

# HAPPY HOLLOW FAMILY HANDBOOK 2017 – 2018



## 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.  
We need to include everyone.  
We do our best.

## **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. The following is our way to bring our core values alive in a way that all can remember what they mean. This is our Happy Hollow rap:

### **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.

We **need** to include everyone.

We do our best.

**Wayland Public Schools, Wayland, Massachusetts 01778**  
**SCHOOL CALENDAR 2017 - 2018**

**Approved by School Committee on 6/13/2016**

August 30	Wednesday	All staff reports for preparation
August 31	Thursday	Staff Preparation and 6 <sup>th</sup> & 9 <sup>th</sup> grade orientation
September 1	Friday	<b>NO SCHOOL</b>
September 4	Monday	Labor Day – <b>NO SCHOOL</b>
September 5	Tuesday	First Day of Classes
September 21	Thursday	Rosh Hashanah – <b>NO SCHOOL</b>
October 9	Monday	Columbus Day – <b>NO SCHOOL</b>
November 10	Friday	Veterans' Day Observed – <b>NO SCHOOL</b>
November 22	Wednesday	Thanksgiving recess (early release/no lunch) <b>High School @ 11:10 a.m.</b> <b>Middle School @ 11:15 a.m.</b> <b>Elementary Schools @ 12:00 p.m.</b>
November 27	Monday	Classes resume
December 22	Friday	Holiday season recess (begins at close of normal school day)
January 2	Tuesday	Classes resume
January 15	Monday	Martin Luther King Day - <b>NO SCHOOL</b>
February 16	Friday	Winter recess (begins at close of normal school day)
February 26	Monday	Classes resume
March 30	Friday	Good Friday – <b>NO SCHOOL</b>
April 13	Friday	Spring recess (begins at close of normal school day)
April 23	Monday	Classes resume
May 28	Monday	Memorial Day - <b>NO SCHOOL</b>
June 3	Sunday	W.H.S. Graduation (3:00 p.m.)
June 15*	Friday	Last day for students ( <b>Wed. schedule</b> ) (180 <sup>th</sup> day)
June 18*	Monday	Last day for teachers (if no cancellations)
June 22*	Friday	Last day for students (if 5 earlier school cancellations occur – 185 <sup>th</sup> day)*

**\*Tentative date-actual last day for students and teachers would depend upon completion of 180 scheduled class days. June 18 - 22 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 185<sup>th</sup> school day (June 22).**

**In addition, in order to help your planning, MCAS/PARCC testing will be highlighted in this calendar as soon as the schedule is published by the DESE.**

**Aug. - September – 21 days**

<u>M</u>	<u>T</u>	<u>W</u>	<u>Th</u>	<u>F</u>
29	30	31	1	X
X	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**X = NO SCHOOL****February – 15 days**

<u>M</u>	<u>T</u>	<u>W</u>	<u>Th</u>	<u>F</u>
		1	2	3
6	7	8	9	10
13	14	15	16	17
X	X	X	X	X
27	28			

**October – 17 days**

<u>M</u>	<u>T</u>	<u>W</u>	<u>Th</u>	<u>F</u>
X	4	5	6	7
X	X	X	13	14
17	18	19	20	21
24	25	26	27	28
31				

**March – 23 days**

<u>M</u>	<u>T</u>	<u>W</u>	<u>Th</u>	<u>F</u>
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

**November – 19 days**

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

**April – 14 days**

<u>M</u>	<u>T</u>	<u>W</u>	<u>Th</u>	<u>F</u>
3	4	5	6	7
10	11	12	13	X
X	X	X	X	X
24	25	26	27	28

**December – 17 days**

<u>M</u>	<u>T</u>	<u>W</u>	<u>Th</u>	<u>F</u>
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
X	X	X	X	X

**May – 22 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
15	16	17	18	19
22	23	24	25	26
X	30	31		

**January – 20 days**

<u>M</u>	<u>T</u>	<u>W</u>	<u>Th</u>	<u>F</u>
X	3	4	5	6
9	10	11	12	13
X	17	18	19	20
23	24	25	26	27
30	31			

**June – 12 days\* + 5**

<u>M</u>	<u>T</u>	<u>W</u>	<u>Th</u>	<u>F</u>
			1	2
5	6	7	8	9
12	13	14	15	16
[19]	[20]	[21]	[22]	[23]

**September through January – 94 school days****February through June – 86 school days**

August 29 – All staff reports for preparation  
 August 30 – Staff prep & 6<sup>th</sup> & 9<sup>th</sup> gr. orientations  
 August 31 – First Day of Classes  
 September 2 – NO SCHOOL  
 September 5 – Labor Day  
 October 3 – Rosh Hashanah  
 October 10 – Columbus Day  
 October 11 – NO SCHOOL  
 October 12 – Yom Kippur  
 November 11 – Veterans' Day  
 November 23 – Early Release/No Lunch  
 November 28 – Classes Resume  
 December 24 – January 2 – Holiday Recess

January 3 – Classes Resume  
 January 16 – Martin Luther King Day  
 February 20 – 24 Winter Recess  
 February 27 – Classes Resume  
 April 14 – 23 Spring Recess  
 April 24 – Classes Resume  
 May 29 – NO SCHOOL  
 June 4 – WHS Graduation  
 June 16 – Last Student Day\* (180<sup>th</sup> day)  
 June 19 – Last Teacher Day\*  
 June 23 – 185<sup>th</sup> School Day w/ 5 snow days  
**\*If no cancellations...**

<b>SUPERINTENDENT'S OFFICE</b>		
Arthur Unobsky	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
<b>TRANSPORTATION</b>		
Diane Potter	508-358-3753	

### **WAYLAND SCHOOL COMMITTEE**

Ellen Grieco, Chair      Ellen\_Grieco@wayland.k12.ma.us  
Kim Reichelt              Kim\_Reichelt@wayland.k12.ma.us  
Nate Buffum                Nate\_Buffum @wayland.k12.ma.us  
Kathie Steinberg         Kathie\_Steinberg@wayland.k12.ma.us  
Jeanne Downs             Jeanne\_Downs@wayland.k12.ma.us

**general email 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 11, October 18, October 25, November 1 and November 8. 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 7, March 14, March 21, March 28, April 4. 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 - 12:20

Kindergarten: 8:45 - 3:15 (**Wednesday dismissal 2:05**).

Grades 1 – 5: 8:45 - 3:15 (**Wednesday dismissal 2:05**). 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 2017-2018 BOARD

<b>Co-Presidents &amp; Townwide Rep</b>	<b>Melissa Hartford Sheetal Acharya</b>	<a href="mailto:Happyhollowpto@gmail.com">Happyhollowpto@gmail.com</a> <a href="mailto:sheetal.acharya@gmail.com">sheetal.acharya@gmail.com</a>
<b>Vice President</b>	<b>Kelley Bradford</b>	<a href="mailto:loughrankelley@hotmail.com">loughrankelley@hotmail.com</a>
<b>Treasurer</b>	<b>Melissa Lange</b>	<a href="mailto:HappyHollowTreasurer@gmail.com">HappyHollowTreasurer@gmail.com</a>
<b>Ways &amp; Means Backpack Auction Ways &amp; Means GYC</b> *indicates town wide rep.	<b>Sam Richter Tarrah Zedower*</b>	<a href="mailto:samantha.d.richter@gmail.com">samantha.d.richter@gmail.com</a> <a href="mailto:mtmzcali@gmail.com">mtmzcali@gmail.com</a>
<b>Secretary</b>	<b>Julie Suratt</b>	<a href="mailto:Juliesuratt@gmail.com">Juliesuratt@gmail.com</a>
<b>Social</b>	<b>April Forst</b>	<a href="mailto:amethot@msn.com">amethot@msn.com</a>
<b>Past President</b>	<b>Jennifer Pearlman</b>	<a href="mailto:jenpearlman00@gmail.com">jenpearlman00@gmail.com</a>

### 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](mailto:happyhollowpto@gmail.com) to volunteer today!

<b>Administrative</b>	
	Exterior Bulletin Board, Hang Summer Pictures, Marketing, Faculty/Staff Picture Board, Website Manager
<b>Assist Faculty/Staff</b>	
	Book Closet Organizer, Faculty/Staff Appreciation, Grounds and Courtyard, Library Assistance, Lost and Found Manager
<b>Assist Students</b>	
	375 <sup>th</sup> 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
<b>Community Outreach</b>	
	Cultural Enrichment, Farmer's Market, Holiday Toy Drive, World's Fair
<b>Fundraising</b>	
	Gift Your Child/Backpack Auction, Book Fair
<b>Social</b>	
	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.

## **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 “heellies” should also be reviewed with your child. Wheels must be kept inactive in the closed position during all times in the school building and on school grounds.

The safety of bus students requires high standards of conduct and behavior, both at the bus stops and while riding the bus. The students, while on the bus, are subject to the directions of the bus driver and bus safety rules. Those students who habitually disregard the safety of themselves and others will be denied the privilege of school bus transportation. Students should sit flat and not stand until the bus is completely stopped.

Written bus conduct reports about children who disregard the safety and welfare of other riders will be sent home to parents. It will be the principal's practice to meet with the child about such incidents and to take appropriate action to see that the behavior is improved. First reports will be treated as a warning; second reports will warrant an after school detention; all subsequent reports will result in suspension of bus riding privileges.

To insure the maximum safety in the event of fire within the school building, fire drills are conducted regularly during the year. From the first day of school, directions for a prompt and orderly exit are reviewed in each classroom so that pupils will be prepared in case of emergency. 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 2017-18 is listed on the district webpage with many other important district-wide information.

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, 2017 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 2017-2018 School Bus Registration form found at [http://www.wayland.k12.ma.us/administration/student\\_transportation](http://www.wayland.k12.ma.us/administration/student_transportation) and deliver the form with a check made out to “Wayland Public Schools” to the Transportation Office, Wayland Public Schools, 41 Cochrane 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, 2017.

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, 2017 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](mailto: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 2017-2018 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](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 2017-2018 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](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 508-358-8641**, 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	11:20	to	12:05
2	11:40	to	12:25
5	12:00	to	12:45
1	12:20	to	1:05
K	12:30	to	1:20
3	12:40	to	1:25

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 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).

Brad Crozier, 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 Mr. Crozier 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 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 Massachusetts 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 358-8641	Brian Jones 358-8601	Betsy Gavron 655-6670	Allyson Mizoguchi 358-7746
<i>Title II</i>	Brad Crozier 358-3773	Christie Harvey 358-7401	Jim Lee 358-8641	Brian Jones 358-8601	Betsy Gavron 655-6670	Allyson Mizoguchi 358- 7746
<i>Title VI</i>	Brad Crozier 358-3773	Christie Harvey Michael Hehir	Jim Lee Beth Santomena	Brian Jones Laurel Pirelli	Betsy Gavron George Benzie	Allyson Mizoguchi Marybeth Sacramone
<i>Title IX</i>	Brad Crozier 358-3773	Christie Harvey Michael Hehir	Jim Lee Beth Santomena	Brian Jones Laurel Pirelli	Betsy Gavron George Benzie	Allyson Mizoguchi Marybeth Sacramone
<b>MGL, Ch. 76</b>	Brad Crozier 358-3773	Christie Harvey Michael Hehir	Jim Lee Beth Santomena	Brian Jones Laurel Pirelli	Betsy Gavron George Benzie	Allyson Mizoguchi Marybeth Sacramone
<b>Section 504</b>	Marlene Dodyk 358-3756	Michael Hehir	Beth Santomena	Laurel Pirelli	Suzanne Bernstein	Marybeth Sacramone

The Happy Hollow School Improvement Plan will be updated by the end of October, 2017 to reflect this year's goals. The new plan is vetted by the 2016-2017 School Council in September and October and once approved, the new one will replace the one below for 2017-2018.

**Happy Hollow Elementary School  
Wayland Public Schools  
School Improvement Plan 2016 – 2017  
WPS Core Values: *Teaching and Learning, Collegiality, Respect for Human Differences, Community***

**Goal 1:** To strengthen the achievement of each learner through ongoing access to and use of data so that resources (*funding, staffing, and time*) are allocated efficiently, accurately and effectively.

	<b>Strategic Initiatives</b>	<b>Person(s) Responsible</b>	<b>Outcomes and Measurements (Evidence/Data)</b>	<b>Timeline</b>
1.1	<u>Using Data Wisely:</u> Continue to maximize the RTI model through collaborative efforts, data meetings, and shared curricula by utilizing staffing in strategic ways to lower teacher to student ratios.	General and Special Education Staff	Teachers will utilize and continue to develop the scope and sequences for mathematics and specific aspects of the language arts curriculum including the implementation of the Comprehension Toolkit and an increased proficiency with Words Their Way and the SRSD Writing program in an effort to ensure that instruction is directly aligned to the Common Core Standards in a strategic way.	September 2016 - June 2017

**Goal 2:** To infuse technology and design throughout the curriculum with an emphasis on students building the skills they need to solve real world problems as they create, model and learn.

	<b>Strategic Initiatives</b>	<b>Person(s) Responsible</b>	<b>Outcomes and Measurements (Evidence/Data)</b>	<b>Timeline</b>
2.1	<u>Infusing Technology and Design:</u> Continue to examine applications for iPad and Chromebook use to	Instructional Specialists, Principals, Curriculum Directors,	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	October 2016 - June 2017

	support a STEAM curriculum and differentiated instruction, including applications to support technology literacy such as All the Right Type and Code.org.	Director of Student Services	collaborate with technology staff to examine and analyze the effectiveness and alignment of each application to the mathematics and language arts curricula scope and sequences.	
2.2	<u>Infusing Technology and Design:</u> Develop proficiency with STEAM projects throughout all grade levels utilizing and the Engineering and Design Process.	Instructional Technology Specialists and Classroom Teachers	Students will participate in a minimum of three annual STEAM projects in an effort to integrate science, technology, engineering, arts, and mathematics, such as Caine's Arcade and Makers' Workshops. Teachers will participate in STEAM professional development workshops through the summer STEAM Institute and fall grade-level meetings.	October 2016- June 2017

**Goal 3:** To train students to be productive global citizens of their country, nation and world able to demonstrate requisite skills, which include civility and cultural proficiency.

	<b>Strategic Initiatives</b>	<b>Person(s) Responsible</b>	<b>Outcomes and Measurements (Evidence/Data)</b>	<b>Timeline</b>
3.1	<u>Training Global Citizens:</u> Educate students about the components and historical significance of the American electoral system and what citizenship affords and requires as developmentally appropriate by grade level.	Principal, Classroom Teachers and Guidance Counselors.	Activities such as school meeting presentations, mock elections, debates and community service learning projects.	September 2016-June 2017

**Goal 4:** To utilize existing systems of structured support and engagement in combination with new initiatives to elevate the academic achievement of all students.

	<b>Strategic Initiatives</b>	<b>Person(s) Responsible</b>	<b>Outcomes and Measurements (Evidence/Data)</b>	<b>Timeline</b>
4.1	<u>Elevating Achievement:</u> In order to elevate achievement of all students, we will continue to utilize the data team analysis approach around progress monitoring to	Curriculum Directors, Math Coaches, Reading Specialists, Special Educators, Grade Level	Examine trends in student achievement and growth throughout the year, using the Kathy Richardson Assessments, PARCC, DIBELS, GMADE, GRADE, and Everyday	August 2016 - June 2017

	increase the strength of our diagnostic practice, resulting in more individualized, targeted interventions and an increase the conversations around students who are meeting or exceeding benchmarks.	Teams, and School Principals	Mathematics Units (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.	
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**Goal 5:** To deepen and strengthen students' wellness education by employing a systemic approach to curriculum, instruction, extra-curricular activities, school culture and safety.

	<b>Strategic Initiatives</b>	<b>Person(s) Responsible</b>	<b>Outcomes and Measurements (Evidence/Data)</b>	<b>Timeline</b>
5.1	<u>Deepening wellness skills and Insights:</u> Continue to develop wellness skills and insights at the elementary level by integrating responsive classroom and mindfulness practices into the pedagogical practices of classroom and specialist teachers.	Classroom Teachers, Guidance Counselors, Special Education Staff and Principal	Students will demonstrate an understanding of key conceptual aspects of each of these programs such as self-regulation strategies, respect for human differences, community-building morning meetings and afternoon closing circles, and establishing steps to solve important problems through social perspective taking.	September 2016 - June 2017



## NOTICE TO PARENTS

### ***Curriculum Exemption***

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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.

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### ***Standardized Testing Programs***

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Massachusetts Comprehensive Assessment System (MCAS2.0) – Spring

Grade 3 ELA, Math

Grade 4 ELA, Math

Grade 5 ELA, Math and Science/Technology

## **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](http://www.doe.mass.edu/lawsregs/603cmr23/studrecscmr.html).

## BULLYING PREVENTION

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

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

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

“Cyber-bullying” is defined as bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by wire, radio, electromagnetic, photo-electronic or photo-optical systems, including but not limited to, electronic mail, internet communications, instant messages or facsimile communications-

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

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

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

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

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

Bullying is prohibited:

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

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

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

### Prevention and Intervention Plan

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

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

### Reporting

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

Each school shall have a means for anonymous reporting by students and adults of incidents of

bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

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

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

### Investigation Procedures

The Principal or their designee, upon receipt of a viable report of alleged bullying, shall promptly conduct an investigation. The investigation shall be completed within a reasonable amount of time from the date of the report. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on an as necessary basis.

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

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

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

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

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

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

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

#### Retaliation

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

#### Target Assistance

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

#### Training and Assessment

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

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

#### Publication and Notice

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

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

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

The bullying prevention and intervention plan shall be posted on the Wayland Public Schools

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

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

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended  
Federal Regulation 74676 issued by EEO Commission  
Title IX of the Education Amendments of 1972  
603 CMR 26.00  
MGL 71:37O  
MGL 265:43, 43A  
MGL 268:13B  
MGL 269:14A

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

APPROVED December 11, 2015

# Wayland Public Schools

## Bullying Prevention and Intervention Plan

Nov. 2010/Rev. April 2011 & Rev. Dec. 2015

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#### Introduction

On May 3, 2010 Governor Patrick signed an *Act Relative to Bullying in Schools (M.G.L. c. 71, § 370(b))*. This new law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to prevent and address bullying incidents. The law was updated in April 2014.

As a result of this law, every school district in Massachusetts submitted a Bullying Prevention and Intervention Plan (the “Plan”) to the Department of Elementary and Secondary Education (DESE) no later than December 31, 2010. Plans included information about the policies, procedures, curriculum, and activities that the district would follow to prevent bullying and retaliation, and how to respond to bullying when it occurs.

In order to develop Wayland’s Plan, we convened an **Anti-Bullying Work Group** (“Work Group”) composed of teachers, counselors, special education liaisons, and administrators who have worked tirelessly to meet the spirit and letter of the new law.

#### **Summary of our current status:**

The Work Group was pleasantly surprised when we assessed our schools’ current readiness to prevent bullying. While Wayland is certainly not immune from bullying (particularly cyber-bullying) and its deleterious effects, our incidents of bullying are lower than national, state, and Metrowest averages. In general, we discovered that our anti-bullying efforts were strongest in the elementary schools—which utilize the Open Circle program, a dedicated “social curriculum” taught by all faculty—and the middle school—which had recently complemented its advisory program with a new school-wide positive behavior concept (“BERT”). We discovered that the high school’s prevention strategies—including curriculum and staff training— were relatively weaker but that their procedures for responding to bullying were quite comprehensive.

#### **Highlights of the Plan:**

1. Reporting and investigative procedures were formalized and adopted by all WPS schools.
2. We have mechanisms for collecting student survey data regarding bullying.
3. New anti-bullying language is in place in all student and faculty handbooks.
4. All staff received an introduction to the new law and our procedures.
5. Each school implemented a full range of reporting mechanisms at all levels, including mechanisms for anonymous reporting, and making reporting forms more available to staff, students, and parents.
6. Our Special Education staff were trained in the new requirements of the law; they modified IEPs as required.
7. The acceptable use policy (for technology) was updated to include cyber-bullying.
8. We developed a core of bullying “trainers” which trained all staff at the high school.
9. Anti-bullying curriculum is in place at the elementary and middle schools.
10. All schools have excellent resources and referral processes for students and families in need of additional supports (e.g., Student Study Teams, partnerships with Wayland Youth and Family Services, etc.).

11. Elements of the intervention plan were presented to parents at all schools.

### **Future work/known challenges:**

12. The high school is adopted a cyber-bullying prevention curriculum the following year. The implementation of this curriculum required reallocating resources, particularly within our wellness and homeroom programs.
13. The high school adopted a strategy of actively promoting student-led school climate initiatives (e.g., revised Freshman orientation experiences, “buddy homerooms,” and events like “Rachel’s Challenge”). However, some of these initiatives are no longer at the school, being replaced by other initiatives, e.g. advisory.
14. Providing on-going, high-quality education to a wide spectrum of parents has occurred, however, present an ongoing challenge at all levels.
15. We have the following recommendations for the School Committee at that time:
  - a. Expand the district’s definition of bullying to include “retaliation”
  - b. Policy should note the role of parents—especially those of aggressors—in stopping bullying behavior.
  - c. Adopt language that notes a “philosophy of prevention built on education, discipline, and intervention”
  - d. Adopt language of “target” and “aggressor.”
  - e. Add retaliation to the definition of bullying

### **Organization of the Plan**

**I. Leadership:** The first section of our plan tells the story of the development of our plan including the steps we took to assess our current readiness to prevent bullying, the processes we used to gather data and input, and a list of who is responsible for implementing and overseeing the various aspects of the Plan.

**II. Training and Professional Development:** this section details the steps we have taken and will continue to take to keep our staff familiar with this Plan and our procedures for preventing and responding to bullying.

**III. Access to Resources:** this section details the resources and strategies Wayland employs for ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed.

**IV. Bullying Prevention Curriculum:** this section details the academic and non-academic curriculum we employ for bullying prevention and social skills development.

**V. Policies and Procedures:** this section details our policies pertaining to bullying and procedures we use to report, investigate, and respond to bullying.

**VI. Collaboration with Families:** this section provides an overview of our existing and planned strategies for educating and partnering with our families to prevent bullying.

**VII. Definitions:** this section includes key definitions of the terms used in this Plan.

**VIII. Relationship to Other Laws:** this section includes how the new Bullying Law relates to existing laws, particularly as they pertain to discrimination and harassment.

**IX. Appendix:** the appendix includes copies of the important forms we use for responding to incidents of bullying. The appendix also includes a checklist designed to help school leaders perform annual checks of their compliance with our Plan and the new law.

The December 31 deadline to submit our Plan to the state was an important milestone, but it is not the end of journey. As we have developed our Plan, we have done so with an understanding that new challenges and ideas will emerge during its implementation. Thus, we welcome feedback and look forward to working together with parents, students, community members, and all staff to create a safe and respectful learning environment for all students.

On behalf of the Wayland Public Schools Anti-Bullying Work Group,

-Bayard Klimasmith, Assistant Principal, Wayland High School

Debbie Bearse, Principal, Claypit Hill  
Stephanie Dines, Teacher, Claypit Hill  
Scott Dixon, Special Education, WMS  
Stephen Farina, Guidance, WMS  
Betsy Gavron, Principal, WMS  
Patricia Halpin, Teacher, WHS  
Mike Hehir, Counselor, Claypit Hill  
Bayard Klimasmith, Assistant Principal, WHS  
Jim Lee, Principal, Happy Hollow  
Eileen McManus, Counselor, Happy Hollow  
Ken Rideout, Teacher, WHS  
Beth Santomenna, Counselor, H.H/Loker

**A note about the April, 2011 version of this plan:** this version of the plan includes updates to the policy and procedures section, including provisions for disciplinary action for a student who knowingly makes a false accusation of bullying or retaliation.

**A note about the December 2015 version of this plan:** this version of the plan includes updates to the policy and procedure section, including provisions related to the definition of bullying which addresses those acts performed by school staff members.

## Leadership and the Development of our Bullying Plan

Wayland Public Schools has engaged in the following activities to ensure that our schools are in compliance with the *Act Relative to Bullying in Schools (M.G.L. c. 71, § 370(b)) and its amendment in April 2014.*

1. **New Anti-Bullying Policy and a reaffirmation of our priorities:** The School Committee created and passed a new Anti-Bullying Policy (see page **Error! Reference source not found.****Error! Bookmark not defined.**) that affirms our commitment to creating a safe and respectful learning environment for all students.
2. **Established an Anti-Bullying Work Group:** composed of teachers, counselors, special education liaisons, and administrators, the Work Group provided the district with a comprehensive review of our current bullying prevention practices and substantively revised our procedures for responding to bullying.
3. **Appointment of a district “Anti-bullying Coordinator”:** Gary Burton (Superintendent of Schools) appointed Bayard Klimasmith (Assistant Principal, Wayland High School) to coordinate our anti-bullying efforts, including chairing the Work Group and compiling our Bullying Prevention and Intervention Plan. Currently building principals and assistant principals at each school are responsible for the implementation of bullying prevention and intervention.
4. **New procedures for responding to bullying:** the Work Group created new procedures and forms for reporting, investigating, and documenting allegations of bullying. These new procedures also include guidelines for creating “safety plans” for targets of bullying and creating “remediation and discipline plans” for aggressors (see appendix for copies of the forms).
5. **Building Leaders:** Each building leader is responsible for the implementation of the Bullying Prevention and Intervention Plan, including
  - Inserting new anti-bullying language into student and faculty handbooks,
  - Inserting new Acceptable Use Policy into student handbooks,
  - Supervising the training of his or her faculty,
  - Ensuring that bullying prevention curriculum is in place, and
  - Following the newly adopted procedures for responding to bullying
6. **Solicited public involvement** in developing the Plan:
  - The Superintendent posted an initial plan (along with an introductory letter) on the school website and invited feedback.
  - Each school leader hosted a parent information session regarding bullying and our plans to address to bullying.
  - Each school leader wrote a letter to parents and guardians with an overview of our anti-bullying efforts.
  - The high school empowered students to develop initiatives that will enhance school climate and prevent bullying.
  - The high school convened a parent work group to help us develop effective parent education opportunities.
  - The Superintendent posted a draft of the Plan that incorporated the ideas and concerns of the community.

**7. Assessed needs and resources.**

- ❑ The Work Group mapped the district’s current “social” curriculum for students (including bullying, advisories, etc.). The Work Group discovered that our elementary and middle school curriculum was/is particularly strong. Our high school curriculum was relatively weaker but was enhanced by the adoption of the Bullying Prevention Cyberskills curriculum soon-to-be published by MARC (Massachusetts Aggression Reduction Center).
- ❑ The Anti-Bullying Coordinator assessed our relationship with community agencies, including meeting with the police department to clarify how they want us to include them in reporting bullying.
- ❑ The high school and middle schools analyzed our data from the Metro West Youth Risk Behavior Survey (MYRBS) concerning reported bullying and discovered that our rates of reported bullying (~20%) are less than average (~25%). We explored other survey tools because students had reported to us that some of their peers do not always take the MYRBS seriously (e.g., an unlikely 10% report bringing handguns to school!). Currently, we use the MetroWest Adolescent Health Survey instrument to gather data.
- ❑ The elementary schools use a home-grown “School Climate Survey” which includes safety and bullying issues. Their data also shows that bullying is less of a problem in our elementary schools than the national norms (we attribute this success to the strong “Open Circle” social-skills curriculum).
- ❑ The elementary schools also gather qualitative data during annual visits by guidance counselors to classes in which they ask students about safe/unsafe interactions, physical- and social-safety, and students’ emotional needs. That data mirrors the findings of the School Climate Survey.
- ❑ We plan to augment our current data-collection tools with a survey administered by Massachusetts Aggression Reduction Center (MARC) that collects input from parents about our handling of bullying.

**8. Planning and oversight:** We have designated leaders at each level to oversee and accomplish each of the following tasks:

<b>Task</b>	<b>Leader Responsible</b>
Receiving reports on bullying	<ul style="list-style-type: none"> <li>• Administrators at each building</li> </ul>
Collecting and analyzing building-wide data on bullying to assess the present problem and to measure improved outcomes	<ul style="list-style-type: none"> <li>• Administrators at each building</li> </ul>
Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors	<ul style="list-style-type: none"> <li>• Anti-bullying Work Group</li> <li>• Each building has created a “bullying binder”</li> <li>• The High School sent five staff members to the “train-the-trainer” workshop offered by MARC</li> <li>• The Cluster Leaders at the Middle School meet regularly to plan their advisory and BERT-related curriculum</li> </ul>
Planning for the ongoing professional development that is required by the law	<ul style="list-style-type: none"> <li>• The elementary school principals work with teacher leaders to coordinate Open Circle training for all staff</li> </ul>

<b>Task</b>	<b>Leader Responsible</b>
Planning supports that respond to the needs of targets and aggressors	<ul style="list-style-type: none"> <li>• Building level administrators and guidance counselors</li> </ul>
Choosing and implementing the curricula that the school or district uses	<ul style="list-style-type: none"> <li>• Director of Student Services</li> <li>• K-12 Wellness Curriculum Coordinator</li> <li>• Building Leaders</li> <li>• Climate Committee (Student group at the high school)</li> </ul>
Developing new and/or revising current policies and protocols under the plan, including an internet safety policy, and designating key staff to be in charge of implementation of them	<ul style="list-style-type: none"> <li>• Anti-bullying Work Group</li> <li>• Director of Technology</li> </ul>
Amending student and staff handbooks and codes of conduct	<ul style="list-style-type: none"> <li>• Anti-bullying Work Group</li> <li>• Building-level Administrators</li> </ul>
Leading the parent or family engagement efforts and writing parent information material	<ul style="list-style-type: none"> <li>• Building-level administrators</li> <li>• Building-level parent groups</li> </ul>
Developing new events and traditions to improve school climate at the High School	<ul style="list-style-type: none"> <li>• Student-led Climate Committee</li> </ul>
Reviewing and updating the plan each year, or more frequently	<ul style="list-style-type: none"> <li>• School Administrators</li> </ul>
Facilitating the administration of the MARC survey to parents	<ul style="list-style-type: none"> <li>• School Administrators</li> </ul>

## I. Training and Professional Development

*Under M.G.L. c. 71, § 37O Wayland Public Schools must provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.*

- A. Annual staff training on the Plan. The annual training for all school staff regarding the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.
- B. Ongoing professional development. The goal of our professional development activities is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Our professional development has and will continue to build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of schoolwide and districtwide professional development will be informed by research and will include information on:
- (i) developmentally (or age-) appropriate strategies to prevent bullying;
  - (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
  - (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
  - (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
  - (v) information on the incidence and nature of cyberbullying; and
  - (vi) Internet safety issues as they relate to cyberbullying.

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

- C. Additional topics for professional development include:
- promoting and modeling the use of respectful language;
  - fostering an understanding of and respect for diversity and difference;
  - building relationships and communicating with families;
  - constructively managing classroom behaviors;
  - using positive behavioral intervention strategies;
  - applying constructive disciplinary practices;
  - teaching students skills including positive communication, anger management, and

- empathy for others;
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

D. Written notice to staff. The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

**Table 1: Current and Planned Professional Development.**

<b>Who</b>	<b>What</b>	<b>When</b>	<b>Trainer</b>
Bus Drivers	Focused on recognizing and reporting bullying	September Orientation Meeting	First Student
All teachers (K-12)	Initial training regarding new law, school policies, recognizing, and reporting procedures	Sept., 2010 Beginning of each school year	Building Administrators
All Classroom Aides (K--12)	New law, school policy, and reporting procedures	August, 2010 Beginning of each school year	Building Administrators/ Spec. Ed. Team Leaders
Elementary teachers	Open Circle training	Ongoing (every other year)	Teacher Leaders
Middle School teachers	BERT training (for teacher advisory groups)	Ongoing	Rachel Poliner, from Educators for Social Responsibility (with house leaders)
High School anti-bullying trainers	Train-the-trainer: Teacher-leaders, administrators, nurses, counselors to become staff trainers	December 2, 2010	MARC
High School staff in small sessions	Bullying prevention, cyber-bullying, and review of reporting procedures	January-February, 2011	Trained staff members



## II. Access to Resources and Services

Wayland Public Schools has very robust long-established strategies for ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. These strategies include identifying students who need additional resources and providing counseling or referral to appropriate services for aggressors, targets, and family members of those students.

Pathways and access to resources vary by student need and case, but they follow the general pathway of moving from teachers identifying concerns (Tier One, see below), to guidance counselors working with students and/or their families (Tier Two), and, in the most difficult cases, referrals to each school's Student Study Team (SST) for referral to resources in and out of school including special education or outside counseling (Tier Three).

### **Tier One School Resources**

- Grade-level seminars: for elementary teachers to student issues
- Cluster meetings: for middle school teachers to discuss student issues
- Guidance counselors (at all levels)

### **Tier Two School Resources**

- Weekly counseling meetings: for counselors to discuss sensitive or difficult cases
- Social Skills Programs: formal and informal programs aimed at bolstering social skills and developing students' social connections. "Lunch Groups" (elementary and middle schools) and "Social Skills Groups" (high school).

### **Tier Three School Resources**

- School adjustment counselors: crisis intervention counseling and consultation
- School psychologists
- Student Study Teams (SST): at all levels. Used for conferencing about particularly difficult cases that may require referrals to special school-provided services, outside service providers, referrals for tiered instruction, and/or special education (see more detailed description below).
- Special Education: for students who are determined to have a disability that affects social skills development or the student may participate in or is vulnerable to bullying,

### **Tier Three Outside Resources**

- Human Relations Services: Wellesley (781) 235-4950, [www.hrshelps.org](http://www.hrshelps.org)  
Clinical, consultation, community education, and employee assistance mental health services.
- Wayland Youth & Family Services: Wayland (508) 358-4293, [www.wayland.ma.us/youthservices](http://www.wayland.ma.us/youthservices)  
Free individual, group, and family counseling.
- METCO Inc., for therapy

### **Student Study Teams (SST)**

**Each school building in Wayland has an SST (Student Study Team), which is the forum for pre-referral conferencing about at-risk students. The permanent numbers of the team traditionally consist of building administrators, the department head of special needs, the head of guidance, the school adjustment counselor (or equivalent), the school psychologist, and at least one teacher. The district Director of Student Services may also sit in on these meetings. SST meets at least once every two weeks at the high school and at minimum of once a month at the elementary schools.**

**Referrals for issues related to bullying will use the same procedures we use for all referrals to SST:**

1. Concerns about a particular student are directed to the student's guidance counselor.
2. The guidance counselor gathers information—as appropriate—from the student, administrators, the student's teachers, and/or parents.
3. The counselor will submit the name to the SST (usually by notifying the head of guidance in advance, but emergency cases can be brought up at any time).
4. At SST, concerns will be discussed, strategies developed, and a determination made as to whether options can be implemented within the regular education program or whether the case requires referral to an outside service provider or to special needs. If a referral is not made, the guidance counselor will continue to monitor the student's progress.

### **Students with disabilities**

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

### III. Bullying Prevention Curriculum

*The law requires each district to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curricula. Curricula must be evidence-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. Wayland plans to reassess our curriculum once the Department of Secondary and Elementary Education publishes its guidelines for implementing social and emotional learning curricula (due by June 30, 2011). Other resources are currently available on the Department's website at <http://www.doe.mass.edu/ssce/bullying/>.*

A. Specific bullying prevention approaches. The current bullying prevention curricula listed in Table 2 (next page) is informed by current research which, among other things, emphasizes the following approaches:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyber bullying, including the underlying power imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.
- teaching students about the student-related sections of the Bullying Prevention and Intervention Plan.

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

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- using appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

**Table 2: Current and Planned Bullying Prevention Curriculum**

**“Open Circle” curriculum**

- Comprehensive, grade-differentiated social and emotional learning program for grades K-5 children, their teachers, administrators, other school staff, parents and caregivers
- Provides the whole school community with a common approach for creating and maintaining a safe school climate for all students.
- Twice a week, in social studies
- Published by Stone Center (at Wellesley)
- Used and revised for over twenty years
- Research-based, preventative
- Topics include:
  - Sexual abuse awareness (grades 1, 3, 5)
  - Classifying behaviors (e.g., “dangerous and destructive)
  - Social skills: e.g., Problem-solving, good manners, listening skills
  - Grades 3-5: targeted lessons on the definition of bullying, and the role of the bystanders in bullying episodes

**Elementary (K-5)**

Loker  
Claypit Hill  
Happy Hollow

**TAG (teacher advisory groups)**

- Curriculum developed with consultation of and training by Rachel Poliner (Educators for Social Responsibility)
- House leaders design and disseminate TAG activities
- TAG groups, two adults per homeroom of 24 students each
- Activities stress team-building, identity clarification, service and school-wide positive behavior concept BERT (belonging, empathy, respect, trust)
- Some embedded in wellness curriculum
  - “Bully Proof” (6th grade)
  - “Stand Up/By” (7th grade)
  - “Hurting/Flirting” (8th grade)
- Homeroom meets every day, TAG once a week as extended homeroom

**Middle (6-8)**

Wayland Middle

### **Current Wellness Curriculum**

- Relevant topics include:
  - social dynamics
  - sexual/physical harassment
  - awareness of power differentials (high-status vs. low-status)
  - healthy relationships/team dating violence

### **MARC cyber-bullying curriculum (launched late winter 2011)**

- Awareness of power differentials (high-status vs. low-status)
- Clarification of current most popular forms of bullying (i.e., social- and cyber-)
- Tools for avoiding “bullying by accident”
- Best practices for online behavior

## **High (9-12)**

Wayland High

### **Student-Developed Events and Traditions (fall 2011)**

- Climate Committee composed of students and faculty mentors is currently exploring events and new traditions to improve school climate.
- See Appendix for copy of *Invitation for Proposals*

### **School-wide Initiatives**

- Advisory program once a week

## **IV. Policies and Procedures for Reporting and Responding to Bullying and Retaliation**

### ***Definition of Bullying***

Massachusetts law gives school officials the power to investigate and discipline bullying that occurs ***on or off school grounds*** (e.g., cyber bullying from a home computer) if that bullying creates a hostile environment at school for the victim (“target”), infringes on the rights of the target at school, or materially and substantially disrupts the education process or orderly operation of the school, as determined by school administrators.

- repeated use** by one or more students or school staff members of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (must include at least one of the following)
  - causes **physical or emotional harm** to the target or damage to the target’s property;
  - places the target in **reasonable fear of harm to himself** or herself or damage to his or her property;
  - creates a **hostile environment** at school for the target;
  - infringes on the rights** of the target at school; or
  - materially and substantially **disrupts the education process** or the orderly operation of a school.
  - Retaliation from reporting of previous incident (not part of official School Committee definition)*

**Note regarding Technological/Cyber-bullying:** Bullying through the use of technology or any electronic communication including, but not limited to:

- the creation of a web page or blog in which the creator assumes the identity of another person, or
- the knowing impersonation of another person as the author of posted content or messages, or
- 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

**False Accusations:** Any student who knowingly makes a false accusation of bullying or retaliation will be subject to disciplinary action including, but not limited to parent conferences, reprimand, detention, loss of privileges, and/or suspension. An educational component will be part of the actions taken. If the false accusations have civil and/or criminal elements then further actions may be taken by appropriate law enforcement agencies.

### ***Reminders to all staff responding to bullying***

- **Do not ignore bullying:** Bullies count on adults to ignore bullying behaviors, and this allows them to continue bullying activities. (Steiner, A. 2002).
- **Intervene immediately; bullying is common, but not benign.** Bullies are much more likely to grow up to have criminal or violent behaviors. Targets of bullies suffer disproportionately from mental health problems, school problems, and social problems. Children who witness bullying spend an inordinate amount of time seeking to avoid it and worrying about it.
- **Separate alleged bully & target:** do not use mediation or attempt to force them to confront one another.
- **Bullying is different from conflict.** Conflict is an equal-power quarrel or problem between two students. Bullying is abuse; it occurs when a socially powerful (popular or feared) student mentally or physically abuses a weaker (fearful) student, for the purposes of making them afraid and hurt.
- **Stay neutral and calm.** The tone you take with students during investigations will affect your ability to defuse the bullying.
- **Don't make promises** or deals until your investigation is complete.
- **Reassure reporters and target(s)** that they have done the right thing by reporting. Make sure they know they will be protected from retaliation.
- **Empower aggressors to change.** Remind aggressors that they have power to stop the bullying. Teach them strategies to stop (e.g., "for now, stay off of Facebook").
- **Maintain confidentiality but ACT:** it is important to protect reporters from retaliation, but information on bullying **MUST** be acted upon. There are no "off-the-record" conversations.
- **Be objective** in your note-taking; your emails and the notes you take in meetings about students become part of their official record.
- **Be timely!** The faster you talk to all students involved, the less likely that the students will feel social pressure to change their stories.

### ***Reporting bullying or retaliation***

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written.

#### **1. Reporting by Staff**

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

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

The district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student or a staff member to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report.

Students, parents, and others will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

**Oral reporting:** Oral reports made by or to a staff member shall be recorded in writing onto an *Incident Reporting Form* (see appendix).

**Anonymous reporting:** Reports may be made anonymously using the anonymous reporting form available on each school's web site.

**Incident Reporting Form:** Use of an *Incident Reporting Form* is not required as a condition of making a report.

#### **Notification of reporting procedures and distribution of reporting forms:**

Each school will: 1) include a copy of the *Incident Reporting Form* in the beginning of the year packets for students and parents or guardians and staff; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The *Incident Reporting Form* will be made available in the most prevalent language(s) of origin of students and parents or guardians in the district (i.e., English).

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.



### ***Procedures for School Staff Receiving a Report of Bullying***

1. Review the definition of bullying (see 54), ideally with the reporter present (e.g., target, friend of target, parent, etc.).
  - a. If incident does not seem to meet the definition of bullying, treat the incident with standard school disciplinary or conflict resolution procedures.
  - b. If incident meets the definition, or you have any doubts about whether it *might be bullying*, continue to follow the procedures below or immediately refer the situation to an administrator.
2. Notify the reporter that because this incident may constitute bullying, we have an obligation to investigate and take action in a timely manner including:
  - interview all students involved,
  - collect evidence including digital or hard copies of electronic communication, web pages, notes, etc.,
  - review previous disciplinary records of all students involved,
  - notify parent(s)/guardian(s) of all students involved,
  - notify the police if it is believed that criminal charges may be pursued against the aggressor,
  - apply appropriate disciplinary action,
  - notify target's parent(s)/guardian(s) of action taken to prevent further acts of bullying, to the extent consistent with state and federal confidentiality laws (note: we cannot share the extent of all disciplinary actions with the target's family).
3. Refer investigation to administrator or administrator's designee.
4. If time allows, complete a copy of the ***Incident Reporting Form*** (see appendix).

### ***Administrative Investigation Procedures***

1. Use ***WPS Bullying Investigation Form*** (see appendix).
2. Review ***Incident Reporting Form*** if one was submitted.
3. Develop Initial Safety Plan
  - Before fully investigating the allegations of bullying or retaliation, take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target.
  - Take additional steps to promote safety during the course of and after the investigation, as necessary.
  - Implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.
4. Prepare to interview students and/or staff:
  - Review students’ discipline and school records (include: IEP, 504s) to see if there are prior similar incidences.
  - Consult, as needed, with additional staff (e.g., SPED Liaison, METCO advisor, counselor, nurse).
  - Determine which additional staff, if any, needs to be present during student interviews and/or decision process (e.g., SPED Liaison, other administrator, staff member of same gender as target, etc.).
  - Take reasonable precautions to ensure that students or staff members are unable to communicate or undermine the investigation (e.g., confiscate phones, call all students to the office at the same time, but interview separately).
  - Determine which students or staff need to be interviewed. Include target(s), aggressor(s), and bystander(s).
5. Interview all students and/or staff involved, ideally one at a time (e.g., confiscate cell phones and house one student in one office while talking to another student in another office).
  - Read back to the student or staff a summary of his or her account to ensure accuracy of your notes.
  - Remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.
  - If applicable, ask students to provide written statements.
6. If physical injuries occurred, ask nurse to examine target.
7. Collect and compile evidence:
  - Print-outs of blog posts, social networking pages, emails, etc.

- Make copies (as applicable) of student notes, nurse report(s), police report(s), and other written statements.

8. Determine whether bullying has occurred.

- If the student has an IEP, work with his or her liaison and Team to determine whether the behavior is a manifestation of the student’s disability.

**False Accusations:** If you determine that the accusation was *knowingly false*—that is, that the accuser was, in essence, *using* school officials to harass another student unnecessary questions and attention—you may need to deal with the accuser as you would with any other aggressor.

Any student who knowingly makes a false accusation of bullying or retaliation will be subject to disciplinary action including, but not limited to reprimand, detention, loss of privileges, and/or suspension. An educational component will be part of the actions taken. If the false accusations have civil and/or criminal elements then further actions may be taken by appropriate law enforcement agencies.

**Response Plan**

9. Working with the aggressor, complete a **Behavioral Remediation Agreement** (included in the packet) that includes warning against retaliation and repeat offences. It should include disciplinary actions, strategies and supports to be used to stop the bullying and restore a sense of safety for the target, including steps taken to ensure there is no retaliation against the targets or reporters. See the table below for a menu of options. Note the following:

- Aggressors can be required to undergo counseling with an in-house counselor (i.e., authorized school staff) as part of their remediation agreement or behavior plan.
- We can require outside counseling, but the district would pay the cost UNLESS the student has been charged with a felony and/or been expelled (e.g., 37H.5) in which case we can require parent-sponsored counseling as a condition of returning to school.

10. Notify the aggressor of his or her rights and the process to appeal your decision.

11. Meet with the target and/or bystanders to develop a safety plan.

<b>Disciplinary Actions</b>	<b>Remediation Actions</b>	<b>Target Safety</b>
<ul style="list-style-type: none"> <li>○ Admonishment, warning</li> <li>○ Temporary removal from the classroom</li> <li>○ Loss of privileges</li> <li>○ Classroom or administrative detention</li> <li>○ In-school suspension during the school week or the weekend</li> <li>○ Out-of-school suspension</li> <li>○ Legal action</li> <li>○ Expulsion or termination</li> <li>○ Consequences for repeat offenses</li> </ul>	<ul style="list-style-type: none"> <li>○ Meetings between parents</li> <li>○ Counseling</li> <li>○ Education including strategies to avoid repeating behavior.</li> <li>○ Academic and nonacademic positive behavioral supports</li> <li>○ Revision of IEP, if applicable</li> <li>○ <b>Individual Behavior Plan</b> (for repeat offenders; form is included in this packet)</li> <li>○ Referral to Special Education (for repeat offenders who fail to respond to Individual</li> </ul>	<ul style="list-style-type: none"> <li>○ Guidelines for avoiding further unnecessary contact with the target</li> <li>○ Clarification about who will be notified</li> <li>○ Notify staff about incident and danger of further contact</li> <li>○ Strategies to avoid further bullying (e.g., script, role playing, etc)</li> <li>○ Identifying trusted adults and “safe areas”</li> <li>○ Education about rights to be free of retaliation and</li> </ul>

## Behavior Plans)

reasonable expectations about social consequences for being part of a bullying investigation (e.g., people will talk about it, but they may not retaliate)

- Periodic check-ins
- Whole community meetings
- Identification and empowerment of bystanders
- Education about technology

### ***Notification***

12. Notify parent(s)/Guardian(s) of the target and aggressor about your determination and—to the extent allowed by confidentiality laws—actions taken.
  - Do not share student and or staff names or disciplinary actions with a third party. Parents of targets do NOT have the right to know the name of the aggressor (or disciplinary actions taken against aggressor).
13. Consult with police, as needed.
  - There is no such thing as “criminal bullying” but we should consult with police if the aggressor used another criminal action (e.g., harassment, stalking, assault/battery).
14. Contact other schools, coaches, and staff members (as appropriate) for implementing the disciplinary, remediation, and student or staff safety actions.
  - School administrators may not share information about students and/or staff with anybody except part or full time “authorized school personnel” (this include coaches and contracted service providers). In order to maximize the privacy and safety of students, administrators should exercise discretion when informing staff members.
  - Administrators may only share information with Wayland Youth and Family Services if we have the permission of the student’s family.

### ***Documentation***

15. Each school has a “Bully Binder.” Use this binder to store incident and investigation forms, alphabetically by aggressor and their date of graduation.
  - Discipline information is part of each student’s temporary record. Keep bullying records for six years.
  - Temporary records must be destroyed no later than seven years after the student graduates. (this includes electronic records)
  - Your personal “notes” can be kept indefinitely, as long as you don’t share with or consult them in the presence of parents or students.
16. Use your school’s student information system (e.g., iPass, student files) to document the results of your investigation, including:
  - a. Determination of bullying
  - b. Disciplinary, remediation, target safety actions taken.
  - Do not use the student information system “alert system” to label aggressors.

17. File copies of ***Bullying Investigation Form, Incident Reporting Form*** (if any), ***Behavioral Remediation Agreement*** (if any), and ***Individual Behavior Plan*** (if any, for repeat offenders only) in your school's Bullying Binder.
18. Give copies of relevant forms to Guidance Counselors and Special Education staff (e.g., in cases of repeat offenders)

V. Collaboration with Families

In creating our Plan, we wanted to ensure that we built in strategies to engage and collaborate with students’ families in order to increase the capacity of the district to prevent and respond to bullying. In particular, the law requires us to communicate with families regarding:

- A. Parent education and resources. The district must offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with each school’s PTO, School Councils, Special Education Parent Advisory Council, or similar organizations.
- B. Notification requirements. Each year the district must inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The district will provide parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information will be made available to parents or guardians in an electronic format, and will be available in the language(s) most prevalent among parents or guardians. The district will post the Plan and related information on its website.

**Table 3: Family Collaboration Events and Strategies**

Schools	Format	Content	Date
All district	WPS Bullying Prevention on district Web Site	<ul style="list-style-type: none"> <li>• Includes copies of this Plan, student curriculum resources, Bullying reporting forms/links, resources for parent education</li> </ul>	Ongoing
All district	Letters from superintendent, and building principals	<ul style="list-style-type: none"> <li>• Includes copies of this plan</li> <li>• Overview of reporting procedures</li> </ul>	Beginning of school year
Building level	Cyberbully presentations	<ul style="list-style-type: none"> <li>• Review of cyber-safety procedures</li> <li>• Guided parents through activities used by TAG groups to build healthy relationship and resiliency</li> </ul>	Ongoing
Middle School	PTO Meeting: Regarding Advisory Groups and BERT	<ul style="list-style-type: none"> <li>• Discussion focused on district Plan, particularly procedures used to report and respond to bullying</li> </ul>	Scheduled by principal

Schools	Format	Content	Date
Elementary Schools	Joint Elementary Night: Anti-Bullying	<ul style="list-style-type: none"> <li>• Co-sponsored by PTO.</li> <li>• Focus on bullying prevention and current curriculum</li> <li>• Also included procedures used to report and respond to bullying</li> </ul>	Scheduled by principal
High School	PIE (Parent Information Exchange) Meeting	<ul style="list-style-type: none"> <li>• Share information and solicit input regarding further engaging parents</li> </ul>	Ongoing
High School	Meetings with small groups of interested parents	<ul style="list-style-type: none"> <li>• Follow-up discussions from PIE meeting</li> </ul>	Ongoing

## VI. DEFINITIONS

*Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, as noted below.*

**Aggressor** is a student and/or staff who engages in bullying, cyberbullying, or retaliation.

**Bullying**, as defined in M.G.L. c. 71, § 37O, is the repeated use by one or more students and/or staff members of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

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

**Cyber-bullying**, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 37O for the legal definition of cyberbullying.

**Hostile environment**, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

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

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

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



## VII. RELATIONSHIP TO OTHER LAWS

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

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

**B. Relationship to existing disciplinary regulations**

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

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

VIII. APPENDIX



**Wayland Public Schools**  
***BULLYING INVESTIGATION FORM***

Investigation start date:

Name of student and or staff member target:

Age:

Grade:

School :

Name(s) of alleged aggressor(s) (If known):

Age:

Grade:

School :

**Investigation**

- Review & Attach ***Incident Reporting Form***
- Review students' discipline and school records (include: IEP, 504s)
- Consult as needed with additional staff (e.g. SPED Liaison, METCO advisor, counselor, nurse). Include names here:
  
- Determine which additional staff, if any, needs to be present during student interviews and/or decision process. Include names here:
  
- Conduct students interviews
- Read back to each student a summary of his or her account to ensure accuracy of your notes.
- If physical injuries occurred, ask nurse to examine target.
- The following checked items are attached to this report
  - Incident Reporting Form (if available)*
  - Print-outs of blog posts, social networking pages, emails, etc.
  - Copies of other evidence
  - Copies of investigator's notes (e.g. transcripts of interviews, etc.)
  - Nurse report(s)
  - Police report(s)
  - Written statements from interviewees, reporters, etc.

**Determination:**

- Check all that apply:
  - repeated use** by one or more students and/or staff member of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (must include at least of the following)
    - causes **physical or emotional harm** to the target or damage to the target's property;
    - places the target in **reasonable fear of harm to himself** or herself or damage to his or her property;
    - creates a **hostile environment** at school for the target;
    - infringes on the rights** of the target at school; or
    - materially and substantially **disrupts the education process** or the orderly operation of a school.
    - retaliation from reporting of previous incident*
- Provide brief description of the nature of the bullying (if any):
  
- Provide a Final determination:
  - Incidents **did not** meet the standard of bullying
  - Bullying has occurred and will be dealt with in-house
  - Criminal bullying has occurred and police should be notified of possible criminal charges

**Wayland Public Schools**  
***BULLYING INVESTIGATION FORM***

**Response Plan** (if any)

Disciplinary Actions:

Remediation Actions:

- Behavioral Remediation Agreement attached
- Individual Behavior Plan attached (repeat offenders only)

Student Safety Actions:

**Notification and Documentation**

- Parent(s)/Guardian(s) of the target
- Parent(s)/Guardian(s) of aggressor
- School information system (e.g., iPass or student files)
- School alert system (if necessary)
- Counselor of target
- Counselor of aggressor
- Special Education (for repeat offenders)
- Police (if criminal charges may be pursued)
- Other schools, coaches, and staff members (as appropriate) for implementing the disciplinary, remediation, and student safety actions. Please describe:

---

Administrator/Investigator Signature

Date:

**Wayland Public Schools**  
***BEHAVIORAL REMEDIATION AGREEMENT***

Name of student and/or staff member:	Date:		
	Age:	Grade:	School :

**Reason** for Behavioral Remediation Agreement:

I agree to the following **terms to change my behavior**:

I will need the following **support(s)** to help me meet the obligations of my agreement:

The **implications** of me NOT meeting the expectations are as follows:

---

Student and/or staff member Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator/Investigator Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Wayland Public Schools**  
***INDIVIDUAL BEHAVIORAL PLAN***

	Date:	
Name of student and/or staff member:	Age:	Grade: School :

**Reason** for Behavior Plan:

**Student Behavior Goal:**

1. Objective
2. Objective
3. Objective

**Student Supports**

**Timeline/Monitoring Of Plan And Progress Towards Goals**

Daily\_\_ Team Contact\_\_\_\_\_

Weekly\_\_ Team Contact\_\_\_\_\_

**Termination From Plan**

**Date Of Termination:**

---

Student and/or staff member Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Plan Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator/Investigator Signature \_\_\_\_\_ Date: \_\_\_\_\_

# A call for proposals for preventing bullying and improving school climate

Dear students,

Do you have an idea about how we could better combat bullying at **Wayland High School**? Are you looking for a leadership opportunity? Would you like to earn credit by improving school culture? If so, your proposals are welcome!

As you probably know, the new anti-bullying law (*M.G.L. § 370(b)*) prohibits bullying and retaliation in all public private schools, and requires schools and school districts to certain steps to addressing bullying.

I am convinced that the issue of bullying is related to larger issues in our school culture—issues that could be most powerfully addressed by students instead of adults.

1. Insensitivities to the **real and perceived power differentials** among students on our campus—would students be nicer to one another if they understood one another better? Do students understand how much power they have to *hurt* one another?
2. Increases in **depression and anxiety**—why are so many of students feeling *alone* and *vulnerable*?
3. The power of **social networking tools and mobile devices** to amplify negative interactions between students—how much anxiety and bullying at WHS could be prevented if students used cyber tools more responsibly?
4. The **power of bystanders** (B-G in the diagram)—what are the social pressures that prevent students from supporting students in crisis or confronting bullying? Why do our young people “allow” their peers to accumulate social capital by being mean to others?

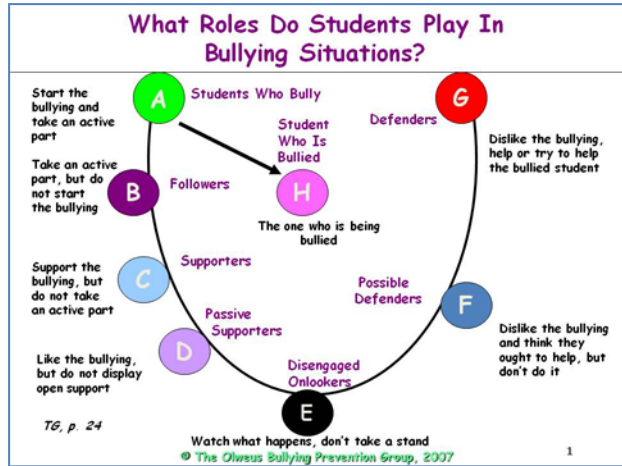
### What is your idea? What do you want to do?

If you are interested in tackling any of the issues listed above, I invite you to discuss your proposal with me. When we meet, prepared to address the questions in the box to the right.

Students interested in getting credit for their proposal will be enrolled in an independent study class during second semester. While the specific expectations will vary depending on the proposal, I am looking for students who are serious about dedicating a significant amount of time to making WHS a campus where everybody feels safe, supported, and welcome.

I look forward to hearing your ideas!

Mr. Bayard Klimasmith, Assistant Principal, Wayland High School (April 2011)



c. 71, and take

**Statement of the problem:** What specific problem(s) you are trying to address?

**Proposed solution:** What do you propose to do?

- Bring a presenter to campus
- Make a presentation of your own
- Launch an awareness campaign
- Create or coordinate an event or activity
- Start a new tradition in our new building
- Introduce a new curriculum
- Reform an existing practice, tradition, and policy
- Create a video
- Other: \_\_\_\_\_

**A theory of action:** What is your theory about the causes of this problem? How will your proposed solution address the problem?

**Project outline:** Who's doing what? By when?

**Support/Resource needs:** Do you need help, permission, or support from a faculty or community member? Do you need funding?

be



## ***BUILDING ADMINISTRATOR CHECKLIST***

*This checklist is designed to be used annually by building administrators to ensure that their buildings are in compliance with the new law and WPS's Bullying Prevention Plan.*

- Maintain “Bullying Binder” with new forms and procedures
- Distributed/publicized mechanisms for reporting
  - Incident Reporting Forms
    - main office
    - nurse’s office
    - counseling office
    - on school webpage
  - Anonymous web-based reporting form
- Student handbook includes definition and reporting procedures
- Acceptable Use Policy includes references to cyber-bullying
- Faculty handbook includes reporting procedures
- Social “curriculum” includes bullying-prevention
- Parent outreach (meetings, events, and website)
  - Resources
  - Information about curriculum
  - Information about how the school responds to bullying
  - Information about how to report bullying
- Implementation of surveys or other mechanisms to collect data re: bullying
- Training of faculty and staff
  - Bullying prevention
  - Procedures for responding to bullying

# Chapter 222:

## 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.

### **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.

### **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 related events, including athletic games may be subject to expulsion from the school or school district by the principal.

# Wayland Public Schools

## Prevention of Physical Restraint and Requirements - Procedures

The Wayland Public Schools complies with the Department of Elementary and Secondary Education (hereinafter “DESE”) regulations governing the use of restraint, which can be found at 603 CMR 46.00 et seq. (hereinafter “Regulations”). According to their terms, the Regulations apply not only at school but also at school-sponsored events and activities, whether or not on school property. Additional information including a copy of the regulations can be obtained from the Director of Student Support Services Office or obtained at [www.doe.edu/lawsregs/603cmr46.html](http://www.doe.edu/lawsregs/603cmr46.html).

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

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

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

### **Definitions**

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

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

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

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

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

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

*Physical Restraint:* direct physical contact that prevents or significantly restricts a student’s freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing

physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

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

## **Requirements for Use of Physical Restraint**

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

## **Prohibitions**

Physical restraint shall not be used:

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

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

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



## **Proper Administration of Physical Restraint**

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

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

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

## **Staff Training**

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

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

## **Reporting Physical Restraint Use**

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

## ***Reporting within School and to Parents***

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

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

## ***Reporting to the Department of Elementary and Secondary Education***

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

### **Administrative Reviews of Physical Restraint Use**

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

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

### **Prevention of Dangerous Behavior**

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

### **Parent Engagement**

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

### **Complaints**

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

### **Preventing Restraints**

Roles of Individuals:

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

## **De-escalation Techniques and Alternatives to Restraint**

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

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

## Behavioral Support Procedures

### Time-Out

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

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

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

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

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

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

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

### Documenting Exclusionary Time-Out

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

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

## **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.**

**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 aforementioned 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

## ALCOHOL AND DRUG USE

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

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

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

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

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

Approved: August 25, 2016

## PHYSICAL RESTRAINT OF STUDENTS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations of last resort after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603CMR 46.02.

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

Physical restraint, including prone restraint where permitted under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements; including, but not limited to making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00,
- A process for obtaining principal approval for a time out exceeding 30 minutes.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint".

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

SOURCE: MASC

ADOPTED: August 2015

School Committee Approval: November 30, 2015

LEGAL REF.: M.G.L. 71:37G

603 CMR 46.00

**HEAD INJURY AND CONCUSSIONS IN  
EXTRACURRICULAR ATHLETIC ACTIVITIES  
POLICY**

It is the policy of the Wayland Public Schools to provide information and standardized procedures for persons involved in the prevention, training, management, and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities<sup>1</sup> 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.

<sup>1</sup> 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 Cochituate 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  
8<sup>th</sup> 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 358-7746  
Marybeth Sacramone, Guidance Counselor: 358-7746

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: 358-8641  
Beth Santomenna, Guidance Counselor: 358-6281

Loker: Brian Jones: 358-8601  
Laurel Pirelli, Guidance Counselor: 358-8601

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.



## **Wayland Public Schools Directory Information Notice**

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

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

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

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

- |                           |  |
|---------------------------|--|
| ● Student name            | ● Participation in activities and sports       |
| ● Address                 | ● Weight and height                            |
| ● Telephone               | ● Degrees, honors, and awards received         |
| ● School eMail            | ● Recent school attended                       |
| ● Photograph              | ● Student ID or unique user/student identifier |
| ● Date and place of Birth | ● Post HS Plans                                |
| ● Major field of study    |  |
| ● Dates of attendance     |  |
| ● Year of Graduation      |  |

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

## **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