

STAFF HANDBOOK

HAPPY HOLLOW SCHOOL

2022-2023

Kindness Matters

K ~ Kind

I ~ Invested in learning

N ~ Need to include

D ~ Determined to do our best

We make **kindness** matter.

We **invest** in learning and getting smarter.

We **need** to include everyone.

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

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FACULTY AND STAFF 2022-2023

<https://docs.google.com/document/d/13ECMSz8HcTXu06ykmWvqT9vJLsPYKGNyy8YLyc2Lg8g/edit?usp=sharing>

SUPERINTENDENT'S OFFICE

District Administration Contact Information:

Superintendent: Dr. Omar Easy.....508 358 3774

Assistant Superintendent: Dr. Parry Graham.....508 358 3772

Director of Teaching, Learning, Assessment and EL: Michelle Crowell.....508 358 6815

Director of Operations: Tom Lafluer.....508 358 3750

Interim Director of Special Education: Dr. Barbara J. Cataldo508 358 3756

Director of Technology: Leisha Simon.....508 358 3714

METCO Director: Tony Laing.....508 358 3714

School Committee:

Chris Ryan, Chair
Ellen Grieco, Vice Chair
Jeanne Downs
Jess Polizzotti
Erin Gibbons

Chris_Ryan@waylandps.org
Ellen_Grieco@waylandps.org
Jeanne_Downs@waylandps.org
Jessica_Polizzotti@waylandps.org
Erin_Gibbons@waylandps.org

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

REPORT CARDS AND PARENT-TEACHER CONFERENCES

The principle 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 12, October 19, October 26, November 2, November 9. 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.**

Report cards are sent out twice a year; once in February and once on the last day of school.

The second conference period will be held March 8, March 15, March 22 and March 29, April 5. Any subsequent meetings with parents will be scheduled by mutual agreement on an as-needed basis.

SCHOOL HOURS

Traditional Kindergarten 7:45-11:30

*Full Day Kindergarten and Grades 1 – 5: 7:45 - 2:25 (**Wednesday dismissal 1:15**).*

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

Student Expectations:

The following are the student expectations for proper behavior throughout the school. Please be familiar with them as all staff is expected to assist students in adhering to all rules:

Note: Student Expectations are formatted as they appear in the Happy Hollow Student Handbook

HAPPY HOLLOW CORE VALUES

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 health is improved through vigorous physical activity.
8. We try our best, take risks and learn from our mistakes.
9. We feel successful when we work hard and learn new skills.

RIGHTS AND RESPONSIBILITIES

Every student at Happy Hollow School has certain rights and responsibilities. If a student violates someone else's rights or if a student does not take care of his or her responsibilities, there are consequences.

RIGHTS: a right is something you deserve that no one is allowed to take away from you. At Happy Hollow School, you have the right to be safe, the right to be treated with respect, and the right to be able to learn.

RESPONSIBILITIES: a responsibility is something you are expected to do because it is the right way to behave. No one should have to ask you or make special rules about it. At Happy Hollow School, you are responsible **for acting in a manner that keeps you and others safe**, you are responsible **for treating yourself, others, and the environment and materials with respect**, and you are responsible **for acting in a way that makes it possible for you and others to learn**.

1. In the classroom, I

- follow directions.
- pay attention.
- listen to others' ideas.
- persevere and am hardworking.
- ask for help when I need it.
- learn in a way that doesn't distract from the learning of others.
- follow the classroom rules and routines.

2. In the hallways, I

- always walk.
- stay quiet, remembering to respect others' learning as I walk by.
- stay in line with my class.
- I look at, but don't touch things in the hallways.
- keep the hallways clean, orderly, and attractive.
- leave others' belongings alone.

3. On the bus, I

- stay in my seat until it is my turn to get off.
- keep my hands, feet, and backpack, etc. in my own space.
- keep everything inside the bus.
- use a quiet voice, talk only to people close by.
- keep the content of my conversations appropriate.
- keep the bus clean and attractive.
- take turns being first in line at my bus stop.

4. In the bathroom, I

- use a quiet voice.
- respect others' privacy.
- flush toilets and wash hands.
- place towels or other paper in trash cans.
- don't climb or play.
- keep sinks clean.
- report problems to my teacher.

5. In the cafeteria, I

- use a quiet voice.
- keep my body in my own space at the table.
- talk only to the people sitting nearby.
- keep the content of my conversations appropriate.
- include other students.
- raise my hand if I need help.
- show good manners to others and to all adults.
- recycle appropriate materials.
- throw all trash into the trash bins.
- clean up if I drop or spill something.
- ask for permission to leave the cafeteria.
- remain in my assigned seat.
- always respect the flags that represent the countries that make up our world.

6. During assemblies and gatherings, I

- come in and leave in a quiet and orderly way.
- use a school listening look.
- listen respectfully to any presentation.
- sit in my own space.
- stay sitting flat so the people behind me can see.
- raise my hand if I need something.
- clap politely when the presentation ends.

7. On field trips, I

- follow all the bus rules during the ride.
- pay attention to directions from the adults in charge.
- move in a quiet orderly way.
- use a school listening look.
- listen respectfully to any presentation.
- raise my hand if I need something or have a question.
- use an appropriate voice and appropriate language.
- clap politely when a presentation ends.
- finish any work that I am supposed to do.
- am a good representative of the community for Happy Hollow School.
- act in a way so that everyone there can learn and enjoy the event.

8. On the playground, kindness matters, therefore...

- I keep my body under control,
 - never biting,
 - fighting,
 - hitting,
 - kicking
 - or spitting.
- I don't play rough or dangerous games including:
 - bunion,
 - wall-ball,
 - tackle football
 - using, touching, playing with sticks and rocks of any size
 - or any pretend games that are violent. (Imagination is great but I know that I cannot pretend to hurt someone with a pretend gun or any other weapon.)
- I stay on the playground where teachers can see me.
 - I do not go into the woods.
 - I do not go around the sides of the building or behind or in between the storage units.
- I ask a teacher first if I need to go back into the building.
- I include everyone.
 - I play games fairly.
 - I know that~
 - *Every student gets a turn.
 - *Other students can join in the game.
 - *Every student follows the same rules.
 - *Rules are agreed upon before the game starts.
- I use the structures and equipment appropriately and safely.
 - I bring balls or other toys outside and bring them back inside. (This means if I take out or use equipment of any kind, I return it and treat it with respect.)
 - I get on and off each piece of equipment or section by myself.
 - I do not run, play chase games or tag on or around the equipment.
 - When I am on the "We Go Round", I know that only 7 students are allowed inside at a time and 4 students spinning on the outside.
 - I never eat or drink on the equipment.
 - I go down slides feet first; and I get off at the bottom.
 - I never put things on the slide.
 - I don't jump off equipment.
 - I ride one person on one swing and I only swing back and forth.

- I use jump ropes for jumping.
- I try to solve my own problems first; then go get a teacher who is able to help me ~ and I keep trying until I am heard.
- I get an adult if I see anything dangerous or destructive, reporting all Double D's to a teacher or other adult immediately. (A Double D is anything dangerous or destructive.)
- I do not bully! If I know of or if I see bullying, I will get an adult.

9. **Because Kindness matters during winter recess:**

- I know that snow is not to be thrown in any way and I will not throw snow at any time. (This includes flicking it at another person too.)
- I will not put snow on any of the equipment.
- I know that all grades, no matter the grade, must have boots on for any play in an area covered with snow. **Teachers on duty will decide if an area is clear enough for play without boots.**
- I know coats are required for 1st and 2nd graders. 3rd, 4th, and 5th graders must discuss with their parents what their requirements are around wearing coats. My parents will make it clear to me what is expected.
- I know if I want to engage in any snow play that all students must have complete snow gear for this type of play. This includes boots, snow pants, coats and mittens.
- I know that it is not allowed to build tunnel snow forts. I know I may build free standing forts, but may not tunnel into the side of a snow pile.
- I know there is absolutely no ice, water or mud play.
- I know if I decide to build a fort, structure or snow person, that it is like building a sand castle at the beach. There is no guarantee that it will be there for another recess, just as a sand castle would not be on the beach the next day. However, I also know that purposely destroying someone's work during a recess is not allowed.

10. **Bullying Behaviors are not kind. Because kindness matters, I know it is important to understand the following so I can avoid bullying and actively work to stop it in our school.**

Bullying is repeatedly making someone a target and includes:

- Physical harm
- Emotional harm such as; name calling or excluding verbally, in a written way or with pictures, by using the computer or by using any electronic device (texting, cell phones, email, etc.)
- Using a computer, a cell phone or any other electronic device to intentionally target someone in any way
- Damage to the target's property
- Threats
- Making someone feel unsafe at school such as; in the cafeteria, on the playground, in the bathroom or hallway, in any classroom, on buses or on a field trip
- Prevents someone from learning his/her best
- "Getting back or even" with someone for reporting bullying behaviors (retaliation)
- Encouraging bullying behaviors by being a bystander that either supports the bullying or doesn't report it.
- Purposefully makes a false claim about bullying ~ a false accusation.

Because Kindness matters, I am respectful when I use technology. I understand the following:

- The Wayland Public Schools has an Acceptable Use/ Internet Safety Policy (AUP/ISP). It is called LARK and each letter stands for something important.

Legal
Appropriate
Responsible
Kind

- I know that when I hear the following words, I will demonstrate the behaviors listed after each one.

Legal - I will:

- Respect copyright laws
- by copying text, pictures and video only with permission.
- by showing where I found information (text, pictures, videos)
- by getting permission to take pictures or videos of others.

Appropriate - I will:

- Use the Internet and computers with the teacher's permission and for the purpose that the teacher has requested.
- Use the Internet and computers as a tool for learning.
- Follow online safety guidelines that my teacher has taught me.

Responsible - I will:

- Keep all personal information private, including passwords, user ID's, home address, and phone numbers.
- Respect and care for all school computer equipment.
- Tell an adult if I see anything on the computer or Internet that is inappropriate or that makes me feel uncomfortable.

Kind - I will:

- Be kind to others who I communicate with using the computer or Internet.
- Use appropriate language at all times, when writing or communicating with others.
- Tell an adult if I see, read or hear others being unkind.
 - ***I understand that I will only be able to use school technology if I follow these rules.***

Cell Phones and Electronic Devices Including Smart Watches (a watch that has internet access)

- I never use cell phones or electronic devices on school property.
- If my grownup wants me to have them at school, I know that they should be stored in my backpack or bookbag.
- I know that I never keep them in any of my pockets and never in my desk.
- The only place they can be during a school day is put away in a backpack or bookbag.

The following actions are considered to be serious misbehavior and will require notification to principal and or/assistant principal.

- Bringing to school any weapon and/or object that could be considered dangerous or harmful
- Major 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.

Consequences

Consequences will be specific to the student(s) behavior and needs and in line with our Happy Hollow SEL practices and teaching. The principal/assistant principal and other appropriate staff (classroom teacher, guidance counselor, special educator) will work as a team to help the children learn and grow.

Note – The principal or other person in charge has the right to inspect a student's desk or personal belongings if he/she feels it is necessary in order to ensure the safety of any students or adults.

FACULTY MEETINGS

First or second Monday of every month. @ 2:45-3:45. Please note there are no meetings in February or June.

9/12/22
10/3/22
11/7/22
12/5/22
1/9/23
3/6/23
4/3/22
5/1/23

FACULTY/STAFF ABSENCES

- If you need to call in sick after school hours, please use the following process. **All three steps are necessary.** Please call as early as possible. Calling the night before or the afternoon before is also desirable.
 - 1. Call principal's cell phone and leave a message -978.729.4416
 - 2. Text Tricia's cell phone -978.729.4416
 - 3. Call the Happy Hollow Office and leave a message -508.358.8641

STUDENT ATTENDANCE POLICIES

A. ABSENCE POLICY:

Written excuses for absences due to communicable diseases should be forwarded to the school nurse/office. **Please make sure to check your attendance for accuracy. It matters in our Safe to School Program. Your marks become part of the legal state documentation of student attendance.**

B. TARDINESS POLICY:

Any tardiness is considered to be a partial absence for which a written excuse, stating the reason for tardiness, is required. The names of children who are flagrant violators of this policy should be sent to the office for proper action. **Please inform the students that they are to report directly to the office before being admitted to class when tardy.**

C. DISMISSAL POLICY:

No child may be dismissed from school without authorization from the office.

1. Parents who request the dismissal of their child must do so in writing. These requests are to be forwarded to the office for approval.
2. The school office will handle dismissal due to illness. Transportation will be arranged and the teacher notified of the child's dismissal by the school nurse or Administrative Assistant.
3. In all cases of dismissal, the child must be picked up by the parents at the school office (or designated area by office staff) and signed out.

FIRST AID PROCEDURES

- A. The Public Health Nurse is available the entire school day in cases of emergency to give first aid in accidents, which seem to need medical attention. In such cases, the child should be made comfortable while the nurse is called.
- B. Minor scrapes and scratches should be taken care of by the classroom teacher. All classes are provided with a First-Aid Kit for this purpose. All kits must be signed out with the Public Health Nurse and the classroom teacher is responsible for alerting her/him if the kit needs to be replenished.
- C. Children whose injuries appear to be in need of further attention should be taken to the nurse's office after an adult has called to make sure the nurse is available..
- D. Student Accidents:
When a student is injured in school or has his clothes badly torn, the teacher should gather all the facts and report them to the school nurse as soon as possible. Parents are entitled to know the facts in the case. The student accident form will be completed by the school nurse. The school nurse will notify the parent.
- E. Adult Injury:
All injuries to adults that occur on school property must be reported to the school principal and school Administrative Assistant before the close of the day. **INDUSTRIAL ACCIDENT FORMS MUST BE FILED WITHIN 48 HOURS OF AN INJURY AND SUBMITTED TO THE PRINCIPAL.**

TELEPHONE CALLS

Teacher Calls:

Telephones located in the school are there for your convenience to use on school business, such as communicating with parents, other schools, outside resources, etc. There are times when it is necessary to conduct personal business during the school day, but this should be the exception rather than the rule. Teachers should not take calls in the classroom on their cell phones in the presence of students.

Student Calls:

Students may use the office phone in certain urgent situations.

SUPERVISION OF STUDENTS

- A. The classroom teacher will begin his/her workday at 7:45 a.m. and will be permitted to leave when his/her professional responsibilities are fulfilled. Nonetheless, he/she shall not leave any sooner than 2:45 or 1:30 unless granted permission to do so by the principal.
- B. Morning arrival duty is from 7:45 a.m. - 8:00 a.m. Teachers assigned to duty are to be at their station by 7:45 a.m.
- C. Children will enter the building upon the direction of teachers on duty at 7:45 a.m. and go directly to their classrooms.
- D. Classrooms Areas and Spaces Outside the Classroom:
 - 1. To ensure student safety, no teacher is to leave his/her group unsupervised at any time. Teachers have the responsibility of exercising proper and adequate supervision over pupils who have been placed in their charge.
 - 2. If a teacher has to leave the room for an emergency, he/she should contact the office for someone to take over the class. In the meantime, the teacher next door can keep watch until the class is covered.
 - 3. Teachers keeping children in from recess or after school must remain in the room with these children at all times.
 - 4. Students working outside the classroom individually must be supervised.

LUNCH ROOM PROCEDURES AND EXPECTATIONS

https://docs.google.com/document/d/1TLAy01vkqacSCPPr47NIUjcPhN857_8_IdeT7kSs5G20/edit?usp=sharing

Children should use the bathroom facilities on the way to the cafeteria. During the recess and lunch periods, no children should return to the classroom or any other area in the building without proper staff permission and supervision.

LUNCH - OUTSIDE RECESS DUTY PROCEDURE

The proper supervision of children is critical at all times. Supervisors are asked not to carry on conversations with colleagues or parents while performing this duty.

Playground supervision should include the play apparatus, the asphalt area behind the school, the "purple playground equipment", the gaga pit and the field. Teachers should spread out to cover all areas.

Your duty time does not end until your replacement arrives. It is expected that teachers will actively supervise recess play. Standing and conversing with colleague teachers during this critical period falls short of the professionalism we seek at this school. PLEASE BE ON TIME.

INSIDE RECESS

Duties for indoor recess room coverage are noted on the Indoor Recess Roster. Please stay for the total time you are scheduled for during an indoor recess period.

Arrival/Dismissal

Teachers assigned to those duties should monitor their area to ensure that students are entering the building in an orderly manner that will set a respectful tone for the day ahead.

Supervision includes keeping students on the sidewalk ~ not running or playing in a manner that could cause them to fall or trip into the pick-up lane of traffic. Students should be kept off the handicapped ramp, walking bicycles until they leave the

school property and staying in line as they walk to a bus for boarding.

PLAN BOOKS (or A SYSTEM FOR LONG-RANGE PLANNING)

Plan books (or a system that indicates long-range planning) should be available for colleagues or administrators.

SEATING CHARTS or NAMEPLATES ON DESKS

Up-to-date seating charts should be available for all classes on the teacher's desk. This is an important tool in helping substitutes manage the class.

HOUSEKEEPING

Each class is responsible for keeping its room clean. All papers, pencils, etc. should be cleaned from the floor before the pupils leave for the day.

BADGES

For safety reasons, all staff are required to wear their badges, in a visible manner, at all times during the school day.

ATTENDANCE REGISTERS

The school Administrative Assistant will keep the class attendance updated in eSchool. Daily attendance will be taken by the teachers in eSchool unless there is a substitute teacher, in which case, it will be completed in a hard copy form and turned into the office. Teachers are responsible for making sure that all class lists, class enrollment figures and attendance sheets are accurate and up to date. Any and all discrepancies must be reported to the office immediately.

ATTENDANCE AT PROFESSIONAL CONFERENCES

Staff members are encouraged to attend professional conferences and visit other schools and classrooms. Since monies budgeted under each subject area are limited, it may not be possible to approve all requests. The principal will make decisions relating to the attendance at such conferences taking into account staff needs, curriculum priorities, funds available and matters relating to pupil coverage. The procedure to attend a conference is as follows:

- A. Discuss the conference with the principal.
- B. Complete the conference form and submit it for the principal's approval.

PLC SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
	K 7:55-8:40	2 7:55-8:40	1st 2:00-2:45	4th 7:55-8:40
	3rd 2:00-2:45			5th 2:00-2:45

NEWSLETTER DATES

The Happy Hollow Reporter will be shared electronically with all staff daily.
The Happy Hollow Hawk will be shared electronically with the Happy Hollow community weekly.

ELEMENTARY SCHOOL HOMEWORK PHILOSOPHY

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

Purpose and Types of Homework:

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

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

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

Grades 3, 4 and 5:

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

Tips for Parents:

- Reading also includes having adults reading to children.
- Students should be encouraged to read on weekends and vacations.
- Praise, reassure and motivate your child to persevere. Homework should never be used as a punishment.
- Check your child's assignment notebook, folder or website nightly.
- Provide a time, place and supplies to do homework assignments with limited interruptions.
- Support your child and provide assistance, without doing the work for them.
- Oversee completion of long-term assignments to assist in understanding time management.
- Contact the teacher with questions or concerns, especially if your child needs more time or support to complete assignments.
- In addition, enrichment activities are readily available on the school website.

Tips for Students

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

Recommended time spent on homework:

Grade 1	Total time 15-25 minutes, including reading, Monday - Thursday
Grade 2	Total time 20-30 minutes, including reading, Monday - Thursday

Grade 3	Total time 30-45 minutes, including reading, Monday - Thursday
Grade 4	Total time 30-45 minutes, including reading, Monday - Thursday
Grade 5	Total time 30-45 minutes, including reading, Monday - Thursday
Grade 6	Total time 45-60 minutes, including reading, Monday - Thursday

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

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

Faculty and Staff Rules for Acceptable Use of Wayland Public Schools Computers and Networks

A. Introduction

Wayland Public Schools (also WPS and the "District" elsewhere in this document) is committed to providing a robust information technology environment to support its students and faculty in the pursuit of their academic and instructional objectives. Wayland Public Schools makes available a range of information technology resources, which are intended to be used for educational and professional purposes and in accordance with the mission of the Wayland Public Schools only. "Professional Purposes" refers to those tasks and requirements for fulfilling professional duties as related to working at Wayland Public Schools. All those who use the information technology resources at Wayland Public Schools must comply with the written policies covering their use as well as the "spirit and intent" of those policies.

B. Network and Computing Facilities Provided by Wayland Public Schools

Email

Email allows employees to communicate with people from within our district and throughout the world.

World Wide Web

The Web provides access to a wide range of information in the form of text, graphics, photographs, video, and sound, from throughout the world. The Web is a valuable research and publishing tool.

Telnet

Telnet allows the user to log in to remote computers.

File Transfer Protocol (FTP)

FTP allows users to download large files and computer software.

Local Area Network

Desktop computers are connected to local file servers to enable users to easily store and share files and share resources.

Software

A full suite of personal productivity software (word processor, spreadsheet, database, email, web browser, desktop security) is available on every networked computer in the district. Other software, including curriculum specific software is widely available on various computers throughout the district. Gradebook software is available for every computer at the High School and Middle School, as well as for the home computers of teachers.

Peripherals

Printers, digital cameras, scanners, and projection devices are provided as widely as possible throughout the district for student and staff use.

C. Appropriate Use

Appropriate use of the network and computing facilities include those uses that support:

Instruction

Independent Study

Research

Career or Professional-Development Activities

Official Work of the Offices and Departments of the Wayland Public Schools

Limited High-Quality Self Discovery / Exploration

D. Inappropriate Use

There are unacceptable uses of the District computing facilities and network. Inappropriate uses can be classified into two categories: illegal and prohibited. Examples of illegal and prohibited activities follow. This list is not to be viewed as comprehensive but as explanatory. Wayland Public Schools is responsible

to refer any and all illegal activities to the appropriate law enforcement agency. **Illegal uses include:** *obscenity, libel, threats, hate postings, sexual harassment, and copyright violations*. Prohibited activities are based on the *intended* use of the instructional network and computing facilities. Therefore, **examples of prohibited activities are:** *pornography, profanity, plagiarism, commercial use, political lobbying and anonymous messages*. Any use that does not directly support educational and professional purposes and is in accordance with the mission of the Wayland Public Schools is considered prohibited.

Employee violations of the Staff Acceptable Use Policy will be referred to the appropriate supervisory personnel.

Examples of **inappropriate** activities include (but are not limited to):

Commercial Use

WPS computing facilities should not be used for commercial services, defined as "offering or providing products or services."

Political Lobbying

The use of a district system by district employees for political lobbying activities is generally unacceptable. Most states allow public employees to express opinions on legislative measures and, therefore, using the district system for this purpose may also be appropriate. But engaging in fundraising or other political activity will be considered unacceptable.

Obstructing or Disrupting Computing Facilities

Any activity that intentionally obstructs or hinders network traffic, network resources, or desktop security is prohibited. Such actions are illegal. Activities included in this category are any that harm other people, damage the computer, network, or information that belongs to someone else.

Accessing Improper Material

Use of the district computing facilities to access material that is profane, vulgar, or obscene (pornography), that advocates or condones the commission of unlawful acts (illegal), or that advocates or condones violence or discrimination towards other people (hate literature) is prohibited.

Accessing the Files of Others

Any attempt to access the files of another individual is strictly not allowed. This includes attempting to log in through another person's account or accessing another person's "private" files. These actions are illegal, even if only for the purposes of "browsing." It is recognized that colleagues often need to share work. There are shared directories for this purpose and staff is encouraged to use these shared locations when they want to share a "non-private" file with others.

Etiquette

Activities covered under general computing and network etiquette include viewing, sending, or displaying offensive messages or pictures, or wasting limited resources such as disk space or printing capacity.

Sharing Accounts or Passwords

Your network login and password are for your own individual use. Do not share your account or password with anyone. If you suspect that someone may have obtained your password, change it immediately. Conversely, using someone else's password to access services or data is also a violation of policy, regardless of how the password was obtained. Do not use anyone else's password, account, or email

E. Privacy

The information systems of Wayland Public Schools and the files that reside on the computers are the property of Wayland Public Schools. Therefore, there is only a limited expectation of privacy within the network, just as there is for any storage facility in the schools. The District has the right to examine all data stored on computers or disks, which are the property of the District to ensure that users are in compliance with these regulations.

Individuals should be aware that our computing systems *do* generate logs of the activities of users including login and logout times, web sites accessed, software launched, etc. Routine maintenance and monitoring of the system and these logs may lead to discovery that a user has violated or is violating the Staff Acceptable Use Policy, or the law. Please be aware that any misuse (as outlined in this document) of the computing facilities provided by Wayland Public Schools will be referred to the appropriate supervisory personnel.

Email is simply another system resource. It is data that is stored on District computers, and is regularly backed up to tape. Under normal circumstances, system administrators will **not** access anyone's email. However, it should be noted that email *is* insecure and may be read by authorized information system management personnel when deemed necessary by the Superintendent or by local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted using the District system.

F. Email Use

Please do not overload the communications servers and please do not abuse your communications privileges. Email is a fast, convenient form of communication. However, the following list represents email activities, which are prohibited and/or discouraged.

Wayland Email Guidelines:

Chain Email Letters: Forwarding chain email is a violation of WPS computing policy. Phrases in the subject line can usually identify chain email, such as "Forward - do not delete," "don't break the chain," etc. Some chain emails promise good luck, promise easy money, tell stories and ask for help, or warn of false email viruses. If there are a large number of addresses in the message, chances are very good that it is a chain email. "Get rich quick" schemes will invariably claim to be "completely legal." Do not be fooled. Delete all chain email from your account and do not forward.

"Bombing": Sending numerous or large email messages to one person is considered "email bombing." Even if no harm was intended or it was simply a "harmless prank," an email "bomb" can disrupt service to all users and is strictly forbidden.

Forgery: Altering any form of electronic communication and then claiming it to be original is prohibited. Further, creating, altering, or deleting the attribution of origin (for example, the "From" in email, or the IP address in headers) is also prohibited.

Attachments and File Size: Users are discouraged from sending large files (greater than 2 MB) as this noticeably slows network traffic for all users. Files such as Internet "greeting cards" that contain animation and sound are discouraged for the same reason.

Harassment: Any repeated or unwanted communication may constitute harassment. Any communication with the direct intention of harassing, threatening, implying or otherwise causing harm to individuals, or classes of individuals is a violation of WPS policy. If you should receive any harassing messages electronically, you may consider notifying the sender. Often the sender may not realize that their communication is unwanted or offensive unless you tell them. However, if the sender continues after being notified, or you do not wish to contact the sender, or if the situation is serious, you should contact the Director of Technology or your supervisor. Be sure to save copies of all harassing material.

G. District Limitation of Liability

Wayland Public Schools makes no warranties of any kind, either express or implied, that the functions or the services provided by or through the District system will be error-free or without defect. The District will not be responsible for any damage users may suffer, including but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District will not be responsible for obligations, financial, legal or other, arising through the unauthorized use of the system.

BULLYING PREVENTION

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

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

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

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

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

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

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

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

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

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities, functions or programs, whether on or off school grounds;
- At school bus stops;

- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Wayland Public schools;

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

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

Prevention and Intervention Plan

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

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

Reporting

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

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

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

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

Investigation Procedures

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

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

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

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

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

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

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

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

Retaliation

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

Target Assistance

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

Training and Assessment

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

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

Publication and Notice

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

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

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

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

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

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

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

 JK, Student Discipline Regulations

APPROVED December 11, 2015

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 student file.

	Victim (s)	Perpetrator (s)
Bullying Investigation Form	o	o
Incident Reporting Form	o	o
Behavioral Remediation Agreement		o
Individual Behavior Plan (repeat offenders)		o
Notify Special Education (repeat offenders)		o
Note on school alert system (e.g., iPass)	o	o
Copy of reports to counselor	o	o

Wayland Public Schools**INCIDENT REPORTING FORM**

Directions: The Wayland Public Schools is committed to providing a safe environment to all members of our community. Despite our best intentions, incidents between students do occur at times. If you wish to report a disturbing incident between two or more students, complete this form and return it to the Principal at the student's school. Contact the school for additional information or assistance at any time. This form can be completed anonymously by omitting signature and name. **Every** reported act of bullying will be investigated. Parents of offenders and targets will be contacted in cases of confirmed bullying.

Date of report: _____

Name of student target: _____

Age: _____

Grade: _____

School : _____

Name(s) of alleged offender(s) (If known): _____

Age: _____

Grade: _____

School : _____

Name(s) of witness(es) (If known): _____

Where did the incident(s) happen (choose all that apply)?

On school property At a school-sponsored activity or event off school property

Online/via technology

On a school bus On the way to/from school Other: _____

What best describes what happened (choose all that apply):

Teasing Threat/Property Damage Stalking Theft/Property Damage

Social exclusion Intimidation Physical violence Public humiliation

Retaliation Sexual Harassment Other: _____

What did the alleged offender(s) say or do? (Include dates. Attach a separate sheet if necessary)

Did a physical injury result from this incident?

No Yes, but it did not require medical attention Yes, and it required medical attention

Is there any additional information you would like to provide? (Attach a separate sheet if necessary)

Name Of Person Reporting Incident (Optional):

Telephone (optional) _____

E-mail

(optional): _____

Place an X in the appropriate box: Student Parent/guardian Other:

Signature: _____

Date: _____

Administrative Action Taken: Date: _____

Administrator: _____

(Form modeled after Polk County Public Schools Harassment or Bullying Reporting Form)

Wayland Public Schools**BULLYING INVESTIGATION FORM**

Investigation start date: _____

Name of student target: _____

Age: _____

Grade: _____

School : _____

Name(s) of alleged offender(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 victim.
- 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 of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (must include at least of the following)
 - causes **physical or emotional harm** to the victim or damage to the victim's property;
 - places the victim in **reasonable fear of harm to himself** or herself or damage to his or her property;
 - creates a **hostile environment** at school for the victim;
 - **infringes on the rights** of the victim at school; or
 - materially and substantially **disrupts the education process** or the orderly operation of a school.
 - *Involves an imbalance of perceived or real physical or social power between victim and perpetrator(s)*
 - *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

Response Plan (if any)

Disciplinary Actions:

Remediation Actions:

- *Behavioral Remediation Agreement* attached

- *Individual Behavior Plan* attached (repeat offenders only)

Student Safety Actions:

Administrator/Investigator Signature

Date:

Wayland Public Schools

BEHAVIORAL REMEDIATION AGREEMENT

Date:

Name of student:

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 Signature:

Date:

Parent/Guardian Signature:

Date:

Administrator/Investigator Signature

Date:

Wayland Public Schools

INDIVIDUAL BEHAVIORAL PLAN

Date:

Name of student:

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 Signature:

Date:

Parent/Guardian Signature:

Date:

Plan Coordinator:

Date:

Administrator/Investigator Signature

Date:



FIRE DRILL/EVACUATION/ALICE

In an effort to help plan our response in an emergency we have created the following procedures.

In the event of an emergency, please be sure you have your class list, and the red/green sign when you exit the building for a fire drill or any other emergency drill. Familiarize yourself with the evacuation routes on the map located inside your room. Be sure that this information is posted in your classroom so a substitute can find it. Include another copy in your substitute folder.

WHEN THE FIRE ALARM GOES OFF:

- 🎬 Close the windows in the classroom, turn off the lights and shut and the door to the hallway before you exit.
- 🎬 Take the plastic sleeve with the information you need, exit through the nearest outside exit and go immediately to your assigned spot.
- 🎬 When the class reaches their assigned spot assemble in alphabetical order to facilitate attendance. Hold up your red/green card: if everyone is accounted for hold up the green side; if you have students who are not with the class hold up the red side. Someone will come and get the names of missing students. These “runners” will be responsible for returning students to their classroom teacher or to the specialist who has the class at the time of the fire drill.
- 🎬 All volunteers and other non-staff adults who do not have students with them at the time of the drill should exit the building and assemble at the front of the building.
- 🎬 Assigned Staff will sweep the playground to check for red cards. They will then get the names of children who are not accounted for by their classroom teacher and report this information to the principal or assistant principal. Assigned staff will also distribute additional information to teachers as needed.

Bathrooms:

Office Administrative Assistants will check both bathrooms.

Kindergarten: Teaching Assistant will check the bathroom in their room.

Office:

Administrative Assistants will leave the building with the daily attendance sheet and the emergency cards. Nurses will leave with emergency meds and student information.

Halls: If a student is in the hall and not able to return to their classroom; please take the student with your class. If their class is nearby where you stand they can return to their own class. Otherwise be sure that a Runner knows you have that child so they can return them to their class.

Do not reenter the building until you hear a directive to do so. In the event that we need to reassemble somewhere else the Runners will give the information to teachers. If it is necessary to leave the school grounds and go elsewhere the students will not be released to parents until a time when it is deemed safe to do so. The principal will make that decision in conjunction with the Police, Fire, and Superintendent.

For a Shelter in Place, the office will announce that the school is going into a shelter in place. All teachers should lead their class as usual with the exception of going outside the building. Everyone must stay inside the building.

- In the event of an intruder on school grounds, we will be following the ALICE/ALIE protocol. Information regarding this will be shared with staff at another time.

CONDUCT

Chapter 222 of the Acts of 2012

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

Definitions:

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

PROCEDURES FOR A SHORT TERM IN-SCHOOL SUSPENSION

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

If the Principal chooses this alternative, the Principal shall inform the student of the disciplinary offense charged and the basis for that charge; the Principal shall provide the student an opportunity to dispute the charge and explain the circumstances surrounding the charge. If an in-school suspension is issued,

the Principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the offense, and the length of the in-school suspension.

The Principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. This meeting shall be scheduled on the day of the suspension, if possible, or as soon as possible thereafter. The Principal shall also send written notice to the student and parent about the in-school suspension, including the reason and length of the in-school suspension, and inviting the parent to 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 offenses and what remedy shall be imposed. The Principal shall notice the student and parent in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.

4. If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

PROCEDURES FOR EMERGENCY REMOVAL

If the student's continued presence poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption, the Principal shall temporarily remove the student from the school. This temporary removal shall not exceed two (2) days following the day of the emergency removal and the superintendent shall be immediately notified of the removal. Additionally, the Principal shall make immediate and reasonable efforts to orally notify the student and student's parent of the emergency removal, the reason for the emergency removal, and the other information required in a short-term suspension notification. The short-term suspension notice shall be provided in writing to the student and parent. The opportunity for a hearing with the Principal shall occur within two (2) school days, unless otherwise extended by the school and parent. A decision regarding the student's continued suspension or other removal shall be rendered the same day as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion).

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

PROCEDURES FOR LONG-TERM SUSPENSION

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

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

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;
 - ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;
 - iv. The opportunity to have a hearing with the Principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - v. The date, time, and location of the hearing; and
 - vi. The right of the parent and student to interpreter services at the hearing.

2. The Principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the Principal must be able to document reasonable efforts to include the parent. The Principal is presumed to have made reasonable efforts if the Principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student.
4. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.
5. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the Principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
6. The parent, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.
7. The Principal shall make a determination as to whether the student committed the disciplinary offenses 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 offense, 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.



The Official Website of the State Ethics Commission

State Ethics Commission

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Summary of the Conflict of Interest Law for Municipal Employees

This summary of the conflict of interest law, General Laws chapter 268A, is intended to help municipal employees understand how that law applies to them. This summary is not a substitute for legal advice, nor does it mention every aspect of the law that may apply in a particular situation. Municipal employees can obtain free confidential advice about the conflict of interest law from the Commission's Legal Division at our website, phone number, and address above. Municipal counsel may also provide advice.

The conflict of interest law seeks to prevent conflicts between private interests and public duties, foster integrity in public service, and promote the public's trust and confidence in that service by placing restrictions on what municipal employees may do on the job, after hours, and after leaving public service, as described below. The sections referenced below are sections of G.L. c. 268A.

When the Commission determines that the conflict of interest law has been violated, it can impose a civil penalty of up to \$10,000 (\$25,000 for bribery cases) for each violation. In addition, the Commission can order the violator to repay any economic advantage he gained by the violation, and to make restitution to injured third parties. Violations of the conflict of interest law can also be prosecuted criminally.

I. Are you a municipal employee for conflict of interest law purposes?

You do not have to be a full-time, paid municipal employee to be considered a municipal employee for conflict of interest purposes. Anyone performing services for a city or town or holding a municipal

position, whether paid or unpaid, including full- and part-time municipal employees, elected officials, volunteers, and consultants, is a municipal employee under the conflict of interest law. An employee of a private firm can also be a municipal employee, if the private firm has a contract with the city or town and the employee is a "key employee" under the contract, meaning the town has specifically contracted for her services. The law also covers private parties who engage in impermissible dealings with municipal employees, such as offering bribes or illegal gifts.

II. On-the-job restrictions.

(a) Bribes. Asking for and taking bribes is prohibited. (See Section 2)

A bribe is anything of value corruptly received by a municipal employee in exchange for the employee being influenced in his official actions. Giving, offering, receiving, or asking for a bribe is illegal.

Bribes are more serious than illegal gifts because they involve corrupt intent. In other words, the municipal employee intends to sell his office by agreeing to do or not do some official act, and the giver intends to influence him to do so. Bribes of any value are illegal.

(b) Gifts and gratuities. Asking for or accepting a gift because of your official position, or because of something you can do or have done in your official position, is prohibited. (See Sections 3, 23(b)(2), and 26)

Municipal employees may not accept gifts and gratuities valued at \$50 or more given to influence their official actions or because of their official position. Accepting a gift intended to reward past official action or to bring about future official action is illegal, as is giving such gifts. Accepting a gift given to you because of the municipal position you hold is also illegal. Meals, entertainment event tickets, golf, gift baskets, and payment of travel expenses can all be illegal gifts if given in connection with official action or position, as can anything worth \$50 or more. A number of smaller gifts together worth \$50 or more may also violate these sections.

Example of violation : A town administrator accepts reduced rental payments from developers.

Example of violation : A developer offers a ski trip to a school district employee who oversees the developer's work for the school district.

Regulatory exemptions . There are situations in which a municipal employee's receipt of a gift does not present a genuine risk of a conflict of interest, and may in fact advance the public interest. The Commission has created exemptions permitting giving and receiving gifts in these situations. One commonly used exemption permits municipal employees to accept payment of travel-related expenses when doing so advances a public purpose. Another commonly used exemption permits municipal employees to accept payment of costs involved in attendance at educational and training programs. Other exemptions are listed on the Commission's website.

Example where there is no violation : A fire truck manufacturer offers to pay the travel expenses of a fire chief to a trade show where the chief can examine various kinds of fire-fighting equipment that the town may purchase. The chief fills out a disclosure form and obtains prior approval from his appointing authority.

Example where there is no violation : A town treasurer attends a two-day annual school featuring multiple substantive seminars on issues relevant to treasurers. The annual school is paid for in part by banks that do business with town treasurers. The treasurer is only required to make a disclosure if one of the sponsoring banks has official business before her in the six months before or after the annual school.

(c) Misuse of position. Using your official position to get something you are not entitled to, or to get someone else something they are not entitled to, is prohibited. Causing someone else to do these things is also prohibited. (See Sections 23(b)(2) and 26)

A municipal employee may not use her official position to get something worth \$50 or more that would not be properly available to other similarly situated individuals. Similarly, a municipal employee may not use her official position to get something worth \$50 or more for someone else that would not be properly available to other similarly situated individuals. Causing someone else to do these things is also prohibited.

Example of violation : A full-time town employee writes a novel on work time, using her office computer, and directing her secretary to proofread the draft.

Example of violation : A city councilor directs subordinates to drive the councilor's wife to and from the grocery store.

Example of violation : A mayor avoids a speeding ticket by asking the police officer who stops him, "Do you know who I am?" and showing his municipal I.D.

(d) Self-dealing and nepotism. Participating as a municipal employee in a matter in which you, your immediate family, your business organization, or your future employer has a financial interest is prohibited. (See Section 19)

A municipal employee may not participate in any particular matter in which he or a member of his immediate family (parents, children, siblings, spouse, and spouse's parents, children, and siblings) has a financial interest. He also may not participate in any particular matter in which a prospective employer or a business organization of which he is a director, officer, trustee, or employee has a financial interest. Participation includes discussing as well as voting on a matter, and delegating a matter to someone else.

A financial interest may create a conflict of interest whether it is large or small, and positive or negative. In other words, it does not matter if a lot of money is involved or only a little. It also does not matter if you are putting money into your pocket or taking it out. If you, your immediate family, your business, or your employer have or has a financial interest in a matter, you may not participate. The financial interest must be direct and immediate or reasonably foreseeable to create a conflict. Financial interests which are remote, speculative or not sufficiently identifiable do not create conflicts.

Example of violation : A school committee member's wife is a teacher in the town's public schools. The school committee member votes on the budget line item for teachers' salaries.

Example of violation : A member of a town affordable housing committee is also the director of a non-profit housing development corporation. The non-profit makes an application to the committee, and the member/director participates in the discussion.

Example : A planning board member lives next door to property where a developer plans to construct a new building. Because the planning board member owns abutting property, he is presumed to have a financial interest in the matter. He cannot participate unless he provides the State Ethics Commission with an opinion from a qualified independent appraiser that the new construction will not affect his financial interest.

In many cases, where not otherwise required to participate, a municipal employee may comply with the law by simply not participating in the particular matter in which she has a financial interest. She need not give a reason for not participating.

There are several exemptions to this section of the law. An appointed municipal employee may file a written disclosure about the financial interest with his appointing authority, and seek permission to participate notwithstanding the conflict. The appointing authority may grant written permission if she determines that the financial interest in question is not so substantial that it is likely to affect the integrity of his services to the municipality. Participating without disclosing the financial interest is a violation. Elected employees cannot use the disclosure procedure because they have no appointing authority.

Example where there is no violation : An appointed member of the town zoning advisory committee, which will review and recommend changes to the town's by-laws with regard to a commercial district, is a partner at a company that owns commercial property in the district. Prior to participating in any committee discussions, the member files a disclosure with the zoning board of appeals that appointed him to his position, and that board gives him a written determination authorizing his participation, despite his company's financial interest. There is no violation.

There is also an exemption for both appointed and elected employees where the employee's task is to address a matter of general policy and the employee's financial interest is shared with a substantial portion (generally 10% or more) of the town's population, such as, for instance, a financial interest in real estate tax rates or municipal utility rates.

Regulatory exemptions. In addition to the statutory exemptions just mentioned, the Commission has created several regulatory exemptions permitting municipal employees to participate in particular matters notwithstanding the presence of a financial interest in certain very specific situations when permitting them to do so advances a public purpose. There is an exemption permitting school committee members to participate in setting school fees that will affect their own children if they make a prior written disclosure. There is an exemption permitting town clerks to perform election-related functions even when they, or their immediate family members, are on the ballot, because clerks' election-related functions are extensively regulated by other laws. There is also an exemption permitting a person serving as a member of a municipal board pursuant to a legal requirement that the board have members with a specified affiliation to participate fully in determinations of general policy by the board, even if the entity with which he is affiliated has a financial interest in the matter. Other exemptions are listed in the Commission's regulations, available on the Commission's website.

Example where there is no violation: A municipal Shellfish Advisory Board has been created to provide advice to the Board of Selectmen on policy issues related to shellfishing. The Advisory Board is required to have members who are currently commercial fishermen. A board member who is a commercial fisherman may participate in determinations of general policy in which he has a financial interest common to all commercial fishermen, but may not participate in determinations in which he alone has a financial interest, such as the extension of his own individual permits or leases.

(e) False claims. Presenting a false claim to your employer for a payment or benefit is prohibited, and causing someone else to do so is also prohibited. (See Sections 23(b)(4) and 26)

A municipal employee may not present a false or fraudulent claim to his employer for any payment or benefit worth \$50 or more, or cause another person to do so.

Example of violation : A public works director directs his secretary to fill out time sheets to show him as present at work on days when he was skiing.

(f) Appearance of conflict. Acting in a manner that would make a reasonable person think you can be improperly influenced is prohibited. (See Section 23(b)(3))

A municipal employee may not act in a manner that would cause a reasonable person to think that she

would show favor toward someone or that she can be improperly influenced. Section 23(b)(3) requires a municipal employee to consider whether her relationships and affiliations could prevent her from acting fairly and objectively when she performs her duties for a city or town. If she cannot be fair and objective because of a relationship or affiliation, she should not perform her duties. However, a municipal employee, whether elected or appointed, can avoid violating this provision by making a public disclosure of the facts. An appointed employee must make the disclosure in writing to his appointing official.

Example where there is no violation : A developer who is the cousin of the chair of the conservation commission has filed an application with the commission. A reasonable person could conclude that the chair might favor her cousin. The chair files a written disclosure with her appointing authority explaining her relationship with her cousin prior to the meeting at which the application will be considered. There is no violation of Sec. 23(b)(3).

(g) Confidential information. Improperly disclosing or personally using confidential information obtained through your job is prohibited. (See Section 23(c))

Municipal employees may not improperly disclose confidential information, or make personal use of non-public information they acquired in the course of their official duties to further their personal interests.

III. After-hours restrictions.

(a) Taking a second paid job that conflicts with the duties of your municipal job is prohibited. (See Section 23(b)(1))

A municipal employee may not accept other paid employment if the responsibilities of the second job are incompatible with his or her municipal job.

Example : A police officer may not work as a paid private security guard in the town where he serves because the demands of his private employment would conflict with his duties as a police officer.

(b) Divided loyalties. Receiving pay from anyone other than the city or town to work on a matter involving the city or town is prohibited. Acting as agent or attorney for anyone other than the city or town in a matter involving the city or town is also prohibited whether or not you are paid. (See Sec. 17)

Because cities and towns are entitled to the undivided loyalty of their employees, a municipal employee may not be paid by other people and organizations in relation to a matter if the city or town has an interest in the matter. In addition, a municipal employee may not act on behalf of other people and organizations or act as an attorney for other people and organizations in which the town has an interest. Acting as agent includes contacting the municipality in person, by phone, or in writing; acting as a liaison; providing documents to the city or town; and serving as spokesman.

A municipal employee may always represent his own personal interests, even before his own municipal agency or board, on the same terms and conditions that other similarly situated members of the public would be allowed to do so. A municipal employee may also apply for building and related permits on behalf of someone else and be paid for doing so, unless he works for the permitting agency, or an agency which regulates the permitting agency.

Example of violation : A full-time health agent submits a septic system plan that she has prepared for a private client to the town's board of health.

Example of violation : A planning board member represents a private client before the board of selectmen on a request that town meeting consider rezoning the client's property. While many municipal employees earn their livelihood in municipal jobs, some municipal employees

volunteer their time to provide services to the town or receive small stipends. Others, such as a private attorney who provides legal services to a town as needed, may serve in a position in which they may have other personal or private employment during normal working hours. In recognition of the need not to unduly restrict the ability of town volunteers and part-time employees to earn a living, the law is less restrictive for "special" municipal employees than for other municipal employees.

The status of "special" municipal employee has to be assigned to a municipal position by vote of the board of selectmen, city council, or similar body. A position is eligible to be designated as "special" if it is unpaid, or if it is part-time and the employee is allowed to have another job during normal working hours, or if the employee was not paid for working more than 800 hours during the preceding 365 days. It is the position that is designated as "special" and not the person or persons holding the position. Selectmen in towns of 10,000 or fewer are automatically "special"; selectman in larger towns cannot be "specials."

If a municipal position has been designated as "special," an employee holding that position may be paid by others, act on behalf of others, and act as attorney for others with respect to matters before municipal boards other than his own, provided that he has not officially participated in the matter, and the matter is not now, and has not within the past year been, under his official responsibility.

Example : A school committee member who has been designated as a special municipal employee appears before the board of health on behalf of a client of his private law practice, on a matter that he has not participated in or had responsibility for as a school committee member. There is no conflict. However, he may not appear before the school committee, or the school department, on behalf of a client because he has official responsibility for any matter that comes before the school committee. This is still the case even if he has recused himself from participating in the matter in his official capacity.

Example : A member who sits as an alternate on the conservation commission is a special municipal employee. Under town by-laws, he only has official responsibility for matters assigned to him. He may represent a resident who wants to file an application with the conservation commission as long as the matter is not assigned to him and he will not participate in it.

(c) Inside track. Being paid by your city or town, directly or indirectly, under some second arrangement in addition to your job is prohibited, unless an exemption applies. (See Section 20)

A municipal employee generally may not have a financial interest in a municipal contract, including a second municipal job. A municipal employee is also generally prohibited from having an indirect financial interest in a contract that the city or town has with someone else. This provision is intended to prevent municipal employees from having an "inside track" to further financial opportunities.

Example of violation : Legal counsel to the town housing authority becomes the acting executive director of the authority, and is paid in both positions.

Example of violation : A selectman buys a surplus truck from the town DPW.

Example of violation : A full-time secretary for the board of health wants to have a second paid job working part-time for the town library. She will violate Section 20 unless she can meet the requirements of an exemption.

Example of violation : A city councilor wants to work for a non-profit that receives funding under a contract with her city. Unless she can satisfy the requirements of an exemption under Section 20, she cannot take the job.

There are numerous exemptions. A municipal employee may hold multiple unpaid or elected positions. Some exemptions apply only to special municipal employees. Specific exemptions may cover serving as an unpaid volunteer in a second town position, housing-related benefits, public safety positions, certain

elected positions, small towns, and other specific situations. Please call the Ethics Commission's Legal Division for advice about a specific situation.

IV. After you leave municipal employment. (See Section 18)

(a) Forever ban. After you leave your municipal job, you may never work for anyone other than the municipality on a matter that you worked on as a municipal employee.

If you participated in a matter as a municipal employee, you cannot ever be paid to work on that same matter for anyone other than the municipality, nor may you act for someone else, whether paid or not. The purpose of this restriction is to bar former employees from selling to private interests their familiarity with the facts of particular matters that are of continuing concern to their former municipal employer. The restriction does not prohibit former municipal employees from using the expertise acquired in government service in their subsequent private activities.

Example of violation : A former school department employee works for a contractor under a contract that she helped to draft and oversee for the school department.

(b) One year cooling-off period. For one year after you leave your municipal job you may not participate in any matter over which you had official responsibility during your last two years of public service.

Former municipal employees are barred for one year after they leave municipal employment from personally appearing before any agency of the municipality in connection with matters that were under their authority in their prior municipal positions during the two years before they left.

Example : An assistant town manager negotiates a three-year contract with a company. The town manager who supervised the assistant, and had official responsibility for the contract but did not participate in negotiating it, leaves her job to work for the company to which the contract was awarded. The former manager may not call or write the town in connection with the company's work on the contract for one year after leaving the town.

A former municipal employee who participated as such in general legislation on expanded gaming and related matters may not become an officer or employee of, or acquire a financial interest in, an applicant for a gaming license, or a gaming licensee, for one year after his public employment ceases.

(c) Partners. Your partners will be subject to restrictions while you serve as a municipal employee and after your municipal service ends.

Partners of municipal employees and former municipal employees are also subject to restrictions under the conflict of interest law. If a municipal employee participated in a matter, or if he has official responsibility for a matter, then his partner may not act on behalf of anyone other than the municipality or provide services as an attorney to anyone but the city or town in relation to the matter.

Example : While serving on a city's historic district commission, an architect reviewed an application to get landmark status for a building. His partners at his architecture firm may not prepare and sign plans for the owner of the building or otherwise act on the owner's behalf in relation to the application for landmark status. In addition, because the architect has official responsibility as a commissioner for every matter that comes before the commission, his partners may not communicate with the commission or otherwise act on behalf of any client on any matter that comes before the commission during the time that the architect serves on the commission.

Example : A former town counsel joins a law firm as a partner. Because she litigated a lawsuit for the

town, her new partners cannot represent any private clients in the lawsuit for one year after her job with the town ended.

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This summary is not intended to be legal advice and, because it is a summary, it does not mention every provision of the conflict law that may apply in a particular situation. Our website, <http://www.mass.gov/ethics> contains further information about how the law applies in many situations. You can also contact the Commission's Legal Division via our website, by telephone, or by letter. Our contact information is at the top of this document.

Version 6: Revised May 10, 2013

File: JJIF

HEAD INJURY AND CONCUSSIONS IN EXTRACURRICULAR ATHLETIC ACTIVITIES POLICY

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

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

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

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

1 Extracurricular Athletic Activity means an organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, athletic director or marching band leader including, but not limited to, Alpine and Nordic skiing and snowboarding, baseball, basketball, cheerleading, cross country, track and field, fencing, field hockey, football, golf, gymnastics,

horseback riding, ice hockey, lacrosse, marching band, rifle, rugby, soccer, skating, softball, squash, swimming and diving, tennis, ultimate frisbee, volleyball, water polo, and wrestling. All interscholastic athletics are deemed to be extracurricular athletic activities.

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

Legal Reference(s): M.G.L c. 111 sec.222; 105 CMR 201.00
Approved: February 27, 2012

File: AC-R

TITLE IX GRIEVANCE PROCEDURE

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

Preventative Responsibilities

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

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

SEXUAL HARASSMENT/ TITLE IX PROCEDURES

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

“Complaints and Reports of Sexual Harassment

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

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

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

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

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

The contact information for the Title IX Coordinator is:

Interim Director of Student Services, Barbara Cataldo, at 41 Cochituate Road, Wayland, MA, (508) 358-3757, barbara_cataldo@waylandps.org

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

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

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

Written Notice

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

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

Informal Resolution

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

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

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

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

Investigation

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

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

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

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

Findings of Responsibility

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

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

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

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

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

- (A) Identification of the allegations potentially constituting sexual harassment;
- (B) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- (C) Findings of fact supporting the determination;
- (D) Conclusions regarding the application of the recipient's code of conduct to the facts;
- (E) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies

designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and

(F) The district's procedures and permissible bases for the complainant and respondent to appeal (a copy of, or direct reference to, this policy will suffice).

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

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

Training

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

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

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

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

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

Appeals

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

(A) Procedural irregularity that affected the outcome of the matter;

(B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

(C) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

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

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

Contact information for the Superintendent:

Superintendent.

Omar Easy

41 Cochituate Road MA, Wayland, MA 01778

Omar_Easy@waylandps.org

508.358.3774

Retaliation

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

Consequences of Violating Policy – Discipline & Discharge

Any employee found to have violated the **Policy on Sexual Discrimination, Including Sexual Harassment, Against Students** will be subject to disciplinary action which may range from revocation of school privileges, detention, suspension, or expulsion from school. (Note: students Disabilities will be subject to the District's applicable disciplinary procedures, which adhere to Individuals with Disabilities Education Act and Section 504 of Rehabilitation Act of 1973.) In appropriate circumstances, the District may also refer the matter to law enforcement officials for possible prosecution.

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

State and Federal Authorities and Other Resources

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

U.S. Department of Education Office for Civil Rights

5 Post Office Square

8th Floor, Suite 900

Boston, MA 02109-3921

Telephone: (617) 289-0111

<http://www.ed.gov>

Massachusetts Department of Elementary and Secondary Education

Program Quality Assurance Services (PQA)

75 Pleasant Street,

Malden, MA 02148-4906

Telephone: (781) 338-3700

<http://www.doe.mass.edu/pqa/prs>

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

Middlesex District Attorney Victim/Witness Bureau: (617) 494-4430

Town of Wayland Youth and Social Workers: (508) 358-4293

Wayland Public Schools

POLICY ON SEXUAL DISCRIMINATION, INCLUDING SEXUAL HARASSMENT, AGAINST STUDENTS

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

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

Definition of Sexual Discrimination: Treating a student differently, or interfering with or preventing the

student from enjoying the advantages or privileges afforded to others by the Wayland Public Schools, on the basis of the student's sex. Sexual discrimination includes sexual harassment.

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

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

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

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

Policy at the school level. Individuals may file a report or complaint of sexual discrimination, including harassment, with the Principal. A report or complaint of a violation involving the Principal should be filed with the Title IX Grievance Officer. Individuals may also file complaints directly with the District's Title IX Grievance Officer: 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

Wayland Public Schools

Prevention of Physical Restraint and Requirements - Procedures

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

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

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

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

Definitions

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

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

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

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

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

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

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

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

Requirements for Use of Physical Restraint

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

Prohibitions

Physical restraint shall not be used:

(a) As a means of discipline or punishment;

(b) when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

(c) as a response to property destruction, disruption of school order, a student's refusal to comply with a policy or directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm;

(d) As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort. Mechanical restraint, medication restraint, and seclusion are prohibited in all public schools.

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

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

Proper Administration of Physical Restraint

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

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

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

Staff Training

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

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

Reporting Physical Restraint Use

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

Reporting within School and to Parents

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

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

Reporting to the Department of Elementary and Secondary Education

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

Administrative Reviews of Physical Restraint Use

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

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

Prevention of Dangerous Behavior

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

Parent Engagement

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

Complaints

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

Preventing Restraints

Roles of Individuals:

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

De-escalation Techniques and Alternatives to Restraint

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

- Offering choices of activities
- Positive behavioral interventions
- Verbal redirection
- Verbal directive to cease behavior
- Opportunity for a break
- Reducing the demands/amount of work expected (without removing the expectations entirely)
- Reminding student of reinforcers available for engaging in appropriate behaviors (e.g. first work, then you can read)
- Prompting the student to use functional language to communicate their feelings or needs (e.g. if you are frustrated you can tell me "I need a break")
- Offering opportunities to speak with professionals e.g. teacher, administrator, nurse, or guidance counselor
- Working in small groups outside classroom on academic related work
- Whenever there is a **behavior support plan** in place for a student, staff should defer to the specific interventions outlined in the behavior plan!
- Be familiar with your students' behavior support plans and/or individualized education programs and the interventions and accommodations recommended in those documents.
- No written Behavior Plan or Individualized Education Program (IEP) may include "physical restraint" as a standard response to any behavior.

- If a student's behavior is significantly escalated, sometimes attempting to talk to the student can make them more agitated. Staff may consider using the "wait strategy" and limit their use of verbal language, while still visually monitoring the student at all times, and wait until the student shows signs of calming before they attempt to talk to the student.
- If a student cannot be safely maintained in an area, staff may also consider the use of a time-out space as a safer alternative to physical restraint.

Behavioral Support Procedures

Time-Out

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

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

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

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

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

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

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

Documenting Exclusionary Time-Out

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

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

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

Scheduling Guidelines for Elementary

Instructional Minutes Allocations

Grade	Core Literacy	Writing	Literacy RTI	Core Math	Math RTI	Science	SS
K	300 (30 x 5 Foundations 30 x 5 RW)	60 (30x2)	90 (30x3)	285 (57x5)	30 (30x1)	80 (40x2)	60 (30x2)
1	210 (25 x 5 Foundations 15 x 5 RW)	60 (30x2)	180 (45x4)	275 (55x5)	40 (40x1)	80 (40x2)	60 (30x2)
2	210 (20 x 5 Foundations 20 x 5 RW)	60 (30x2)	150 (60x2, 30x1)	300 (60x5)	45 (45x1)	80 (40x2)	60 (30x2)
3	225 (45x5)	60 (30x2)	80 (40x2)	275 (55x5)	50 (25x2)	90 (45x2)	60 (30x2)
4	225 (45x5)	60 (30x2)	80 (40x2)	275 (55x5)	50 (25x2)	90 (45x2)	60 (30x2)
5	225 (45x5)	60 (30x2)	80 (40x2)	275 (55x5)	50 (25x2)	90 (45x2)	60 (30x2)

Notes

- K-2 classrooms should have 60 minutes each week for morning meetings, 30 minutes each week for open circle, and 30 minutes each week for a school meeting
- 3-5 classrooms should have 25 minutes each week for morning meetings, 30 minutes each week for open circle, and 30 minutes each week for a school meeting

Wayland Public Schools Staff Email Guidelines

Wayland Public Schools recognizes that electronic mail (email) is a valuable communication tool that is widely used across our society. We believe that communication between home and school is an important component to student success. Staff members are provided with district email accounts to improve the efficiency and effectiveness of communication both within the organization and with the broader community. The following guidelines are provided to assist staff in the effective use of email to enhance home-school collaboration.

Email messages are not confidential and are considered public documents accessible to other parties under the Freedom of Information Act and other laws. All sent and received messages will be archived indefinitely.

General Email Guidelines for Staff Communication:

- Emails should be short, factual and directional in nature and only include facts. Email must never be used to discuss contentious, emotional or confidential issues. These issues should ideally be dealt with face-to-face.
- **Staff should treat every email as a public document under the umbrella of the Public Records and Student Records laws.**

General Email Guidelines for Parent Communication:

- Staff members should respond to email in a timely fashion (approximately 48 hours). One may choose to respond in many ways (e.g. email, telephone call, note, conference).
- You are not required to engage in lengthy correspondence with parents via email. A staff member can choose to use other forms of communication with parents, but should memorialize that other contact via a brief email reply.
- Email must never be used to discuss contentious, emotional or highly confidential issues. These issues should ideally be dealt with face-to-face.
- Email messages to parents should be consistent with professional practices for other correspondence. This includes grammar, format, and salutation.
- Emails should be short and directional in nature and only include facts.

Generic Email Responses

If a staff member feels that a topic is too sensitive for an email reply, here are two generic responses:

Thank you for your email. Wayland Public Schools does not use email to discuss sensitive student information. In order to best address your concerns and quickly answer your questions, please feel free to call me at (insert number and

Acceptable Use of Parent Communication:

- Email should be used for general information such as: class activities, curriculum, assignments, tests, deadlines and special events.
- To arrange for a meeting/telephone call regarding a student issue including a general description of the issue e.g. "I would like to arrange a meeting to discuss your daughter's attendance."

Unacceptable Use of Parent Communication:

- Any discussion related to other students.
- Personal information about other students.
- Specifics about a sensitive student issue which was not initiated by the parent or had not previously been discussed with the parent. (e.g. 'I am concerned that your daughter violated our Academic Integrity Policy.')
- Any discussion related to other staff.
- Any sensitive student information that would normally be discussed face-to-face or by phone. (e.g. 'I am concerned that your daughter may have a learning disability.')

Acceptable Use of Student Communication:

- Information about student's academic performance (e.g. improved performance or class participation, missing assignments).
- Discussions specifically related to class activities (e.g. curriculum, homework, special events, assignments, important dates)

Unacceptable Use of Student Communication:

- Any discussion of or information related to other students.
- Any negative discussion related to other staff, students, parents, or community members.
- Discussion about the personal life of staff members or students (e.g. home life, vacations, relationships).
- Exchange of home addresses, phone numbers (cell, home) or on-line chat room account information.

best time to reach you) and I will be happy to discuss this with you further. Thank you for your interest in your child's success.

Thank you for your email. I feel this concern is too sensitive for email. I would prefer to speak in person regarding this matter. I will call you on (insert date and time) to discuss this matter further. Thank you for your interest in your child's success.

Email Auto Signatures encouraged:

Include name, position, location, telephone number, and best time to reach you. Staff may not include religious, political, or commercial messages in their signatures.

Wayland Public Schools Social Media Guidelines

Members of the Wayland Public Schools community are encouraged to use social media (Google+, Twitter, blogs, etc...) as a way to connect with others, share educational resources, create and curate educational content, and enhance the classroom experience. While social networking is fun and valuable, there are some risks you should keep in mind when using these tools. In the social media world, the lines are blurred between what is public or private, personal or professional. We've created these social media guidelines for you to follow when representing the School/District in the virtual world.

Setting up Social Media

Assistance in setting up social media accounts and their settings can be obtained from your building Instructional Technology Specialists (ITS).

Don't Tell Secrets

It's perfectly acceptable to talk about your work and have a dialog with the community, but it's not okay to publish confidential information. Confidential information includes things such as student information, grades, or any other confidential information that would identify individuals. We must protect and respect the privacy of our students, staff, parents, and school community.

Protect Your Own Privacy

Privacy settings on social media platforms should be set to allow anyone to see profile information similar to what would be on the Wayland Public Schools website. Privacy settings that might allow others to post information or see information that is personal should be set to limit access. Be mindful of posting information that you would not want the public to see.

Be Honest

Do not blog anonymously, using pseudonyms or false screen names. We believe in transparency and honesty. Use your real name, be clear who you are, and identify that you work for the Wayland Public Schools. Nothing gains you notice in social media more than honesty - or dishonesty. Do not say anything that is dishonest, untrue, or misleading. If you have a vested interest in something you are discussing, point it out. But also be smart about protecting yourself and your privacy. What you publish will be around for a long time, so consider the content carefully and also be cautious about disclosing personal details.

Respect Copyright Laws

It is critical that you show proper respect for the laws governing copyright and fair use or fair dealing of copyrighted material owned by others. You should never quote more than short excerpts of someone else's work, and always attribute such work to the original author/source. It is good general practice to link to others' work rather than reproduce it.

Be the first to respond to your own mistakes

If you make an error, be up front about your mistake and correct it quickly. If you choose to modify an earlier post, make it clear that you have done so. If someone accuses you of posting something improper (such as their copyrighted material or a defamatory comment about them), deal with it quickly.

Remember your day job

It's easy to burn time using Social Media. Make sure that the time you spend interacting on social media platforms is productive, enriching, and supportive of your professional responsibilities.

Use Good Judgment

Respect and protect your audience and partners, the public in general, and Wayland Public School's staff and community. They reflect a diverse set of customs, values and points of view. Don't be afraid to be yourself, but do so respectfully. This includes not only the obvious (no ethnic slurs, offensive comments, defamatory comments, personal insults, obscenity, etc.) but also proper consideration of privacy and of topics that may be considered objectionable or inflammatory. When commenting publicly, it is easy for comments to be unintentionally construed as official communication.

Use your best judgment and be sure to make it clear that the views and opinions expressed are yours alone and do not represent the official views of Wayland Public Schools. If you have any questions about appropriate communication, consult with colleagues or administrators.

Think About Consequences

Once again, it's all about judgment: using your blog or other social media outlets to slander or embarrass or represent the Wayland Public Schools, its partners/community, or your co-workers, is dangerous and ill advised.

Disclaimers

Many social media users include a prominent disclaimer saying who they work for, but that they're not speaking officially on behalf of their organization. This is good practice and is encouraged, but don't count on it to avoid trouble.

Quality matters

Post content on topics you are knowledgeable about. Use a spell-checker. If you're not design-oriented, ask someone who is to review your social media presence, and take their advice on how to improve it. The speed of being able to publish your thoughts is both a great feature and a great downfall of social media. The time to edit or reflect must be self-imposed. If in doubt over a post, or if something does not feel right, either let it sit and look at it again before publishing it, or ask someone else to look at it first.

Enforcement

It is expected that all members of the Wayland Public School community use social media platforms in a way that is consistent with our educational mission and policies. Should a staff or student deliberately attempt to violate these guidelines or the District's Acceptable Use policy, Wayland Public Schools may restrict, suspend, or terminate access to Wayland Public School's social media channels. Policy violations may also be subject to additional disciplinary action.

Unacceptable use of Personal Social Media Accounts

It is advisable to keep personal soc

ial media accounts separate from school-related accounts. Use of personal social media platforms

for communication and collaboration of school-related business is unacceptable.

Student Data Privacy Guidelines

[MSPA Wayland Application Status](#)

[MSPA Digital Resource Request Form](#)

Wayland Public Schools Curriculum Review Criteria for Addressing Bias and Stereotypes

All school districts must ensure that all educational materials are reviewed for simplistic and demeaning generalizations, for lacking intellectual merit, and for promoting stereotypes on the basis of race, color, sex, gender identity, religion, national origin, and sexual orientation. Districts must also ensure that appropriate activities, discussions, and/or supplementary materials are used to provide balance and context for any such stereotypes depicted in such materials.

Our district-wide instructional materials policy and adoption process take these factors into account; however, given the significant influence that educators have on the materials and supplementary materials in use in their classrooms, it is equally important that all educators are individually and regularly reviewing the educational materials in their classrooms to ensure that they are free of bias.

As you make decisions about educational materials to purchase for and use in your classroom, please review the criteria below to ensure that those materials are free from bias. To help you in making decisions about educational materials, it is also recommended that you review the attached guidelines and sample evaluation form, adapted from the Washington Models for the Evaluation of Bias Content in Instructional Materials.

Learning Resources should:

- Be responsive to the diversity in schools, classrooms, and society.
- Provide information and opportunities for students to think critically so they can counter prejudice and bias.
- Provide students with opportunities to demonstrate respect for themselves, other individuals, and groups while helping them develop the skills that foster co-operation and teamwork, responsible citizenship, respect for human rights, social justice, and building healthy inclusive relationships.
- Help students understand that all peoples and cultures are interrelated and interdependent.
- Play an important role in helping students acquire a positive self-image and ensure that the identities of all people are valued.
- Contribute positively to the students' perspectives of the world, their values, and their attitudes towards others as they recognize and internalize the implicit and explicit messages they receive about themselves and others.

Appearance

Making judgments about others based on external appearances such as physical attributes and age can lead to assumptions about a person's character and abilities.

Learning materials should:

- Portray all age groups and races with a full range of human traits, attributes, and capabilities.
- Reinforce that a person's ability to lead a productive life and contribute to society includes many factors.
- Present people with a variety of body images.

Adapted from the Bias Evaluation Instrument, 2001, Nova Scotia Department of Education, and from the Gloucester Public Schools Curriculum Review Procedures, Gloucester, MA

- Provide opportunities to counter prejudice and stereotyping with regard to body image.

Belief System

Belief systems are organized sets of doctrines, attitudes, values or ideas about some philosophy, being, phenomenon that have an influence on how people live.

Learning materials should:

- Recognize and validate the diversity of belief systems in American society and acknowledge their commonalities and differences.
- Describe the characteristics of a belief system accurately.
- Present the visual symbols of a specific belief system clearly and accurately.
- Avoid language that evaluates or subjectively compares the diversity of belief systems.
- Reflect the positive contributions and influences of diverse attitudes, values, and behaviors in American society.
- Acknowledge the differences in interpretation and in practices within a particular belief system.

Ability/Disability

According to the Center for Disease Control and Prevention, a disability is “any condition of the body or mind that makes it more difficult for the person with the condition to do certain activities and interact with the world around them.” People with disabilities are first and foremost just people, and learning materials should reflect a “person first” orientation.

Learning materials should:

- Reinforce that a person with a disability is a person first, not someone defined by a disability.
- Reinforce that a person’s ability to lead a personally productive life and contribute to society is not limited to physical and cognitive abilities but involves many factors.
- Depict individuals in roles unrelated to their disabilities and as people who lead active, productive lives in a wide range of occupations.
- Represent people with disabilities as individuals who have the knowledge and expertise to help other people.
- Reinforce that people with disabilities are capable of making decisions about how they live and what they need.

Family Structures

A family is an extended group of related people. There are a variety of family structures, such as single parent, two parent, extended families, blended families, families with no children, biologically unrelated families, families with adopted children, families with same-sex parents, and families with interracial or interfaith parents.

Learning Materials should:

- Show how various cultures meet the needs of children and family members inside and outside the home environment- in extended family, through community activities, and through family relationships.

Adapted from the Bias Evaluation Instrument, 2001, Nova Scotia Department of Education, and from the Gloucester Public Schools Curriculum Review Procedures, Gloucester, MA

Gender identity

All people must have equal opportunities for personal achievement and success without the constraints of gender-role stereotyping. All people need information and opportunities to think critically to be able to counter prejudice based on male, female, and non-binary gender identifications.

Learning materials should:

- Contain equitable representation of women and men as important figures who deserve recognition and respect, and reflect (where appropriate) non-binary definitions and representations of gender.
- Present authentic role models in a variety of careers, demonstrating that successes are achievable independent of gender identity in all racial groups.
- Show females and males confronting and solving problems with equal skill and resourcefulness, and reflect (where appropriate) non-binary definitions and representations of gender.
- Represent the potential of all people accurately, and apply attributes such as confidence, decisiveness, willingness to take risks, empathy, kindness, generosity, and courage to people independent of gender identity.
- Include historic and social contributions and achievements of people across the gender spectrum.
- Acknowledge that an individual's gender orientation does not reflect their ability to lead a satisfying, productive life.

Race and Ethnicity

Race is a classification of groups of people of common ancestry distinguished by physical characteristics such as skin color, shape of eyes, hair texture, or facial features. An ethnic group is a group of people who share a particular cultural heritage or background. Every American belongs to one or more ethnic groups.

Learning materials should:

- Distinguish between facts and value judgments when presenting information.
- Ensure that the history of racism and exclusion is presented honestly with a balanced perspective.
- Use primary sources so that people are described through their own words and images.
- Reflect the positive, creative contributions that diverse racial and ethno cultural groups make to American life- economic, arts, politics, and community life.

Socio-economic Status

Indicators such as education, wealth, inheritance, and occupation establish a person's socio-economic status.

Learning materials should:

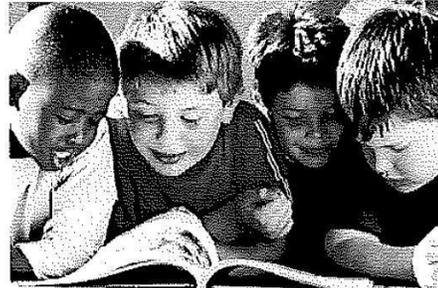
Adapted from the Bias Evaluation Instrument, 2001, Nova Scotia Department of Education, and from the Gloucester Public Schools Curriculum Review Procedures, Gloucester, MA

- Reflect the broad range in standards of living, expectations, and achievements of people in the U.S. and throughout the world.
- Depict people from all socio-economic groups as making valid contributions to American life.
- Sensitively include the perspective and situations of both advantaged and disadvantaged populations.
- Include the perspectives of people from a broad range of geographic regions in the United States and throughout the world.

TEN QUICK WAYS TO ANALYZE CHILDREN’S BOOKS FOR RACISM AND SEXISM

Adapted from the Council on Interracial Books for Children

Both in school and out, young children are exposed to racist and sexist attitudes. These attitudes—expressed over and over in books and in other media—gradually distort their perceptions until stereotypes and myths about minorities and women are accepted as reality. It is difficult for a librarian or teacher to convince children to question society’s attitudes.

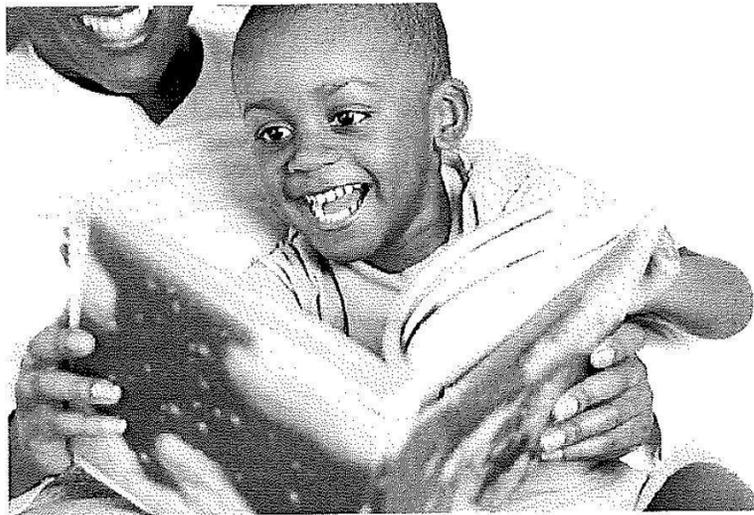


But if a child can be shown how to detect racism and sexism in a book or other multimedia materials, the child can proceed to transfer the perception to wider areas. The following ten guidelines are offered as a starting point in evaluating children’s books from this perspective.

<p>1. Check the illustrations.</p>	<p>Look for stereotypes. A stereotype is an oversimplified generalization about a particular group, race or sex which usually carries derogatory implications. Some stereotypes can be overt – for example, depicting a male Latino teenager as a gang member. While stereotypes may not be this obvious, look for variations which may demean or ridicule characters because of their race or sex.</p> <p>Look for tokenism. If there are non-white characters in the illustrations, do they look like whites except for being tinted or colored in? Do all faces look stereotypically alike, or are they depicted as genuine individuals with distinctive features?</p> <p>Who’s doing what? Do the illustrations depict non-whites in subservient and passive roles or in leadership and action roles? Are males the active “doers” and females the inactive observers?</p>
<p>2. Check the story line.</p>	<p>Standard for success. Does it take “white” behavior standards for a minority person to “get ahead”? Is “making it” in the dominant white society projected as the only ideal? To gain acceptance and approval, do persons of color have to exhibit extraordinary qualities—excel in sports, get A’s, etc.? In friendships between white and children from developing countries, is it the child from the developing country who does most of the understanding and forgiving?</p> <p>Resolution of problems. How are problems presented, conceived and resolved in the story? Are minority people considered to be “the problem”? Are the oppressions faced by minorities and women represented as related to social injustice? Are the reasons for poverty and oppression explained, or are they accepted as inevitable? Does the story line encourage passive acceptance or active resistance? Is a particular problem that is faced by a racial minority person or a female resolved through the benevolent intervention of a white person or a male?</p> <p>Role of women. Are the achievements of girls and women based on their own initiative and intelligence, or are they due to their good looks or to their relationship with boys? Are sex roles incidental or critical to characterization and plot? Could the same story be told if the sex roles were reversed.</p>

<p>3. Look at the lifestyles.</p>	<p>Are persons from developing countries and their setting depicted in such a way that they contrast unfavorably with the unstated norm of white middle-class suburbia? If the minority group in question is depicted as “different,” are negative value judgments implied? Are minorities depicted exclusively in ghettos or migrant camps? Look for inaccuracy and inappropriateness in the depiction of other cultures. Watch for instances of the “quaint-natives-in costume” syndrome (most noticeable in areas like costume and custom, but extending to behavior and personality traits as well).</p>
<p>4. Weigh the relationships between people.</p>	<p>Do the whites in the story possess the power, take the leadership, and make the important decisions? Do racial minorities and females function in essentially supporting roles? How are family relationships depicted? In black families, is the mother always dominant? In Latino families, are there always lots of children? If the family is separated, are societal conditions—unemployment, poverty, for example—cited among the reasons for the separation?</p>
<p>5. Note the heroes.</p>	<p>For many years, books showed only “safe” minority heroes—those who avoided serious conflict with the white establishment of their time. Minority groups today are insisting on the right to define their own heroes (of both sexes) based on their own concepts and struggles for justice. When minority heroes do appear, are they admired for the same qualities that have made white heroes famous or because what they have done have benefited white people? Ask this question: “Whose interest is a particular hero really serving?”</p>
<p>6. Consider the effects on a child’s self-image.</p>	<p>Are norms established which limit the child’s aspirations and self-concepts? What effect can it have on black children to be continuously bombarded with images of the color white as the ultimate in beauty, cleanliness, virtue, etc., and the color black as evil, dirty, menacing, etc.? Does the book counteract or reinforce this positive association with the color white and negative association with black? What happens to a girl’s self-image when she reads that boys perform all of the brave and important deeds? What about a girl’s self-esteem if she is not “fair” of skin and slim of body? In a particular story, are there one or more persons with whom a minority child can readily identify to a positive and constructive end?</p>
<p>7. Consider the author’s or illustrator’s background.</p>	<p>Analyze the biographical material on the jacket flap or the back of the book. If a story deals with a minority theme, what qualifies the author or illustrator to deal with the subject? If the author and illustrator are not members of the minority being written about, is there anything in their background that would specifically recommend them as the creators of this book?</p>
<p>8. Check out the author’s perspective.</p>	<p>No author can be wholly objective. All authors write out of a cultural as well as a personal context. Children’s books in the past have traditionally come from authors who are white and who are members of the middle class, with one result being that a single ethnocentric perspective has dominated American children’s literature in the United States. With the book in question, read carefully to determine whether the direction of the author’s perspective substantially weakens or strengthens the value of his/her written work. Is the perspective patriarchal or feminist? Is it solely Eurocentric or do minority cultural perspectives also receive respect?</p>

<p>9. Watch for loaded words.</p>	<p>A word is loaded when it has insulting overtones. Examples of loaded adjectives (usually racist) are savage, primitive, conniving, lazy, superstitious, treacherous, wily, crafty, inscrutable, docile, and backward.</p> <p>Look for sexist language and adjectives that exclude or ridicule women. Look for use of the male pronoun to refer to both males and females. While the generic use of the word “man” was accepted in the past, its use today is outmoded. The following examples show how sexist language can be avoided: ancestors instead of forefathers; chairperson instead of chairman; community instead of brotherhood; firefighters instead of firemen; manufactured instead of manmade; the human family instead of the family of man.</p>
<p>10. Look at the copyright date.</p>	<p>Books on minority themes—usually hastily conceived—suddenly began appearing in the mid-1960s. There followed a growing number of “minority experience” books to meet the new market demand, but most of these were still written by white authors, edited by white editors and published by white publishers. They therefore reflected a white point of view. Not until the early 1970s did the children’s book world began to even remotely reflect the realities of a pluralistic society. The new direction resulted from emergence of third world authors writing about their own experiences in an oppressive society. This promising direction has been reversing in the late 1970s. Nonsexist books, with rare exceptions, were not published before 1972 to 1974.</p> <p>The copyright dates, therefore, can be a clue as to how likely the book is to be overtly racist or sexist, although a recent copyright date, of course, is no guarantee of a book’s relevance or sensitivity. The copyright date only means the year the book was published. It usually takes about two years—and often much more than that—from the time a manuscript is submitted to the publisher to the time it is actually printed and put on the market. This time lag meant very little in the past, but in a time of rapid change and changing consciousness, when children’s book publishing is attempting to be “relevant,” it is becoming increasingly significant.</p>



STEREOTYPE EXAMPLES AND ALTERNATIVES

EXAMPLES	ALTERNATIVE
RACE/ETHNICITY/RELIGION	
African Americans are depicted as employed only as athletes, or as unemployed. Native Americans are depicted as people of the past. Japanese Americans are depicted only as participants in World War II. Latinos are depicted only in the context of migrant farm work. Non-Christian religions are depicted as extreme.	All ethnic groups are portrayed as equally independent/dependent, leaders/subordinates, peaceable/ militant, open/secretive, thoughtful/impulsive etc. Religions are not presented as either right or wrong.
SEX /GENDER	
Boys are depicted as doing; girls as watching. Women are depicted only in relationship to men (husbands, sons, and bosses); as timid, silly and interested in trivial things. Men and boys must be fearless, confident, competitive, and controlling their emotions.	Members of both sexes are depicted in nontraditional as well as traditional roles in the family, at work, and in leisure activities. Members of both sexes are depicted as independent/dependent, positive/fearful, active/passive, intelligent, emotional, gentle and caring for others.
OTHER AREAS	
Gay, lesbian, bisexual and transgender people are portrayed only as angry protestors; only in Mardi-Gras type parade costumes; or only in the context of HIV/AIDS.	All identity groups are portrayed in different settings and emotions – with different ranges of dress, activity and health.
Only <i>nuclear family</i> groups are portrayed, with young, able-bodied, heterosexual parents – the father works outside the home, the mother works inside the home, and there are two to four children.	In addition to the traditional <i>nuclear family</i> model, family groups are depicted in which there are single parents, adopted and foster children, stepparents, same-sex parents, and/or relatives living with the family, including relatives as surrogate parents. <i>Extended family</i> models are depicted, where emphasis is placed on roles and relationships rather than physical proximity.
All illustrations and photos are of young, able-bodied, thin, traditionally-attractive individuals.	Examples of all different ages and body types are visible, including people of size, people with wheel chairs and people with birth marks and other physical “differences”. All identity groups are portrayed in different settings and emotions – with different ranges of health - sometimes as able-bodied, sometimes as healthy, sometimes as ill and sometimes with disabilities.
OMISSION	
When non-majority and women’s contributions to humankind are included, they are segregated in special chapters, sections, units or bordered boxes, and do not appear in context.	Non-majority and women’s contributions are interwoven with the rest of the text, as they are in life.

Appendix A: SAMPLE Evaluation Form

GENERAL CRITERIA FOR EVALUATING INSTRUCTIONAL MATERIALS

Recommended Instructional Material:

- a. Type of material:
 Textbook Novel (Fiction) Video (DVD/Movie) Music (CD)
 Computer Software Novel (Non-Fiction) Script (Play)
- b. Title: _____ Copyright Date: _____
- c. Author: _____ Publisher: _____
- d. Course or subject area: _____ Grade level (s): _____
- e. Is this material part of a Series? Yes No Title of Series: _____

Gender/Sex				
	Standard is clearly articulated or inferred 3	Standard is present, but limited in presentation and/or explanation 2	Limited presentation of standard 1	Standard is not present N/A
Male and female characters reflect qualities such as leadership, intelligence, imagination and courage.				
Male and females are represented as central characters in story and illustrations.				
Male and females are shown performing similar work in related fields				
People are referred to by their names and roles as often as they are referred to as someone's spouse, parent or sibling.				
Stereotyping language as "women chatting/men discussing" is avoided.				
Biographical or historical materials include a variety of male and female contributions to society.				
Groups which include male and females are referred to in neutral languages such as people, mail carriers, firefighters, or legislators.				
TOTAL SCORE:				
Comments/Suggestions to address scores of 2 or 1:				

Multicultural				
	Standard is clearly articulated or inferred 3	Standard is present, but limited in presentation and/or explanation 2	Limited presentation of standard 1	Standard is not present N/A
Materials contain racial/ethnic balance in main characters and in illustrations.				
Minorities are represented as central characters in story and illustrations.				
Minority characters are shown in a variety of lifestyles in active, decision-making and leadership roles.				
Materials provide an opportunity for a variety of racial, ethnic, and cultural perspectives.				
The vocabulary of racism is avoided.				
Stereotyping language is avoided.				
Biographical or historical materials include minority characters and their discoveries and contributions to society.				
One religion is not perceived as superior to others.				
Oversimplified generalizations about different religions are avoided in text and illustrations.				
TOTAL SCORE:				
Comments/Suggestions to address scores of 2 or 1:				

Persons with Disabilities				
	Standard is clearly articulated or inferred 3	Standard is present, but limited in presentation and/or explanation 2	Limited presentation of standard 1	Standard is not present N/A
People are sometimes portrayed as able-bodied, healthy, ill, and having disabilities.				
Qualities of character such as leadership, imagination, courage, and integrity are distributed among non-handicapped persons and persons with disabilities.				
Non-handicapped persons and persons with disabilities are represented as central characters in story and illustrative materials				

Non-handicapped persons and persons with disabilities are shown performing similar work in related fields.				
Non-handicapped persons and persons with disabilities are shown working and playing together as colleagues				
Persons with disabilities are referred to by their names and roles rather than their disability				
Biographical and historical materials include contributions to society by persons with disabilities				
TOTAL SCORE:				
Comments/Suggestions to address scores of 2 or 1:				

Socio-Economic Status				
	Standard is clearly articulated or inferred 3	Standard is present, but limited in presentation and/or explanation 2	Limited presentation of standard 1	Standard is not present N/A
Social class groupings portray all individuals in a variety of roles (positive and negative) and situations displaying positive and negative characteristics of integrity, humility, valor, and intelligence.				
Oversimplified generalizations about social classes and groups are avoided in text and illustrations.				
All individuals are judged by their strength of character rather than their socio-economic status.				
Characters are described by their behaviors, beliefs, and values rather than unnecessary socio-economic descriptors.				
Contributions of individuals are valued for their benefit to all peoples of society.				
Materials provide an opportunity for dialogue which considers a variety of socioeconomic perspectives.				
TOTAL SCORE:				
Comments/Suggestions to address scores of 2 or 1:				

Family				
	Standard is clearly articulated or inferred 3	Standard is present, but limited in presentation and/or explanation 2	Limited presentation of standard 1	Standard is not present N/A
In addition to the traditional nuclear family model, family groups are depicted in which there are single parents, adopted and foster children, step-parents, same-sex parents, and/or relatives living with the family.				
A variety of life's experiences are depicted.				
People of all groups are depicted in a variety of clothing and with a variety of eating habits and activities.				
Males and females are depicted in non-traditional as well as traditional roles in the family, at work, in leisure activities, and in attitude.				
TOTAL SCORE:				
Comments/Suggestions to address scores of 2 or 1:				

Do you recommend the use of this instructional material within the classroom? yes no

Comments:

Name of Evaluator: _____

Health and Safety:

Students will be expected to wash their hands or use hand sanitizer before and after recess, snack and lunch along with at arrival and dismissal. Hand sanitizer will be available in all classrooms and there are hand sanitizer stations in the hallway.

Students are expected to wear a mask to school each day and wear it throughout the day. There will be opportunities for students to take mask breaks when they eat snack, have lunch and go outside during recess. Students should have a back-up mask in their backpacks in case their original mask gets dirty or has a malfunction.

Masks must fit securely on a child's face and cover their mouth and nose at all times. Please note that gaiters, bandanas, scarves and other masks that have exhalation value are not permitted.

Upon arrival to school, students will receive instruction on the major topics below.

Social distancing

Mask wearing

Hand hygiene

Arrival/dismissal procedures

Hallway traffic

Bus Transportation:

Students who live more than 2 miles from Loker and have registered for the bus will be offered bus transportation to and from school on their in-person days. The transportation department at Central Office will share information in the near future on bus routes.

Arrival:

Arrival will begin at 7:45am each day and will occur in the front circle. **Vehicles will pull up to the end of the front circle and staff will assist children getting out of their vehicle.** All students will enter through the main entrance in the front of the building.

Dismissal:

Dismissal will follow the same protocol as arrival and students will be called in three waves: walkers/bikers, buses and pick-ups. We have orange circles in the front circle where students can stand 3-feet apart at dismissal to ensure social distancing until their ride arrives. Cars/Buses will still pull up to the end of the front circle and we will facilitate children getting into cars and on buses.

Recess:

Children can take their masks off at outdoor recess. As a reminder, students will wash their hands or use hand sanitizer before and after recess.

Lunches:

Students will walk through the lunch line in the kitchen and pick up their lunch. They will face the same direction at their individual tables all facing front and tables will be at least three feet apart. Students will be able to take their masks off to eat and drink.

Water Fountains:

Water fountains are open for water bottle refills. Families have been asked for children to bring a filled water bottle with them to school each day.