per the 105 CMR 201.000 Regulation.

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 years or, at a minimum, until the student graduates, unless state or federal law requires a longer retention period:

1. Verifications of completion of annual training and receipt of materials;

2. Pre-Participation Forms and receipt of materials;
3. Report of Head Injury Forms, or school based equivalents;
4. Medical Clearance and Authorization Forms, or school based equivalents;
5. Graduated re-entry plans for return to full academic and extracurricular athletic activities.

1 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 leader including, but not limited to, Alpine and Nordic skiing and snowboarding, baseball, basketball, cheer leading, cross country, track and field, fencing, field hockey, football, golf, gymnastics, horseback riding, ice hockey, lacrosse, marching band, rifle, rugby, soccer, skating, softball, squash, swimming and diving, tennis, ultimate frisbee, volleyball, water polo, and wrestling.

All interscholastic athletics are deemed to be extracurricular athletic activities.

The Wayland Public Schools' Head Injury and Concussions in Extracurricular Athletic Activities Protocol provides the process to promote the ongoing health and wellness of students with suspected or diagnosed head injuries and their safe return to academic and extracurricular athletic activities. This protocol shall be reviewed yearly by the Wayland Public Schools' Middle and High School athletic department and/or principal, guidance department, and nurses. The Wayland Public Schools' Head Injury and Concussions in Extracurricular Athletic Activities Policy shall be included in the student and faculty handbooks.

Legal Reference(s): M.G.L c. 111 sec.222; 105 CMR 201.00

Approved: February 27, 2012

File: AC-R

Wayland Public Schools

Prevention of Physical Restraint and Requirements - Procedures

The Wayland Public Schools complies with the Department of Elementary and Secondary Education (hereinafter "DESE") regulations governing the use of restraint, which can be found at 603 CMR 46.00 et seq. (hereinafter "Regulations"). According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property. Additional information including a copy of the regulations can be obtained from the Director of Student Support Services Office or obtained at

<https://www.doe.mass.edu/lawsregs/603cmr46.html?section=all>

Only lawful physical restraint will be used in the Wayland Public Schools. Physical restraint shall be used with extreme caution, only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate. School personnel shall use physical restraint with two goals in mind:

- (a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
- (b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

The following are not considered physical restraint: brief physical contact to promote student safety (such as guiding a student or re-directing a student); providing physical guidance or prompting when teaching a skill; redirecting attention (such as to a shoulder, face or torso); providing comfort; physical escort that does not involve force.

Definitions

The use of mechanical restraint, medical restraint and seclusion is prohibited.

Mechanical Restraint: the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed.

Medication Restraint: the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Prone Restraint: a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

Seclusion: involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined below.

Physical Escort: a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical Restraint: direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Time-Out: a behavioral support strategy, developed pursuant to 603 CMR 46.04(1), in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

Requirements for Use of Physical Restraint

Physical restraint is considered an emergency procedure of last resort. This means that it may be used only when the student's behavior poses a threat of assault or imminent, serious, physical harm to self and/or others; *and* the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Prohibitions

Physical restraint shall not be used:

- (a) As a means of discipline or punishment;
- (b) when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- (c) as a response to property destruction, disruption of school order, a student's refusal to comply with a policy or directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm;
- (d) As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort. Mechanical restraint, medication restraint, and seclusion are prohibited in all public schools.

Prone restraints are prohibited, except on an individual basis and when all of the following conditions, which require specific documentation, are met: (1) the student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff; (2) all other forms of physical restraint have failed to ensure the safety of the student and/or others; (3) there are no medical contraindications, as documented by a licensed physician; (4) there is psychological or behavioral justification for the use of prone restraint and no psychological or behavioral contraindications, as documented by a licensed mental health professional; (5) the program has obtained consent to use prone restraint in an emergency and the use of prone restraint is approved in writing by the Principal; and (6) the program has documented all of the above before using prone restraint and maintains the documentation. The only staff authorized to administer a prone restraint are staff who have received in-depth restraint training in accordance with 603 C.M.R. 46.04(3).

Floor restraints are prohibited unless the staff administering the restraint has received in-depth training in accordance with 603 C.M.R. 46.04(3), and these trained staff members determine that such method of restraint is required to provide safety for the student or others.

Proper Administration of Physical Restraint

Only Wayland personnel who have received training (e.g. Crisis Prevention Intervention) pursuant to the Regulations shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. When administering a physical restraint, trained staff shall comply with the requirements regarding use of force, method, duration of the restraint, and safety, as set forth in the Regulations.

Each school has individuals certified in CPI that area able to implement restraints. School principals will notify their building staff of certified CPI trained staff at the beginning of each school year and how to contact their CPI trained staff member when a crisis should arise.

Nothing in these procedures shall preclude a teacher, employee or agent of the Wayland Public Schools from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

Staff Training

All school staff will receive training with respect to the district's restraint prevention and behavior support policy and requirements when restraint is used. Training shall include information on the role of various individuals in preventing restraint, the restraint prevention and behavior support policy and procedures, interventions that may preclude the need for restraint, types of permitted physical restraints and related safety considerations, and administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student. Staff training will occur at the beginning of each school year, and for new hires within one month of being hired.

Additionally, the principal will identify specific staff that is authorized to serve as school-wide resources to assist in ensuring proper administration of physical restraint. These individuals must participate in in-depth training in the use of physical restraint and implementation of the Regulations.

Reporting Physical Restraint Use

All physical restraints, regardless of duration, will be reported using the electronic forms provided by the Department of Elementary and Secondary Education. Please follow flow chart of Procedures for Reporting Physical Restraint attached.

Reporting within School and to Parents

Program staff shall report the use of any physical restraint, as required by the Regulations. The staff member who administered the restraint shall notify the principal verbally as soon as possible and in writing no later than the next school working day. The report shall be maintained by the school and made available for review by the Parent(s) or DESE upon request.

The principal or designee shall make reasonable efforts to inform the Parent(s) of the restraint within 24 hours of the event, and shall notify the Parent(s) by written report within three school working days of the restraint. The information in the report shall comply with 603 CMR 46.06(4). The written restraint report must be provided to the Parent(s) in the language in which report cards and other necessary school-related information are customarily provided.

Reporting to the Department of Elementary and Secondary Education

The District will report to DESE all restraints that result in serious injury to either a student or a staff member within three (3) school working days of the restraint. Additionally, the District will provide DESE with an annual report of its physical restraint use.

Administrative Reviews of Physical Restraint Use

The Principal, or designee, will review restraint data on a weekly basis and convene a review team to assess the progress and needs of any student who has been restrained multiple times in the week and reach consensus on a plan for the student with the goal of reducing or eliminating the need for restraint.

The Principal, or designee, will review restraint data on a monthly basis to determine patterns of use, and make adjustments as necessary or appropriate to policy, conduct training, or take other action to reduce or eliminate the use of restraints.

Prevention of Dangerous Behavior

As set forth in the Regulations, the Wayland Public Schools shall develop methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning, behavior intervention plans, and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

Parent Engagement

In accordance with the regulations, the Wayland Public Schools shall engage Parents in discussions about restraint prevention and the use of restraint solely as an emergency procedure. The restraint policy and procedures will be posted on the district's website and within school handbooks.

Complaints

Complaints and grievance procedures are in place for receiving and investigating complaints regarding physical restraint practices. Any individual who believes that a physical restraint of a student may have been unwarranted or conducted inappropriately may file a written complaint as outlined in the Wayland Public School district policy (Public Complaints KE), and in the context of this policy beginning with the school building administrator. A thorough investigation will be conducted which may include interviewing witnesses, staff involved and/or the student; reviewing all written documentation leading up to and pertaining to the incident and all reports filed. A written response will be developed by the investigator and provided to the complainant.

Preventing Restraints

Roles of Individuals:

- Students, families, and school staff each play a role in preventing restraint and ensuring the safety of the school community:
- *Students*- students should follow school rules and codes of conduct as outlined in district policies (e.g. student handbooks)
- *Families*- families should be made aware of school rules and codes of conduct, as well as district policies and procedures; regular communication between parents and school is important to facilitate family support
- *School Staff*- staff should inform students and parents of school rules and district policies, and abide by school policies and procedures, including adherence to Massachusetts restraint regulations.

De-escalation Techniques and Alternatives to Restraint

Staff should also consider a variety of behavioral interventions that may be effective in de-escalating the student, such as:

- Offering choices of activities
- Positive behavioral interventions
- Verbal redirection
- Verbal directive to cease behavior
- Opportunity for a break
- Reducing the demands/amount of work expected (without removing the expectations entirely)
- Reminding student of reinforcers available for engaging in appropriate behaviors (e.g. first work, then you can read)
- Prompting the student to use functional language to communicate their feelings or needs (e.g. if you are frustrated you can tell me “I need a break”)
- Offering opportunities to speak with professionals e.g. teacher, administrator, nurse, or guidance counselor
- Working in small groups outside classroom on academic related work
- Whenever there is a **behavior support plan** in place for a student, staff should defer to the specific interventions outlined in the behavior plan!
- Be familiar with your students’ behavior support plans and/or individualized education programs and the interventions and accommodations recommended in those documents.
- No written Behavior Plan or Individualized Education Program (IEP) may include “physical restraint” as a standard response to any behavior.
- If a student’s behavior is significantly escalated, sometimes attempting to talk to the student can make them more agitated. Staff may consider using the “wait strategy” and limit their use of verbal language, while still visually monitoring the student at all times, and wait until the student shows signs of calming before they attempt to talk to the student.
- If a student cannot be safely maintained in an area, staff may also consider the use of a time-out space as a safer alternative to physical restraint.

Behavioral Support Procedures

Time-Out

Time-out is a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student:

- *Temporarily* separates from the learning activity or the classroom, either by choice or by direction from staff, *for the purpose of calming*.
- During time-out, a student must be *continuously observed* by a staff member.
- *Staff shall be with the student or immediately available* to the student at all times.
- The space for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.
- Time-out does not include time spent with administrators during investigations, visits to nurse, or working in small groups outside the classroom on academic related work.

Inclusionary Time-Out: a behavior support strategy that allows the student to remain fully aware of the learning activities of the classroom. This can include: "planned ignoring," asking students to put their heads down, or placing a student in a different location within the classroom (this does not include walled off "time-out" rooms located within the classroom).

Exclusionary Time-Out: a behavior support strategy that includes the removal of a student from the learning environment. This should only be used when the student is displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom. Staff-directed exclusionary time-out should not be used as a method of punishment for noncompliance, or for incidents of misbehavior that are no longer occurring. A student may choose time-out for the purpose of calming. Any student removed from the instructional area due to escalated behaviors is considered to be time-out, e.g. guidance office, learning center room. It is not limited only to spaces labeled as time-out area. Exclusionary time-out **cannot** include the use of a locked door! Closed doors are permitted as long as staff are able to continuously monitor the student at all times, are continuously observed, and staff are immediately available at all times. Exclusionary time-outs need to be documented on appropriate district reporting forms.

If an exclusionary time-out period lasts 30 minutes, the principal or her/his designee must approve the continuation of time-out based on the student's continuing agitation. The time-out procedure should include seeking principal approval prior to the 30 minute time frame in order to proceed with the time-out.

The emphasis on the added definition of "time-out" in the regulations is to clearly identify time-out as a behavior support strategy that is non-punitive and where students are never left alone. A staff person is always in proximity and is able to view the student at all times.

The amended regulations explicitly prohibit seclusion. It should NEVER be used with students! A student **may not be left alone in a room until they calm down** without a staff member continuously observing her/him.

Documenting Exclusionary Time-Out

Staff will complete an in-district time-out reporting form for internal monitoring.

The District will annually review its Restraint Prevention and Behavior Support Policy and Procedures, provide it to all District staff, and make it available to parents of enrolled students.

File: JICH

ALCOHOL AND DRUG USE

In view of the fact that the use of alcohol and/or drugs can endanger the health and safety of the user and others and recognizing the deleterious effect the use of alcoholic beverages or drugs can have on the maintenance of general order and discipline, the School Committee prohibits the use of, serving of, or consumption of any drug or alcoholic beverage on school property or at any school function.

Additionally, any student, regardless of age, who is under the influence of drugs or alcoholic beverages prior to attendance at, or participation in, a school-sponsored activity, will be barred from that activity and subject to disciplinary action.

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

LEGAL REF.: M.G.L. c. 71:2A; 71:96; 272:40A

CROSS REF.: GBEC, Drug Free Workplace Policy
IHAMA, Teaching About Drugs, Alcohol, and Tobacco
JLCD, Administering Medicines to Students

Approved: August 25, 2016

Wayland Public Schools Directory Information Notice

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Wayland Public Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Wayland Public Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow Wayland Public Schools to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Awards or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to school support organizations (PTOs, Boston Parent Council, CAPA, WPSF, Boosters) and companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. 1

If you do not want Wayland Public Schools to disclose directory information from your child's education records without your prior written consent, you must notify the District by completing the [FY18 WPS Directory Information and Publishing OPT/OUT Form](#) Wayland Public Schools has designated the following information as directory information:

- Student name
- Address
- Telephone
- School eMail
- Photograph
- Date and place of Birth
- Major field of study
- Dates of attendance
- Year of Graduation
- Participation in activities and sports

- Weight and height
- Degrees, honors, and awards received
- Recent school attended
- Student ID or unique user/student identifier
- Post HS Plans

¹ These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).