

HAPPY HOLLOW FAMILY HANDBOOK 2015 – 2016



Kindness Matters

K ~ Kind

I ~ Invested in learning

N ~ Need to include

D ~ Determined to do our best

We make kindness matter

We invest in learning and getting smarter

We need to include everyone

We are determined to do our best because effort brings success.

Welcome!

Whether you are a new or returning family, welcome to Happy Hollow School! This handbook was prepared in conjunction with the PTO to provide answers to some questions you may have.

The Happy Hollow 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:

CORE Values

The Happy Hollow 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 Happy Hollow School a wonderful learning community.

Wayland Public Schools, Wayland, Massachusetts 01778

SCHOOL CALENDAR 2015 - 2016

Approved by School Committee 6/23/2014

August 31	Monday	All staff reports for preparation
September 1	Tuesday	Staff Preparation and 6 th & 9 th grade orientation
September 2	Wednesday	First Day of Classes
September 4	Friday	NO SCHOOL
September 7	Monday	Labor Day – NO SCHOOL
September 14	Monday	Rosh Hashanah – NO SCHOOL
September 23	Wednesday	Yom Kippur – NO SCHOOL
October 12	Monday	Columbus Day – NO SCHOOL
November 11	Wednesday	Veterans' Day – NO SCHOOL
November 25	Wednesday	Thanksgiving recess (early release/no lunch) High School @ 11:10 a.m. Middle School @ 11:15 a.m. Elementary Schools @ 12:00
November 30	Monday	Classes resume
December 23	Wednesday	Holiday season recess (begins at close of normal school day)
January 4	Monday	Classes resume
January 18	Monday	Martin Luther King Day - NO SCHOOL
February 12	Friday	Winter recess (begins at close of normal school day)
February 22	Monday	Classes resume
March 25	Friday	Good Friday – NO SCHOOL
April 15	Friday	Spring recess (begins at close of normal school day)
April 25	Monday	Classes resume
May 30	Monday	Memorial Day - NO SCHOOL
June 5	Sunday	W.H.S. Graduation (3:00 p.m.)
June 16*	Thursday	Last day for students (Wednesday schedule)
June 17*	Friday	Last day for teachers (if no cancellations)
June 24*	Friday	Last day for students (if 5 earlier school cancellations occur)*

*Tentative date-actual last day for students and teachers would depend upon completion of 180 scheduled class days. June 17 - 24 appear in brackets on the second page and will be removed from the calendar if not needed for school cancellations. Parents are asked to avoid planning prior to the 185th school day.

In addition, in order to help your planning, MCAS/PARCC testing is highlighted in this calendar.

Wayland School Calendar for 2015/16

Aug. - September – 17 days

<u>M</u>	<u>T</u>	<u>W</u>	<u>Th</u>	<u>F</u>
(31)	(1)	2	3	X
X	8	9	10	11
X	15	16	17	18
21	22	X	24	25
28	29	30		

X = NO SCHOOL

February – 16 days

<u>M</u>	<u>T</u>	<u>W</u>	<u>Th</u>	<u>F</u>
1	2	3	4	5
8	9	10	11	12
X	X	X	X	X
22	23	24	25	26
29				

October – 21 days

<u>M</u>	<u>T</u>	<u>W</u>	<u>Th</u>	<u>F</u>
			1	2
5	6	7	8	9
X	13	14	15	16
19	20	21	22	23
26	27	28	29	30

March – 23 days

<u>M</u>	<u>T</u>	<u>W</u>	<u>Th</u>	<u>F</u>
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	X
28	29	30	31	

November – 18 days

<u>M</u>	<u>T</u>	<u>W</u>	<u>Th</u>	<u>F</u>
2	3	4	5	6
9	10	X	12	13
16	17	18	19	20
23	24	25	X	X
30				

April – 16 days

<u>M</u>	<u>T</u>	<u>W</u>	<u>Th</u>	<u>F</u>
				1
4	5	6	7	8
11	12	13	14	15
X	X	X	X	X
25	26	27	28	29

<u>M</u>	<u>T</u>	<u>W</u>	<u>Th</u>	<u>F</u>
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	X	X
X	X	X	X	

May – 21 days

<u>M</u>	<u>T</u>	<u>W</u>	<u>Th</u>	<u>F</u>
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
X	31			

January – 19 days

<u>M</u>	<u>T</u>	<u>W</u>	<u>Th</u>	<u>F</u>
				X
4	5	6	7	8
11	12	13	14	15
X	19	20	21	22
25	26	27	28	29

June – 12 days* + 5

<u>M</u>	<u>T</u>	<u>W</u>	<u>Th</u>	<u>F</u>
		1	2	3
4	5	6	7	8
13	14	15	16	[17]
[20]	[21]	[22]	[23]	[24]

September through January – 92 school days

February through June – 88 school days

August 31 – All staff reports for preparation
 September 1 – Staff prep & 6th & 9th gr. orientation
 September 2 – First Day of Classes
 September 4 – NO SCHOOL
 September 7 – Labor Day
 September 14 – Rosh Hashanah
 September 23 – Yom Kippur
 October 12 – Columbus Day
 November 11 – Veterans' Day
 November 25 – Early Release/No Lunch
 November 30 – Classes Resume
 December 24 – January 1 – Holiday Recess

January 4 – Classes Resume
 January 18 – Martin Luther King Day
 February 15 – 19 Winter Recess
 February 22 – Classes Resume
 March 25 – Good Friday
 April 18 – 22 Spring Recess
 April 25 – Classes Resume
 May 30 – Memorial Day
 TBD – WHS Graduation
 June 16 – Last Student Day*
 June 17 – Last Teacher Day*
***If no cancellations...**

FACULTY AND STAFF 2015-2016

PRINCIPAL: Jim Lee

Administrative Assistants: Leslie Corner, Francine Perodeau, Betsy Meindl,

KINDERGARTEN

15 Susan Cherwinski - Perryman
17 Lorraine Horgan – Duffy, Rabidou
18 Deborah Russo - Sullivan

GRADE 1

1B Deirdre Bergeron
1 Laura O'Brien
2 Lise Weig

GRADE 2

3 Miriam Morrison - Norcross
4 Gretchen Knox
6 Deborah Niles - Bastarache

GRADE 3

7 Loretta Akers
8 Allison Cohen - Solman
5 Deborah Dowd - Cohen

GRADE 4

9 Trang Aronian – O'Loughlin
1A May Moynihan - Hayes
10 Kori Rogers - Oakley

GRADE 5

12 Alyssa Candini - Rockwell
14 Maureen Devlin
13 Jaclyn Mattson - Leonard

HEALTH ROOM

Jeanne MacDonald, R.N.

RECESS COORDINATOR

Toshi Lam

Assistant Teachers

Leslie Bastarache, Margie Cohen, Nichole Duffy, Ann-Marie Hayes, *Chelsea Kelly, *Madison Keyes, Heather Leonard, Meghan Norcross, Roberta Oakley, Maryanne O'Loughlin, Julie Perryman, Rosemary Rabidou, Walter Rockwell, Monique Solman, Lynne Sullivan

(*building. sub)

CURRICULUM SPECIALISTS

Tricia O'Reilly, Math & Science
Karyn Saxon, ELA & S.S.

SPECIALISTS

ART: Christine Soeltz
BAND: Tristie Keenan
LIBRARY: Colleen Flannery Schwarz
MUSIC: Amy Pohl
P.E.: Dan O'Connor
STRINGS: Whitney Tandon, Liz Jacobsen
TECHNOLOGY: Beth Ann Crozier,
ESL Teacher: Alla Shmidt
MATH COACHES: Aiden McCann, Rebecca Lepow
READING: Martha Godfroy, Christine Hayes, Debra Pellerin

GUIDANCE

JoAnn Kline
Beth Santomenna

METCO

Latisha Dukes-Pearson

SPECIAL NEEDS

Kristin Fay, Celeste Larson, Michelle Lataille, Jennifer Norton, Gretchen Ryder-Sharry
A.P.E.: Shelly Fraser
COTA: Kristen Gruseck
OT: Janet Kaplan
PT: Lisa Fennelly
SPEECH: Gretchen McAuley

FOOD SERVICES

Marie Dorr, Toni Kearns,

CUSTODIANS

Willie Hernandez
Guy Nicolas
Jim Myers

--	--

SUPERINTENDENT'S OFFICE		
Paul Stein	508-358-3774	Superintendent of Schools
Brad Crozier	508-358-3772	Assistant Superintendent
Susan Bottan	508-358-3750	Director of Business Affairs
Reid Lyons	508-358-3752	Director of Human Resources
Marlene Dodyk	508-358-3752	Director of Student Services
Gretchen Lutz	508-358-3759	Coordinator of Early Childhood/Out of District Program
TRANSPORTATION		
Diane Potter	508-358-3753	

WAYLAND SCHOOL COMMITTEE

- Barbara Fletcher, Chair Barb_Fletcher@wayland.k12.ma.us
- Malcolm Astley Malcolm_Astley@wayland.k12.ma.us
- Ellen Grieco Ellen_Grieco@wayland.k12.ma.us
- Donna Bouchard Donna_Bouchard@wayland.k12.ma.us
- Jeanne Downs Jeanne_Downs@wayland.k12.ma.us

general email info @ [waylandschoolcommittee.org](mailto:info@waylandschoolcommittee.org)
mail Wayland School Committee, 41 Cochituate Road, Wayland MA 01778

REPORT CARDS AND PARENT-TEACHER CONFERENCES

The principal 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 following Wednesday afternoons: October 7, October 14, October 21, October 28 and November 4. Teachers may choose to arrange times outside of these listed times as times as they deem necessary.

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, if necessary, goal setting for the child. Each child's progress-to-date will be articulated at this time. **THERE WILL BE NO WRITTEN REPORT SENT TO PARENTS PRECEDING THESE CONFERENCES.**

Reports are sent out mid-year, date to be determined.

The second conference period will be held March 2, March 9, March 18 and March 16, March 23 and March 30. Any subsequent meetings with parents will be scheduled by mutual agreement on an as-needed basis.

The principal 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.

SCHOOL HOURS

Traditional Kindergarten 8:45 - 12:05

Kindergarten: 8:45 - 3:00 (**Wednesday dismissal 1:50**).

Grades 1 – 5: 8:45 - 3:00 (**Wednesday dismissal 1:50**). Children should not arrive at school before **8:30 A.M.** since there are no teachers present for playground supervision before that time.

PARENT ACCESSIBILITY:

**It is imperative that parents are accessible by telephone at all times that their child is in our care!
The school must have your proper contact information for this purpose.**

PTO

The Happy Hollow/Loker Parent Teacher Organization (PTO) is a vital resource for our school community. The organization is made up of the parents, guardians and teachers of all Happy Hollow and 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 Happy Hollow and Loker schools. To learn more about the PTO please visit our website at: <http://www.happyhollowpto.org/>.

PTO Helps Happy Hollow

The Happy Hollow/Loker PTO participates in the district wide Gift Your Child fundraising campaign to raise close to \$100,000 annually; 100% of which directly benefits our elementary school students the following school year. These funds are distributed between the elementary schools based on staffing and student numbers. Your Gift Your Child donations are used by the PTO to enhance the quality of education above and beyond the provisions of the town's school budget. The PTO Boards consult with the school administration to manage the allocation of funds.

Your Gift Your Child donations help to provide the following across all of our elementary schools, in addition to Happy Hollow specific events and activities:

Classroom Supplies: used to reimburse teachers for classroom materials beyond what they typically spend of their own money;
Educational Programs: funding for special programs, field trips, and equipment;
Capital Items: Teachers/Staff/Principal can request that are not in the budget plan that enhance the classroom/learning experience for our children.

PTO Meetings

Throughout the year, the PTO provides opportunities for parents to get to know each other, share ideas, and learn more about important school initiatives.

PTO meetings and coffees with Principal Lee are informal and open to the entire school community. They are a great opportunity to communicate with the Principal and others about what is happening at Happy Hollow.

The PTO Board meets monthly at times posted in the school newsletter. These meetings are open to the entire school community and all are welcome.

Please Join Us

We invite all parents, guardians, and teachers to participate in PTO activities and become involved when and where they can. There are many ways to participate, have some fun and get to know your community. The PTO announces upcoming meetings and activities in the school newsletter and via e-mails sent out using the school listserv.

HAPPY HOLLOW 2015-2016 BOARD

President & Townwide Rep	Jennifer Pearlman	jenniferorzo@yahoo.com
Vice President	Meghan Flatley	megflatley@gmail.com
Treasurer	Samantha Richter	Samantha.d.richter@gmail.com
Ways and Means & Townwide Rep	Cathy Davies Andrea O'Brien	cdavies@rtegroup.com aobrien68@gmail.com
Secretary	Julie Suratt	Juliesuratt@gmail.com
Social	Cathy Caulfield	ccaulfield16@gmail.com
Past President	Amy Simmons	simmons221@comcast.net

PTO Committees and Sponsored Activities at Happy Hollow

PTO volunteers are busy all year long organizing very important and enriching activities at Happy Hollow. Parents can volunteer to help with any of these activities, which may vary from year to year based on interest. The monthly newsletter provides detailed information on various activities; contact happyhollowpto@gmail.com to volunteer today!

Administrative	Exterior Bulletin Board Hang Summer Pictures Marketing Faculty/Staff Picture Board Website Manager
Assist Faculty/Staff	Book Closet Organizer Faculty/Staff Appreciation Grounds and Courtyard Library Assistance Lost and Found Manager
Assist Students	375 th Anniversary of Wayland Fifth Grade Social/Events/Assembly Ushers First Grade Social Fitness Challenge Green Team Just Like Me Lice Busters Nutrition Challenge Room Parents Liaison Room Parents School Pictures
Community Outreach	Cultural Enrichment Farmer's Market Holiday Toy Drive World's Fair

Fundraising	
	Gift Your Child/Backpack Auction Book Fair
Social	
	Halloween Movie Night METCO Liaison New Family Resource School Picnic Talent Show Town wide Bingo

STUDENT COUNCIL

The Student Council is an organization of classroom representatives who meet regularly to deliberate on matters of real concern to all of our elementary school children. Each homeroom chooses its student member and alternate in individual classroom elections.

The major purpose of the Student Council is to teach children that their involvement through the representative process counts. Service, citizenship, leadership, group awareness, spirit, and pride are all developed through the children's serious participation in this organization.

On occasion, the Council will run fundraisers of their choosing to promote projects, which will better the quality of life for all at school. They will also sponsor school-wide campaigns, which reach out to help others beyond the school community.

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 Happy Hollow a safe and pleasant school.

Rules for Inside the School

- People must walk at all times - - running is never allowed.
- Pupils must follow the directions of adults at all times.
- People may talk softly 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.
- Pupils are to remain inside their classroom at all times, unless the teacher has given permission to leave for a specific purpose and time.

Rules for Outside the School

- Games that are played outside must have safety as a central goal. Certain types of games cannot be safely played at recess. These are: tackle football, baseball (with a hard ball), "chicken fights", or other rough games.
- Throwing stones and sticks is never allowed.
- Pupils must remain in the play yard at all times. No pupil is allowed to leave the school grounds without the principal's permission.
- The throwing of snowballs is not permitted. The principal will discipline children who are caught throwing snowballs.
- Those who ride school buses must sit in their seats and talk softly. Disruptive behavior that endangers the safety of others may result in the loss of bus-riding privileges.

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 appropriate for the offense as outlined in the student handbook.
- Be direct, explicit and involve a consequence aimed to promote learning and growth, such as an active apology.
- Be an opportunity for the student to take responsibility for his/her actions.
- Be fair, dignified, and in good temper.
- Involve parents when necessary.

The following actions are considered to be serious misbehavior:

- Bringing to school any weapon and/or object that could be considered dangerous or harmful
- Fighting and /or physical abuse
- Racial/ethnic/sexual orientation/religious slurs
- Verbal and /or physical intimidation (bullying)
- Stealing
- Destruction of property
- Leaving the school building or outside area without permission

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 more than one aggressive altercation will be subject to suspension for one or more days. In the most serious of cases, the police may also be involved. 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 sent to 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.

Bullying Behaviors:

Wayland Public Schools Bullying and Cyber-Bullying Policy

It is the policy of the Wayland Public Schools to provide a learning environment that is free from bullying and cyber-bullying (similar policies exist and define sexual harassment and hazing).

It is a violation of this policy for any student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, to engage in bullying or cyber-bullying, or for an employee of the Wayland Public Schools to condone or fail to report acts of bullying or cyber-bullying that they witness or become aware of:

- (i) on school grounds and property immediately adjacent to school grounds.
- (ii) at school-sponsored or school-related activities, functions or programs, whether on or off school grounds
- (iii) at school bus stops
- (iv) on school buses or other vehicles owned, leased or used by the school district, or
- (v) through the use of technology or an electronic device owned, leased or used by the school district.

It is also a violation of this policy for any student and/or staff to engage in bullying or cyber-bullying 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 school district, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school, or materially and substantially disrupts the education process or orderly operation of the school, as determined by school administrators.

The School District will not tolerate retaliation against a person who reports bullying or cyber-bullying, provides information during an investigation of bullying or cyber-bullying, or witnesses or has reliable information about bullying or cyber-bullying.

“Bullying” is defined as the repeated use one or more students and/or staff of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a victim that:

- (i) causes physical or emotional harm to the victim or damage to the victim’s property
- (ii) places the victim in reasonable fear of harm to himself or of damage to his property
- (iii) creates a hostile environment at school for the victim
- (iv) infringes on the rights of the victim at school; or
- (v) 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 includes but is not limited to any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by such things as electronic mail, internet communications, instant messages or facsimile. Cyber-bullying includes:

- (i) the creation of a web page or blog in which the creator assumes the identity of another person or
- (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation is a violation under the law. Cyber-bullying also includes 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 is a violation of the law.

It is the responsibility of every student, parent and employee of the school district to recognize acts of bullying, cyber-bullying and retaliation. Any student and/or staff who believes that he or she has been the victim of bullying, cyber-bullying or retaliation should report it immediately to his or her teacher or principal. Students, parents and members of the school staff (including but not limited to educators, administrators, school nurse, cafeteria worker, custodian, bus driver, coach, advisor, advisor to an extracurricular activity, or paraprofessional), who witness or become aware of bullying, cyber-bullying or retaliation should immediately report it to the principal.

Reports of bullying or cyber-bullying will be promptly investigated. If the school principal or designee determines that bullying or retaliation has occurred, the school principal or designee will

- (i) notify the police if the principal or designee believes that criminal charges may be pursued against the perpetrator
- (ii) take appropriate disciplinary action
- (iii) notify the parents or guardians of the perpetrator, and
- (iv) notify the parents or guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation.

The school district will provide age-appropriate instruction on bullying prevention and provide professional development to build the skills of staff members, as required by law. The Superintendent will develop a Bullying Prevention and Intervention Plan which shall sets for the administrative guidelines and procedures for the implementation of this policy. Such Bullying Prevention and Intervention 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 victim and assessing that victim's needs for protection; strategies for protecting from bullying or retaliation a person who reports bullying provides information during an investigation; any notification requirements consistent with state and federal law; a strategy for providing counseling or referral to appropriate services for perpetrators, victims and family members; and provisions for educating and information parents about bullying and the School District's bullying prevention curriculum.

Students and parents or guardians will receive notice of the relevant student-related section of the Plan annually and faculty and staff at each school shall be trained annually on the plan applicable to the school. 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.

Chapter 92 of the Acts of 2010 *Wayland Public Schools*

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 to 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

Rules Governing Student Behavior mandated by Massachusetts School Reform Act of 1993

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.

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.

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 AN 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 schedule 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.
5. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.

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.

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 (one way counter clockwise), 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.

THERE ARE NO WAYLAND LATE BUSES. Parents wishing to pick up their children at the conclusion of school directed activities may do so in the driveway between 3:05 and 3:20. During this period there will be supervision by a member of the school's staff.

Bus arrivals and departures are supervised by school staff. 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.

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 “heelies” 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. We also review shelter in place procedures with our students should they have to stay in the building to remain safe. For example, there was a bear sitting in the area during one school year and we had to notify the students and staff that we were in a shelter in place pattern and that no one was to go outside the building. We keep this simple so that the procedure is not threatening to any child, yet safely in place. We review with staff steps for a lock down and evacuation as well and students would be led by responsible adults during any such emergency.

Dogs and pets on school grounds 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 and state have imposed strict regulations prohibiting dogs and pets 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

Students in Kindergarten through grade 6 living more than two miles from their districted schools are eligible to receive town-paid transportation. Students in Kindergarten through grade 6 living less than two miles from their districted schools and all students in grades 7 to 12 are eligible for fee-based transportation, based on space availability.

The transportation fee for the 2015-2016 school year is \$300 per student and is capped at \$850 for a family with three or more student riders if registration is postmarked or submitted on-line on or before June 22, 2015. Registrations submitted after June 22, 2015 are increased to \$350 for an individual pass and \$1,000 for the family cap of three or more student riders.

For your convenience, there are two ways to register for school bus transportation: On-line Registration and Mail-in Registration:

On-line Registration - Register for school bus transportation and pay the transportation fee on-line via

UniPayGold on or before June 22, 2015 at

<https://unipaygold.unibank.com/Default.aspx?customerid=741>

There is a \$0.25 charge for payment by electronic check and an additional fee for payment by credit or debit card. For more information, the fee schedule is posted on the UniPayGold website.

Mail-in Registration - Complete the 2015-2016 School Bus Registration form found at http://www.wayland.k12.ma.us/administration/student_transportation and deliver the form on or before June 22, 2015 with a check made out to “Wayland Public Schools” to the Transportation Office, Wayland Public Schools, 41 Cochituate Road, Wayland MA 01778-0408. Forms will also be available in the Transportation Office.

Financial assistance is available for eligible families. The application form and information about financial assistance is available on the Student Transportation Page on the school district’s website. Please submit your application for financial assistance on or before June 22, 2015.

Late registration is subject to the availability of space regardless of town-paid or fee-based status. Bus routes and bus stops are based on registrations received by the June 22, 2015 deadline.

Bus passes will be issued by the end of August, 2015 upon payment in full, qualification for free service (K-6 students who reside more than two miles from their school), or approval for financial assistance (completed application required for determination of approval). For the safety of all, student riders will be asked and must present bus passes to drivers before boarding.

For more information about school bus transportation, please contact the Wayland Public Schools Transportation Coordinator, Dianne Potter, at dianne_potter@wayland.k12.ma.us.

It is measured by using the walking route from the center line of the public way in front of the child’s home to the bus drop area of their assigned school. The Town of Wayland’s Geographic Information System data is used for determining these distances and has been imported into the district’s transportation routing software for calculating distances.

Bus routes will be established with reasonable revisions to current routes, based on the number of riders, their residences and space availability on buses for the 2015-2016 school year. Routes are finalized and published in late August.

The parent(s) or legal guardian(s) of elementary school children who voluntarily attend a school outside of their assigned district are responsible for transportation to and from school. They may purchase a bus pass for their child by requesting assignment to an already established bus route serving their child’s school.

Parents must complete a transportation registration form for every child, whether or not they intend to use school bus transportation and whether or not their child is eligible for transportation solely at district expense. A bus registration form is required for every student attending the Wayland Public Schools. This enables the School Department to appropriately plan transportation routes for the coming school year.

Additional transportation registration forms are available on the district’s website at http://www.wayland.k12.ma.us/district/district_info/departments/transportation/index.htm or from the School Department’s Business Office (2nd floor, Wayland Town Building).

Every student who either pays a fee or is eligible for free transportation will be issued

a bus pass that s/he must show each day upon entering the bus. The pass entitles the student to bus ride to and from school on an assigned bus with an assigned bus stop. Bus passes will be mailed to families approximately 2 weeks prior to the start of school in September. New bus passes are issued each year.

In the event a student loses a bus pass, a duplicate pass may be obtained from the School Department's Transportation Office for a \$10.00 replacement fee, payable by check or money order only. (No cash is accepted.)

Parents who opt to purchase a pass for their child later in the year, provided space is available on the bus serving their neighborhood, will be required to pay the full dollar amount of the fee. There is no pro-rating of the fee until the second half of the school year.

No refund will be issued unless the student un-enrolls from the Wayland Public Schools prior to the start of the school year. Once a child has been registered for fee-based transportation, the parent or guardian has agreed to pay the full cost of the seat for the full year, regardless of how often the child chooses to use this service.

A full payment is due for each fee-based rider along with the student's Transportation Registration Form, by the June 22 deadline.

The district accepts credit card payment for transportation fees. Details are spelled out on the 2012-2013 registration form.

The School Committee has established an income-based waiver program for fee-based riders that offers reduced fees to qualifying families. An explanation of the Financial Assistance program and an application form can be found on the district's website at: http://www.wayland.k12.ma.us/district/district_info/departments/transportation/index.htm or at the School Department's Business Office (2nd floor, Wayland Town Building).

A fee of \$25.00 will be assessed and must be paid in addition to the bus fee before a bus pass will be issued.

In order to plan the bus routes and prepare passes for mailing in August, the Business Office must receive all transportation requests by the June deadline, excepting those from families who move to Wayland after the deadline has passed.

Students may only ride their assigned bus. Transportation to social events, play dates, day care or religious classes is not permitted. For an additional fee of \$90.00 for the school year, we offer a second pass, based on space availability, to students with two residences in Wayland.

Due to the narrow width of the school bus aisle and the height of the seat backs, no large instruments (e.g. cellos, French horns), large projects or large objects may be brought on the bus. In addition, a child must be able to carry and contain any and all items between his/her legs or on his/her lap during the course of the ride to and from school.

Out of concern for the safety of students, particularly those who suffer from life-threatening allergies, food, including any type of candy or gum, and drinks are strictly prohibited from consumption on the school bus. All food, drink and candy must remain contained while on the school bus.

If your child has lost an item on the school bus, call the First Student Contract Manager at (508) 358-7543.

Questions and concerns about the day-to-day operation of the school bus should be directed to the First Student Contract Manager at (508) 358-7543.

Exceptions

- Instances of family emergencies as reported by written note or telephone to the principal will be considered.
- In the case of a temporary medical emergency, a walker may be considered for transportation as deemed necessary by the school principal or school nurse.

EMERGENCY CLOSING OF SCHOOL

The closing of school because of bad weather or other severe emergencies will be announced during early morning broadcasts on WBZ, WEEI and WHDH radio. Although it is unlikely to occur, parents should be prepared for an emergency school closing before the usual dismissal time. Children should know where to go if you are not at home. In the event children are confused or upset in such situations it is the school's policy to keep them at school until parent contact is made.

In the event that school has to close early during the course of a school day, we will use a calling system and email notifications. Please make sure that the office has your best and most immediate contact information to be used in any emergency situation.

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, 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. 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 Director of Pupil Services (Truancy Officer), a Public Health Nurse and the principal for investigation.

SAFE-TO-SCHOOL PROGRAM

If your child will be absent or tardy, you must call the Happy Hollow's attendance line:

- Call **508-358-2160**, the Happy Hollow Safe-to-School line, before 9:00 a.m. 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 call 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.

Also, if a forgotten homework paper, book, lunch, etc., is dropped off at the school office after the teaching day has begun, children will be encouraged to stop at the office to see if the article is there. The classroom will not be routinely interrupted for such announcements. All emergency messages will, of course, be delivered at once.

VISITING THE SCHOOL

Parents are encouraged to visit the school. You must sign in and report where you are going and let the office know when you exit. 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. Please remember that all visitors must report to the main office upon entering the building. They will be required to sign in and state their business in the building.

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.

RECESS SCHEDULES & MORNING SNACKS/Birthday Treats and Special Celebrations Involving Food:

At mid-morning all children receive a 10-15 minute break from schoolwork. This is also the designated snack time. For those that have an early lunch, the short recess break may be in the afternoon.

Due to the many serious peanut allergies at Happy Hollow School, we ask that you not send a morning snack that has peanut or peanut products as an ingredient.

Birthday treats and food for special celebrations should be cleared with the classroom teacher so that all children in the classroom can participate without being provided with an alternative food offering. Treats should avoid processed sugar in content and should promote healthy eating habits.

LUNCH PROGRAM

Lunch and recess are 45 minutes. Children will eat lunch after recess and if they need additional time to eat, they may bring their lunches back to their classrooms so they can finish eating. Times for each grade are as follows:

Lunch Periods

(Times include lunch period and recess -except Kindergarten)

Grade	Start		End
4	11:00	to	11:50
2	11:25	to	12:15
5	11:50	to	12:40
1	12:15	to	1:05
K	12:25	to	12:55
3	12:40	to	1:30

The Happy Hollow 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 to those children who wish to bring their lunch from home. Complete lunches or milk 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*. Elementary school lunch costs \$3.50 with \$0.75 - \$1.00 a la carte options.

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 may be obtained at the school office.

Please be aware, that in Compliance with the new state guidelines, the Wayland Public Schools Food Service Department has implemented the following policies:

*All students who purchase lunch will be **required** to take at least ½ cup serving of fruit or vegetable on their tray

* 4 ounce juice or 8 ounce water can be purchased, but it cannot be a replacement for 1% or fat-free milk (except with a valid physician's note). A la carte milk can also be purchased.

*Juice, Water, Seltzer and Milk can be purchased using the Nutrikids prepaid lunch account, but if you prefer to restrict your child from doing so, please notify the Food Service Department at 508-358-7904 or Cheryl_Judd@wayland.k12.ma.us, and we will place a restriction on the account.

*Under the National School Lunch Program, we are required to offer a meat/meat alternate (8-10 ounces/week); a grain (8-9 servings/week); vegetables (3 ¾ cups/week); fruit (2 ½ cups/week) and milk (8 ounces/day).

SCHOOL LIBRARY MEDIA CENTER

The Happy Hollow School Library is maintained for the use of all students and teachers. It contains an up to date collection of books, reference materials, periodicals, and recorded books - all accessible from the computerized catalog network. We also have World Wide Web access, subscriptions to on-line encyclopedias and connections to the Minuteman Library Network.

Students may access the library during their regularly scheduled library class or at other times when the librarian is present. Students are expected to take care of borrowed materials and return them in a timely manner. Damaged or lost books are replaced at the parents' expense. Students who have not paid for lost books or have overdue books forfeit their privilege to borrow additional books.

The Grades 1-5 Library Media Curriculum consists of a sequential progression of skills, which integrate literature, information, and technology skills with grade level curriculum topics. The goal of the program is to prepare students to become independent, lifelong learners by fostering an appreciation of good literature and an understanding of the tools needed for research.

VOLUNTEERS

The Happy Hollow School welcomes volunteers in its programs. Principal areas of volunteer services include the Library, computer lab, our Just Like Me Program, 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 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.

LOST AND FOUND

Nothing is truly lost if the child's name is on it, for it can be returned to the owner. However, all unclaimed articles will be kept in collection containers near the resource room. The containers will be labeled by type of clothing for easy retrieval. At the end of the school year, all unclaimed items are sent to a charitable organization. While the school attempts to maintain reasonable safeguards over student property, it cannot guarantee against loss or theft.

The sooner an item is reported as lost, the more likely it is to be found. Please notify the teacher immediately when something is missing so she/he can help your child initiate a search. Also, children are discouraged from bringing large amounts of money or valuable possessions to school. When they are brought to school, please ask your child to give them to the teacher for safekeeping.

GIFTS TO STAFF MEMBERS

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

State law provides that gifts in excess of \$50.00 per year per family to a public employee are improper and must be reported to the State Ethics Commission, and gifts of \$200.00 or more to either individual schools or classrooms must be presented to the School Committee for approval and acceptance. The State Ethics Commission takes the position that its rule applies equally when a group of parents combine resources for a single gift if the value is more than \$50.00. It is important to note that staff members who accept gifts in excess of the state's \$50.00 notification requirement or the School Committee's \$200.00 limit risk being cited by the state or disciplined by the administration for failure to comply with established policy and/or state law.

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 or names of contributors.

The 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.

The school does not have a locker room where children may change and properly store clothing. Children are, therefore, encouraged to wear comfortable clothing that is appropriate for physical education activity.

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's office (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 homework assignments, quizzes, and tests
- Course content, instructional materials
- Issues related to student discipline

Guidance Counselors:

- placement information
- Course selections and students' schedules
- Personnel 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

HAPPY HOLLOW HOMEWORK GUIDELINES:

During the 1999-2000 school year, the Happy Hollow School Council studied the issue of homework practices. As a result of its survey of parents and after faculty deliberation, a revised set of practices was drafted. What follows is an outline.

Homework is a normal and expected part of school life. Its purpose is to practice class work, to deepen a student's knowledge about a topic of study and to develop solid work habits where the student learns to manage independent study time. Often, homework is assigned by the teacher with instructions that it be completed by the next day or by a specific, short term due date. Teachers may also assign a packet of homework on a weekly basis with the intention of parts being completed on designed days during the week. In our school's two upper grades, more involved homework projects may be assigned over several weeks. These will be organized and outlined by teachers with clear instructions as to when each part is due. Teachers will regularly check with students in class about their progress. Depending on the topic and interest of the class or of individual students, a fourth type of homework may be assigned which provides a challenge or an extension of class activities. Teachers will make clear to students and parents as to whether these are mandatory or optional. They will most often be assigned in addition to rather than in place of other regularly assigned homework.

The Parent Connection with Homework

Most parents accept the necessity of homework as part of school life. Experience has shown that while homework may be routine for one student, it is sometimes a source of stress and avoidance for others. Teachers are aware no two students approach any assignment the same way. Parents play a crucial role in the homework/school alliance by creating an atmosphere of support. Establishing a homework routine, a space for study and a set of ground rules are key at the beginning of the year. This may include variables such as playtime, television, telephone use and other recreational out-of-school factors. These ground rules are best when they are worked out jointly between parent and child. They should be reviewed regularly with the intent of becoming an integral part of home life.

Parents can best help children with homework when they coach, encourage or assist by clarifying instructions. They should not do the homework for their child, nor should they sit with or hover over the child for the entire time. The goal is to gradually lead children to a place of greater independence. This growth develops slowly and it requires patience and practice.

The Issue of Time on Task

The greatest parental complaint about homework is that some children take excessive amounts of time to regularly complete assignments. Claims that children have "no time for play" require contact with the teacher. While there are different factors at work that may extend the approximate time predictions estimated by teachers, children must have time for after school exercise and play. Even at Grade 5, no child should regularly exceed one hour in completing home assignments, provided there is reasonable and consistent application. In such cases where this is a problem, contact with the teacher is essential. Modifications in homework expectations may be necessary for certain children. These must be worked out with teachers.

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.

Expectations by Grade Level

Kindergarten – Parents should read to kindergartners aloud daily; they should integrate counting, letter and number recognition into daily living tasks. Occasionally students are asked to bring small projects into school.

Grade 1 - Homework time usually means working with family members. Independent reading or reading aloud is recommended 10 minutes daily. This shifts from very little at the beginning of the year to 10 minutes toward the end of the year. Spelling word practice, 10 minutes daily, begins in the second half of the year. Occasional math assignments throughout the year as well as special projects are assigned throughout the year.

Grade 2- Homework should not be a chore but rather a time to work together. Each teacher has his or her own way of structuring assignments; all successful home activities depend on parental follow-through. Independent reading or reading aloud should occur for 10-20 minutes a day. In addition, approximately 10 minutes of language art or math practice will be assigned several times a week. Some long-term projects throughout the year can be expected.

Grade 3 - Third grade is a transition year for homework. Each evening will include independent reading, at least one other subject, and regular skills practice. As the year progresses, the demands and expectations in terms of time and content will increase. Occasionally, long-term projects are assigned which will be broken down into small units and checked by the classroom teacher.

Grade 4 - Students will be assigned 15-20 minutes of math and 15-20 minutes of language arts work 4 times a week. All students are expected to read independently for at least 20 minutes each evening. Several times throughout the year, long-term assignments are given requiring some work at home.

Grade 5 - Homework is assigned in two or more of the major subjects nightly, Monday through Thursday. In addition, students are encouraged to read nightly for 20 minutes from an independent reading book. There is an expectation that a minimum of one independent book be completed each month. Additionally, fifth grade students are expected to learn to manage long-term assignments. In order to facilitate this, long-term assignments are broken down into short, more specific tasks and checked regularly.

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, 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, 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 Mr. Crozier. Copies of the law and the regulations can be obtained from the Bureau of Equal Educational Opportunity, 182 Tremont Street, Boston, MA 02111 (727-5880).

Cyndy Dunham, Assistant Superintendent of Schools, 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 Ms. Dunham by telephoning 358-3772.

HEALTH

The responsibility for the student's health and well-being rests with the family. School health programs supplement the efforts of the family and the private physician by providing an expanded health team consisting of school and health personnel.

A school nurse is on site daily, between 8:45am and 3:00pm.

The school attempts to provide a safe and healthy environment for the student. If an accident or sudden illness occurs at school, the school nurse will administer first aid and notify the parent so that the student may be taken home or to a private physician. In serious emergencies, the student will be transported to the nearest hospital by ambulance and the parent(s) will be notified. For these reasons, it is important that parents provide the school with the following information to be included on the student verification form:

- The address and telephone numbers where parents can be reached, both at home and at work.
- The name, address, and telephone number of a neighbor or nearby relative who has agreed to assume responsibility when parents cannot be reached.
- The name, address, and telephone number of the family physician.
- The school will give no treatment, other than first aid.

Children who are ill should not attend school nor should students return to school after recovering from an illness until they are able to participate in the total school program. If any modifications of the school program need to be made, the parent and private physician should inform the school.

When should a student stay at home:

- If your child has vomited due to 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

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 Happy Hollow 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 (2015-2016) 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 & 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 Happy Hollow School web page under Health Services/Forms.

Head Lice (Pediculosis)

Head lice are found worldwide and are common among children attending elementary schools. It is parental responsibility to be checking your child's head daily for the detection of head lice. The school nurse should be notified if your child has an active case of head lice, and the student must be treated.

The school nurse is available as a resource to help families when needed.

Physical Exams

Reports of physical exams, including immunization records, are required for all kindergarten, new entrants, and all students in grades 4,7, and 10.If a medical reason precludes immunization, 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. Student’s immunizations must all be up to date to attend school.

Health Screenings

The Massachussetts Department of Public Health requires screenings as follows:

- Vision Grades 1-5; K+ must have an eye exam by their physician and documented on the physical for school entry
- Hearing Grades K-3
- Scoliosis Grades 5
- BMI (height & weights) Grades 1 and 4

Parents/guardians will be notified in writing, only if the student does not pass the screening.

Please contact the school nurse at 508-358-6051 with any questions.

CIVIL RIGHTS LEGISLATION

Title I: *Title I of the Americans with Disabilities Act of 1990*

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.

Title II: *Title II of the Americans with Disabilities Act of 1990*

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities.

Title VI: *Title VI of the Civil Rights Act of 1964*

Prohibits discrimination, exclusion from participation and denial of benefits based on race, color, and national origin.

Title IX: *Title IX of the Education Amendments of 1972*

Prohibits discrimination, exclusion from participation, and denial of benefits based on sex.

MGL, Ch. 76, Section 5: *Massachusetts General Laws, Chapter 76, Section 5*

Prohibits discrimination in all public schools on the basis of race, color, sex, national origin, religion, and sexual orientation.

Section 504: *Section 504 of the Rehabilitation Act of 1973*

Prohibits discrimination, exclusion from participation, and denial of benefits based on disability.

Contact Personnel

	DISTRICT	CLAYPIT HILL	HAPPY HOLLOW	LOKER	MIDDLE SCHOOL	HIGH SCHOOL
<i>Title I</i>	Brad Crozier 358-3773	Christie Harvey 358-7401	Jim Lee 358-2120 X103	Brian Jones 655-0331	Betsy Gavron 655-6670	Allyson Mizoguchi 358-3705
<i>Title II</i>	Brad Crozier 358-3773	Christie Harvey 358-7401	Jim Lee 358-2120 X103	Brian Jones 655-0331	Betsy Gavron 655-6670	Allyson Mizoguchi 358-3705
<i>Title VI</i>	Brad Crozier 358-3773	Christie Harvey Michael Hehir	Jim Lee BethSantomenna	Brian Jones Eileen McManus	Betsy Gavron Karen Brennan	Allyson Mizoguchi Marybeth Sacramone
<i>Title IX</i>	Brad Crozier 358-3773	Christie Harvey Michael Hehir	Jim Lee Beth Santomenna	Brian Jones Eileen McManus	Betsy Gavron Karen Brannan	Allyson Mizoguchi Marybeth Sacramone
MGL, Ch. 76	Brad Crozier 358-3773	Christie Harvey Michael Hehir	Jim Lee BethSantomenna	Brian Jones Eileen mcManus	Betsy Gavron Karen Brennan	Allyson Mizoguchi Marybeth Sacramone
Section 504	Marlene Dodyk 358-3756	Michael Hehir	Beth Santomenna	Eileen McManus	Suzanne Bernstein	Marybeth Sacramone

Happy Hollow School Improvement Plan Review

Reviewed by the Happy Hollow School Council and revised October, 2014 ~ The plan will remain current until October, 2015 when the new council is seated.

Happy Hollow Elementary School Wayland Public Schools School Improvement Plan 2014 -- 2015 *WPS Core Values: Teaching and Learning, Collegiality, Respect for Human Differences, Community*

Goal 1: To expand and more fully realize a system-wide RTI program in a teaching and learning environment that integrates teacher collaboration, sharing of best practices, differentiated instruction, and the use of data to inform instruction.

	Strategic Initiatives	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
1.1	Expand the data team analysis approach around progress monitoring to increase the strength of our diagnostic practice resulting in more individualized, targeted interventions	curriculum directors, math coaches, reading specialists, special educators, grade level teams and school principals	Examine trends in student achievement and growth throughout the year, using MCAS, DIBELS, GMADE, GRADE, Everyday Mathematics Unit, mid-year and final assessments in an effort to plan RTI instruction in which each student's unique learning needs are met in a meaningful way.	August, 2014 through June, 2015
1.2	Continue to develop strong PLC teams across the grades with a focus on sharing best pedagogical practices to differentiate instruction to meet the learning needs of all students	general and special education staff	Teachers will utilize and continue to develop the newly created scope and sequences for mathematics and language arts in an effort to ensure that instruction is directly aligned to the Common Core Standards in a strategic way.	September 2014 through June, 2015

Goal 2: Enhance health and wellness education, employing a systemic approach to curriculum, instruction, extracurricular activities and school culture.

	Strategic Initiatives	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
2.1	All teachers will continue to provide 2 X 15 mins. of lessons from the Open Circle Curriculum each week	classroom teachers, guidance counselors, special education staff and principals	Students will demonstrate the use of the language and problem solving skills from the grade appropriate Open Circle lessons, in an effort to form and maintain healthy relationships and friendships, as observed during the unstructured times on a daily basis.	September, 2014 through June, 2015
2.2	In addition to the Open Circle curriculum, all three elementary schools will integrate aspects of the Social Thinking Program ~ "Incredible Flexible You" curriculum; Collaborative Problem Solving; and Responsive Classroom to foster a safe learning environment at each of the schools.	classroom teachers, guidance counselors, special education staff and principals	Students will demonstrate an understanding of key conceptual aspects of each of these programs such as whole body listening, community-building morning meetings and establishing steps to solve important problems through social perspective taking.	September, 2014 through June, 2015
2.3	Each spring, all fourth and fifth grade students will continue to take an anonymous survey regarding their anxiety and stress levels, including causes.	technology teachers, classroom teachers	Teachers will analyze survey, looking for trends which can be altered, making adjustments in school environmental factors which will move toward decreased feelings of stress and anxiety as documented in the spring survey, comparing results to previous year.	June 2015
2.4	Continue to integrate Social Thinking and Creative Problem Solving with Open Circle while working on measuring student application of social competencies to real, life situations.	Principal, classroom teachers	Through participation in service learning group endeavors and the use of student surveys, students (beginning with the 5th graders and moving to other grades if time) will be involved in a process of ongoing written reflection wherein they will analyze how they are using the social competency content to manage real situations as they arise.	By June, 2015

Goal 3: To increasingly employ instructional technology for the purpose of improving student proficiency with core content knowledge and skills, while building technology related competencies – and to do so in conjunction with developing a comprehensive approach to science, technology, engineering, arts, and mathematics education.

	Strategic Initiatives	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
3.1	Provide students and staff with a clear understanding of LARK across curricular and social areas related to the use of technology	technology specialists in coordination with curriculum directors, grade level teams and building principals	Students will display their knowledge of LARK in their use of IPADS, laptops, cell phones and other technological devices, while incidences of cyber bullying decrease.	November, 2014 through June, 2015
3.2	Continue to examine applications for iPad and Chromebook use to support a STEAM curriculum and differentiated instruction including applications to support ELLs.	instructional specialists, principals, curriculum directors, director of student services	Expand the number of applications which are aligned with the Common Core Standards to support student learning. Teachers will utilize the district software request form and collaborate with technology staff to examine and analyze the effectiveness and alignment of each application to the mathematics and language arts curriculum scope and sequences.	October, 2014- June, 2015

Goal 4: To narrow the achievement gap through the use of culturally proficient teaching strategies, data-based analyses and, in general, by building on strategies that work.

	Strategic Initiatives	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
4.1	<p>The administrative Leadership for Equity team is reaching out to all Wayland Public School staff to join one of five committees, to continue our work toward closing the academic achievement gap between our Black and Latino students and White and Asian students. At the building level we will analyze the work of the committee to determine school-wide areas moving forward. Following are the five committees:</p> <ul style="list-style-type: none"> • GRIT/TEC - Engaging students with faculty in conversations about learning • Data Team - to Identify where the achievement gap begins in an effort to design effective interventions. • Cultural Proficiency and Faculty PD - Plan for professional development opportunity for the spring of 2015 that will develop skills in this area. • Boston Parent Nights - Continue to plan Boston resident family nights in Boston for the purpose of creating a forum for the Boston resident families and WPS staff to discuss school related issues while developing stronger working relationships. • Student Voices and next Steps - the purpose of this group is to build engagement minority and empowerment of students. 	School Principal, classroom teacher, special education teachers, curriculum coordinators and math coaches.	<p>Outcomes include discussion around the following long-term possibilities as they pertain to the needs of the students in our building:</p> <p>*Stronger student engagement with learning, resulting in higher student achievement, including increased student growth on classroom assignments and standardized tests, as well as increased enrollment in Level 3 Math.</p> <p>*Continue to establish a diagnostic tool to identify where an achievement gap exists and develop appropriate intervention practices to support student growth.</p> <p>*Offer staff professional development to support culturally proficient classrooms.</p> <p>*Plan Boston-resident Family Nights in an effort to establish a strong partnership.</p> <p>*Increase student connection to all aspects of the school setting.</p>	September 2014- June, 2015
4.2	To review past practices of the Technology, Education and Connections (TEC) group in order to determine best practices to create a	Principal, guidance counselor, technology	*Review the past work of the TEC and GRIT groups to create an elementary model for developing	September, 2014 - June, 2015

	course/program that aligns with the Middle School's GRIT program.	specialist, METCO Coordinator, a special educators and a teaching assistant	perseverance, academic excellence and a move toward advanced level study course work for our Black and Latino students at the 4th and 5th grade levels."	
--	---	---	--	--

Goal 5: To successfully, and fully, implement the new state mandated Educator Evaluation Framework.

	Strategic Initiatives	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
5.1	To implement the new teacher evaluation system for 100% of the WTA staff at each of the three elementary schools.	principals and curriculum directors	Completion of the 5 step process which includes a self-assessment, creation of SMART goals, plan development and implementation, formative assessment, and summative assessment.	Completion by June, 2015 (2016 for those who are on a self-directed growth plan.)
5.2	Provide ongoing professional development in the new evaluation process, including district determined measures, through individual goal meetings and monthly faculty meetings. Assessments include, but will not be limited to, DDMs: second grade ~ GRADE in reading; District Developed Opinion writing in fourth grade; Kathy Richardson Counting Assessment in kindergarten.	principals and curriculum directors	As a result of ongoing meetings and/or mini-observation write-ups with their primary evaluators, staff will complete the required sections in the Teach Point database, which includes reflections on SMART Goals and the four standards of effective teaching practice as outlined by the state rubric for teacher evaluation. Data from DDMs, ongoing student assessments, both formative and norm referenced, will be collected by staff members and analyzed throughout the school year.	September, 2014- June, 2015

NOTICE TO PARENTS

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.

Standardized Testing Programs

Massachusetts Comprehensive Assessment System (MCAS) – Spring

- | | |
|---------|--|
| Grade 3 | Reading, Math |
| Grade 4 | English/Lang Arts
Composition
Language, Literature
Math
Science/Technology |
| Grade 5 | Science/Technology, Reading, Math,
History/Social Science |

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.

PROCEDURES FOR RESOLVING COMPLAINTS OF HARASSMENT (INCLUDING SEXUAL HARASSMENT)

Introduction And Summary Of Options

The procedures described below are available whenever someone believes that a member of the Wayland Public Schools community or one of its employees has violated the school's policy on harassment. Under these procedures, someone who believes that s/he, or someone else, has been the victim of harassment is a complainant; any individual who has been accused of harassment, formally or informally, is a respondent.

The Wayland Public Schools offers a range of options when someone believes that harassment has occurred. These include: (a) individual consultation, (b) informal complaint resolution, and (c) formal complaint resolution. Each is summarized below, first briefly, and then in more detail.

Any member of the Wayland Public Schools community who seeks further information about these procedures is encouraged to contact Mr. Brad Crozier, Assistant Superintendent, Title VI and Title IX Coordinator (358-3773) or Dr. Marlene Dodyk, Director of Student Services, Section 504 Coordinator (358-3756).

Below is summarized the three options available in dealing with sexual harassment.

Individual Consultation – The Wayland Public Schools employs in each building person(s) who can provide informal support and guidance to members of the community concerning allegations of harassment. No written records are kept. For further information, see the following sections below:

A. Confidentiality, and D.1. Individual Consultation.

Informal Complaint Resolution – A concerned individual may turn to designated Wayland Public Schools personnel for action short of a formal hearing. For a complainant, such action may include informal mediation, arranging a meeting with the respondent, and/or helping in communicating with the respondent. Written records may be kept. Taking an informal approach at the outset does not preclude formal action later. For further information, see the following sections below:

A. Confidentiality, and D.2. Informal Complaint Resolution.

Formal Complaint Resolution – The formal process begins when a written, signed complaint is filed with a Wayland Public Schools administrator. The administrator, acting on information s/he has received, may also initiate the formal process on behalf of the Wayland Public Schools. Filing a formal complaint ordinarily means a full investigation by a trained investigator. If both complainant and respondent agree, the dispute may become the subject of formal mediation, involving one or more trained mediators. The dispute may also be submitted for a formal hearing. For further information, see the following sections below: **A. Confidentiality, and D.3. Formal Complaint Resolution.**

Procedural Guidelines

Confidentiality – Wayland Public Schools recognize that both the complainant and the respondent may have strong interests in maintaining the confidentiality of allegations and related information. Accordingly, unless they authorize disclosure, individuals who share information with Wayland Public Schools officials may expect that their conversations will ordinarily remain confidential. In unusual circumstances, however – when information must by law be disclosed (for example: when information received indicates a threat to safety, or when a formal written complaint has been filed) – it may be necessary to disclose it to Wayland Public Schools officials or others. An individual who has concerns about confidentiality should raise them early in the process.

Legal Remedies – An employee who has been subject to sexual harassment has several legal options. S/he may bring suit under Federal or State Sex Discrimination laws, under Massachusetts statutes that explicitly prohibit sexual harassment, or under common law tort theories such as assault. An employee may also pursue any grievance and arbitration procedures established by a collective bargaining agreement and/or may file a charge with the Massachusetts Commission Against Discrimination ("MCAD") or the Equal Employment Opportunity Commission ("EEOC"). The MCAD and EEOC will pursue the charge with no cost to the employee.

A student who has been harassed may file a complaint under Title IX. The United States Supreme Court has held that a student may recover damages in such an action. A student may also sue under tort theories and may bring a charge with the Office for Civil Rights. Under certain circumstances, sexual harassment may constitute child abuse under Massachusetts Law, G.L.C. 119 §51A. Wayland Public Schools shall comply with Massachusetts laws in reporting suspected cases of child abuse.

Use of these procedures does not preclude subsequent legal action. Similarly, the fact that legal action has begun or is possible does not preclude use of these procedures. Individuals may therefore wish to obtain legal advice as they consider how to proceed.

The Wayland Public Schools intends to protect the rights of all individuals who may become involved with the investigation of a complaint of sexual harassment.

Preventative Administrative Responsibility

- A copy of the **Wayland Public Schools Policy on Harassment** and these **Procedures for Resolving Complaints of Sexual Harassment** is to be distributed to each employee and included in the School/Student Handbook of each school.
- All new employees shall be given a copy of the policy within one week of their beginning employment.
- At the beginning of each school year, each principal or supervisor shall review with all employees the procedures for registering a complaint about harassment and shall review the redresses, which are available.
- No principal or supervisor shall destroy evidence relevant to an investigation of discrimination or harassment.

Specific Procedures for Employees and Students

Individual Consultation – Wayland Public Schools has trained persons who can provide informal support and guidance to individual members of the community on issues of harassment. A complainant, respondent, or concerned member of the committee may make use of such persons in order to:

- discuss a specific situation or incident
- learn about Wayland Public Schools *Procedure for Resolving Complaints of Sexual Harassment*
- learn about support services and resources
- get personal support and advice on how to proceed
- determine a course of action

For example, the support person may help the complainant write a letter to the respondent or suggest ways in which the complainant can approach the respondent (the support person to one party should not, however, contact or meet with the other party). If an Informal Complaint or a Formal Complaint is lodged, the support person may accompany and assist the individual through the complaint resolution process.

No written records of individual consultations are kept. For further information on confidentiality, see the Confidentiality section above.

The names, titles and telephone numbers of individuals trained to serve as support persons are listed in the attachment.

Informal Complaint Resolution – Sometimes harassment issues are easier to resolve when an informal atmosphere encourages people to identify the difficulty, talk it out, and agree on how to deal with it. Informal Complaint Resolution is available to a complainant who seeks the help of a specially trained school official, but does not wish to file a formal complaint. Written records may be kept (**see section A. Confidentiality**).

All the services available through individual consultation – information, advice, and support – are also available here to the complainant, the respondent, or a concerned community member. In addition, depending on the circumstances, the following options are also available:

- Informal investigation, in which one of the designated school officials speaks with the parties and with other individuals who may have information about the situation.
- Informal mediation, in which a school official may help the complainant bring the problem to the respondent's attention, speak with the respondent and other witnesses, and help the parties arrive at a mutually-acceptable solution. Such a resolution may or may not entail a face-to-face meeting of the complainant and respondent. Mediation should be conducted only with the consent of both parties.

School officials authorized to engage in **Informal Complaint Resolutions** are listed in the attachment.

Possible conflicts exist between the roles of support person, investigator, and mediator. A school official who foresees such a conflict should avoid it by requesting assistance from another designated official. The individual should also call any such conflict to the attention of the officials involved. Each designated school official may, as needed, convene a meeting of other such officials.

Throughout the Informal Complaint Resolution process, the support person may accompany each the complainant and respondent from the individual consultation stage, another adviser, or another support person from the school community.

Formal Complaint Resolution – Anyone who believes that harassment has occurred may choose, either initially or after having sought to resolve the matter informally, to bring a complaint through the Wayland Public Schools formal procedures, one outcome of which may be disciplinary action against the respondent. The purpose of the Formal Complaint Resolution process is to ensure prompt, fair, and formal resolution of a complaint of harassment.

Please consult the Wayland Public Schools Administrative Procedures: Complaints Regarding Personnel, a copy of which is attached.

File: ACA

**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 51A. 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: Assistant Superintendent, 41 Cochituate Road, Wayland, MA. (508) 358-3772.

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

File: AC-R

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 activities¹ including, but not limited to, interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to all public middle and high schools, however configured, serving grades six 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

WAYLAND PUBLIC SCHOOLS
HEAD INJURY AND CONCUSSIONS IN EXTRACURRICULAR ATHLETIC
ACTIVITIES PROTOCOL

The Wayland Public Schools has set policies and procedures governing the prevention and management of sports-related head injuries that may affect students during Wayland Public School extracurricular athletic activities at the middle school and high school levels. The following protocol provides the process to promote the ongoing health and wellness of students with suspected or diagnosed head injuries and their safe return to Wayland Public Schools full academic and extracurricular athletic activities. The Athletic Director is responsible for the implementation and management of these policies and protocols.

Parent education and required forms will be posted on the Wayland Public Schools, Wayland High School Athletics, and Wayland Middle School web sites. Consideration and adaptations will be made for parents with limited English proficiency. The Athletic Director will coordinate communication activities with the Office of Student Services and ELL Services.

Pre-Participation Requirements for Extracurricular Athletic Activities:

Each year, the school district shall provide current Massachusetts Department of Public Health (MDPH)-approved training, written materials, or a list and internet links for MDPH approved on-line courses to all middle and high school athletes and students who participate in extracurricular related athletic activities, and their parents, in advance of the student's participation.

All middle and high school students who plan to participate in extracurricular athletic activities and their parents shall satisfy the following pre-participation requirements:

- Every Student-Athlete must complete a Pre-Season Physical Examination in accordance with MIAA Rule 56.
- Prior to every athletic season of the school year in which the student participates, the parent, through Family ID, shall complete and submit a current signed Wayland Public Schools (WPS) Athletic Participation Form. If a student has had

a previous concussion, the parent must also complete the MDPH Pre-Participation Head Injury/Concussion Reporting Form for Extracurricular Activities.

- The School will review documentation of head injury and concussion history and forms and may use a student's history of head injury or concussion as a factor to determine whether to allow the student to participate in an extracurricular athletic activity or whether to allow such participation under specific conditions or modifications.

Training:

Each year, before a middle or high school student/athlete begins practice or competition, the **Student and Parent** shall complete through Family ID the on-line MDPH-approved training regarding head injuries and concussions in extracurricular athletic activities required by the Head Injuries and Concussions in Extracurricular Athletic Activities 105 CMR 201.000 Regulation. Failure to complete the Family ID Registration process will result in non-participation in athletic extracurricular activities.

The following individuals must also complete annual training in the prevention and recognition of a sports-related-head injury, and associated health risks including Second Impact Syndrome utilizing MDPH-approved training materials or program, and documentation of each person's completion of such training;

- (1) Coaches
- (2) Certified athletic trainers
- (3) Volunteers (e.g. game staff)
- (4) School and team physicians
- (5) School nurses
- (6) Athletic Director
- (7) Band Director
- (8) Guidance Counselors

The required training applies to one school year and must be repeated for every subsequent year. A certification of completion of all training for individuals within the above (8) identified categories will be maintained through the Athletic Department and/or school department. The school district will offer head injury information and safety training to guidance counselors, physical education teachers, classroom teachers and other school personnel annually through one of the current head injury safety training programs approved by the Department of Elementary and Secondary Education.

Relevant Medical History:

The Athletic Director and/or designee (e.g. athletic trainer) will share information concerning an athlete's history of head injury and concussion, recuperation, reentry plan, and authorization to return to play and academic activities on a need to know basis consistent requirements of 105 CMR 201.00 and applicable federal and state law but not limited to the MA Student Records Regulations, 603 CMR 23.00, and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99.

Concussion Prevention:

The Athletic Director provides instructions to coaches, licensed athletic trainers, trainers and volunteers to:

- Teach form, techniques, and skills and promote protective equipment use to minimize sports-related head injury.
- Prohibit athletes in engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, such as using a helmet or any other sports equipment as a weapon.

Consequences:

Failure to comply with provisions of the school district's or school's policy and protocol related to concussions will result in penalties, including but not limited to personnel sanctions and forfeiture of games, as determined by the Athletic Director and/or Administrator,

Exclusion from Play:

Any middle and high school athlete or middle and high school student who participate in extracurricular related athletic activities, who during a practice or competition, sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, or loses consciousness, even briefly, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.

The Coach and/or Athletic Trainer and/or designated school personnel shall communicate the nature of the injury directly to the parent in person or by phone as soon as possible after the incident has occurred. This communication will be followed up with written communication to parents within the next business day. In addition, the head injury will be documented on the MDPH Report of Head Injury During Sports Season Form. A copy of this document will be kept within the School Nurse Health Rooms at the Middle School and High School.

Should any middle school or high school student display signs or symptoms of a suspected concussion during a non-school related activity, parents will communicate with the school nurse and a MDPH Report of a Head Injury During Sports Season Form will be completed. High School Students will provide this form to the School Nurse to be kept within the School Health Room at the High School. Middle School Students will provide this same completed MDPH form to the school nurse and will be kept within the School Health Room at the Middle School. The student shall **not** return to practice or competition unless and until the student provides medical clearance and authorization for re-entry to the above stated individual.

Medical Clearance and Re-Entry Plan for Extracurricular Athletic Activities:

Each student who is removed from practice or competition and subsequently diagnosed with a concussion shall have a written graduated re-entry plan for return to full academic and extracurricular athletic activities. Student Assistance Teams at the middle school and high school will coordinate re-entry plans for such students using the Post Concussion Gradual Return Document. At the high school, the Student Assistance Team will be comprised of: Wayland High School Athletic Director or designee, Athletic Trainer if on staff, Guidance Department representative, and School Nurse. At the middle school, the Student Assistance Team will consist of the Principal or designee, Guidance Department representative, and School Nurse. These School Assistance Teams will consider and address, at minimum, the following areas:

- Physical and cognitive rest as appropriate;
- Graduated return to extracurricular athletic activities and classroom studies as appropriate, including accommodations or modifications as needed;

- Estimated time intervals for resumption of activities;
- Frequency of assessments, as appropriate, by the school nurse, school physician, athletic trainer if on staff, until full return to classroom activities and extracurricular athletic activities are authorized;
- A plan for communication and coordination between and among school personnel and between the school, the parent, and the diagnosing physician.

The ultimate return to play decision is a medical decision that may involve a multidisciplinary approach, including consultation with parents, students, the school nurse, athletic trainer and teachers as appropriate. Each middle and high school student who is removed from extracurricular athletic activities for a head injury or suspected concussion, or loss of consciousness, even briefly, or exhibits signs and symptoms of a concussion, shall obtain and present to the School Nurse for high school and middle school students, a MDPH Post Sports-Related Head Injury Medical Clearance and Authorization to Play Form prior to resuming the extracurricular athletic activity. This form must be completed by one of the individuals listed below:

- (1) A duly licensed physician
- (2) A duly licensed certified athletic trainer in consultation with a licensed physician
- (3) A duly licensed nurse practitioner in consultation with a licensed physician; or
- (4) A duly licensed physician assistant under the supervision of a licensed physician; or
- (4) A duly licensed neuropsychologist in coordination with the physician managing the student's recovery.

Physicians, nurse practitioners, physician assistants, licensed athletic trainers and neuropsychologists providing medical clearance for return to play shall verify that they have received Department-approved training in post-traumatic head injury assessment and management or have received equivalent training as part of their licensure or continuing education.

Should there be any question regarding a student's ability to return to play, the Athletic Trainer and/or Wayland Public Schools medical staff will make the final determination. In addition, ImPACT Testing may be one instrument used to assess a student's ability to return to play. From the day an athlete is diagnosed with a concussion, it will be required that the student check in regularly with the Athletic Trainer and/or School Nurse for High School Students and the School Nurse for Middle School Students to discuss symptoms. Check-ins will be used to help determine when the athlete has been symptom-free and may be eligible to begin the gradual progression for return to play. For High School Students this information will be documented by the Athletic Trainer and/or School Nurse and kept within the School Nurse Health Room. For Middle School students information will be documented by the School Nurse and kept within the School Nurse Health Room.

Graduated Return to Play for Extracurricular Athletic Activities

Once it has been determined by any of the above medical professionals that a student has been symptom-free, the student will need to return to his or her diagnosing physician to complete the MDPH Post Sports-Related Head Injury Medical Clearance and Authorization Form. High School students will then return the completed form to the Athletic Trainer and/or School Nurse to be kept within the School Nurse Health Room. Middle School students will return the form to the School Nurse who will keep this form in the School Health Room. After the form has been

submitted, the student will begin the five step gradual progression for return to play. The following stages of gradual progression for re-entry are defined by the Center for Disease Control as:

- Aerobic exercise (e.g., stationary bicycle)
- Sport-specific training (e.g., running, skating)
- Non-contact drills (includes cutting and other lateral movements)
- Full contact controlled training
- Full contact game play

An athlete or student participating in extracurricular athletic activity may only advance to the next stage of the progression if he/she is able to complete the prior stage without the presence of concussion symptoms. Once the above (5) gradual progression stages have been completed without symptoms, the student will be able to return to his/her previous level of extracurricular athletic activities.

Responsibilities of Athletic Director:

The Athletic Director shall participate in the development and biannual review of the policies and procedures required by 105 CMR 201.006 for the prevention and management of sports-related head injuries within the school district or school.

The Athletic Director shall complete the annual training as required by 105 CMR 201.007.

The Athletic Director shall be responsible for:

- Ensuring that the training requirements for staff, parents, volunteers, coaches and students are met, recorded, and records are maintained in accord with 105 CMR 201.016.
- Ensuring that all students meet the physical examination requirements consistent with 105 CMR 200.000. *Physical Examinations of School Children* prior to participation in any extracurricular athletic activity.
- Ensuring that all students participating in extracurricular athletic activities have completed and submitted Pre-participation Forms, or school-based equivalents, prior to participation each season.
- Ensuring that students' Pre-participation Forms, or school-based equivalents, are reviewed according to 105 CMR 201.009(A).
- Ensuring that the Report of Head Injury Forms, or school-based equivalents, are completed by the parent or coach and reviewed by the coach, school nurse, licensed athletic trainer and school physician as specified in 105 CMR 201.009(A).
- Ensuring that athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon, and
- Reporting annual statistics to the Department in accord with 105.CMR 201.017.

Responsibilities of Coaches:

Coaches shall be responsible for:

- Completing the annual educational training as required by 105 CMR 201.007
- Reviewing Pre-participation Forms, or school-based equivalent, so as to identify those athletes who are at greater risk for repeated head injuries.
- Completing a Report of Head Injury Form, or school-based equivalent, upon identification of a student with a head injury or suspected concussion that occurs during practice or competition. This may be done in coordination with School Nurse or Athletic Trainer.

- Receiving, and reviewing forms that are completed by a parent which report a head injury during the sports season, but outside of an extracurricular athletic activity, so as to identify those athletes who are at greater risk for repeated head injuries.
- Transmitting promptly Report of Head Injury Forms to the School Nurse for review and maintenance in the student's health record.
- Teaching techniques aimed at minimizing sports-related head injury.
- Discouraging and prohibiting athletes from engaging in any unreasonable, dangerous athletic technique that endangers the health or safety of an athlete, including using a helmet or any other sports equipment as a weapon, and
- Identifying athletes with head injuries or suspected concussions that occur in play or practice and removing them from play.

Coaches are responsible for communicating in writing (via paper or electronic communication) promptly with the parents of any student removed from practice or competition due to suspected head injury by the end of the next business day. The coach must also communicate this information to the Athletic Director and/or School Nurse.

Responsibilities of the Licensed Athletic Trainers:

Licensed Athletic Trainers shall be responsible for:

- Participating in the development and biannual review of the policies and procedures for the prevention and management of sports-related head injuries within the school district or school.
- Completing the annual training.
- Reviewing information from Pre-participation Forms, or school-based equivalents, which indicate a history of head injury and from Report of Head Injury Forms, or school-based equivalents, to identify students who are at greater risk for repeated head injuries.
- Identifying athletes with head injuries or suspected concussions that occur in practice or competition and removing them from play, and
- Participating, if available, in the graduated reentry planning implementation for students who have been diagnosed with a concussion.

Responsibilities of the School Nurse:

The School Nurse shall be responsible for:

- Participating in the development and biannual review of the policies and procedures for the prevention and management of sports-related head injuries within the school district or school.
- Completing the annual training.
- Reviewing completed Pre-participation Forms, or school-based equivalent, that indicate a history of head injury and following up with parents as needed prior to the student's participating in extracurricular athletic activities.
- Reviewing, Report of Head Injury Forms, or school-based equivalents, and following up with the coach and parent as needed.
- Maintaining:
 1. Report of Head Injury Forms, or school-based equivalents, in the student's health record.
 2. MSPH Post concussion Sports-Related Head Injury Medical Clearance and Authorization Form

- Participating in the graduated reentry planning for students who have been diagnosed with a concussion to discuss any necessary accommodations or modifications with respect to academics, course requirements, homework, testing, scheduling, and other aspects of school activities consistent with a graduated reentry plan for return to full academic and extracurricular activities after a head injury and revising the health care plan as needed.
- Providing ongoing educational materials on head injury and concussion to teachers, staff and students.

Record Maintenance:

The school, coordinated by the Athletic Director and School Nurses, will maintain the following records for three years or at a minimum until the student graduates.

1. Verification of completion of annual training and receipt of materials.
2. Department Pre-participation Forms, or school-based equivalents.
3. Department Report of Head Injury Forms, or school-based equivalents.
4. Department Medical Clearance and Authorization Forms, or school-based equivalents, and
5. Graduated reentry plans for return to full academic and extracurricular activities.

The school will make these records available to the Department of Elementary and Secondary Education, upon request or in connection with the inspection or program review.

Reporting:

Coordinated by the Athletic Director and/or School Nurse, schools shall be responsible for maintaining and reporting annual statistics on a Department form or electronic format that at minimum report:

1. The total number of Department Report of Head Injury Forms, or school-based equivalents, received by the school, and
2. The total number of students who incur head injuries and suspected concussions when engaged in any extracurricular athletic activities.

This protocol has been developed by the Wayland Public Schools in conjunction with the Wayland Health Department.

February 27, 2012

September 2013

September 2015

Wayland Public Schools
TITLE IX GRIEVANCE PROCEDURES

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. The District will also conduct periodic training for all staff on Title IX and sexual harassment.

District employees who witness or learn of potential sexual discrimination, sexual harassment, or sexually harassing conduct against a student shall immediately report said misconduct in accordance with these Procedures. No employee of the District shall destroy evidence relevant to an active investigation of discrimination or harassment.

Procedure for Reporting Discrimination and Harassment

Any individual who believes that a Wayland Public Schools' student has been sexually discriminated against may immediately report the conduct to the Principal of the school building that the student attends. Complaints may also be filed directly with the Title IX Grievance Officer, Assistant Superintendent Brad Crozier, at 41 Cochrane Road, Wayland, MA, (508) 358-3772.

The report/complaint can be written or oral and should include the following information:

1. The name, age, and grade of the student allegedly subjected to sexual discrimination;*
2. A description of the alleged sexual discrimination and/or sexual harassment;
3. The date(s) and time(s) such conduct took place;
4. The location(s) where the conduct occurred;
5. The name(s) of the alleged Harasser(s) or person believed to be discriminating against the student;
6. The name(s) of any witness(es);
7. Action sought to remedy the situation; and
8. Any other details or information that would be useful for the school's investigation.

*The student may request that his/her identity remain anonymous. Please see the section title "Confidentiality," below.

In addition, the complainant should provide the Principal/Title IX Grievance Officer with any documentation (emails, notes, pictures, etc.) or other information in support of the allegation of sexual discrimination and/or harassment.

Investigation of Complaints

Upon receipt of a report or complaint, the District will take interim steps, as necessary, to ensure the safety and well-being of the alleged victim, in addition to the complainant if not the alleged victim, while the investigation is being conducted.

Upon receipt of a report or complaint, the Principal, Principal's designee, or Title IX Grievance Officer shall conduct a prompt investigation. The investigation must allow for the complainant, the subject of the complaint, the alleged harasser, and any other appropriate party to provide information relevant to the consideration and resolution of the complaint. The investigator will also endeavor to promptly interview and obtain detailed written statements from witnesses.

The District reserves the right to immediately inform local law enforcement or other state agencies if the complaint alleges misconduct rising to the level of a state or federal crime. The school-based investigation will proceed whether or not there is a related police investigation; however, the District may defer to requests from law enforcement or other state agencies to coordinate or delay certain aspects of the school-based investigation.

Written Determination

At the conclusion of the school-based investigation, a written determination regarding the complaint and any resolution will be provided by the investigator to the complainant. Except in unusual circumstances, this written determination will be made within thirty (30) school/working days of District's receipt of the complaint. The complainant may also meet with the investigator to review the investigation's findings.

If the school-based investigation determines that sexual discrimination, including sexual harassment, has occurred, the District will take steps to immediately eliminate the discriminatory conduct, prevent its recurrence, and correct its discriminatory effect on the student(s) affected. Such steps may include disciplinary action, counseling support, development of a safety plan, and other remedies as appropriate.

The complainant may request reconsideration of the determination and/or resolution of a complaint by notifying the Superintendent in writing or verbally within seven (7) school/working days of receipt of the written determination of the investigator. The Superintendent's decision shall be final.

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

Page 2 of 3

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.

Confidentiality

Investigations of discrimination, including harassment complaints shall be conducted in such a manner as to disclose information only to those with a need to know or those who may have information pertinent to the investigation. Please note, some level of disclosure may be necessary in the course of conducting interviews in connection with investigation of any complaint under these Procedures. Wayland Public Schools shall endeavor to keep such information as confidential as it can without compromising the thoroughness of the investigation.

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 Workers: (508) 358-4293

Wayland Public Schools

Resources

- Community Resources:
Middlesex District Attorney Victim/Witness Bureau: (617) 494-4430
Town of Wayland Youth and Social Workers: (508) 358-7701 ext 126
- Wayland Public Schools contacts for information and advice include the following Title VI, Title IX, and Section 504 building representatives:

High School: Allyson Mizoguchi 358-3705
Marybeth Sacramone, Guidance Counselor: 358-7033

Middle School: Betsy Gavron, Principal: 655-6670

Claypit Hill: Christie Harvey, Principal: 358-7401
Dr. Michael Hehir, Guidance Counselor: 358-7401

Happy Hollow Jim Lee, Principal: 358-2120 X103
Beth Santomenna, Guidance Counselor: 358-6281

Loker: Brian Jones: 655-0331
Eileen McManus, Guidance Counselor: 358-6281

Central Office: Brad Crozier, Assistant Superintendent: 358-3773
Dr. Marlene Dodyk, Director of Student Services: 358-3756

Personnel Authorized to engage in Informal Complaint Resolution

- Brad Crozier, Assistant Superintendent
- Marlene Dodyk, Director of Student Services
- Christie Harvey, Claypit Hill Principal
- Allyson Mizoguchi High School Principal
- Betsy Gavron, Middle School Principal
- Jim Lee Happy Hollow Principal
- Brian Jones, Loker Principal

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 s 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 the loss of access, no less than a week's duration. There may also be disciplinary actions that your teacher or school principal determine are appropriate consequences to violating the Acceptable Use rules.

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 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 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 two routes for safely exiting the building.

Emergency Safety Practices that are not Related Specifically to Fire

Protocol for Shelter 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.

In the event of an intruder on school grounds:

we will be following the ALICE/ALIE protocol. Information regarding this has been shared with staff.

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), "Sheltered in Place" or ALICE 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.

WAYLAND PUBLIC SCHOOLS
WAYLAND, MA

HAPPY HOLLOW ELEMENTARY SCHOOL

Parent Acknowledgement

The success of the Happy Hollow School's behavioral expectations depends on the support of each member of the school community. Working together, faculty and staff, parents, and students can promote academic achievement and good character, and ensure the success of students as they grow to mature adulthood.

On behalf of the administration, faculty, and staff of the Happy Hollow School, I pledge to fulfill the responsibilities and uphold the expectations outlined in the Happy Hollow School Family Handbook.

As the parent of _____ (Student's Printed Name), I have read the Happy Hollow Family Handbook and support the rules and policies outlined within.

I have reviewed and rules and policies with my child and will work together with school staff to support my child to abide by the rules and policies of the school.

Parent/Guardian Signature

Date

Received by school office:

8/14