

# CLAYPIT HILL SCHOOL



# FAMILY HANDBOOK

2016-2017

# CLAYPIT HILL SCHOOL

## MISSION STATEMENT

Children deserve an opportunity to learn and to develop to their maximum potential. We at Claypit Hill School provide each student with a challenging educational program in a supportive environment in order to inspire a life-long love of learning, foster creativity, nurture self-confidence, and encourage personal achievement.

We develop a sense of community where all members are invested in the school and committed to each other. We promote an awareness of social and global responsibility while understanding and celebrating our community and its diversity.

## VISION STATEMENT

We, the Claypit Hill School community, are committed to creating an inclusive, safe, cooperative environment, centered on excitement, joy, and enthusiasm, which:

- Encourages respect and caring within our diverse school community
- Celebrates the unique talents, strengths, and differences of all
- Empowers all to reach their fullest potential and feel successful
- Challenges all to become creative problem-solvers and responsible decision-makers
- Promotes self-esteem, self-discipline, and teamwork
- Supports the risk-taking necessary for personal and academic growth
- Fosters a sense of responsibility for self, community, and environment
- Nurtures a lifelong love of learning
- Values honesty, trust, and hard work
- Has high expectations for continued commitment to academic and professional excellence

## CORE VALUES "CREATE"

Claypit is safe and welcoming.

Respect strengthens our community.

Effort equals success.

All children can achieve.

Teaching and learning is our responsibility.

Everyone is included.

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

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## Welcome!

Whether you are a new or returning family, welcome to Claypit Hill School! This handbook has been prepared to provide answers to some of the questions you may have as a member of the Claypit Hill community.

## Basics

### School Hours

8:45 a.m. to 3:00 p.m., M, T, Th, F

8:45 a.m. to 1:50 p.m., Wednesdays

Unless they are enrolled in the before-school program (see BASE, page 3), children should arrive at school between 8:30 and 8:45 a.m. (See page 8 for drop-off guidelines).

### When Kids are Absent or Arriving Late to School

"Safe Arrival Program" - Parents are required to email the school at [ch\\_attendance@wayland.k12.ma.us](mailto:ch_attendance@wayland.k12.ma.us) to report their child's absence or late arrival. If the school does not receive an email, the school will recheck the child's classroom, contact the parents, check with siblings, call all other emergency numbers, school designee will drive to child's home, and if necessary contact the police.

### Early Dismissal

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

### Sending Children Home With Others

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

### "No School" Announcements

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

### Emergency School Closing

In the unlikely event that a blizzard or other emergency forces the school to close before the usual dismissal time, parents will receive an automated call from the office of the superintendent. Please be certain that your children know where they should go if you are not at home.

## General Administration

### Student Records

Student records consist of two parts: the transcript (basic personal and academic data) and the temporary record (supporting academic information). To review any or all of your child's records, submit a request to the principal. Please see Appendix G for details about school records.

### **Class and Teacher Assignment**

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

It is appropriate for parents to write letters regarding the following: 1) if you would like to request that your child not be placed with a specific child due to personal experience; or 2) if you have concerns about an older sibling's experience with a specific teacher. This written information should be sent to the principal each year. It is not necessary to make an appointment or phone the principal or classroom teacher.

During the last week of school, children participate in Move-Along Day, during which they get to meet their next year's teacher and spend time in their new classroom.

### **Report Cards and Parent-Teacher Conferences**

Report cards are issued to children in grades K through 5 in late January and on the last day of school. Parent-teacher conferences are scheduled twice during the school year: one in October/November, and one in February/March. Teachers will initiate additional conferences if they feel the need, and parents are encouraged to do the same.

### **Lunch**

Lunch menus are published in the school newsletter and local weekly newspapers. Lunch, which includes milk, costs \$3.50 and milk only for \$1.00 and is charged against the computerized payment system. Families are encouraged to deposit money into their child's account. Free or reduced-priced lunches are available for families who qualify. Application forms are distributed at the beginning of every school year, and can be requested in the office at anytime throughout the year. For additional questions, call the Food Service office at 508-358-7904 or visit the district's website at [http://www.wayland.k12.ma.us/administration/food\\_services](http://www.wayland.k12.ma.us/administration/food_services).

### **Lost and Found**

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

### **Buses**

Under Massachusetts General Laws chapter 71, Section 68, students in Grades K-6 who live more than two (2.0) miles walking distance to their district school are entitled to free transportation. Those students living more than two (2.0) walking miles distance as measured from the center line in front of the child's home to the official school bus drop area will be transported at district expense. Students living less than 2.0 miles from their school who wish to ride the school bus must purchase a bus pass for the entire year, payable in advance. The bus fee for the 2015-2016 school year is \$350.00 per student with a family maximum of \$1000.00. Further information about the district's fee-based transportation program is available on the district's website at [http://www.wayland.k12.ma.us/administration/student\\_transportation](http://www.wayland.k12.ma.us/administration/student_transportation) or from the School Department's Business Office (2<sup>nd</sup> floor, Wayland Town Building).

Please see Appendix C for additional policies governing the use of bus transportation and the School Department's rules for conduct on and around buses.

### **Bicycles**

Children may ride bikes to school at their parents' discretion. They should follow standard bicycle safety rules, and must wear helmets as required by state law.

### **Fire/Shelter-In Place/Lock-Down/ALICE**

Drills are conducted regularly so children are be prepared to either remain safely in the building or to exit safely for any kind of emergency.

### **Stranger Awareness**

Safety presentations are held for all children each year in school. Information about these presentations is sent home to parents.

### **Dogs**

The Wayland leash law prohibits loose dogs. Leashed dogs are not to be on the premises during the day including 30 minutes before school and 30 minutes after school.

### **PTO**

The Claypit Hill Parent Teacher Organization (PTO) includes parents, guardians and teachers who work together to support and enhance the education of the children at Claypit. (See Appendix for the PTO by-laws.) The primary purposes of the PTO are to promote communication among parents, teachers, the principal and the School Committee, and to raise funds to support educational activities. Meetings, which alternate between evenings and mornings, are held monthly and are open to all parents and teachers. Volunteer opportunities abound in all categories of interest and availability.

### **Claypit Hill School Council**

The School Council is an elected school building-based committee composed of the principal, parents, teachers, and community members. The council's main focus is school improvement through site-based decision-making, cooperative planning and goal setting. Contact the PTO president if you are interested in serving on the Council. Members serve a two-year term.

## **Special Programs**

### **BASE (Before/After School Extension)**

BASE is an on-site, independently operated program offering educational and enrichment activities before and after the regular school day. As part of the Wayland School Community Programs (under the direction of the Superintendent of Schools and the School Committee), the program serves all three Wayland elementary schools and the Middle School. Information about BASE is available in all the schools, or by calling 655-6403.

### **METCO**

METCO is a voluntary program designed to help suburban children experience an integrated learning environment as well as to provide a high-quality public school education for children from a racially-imbalanced urban school district. Funded by the Commonwealth of Massachusetts, METCO enables students from Boston to attend Wayland Public Schools, as well as other suburban school systems. It is the largest and oldest not-for-profit desegregation/integration program in America.

### **Global Languages**

French, Spanish, and Chinese instruction is offered after school for a fee. Classes meet one afternoon a week for 50 minutes. Information about these programs is sent home at the start of the school year, and is available in the school office or by calling the Wayland School Community Programs at 655-6403.

### **Instrumental Music**

Group instruction in string instruments is available starting in Grade 3, and instruction in brass, woodwind and percussion begins in Grade 4. Instrumental music lessons are provided during school hours for a fee. Children must purchase or rent instruments. Information is sent home at the end of each school year regarding music lessons and instrument rental for the upcoming school year.

### **Media/Communication Center**

The Claypit Hill School Media/Communication Center makes available a wide range of materials for students at all grade levels. The rules governing the use of these materials are:

1. Books may be borrowed for a period of one week before they need to be returned or renewed.
2. Students are responsible for books they borrow.
3. Lost books must be replaced or paid for.

### **Special Education**

The Wayland Schools provide a variety of programs for children who are evaluated and diagnosed as having special needs. Under Chapter 766 and Public Law 94-142, any child with special needs, ages 3 through 21, must receive services.

When a child has been formally identified as having special needs, an appropriate program is developed for him or her through a collaborative effort between teachers and parents. While the Wayland Public School's policy is to include special needs children in regular classroom activities as much as possible, students also receive individualized instruction in reading and language arts, arithmetic, and study and work habits geared to each child's learning style and particular needs. Speech and language therapy, adaptive physical education, and other supplementary services are also available, as needed.

For more detailed information about special education services, speak with the principal or call the Wayland Public School's Director of Special Education (358-3757).

## **Health**

### **Health Issues**

A school nurse is on site daily, between 8:45 and 3:00. In case of accident or sudden illness, the nurse or other school staff will administer necessary first aid. If warranted, the parent will be called to take the child home or to his/her physician. In serious emergencies, the child will be transported to the nearest hospital by ambulance and the parents will be notified. The nurse is available to discuss any health concerns that may affect your child's learning. You may reach her at 508-357-3779.

### **Physical Exams**

Reports of physical exams, including immunization records, are required for all kindergartners, new entrants, and all students in grades 4, 7, and 10. If a medical reason precludes immunization, a physician's statement to this effect must be presented before the child is admitted to school; if there is a religious reason, a statement must be submitted by the parent before admission.

### **Health Screenings**

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

### **Medication**

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

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

All medication - both prescription and over-the-counter - must be in its original container. Prescription medication must have the pharmacy label. Prescription antibiotic medication given for 10 days or less does not require a written doctor's order. They do, however, require written parental permission and also must be in original container. First dose of an antibiotic will never be administered in a school setting.

Over the counter medications may be administered by the nurse with parental permission. Those include Ibuprofen, Tylenol, Benadryl, Tums, Bacitracin/Neosporin and Hydrocortisone cream. Parent permission is obtained on the student verification form filled out each September.

All medication forms must be submitted each school year.

### **Reactions to Insect Stings and Allergic Reactions**

If your child has been diagnosed by a physician with a life threatening allergic reaction and requires an Epi-Pen,(Epinephrine) please inform the school. A doctor's order form and parent permission form must be completed and returned with a pharmacy labeled Epi-Pen. These forms can be obtained from the school nurse or from the health link on the Claypit Hill web site.

### **When should a student stay at home?**

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

## Head Lice: Diagnosis and Treatment

Head lice (pediculosis) are highly communicable and difficult to prevent, but can be controlled when parents frequently check the entire family's hair and scalp. This is not always a simple problem to deal with, but the following information should help you to identify and treat head lice safely.

How do you get lice? Many people associate lice with unclean people or homes. This is not true. Frequent bathing or shampooing will not prevent lice or eliminate them once they are established. Lice cannot jump or fly, and are only transmitted by contact with an infested person or by wearing infested clothing or using an infested comb or brush. Children should therefore be warned against sharing hats, clothing or grooming aids with others. Household pets do not transmit lice.

What to look for: Lice are small insects about the size of a sesame seed. They are usually light brown but can vary in color. They move quickly and shy away from light, making it difficult to see them. Diagnosis is more often made on the basis of finding nits (eggs). These are tiny, yellowish-white oval-shaped specks attached to the hair shafts near the scalp. Viable nits may be found at any distance from the scalp. As she deposits her eggs, the female louse cements them to the hairs and unlike lint or dandruff, they will not wash off or blow away. Nits may be found throughout the hair, but are most often located at the nape of the neck, behind the ears, and frequently on the crown of the head. It helps to use a magnifying glass and natural light when searching for them.

Symptoms of infestation: The itching that occurs when lice bite and suck blood from the scalp is a primary symptom of infestation, although not everyone will experience the itching. Children seen scratching their heads frequently should be examined. Often, red bite marks or scratch marks can be seen on the scalp and neck.

Treatment: Treatment is directed both toward the individual and his/her personal articles and environment. Before one family member is treated, all should be examined. Those showing evidence of infestation should all be treated at the same time. Check with your pediatrician. There are several pediculocidal products available.

If you would like additional information, please contact your school nurse at 508-358-3779.

## Communications

### Addressing Problems and Concerns

Parents with problems or concerns that they wish to bring to the attention of appropriate school officials may find the following guidelines helpful:

- Any concern regarding a school-related matter should first be raised with the staff member most directly involved (e.g., questions regarding the content of instructional materials or homework assignments should be raised directly with the teacher).

- If the matter remains unresolved, the parent may wish to speak with the principal. Appointments can be scheduled by contacting the office at 508-358-7401
- If the matter still is unresolved, the parent may wish to speak with the Superintendent. For an appointment, simply contact the Superintendent of Schools at 508-358-3763.
- If the matter still remains unresolved, the parent may bring it to the attention of the School Committee by requesting that the superintendent, as the executive officer to the School Committee, place the matter on the agenda or by communicating directly with the chairman of the School Committee.

Following are examples of issues that are more appropriately raised at the level indicated:

### **Teachers**

All teachers have mailboxes in the office where phone messages and notes can be left, including requests for meetings or phone calls. Typical issues addressed with teachers include:

- Student homework assignments, quizzes, and tests
- Course content, instructional materials
- Issues related to student discipline

### **Guidance Counselors**

- Personal matters relating to students
- Problems between school and home; between teacher and pupil

### **Principal**

- Any issue for which no other staff member can be identified
- Student placement issues
- Instructional and co-curricular program issues
- Matters relating to the physical plant
- Complaints, dissatisfaction or concerns regarding school personnel
- Student records

### **Superintendent**

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

### **School Committee**

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

## Discipline

*"Some of the best lessons we ever learn are learned from past mistakes. The error of the past is the wisdom and success of the future. It is the highest form of self-respect to admit our errors and mistakes and make amends for them." --Dale E. Turner*

At Claypit Hill School, we understand that making mistakes is a normal and expected part of childhood. With the right support, mistakes can become opportunities to foster individual growth, self-discipline, personal responsibility and appropriate social-emotional interactions. Our school believes that creating and fostering a safe, supportive and welcoming school community is among the most important things we can do to support children's social and emotional well-being at school, and to mitigate the need for other kinds of disciplinary measures.

### Part 1: Prevention

#### The Proactive Approach to Discipline

**Open Circle, Social Thinking, and Responsive Classroom** are used by the Wayland school system to foster social-emotional learning. This learning helps students to avoid common pitfalls and mistakes by working through scenarios in advance within the classroom setting. All curricula begin in kindergarten and continue through the end of fifth grade.

- **Open Circle** curriculum is an opportunity for students to regularly engage and discuss increasingly complex social issues in a small group setting. Open Circle provides a unique, evidence-based social and emotional learning program, which proactively develops children's social and emotional skills, including managing emotions, empathy, positive relationships and problem solving. Open Circle helps Claypit to build a community where students feel safe, cared for and engaged in learning.
- **Responsive Classroom** is a research-based approach to teaching that focuses on the strong link between academic success and social-emotional skills. Independent research has found that the Responsive Classroom approach is associated with higher academic achievement in math and reading, improved school climate, and higher-quality instruction. The Collaborative for Academic, Social, and Emotional Learning (CASEL) claims that Responsive Classroom is one of the most "well-designed evidence-based social and emotional learning programs".
- **Social Thinking** curriculum teaches students social problem solving, social-emotional interpretation and social skills. This curriculum helps each student develop self-awareness, perspective taking, and self-management skills. Social goals can include learning to relate to others, working effectively as part of a team, and learning effectively as part of a group. Social Thinking has created an evidence-based methodology that includes frameworks, activities, strategies, and Social Thinking Vocabulary to teach better awareness and use of social thinking and related social skills for people ages 4 years through adulthood.

In addition to using these curricula and philosophies to foster social and emotional growth, teachers facilitate student development by creating and maintaining an empathetic connection to each individual student, so that a base of trust may be established. Teachers build connections with students one on one throughout the school year, so that when inappropriate behavior occurs, the foundation exists to thoughtfully and effectively help each student:

- identify motivations for their actions
- determine ways to do better next time
- find solutions and problem solve

- make meaningful amends that go beyond simple apologies.

This process works best when solutions to discipline issues are a collaboration between all involved parties, and when the student plays a **central role** in stating the natural consequences and deciding what **logical consequences** and **amends** should take place, if any. When participants in the dialogue are also able to **take responsibility for their actions, words, and mistakes**, personal growth is fostered. Teachers may choose to model this process for students whenever they have an opportunity to do so. Teachers, counselors, and administrators can help with the process of setting these goals. They are also present after the fact with kind, fair, and firm follow-through to ensure goals are met.

## **Part 2: Intervention**

### **The Reactive Approach to Discipline**

While teachers and administration strive for consistency in helping students take responsibility and make amends for mistakes, they also consider each incident individually and take extenuating circumstances into account when appropriate. The student's capacity, age, limitations, behavioral patterns, and any personal situation that might affect mood or behavior are all taken into account when helping students work through problems, and while setting appropriate limits, requirements and guidelines throughout the disciplinary process. While some students are capable of being self-sufficient during this process, others may need support and suggestions for many of the steps involved. Discipline scenarios at Claypit are generally handled in the following three stages: **discussion**, **planning**, and **follow through**.

**1. Discussion:** Students and adults come together and discuss what happened. The initial focus of this conversation is on making sure everyone is safe, and once that is established, the focus turns to open discussion and problem solving. Everyone involved in a conflict or situation, regardless of age, might benefit from a self-examination of the situation from a perspective of **personal motivation, honesty** and **accountability**. Time to think independently about the following questions both before and after a discussion may also benefit everyone.

- **Motivation:** "If I understand why I acted this way, I can find acceptable alternatives and solutions in the present. I can also find a better way to handle a similar situation next time."
- **Honesty:** "If I am honest, even when I am scared, I will feel good about myself and I will be believed in the future. Honesty fosters trust."
- **Accountability:** "If I take responsibility for my actions, I can fix this, make amends and solve this problem."

**2. Planning:** Once the initial conversation takes place to establish what happened, the student, with help if needed, can start working on a plan to **take responsibility, define natural consequences**, and **make a better plan for next time**. Teachers and students can cooperatively and collaboratively determine in each instance what steps are necessary.

In simple cases this process might be verbal and quick, and for more serious or complex issues, involved parties should be encouraged to take time to reflect and plan. Sometimes, the teacher or principal will let the parent know what happened so that the work of restitution can continue at home with the parent. In such cases, it might mean a few days of careful thought, some writing or self-recording, actionable amends chosen by the student, and enlisting help throughout the process of supportive adults such as parents, teachers, and the principal.

**Taking responsibility** means answering one or more of the following questions:

- What was my role in this?
- What could I have done differently?
- Was I respectful, kind, fair, and safe?

- **Defining natural consequences** means answering one or more of the following questions:
  - What did my actions cause that otherwise might not have happened?
  - If someone else was involved, how did I affect them? How did this make them feel?
  - What could have happened as a result of my actions?
  - Why should I avoid doing this in the future?
- **Making a better plan for next time** means answering one or more of the following questions:
  - In what ways could I have handled this differently?
  - The next time something like this happens I will \_\_\_\_\_ or \_\_\_\_\_ instead.
  - The next time I feel this way I will \_\_\_\_\_ or \_\_\_\_\_ instead.

**3. Follow Through:** When thinking about **making restitution or amends** for a mistake, students are encouraged to consider **logical consequences**. In trying to figure out logical consequences, it may help to answer the following questions:

- How can I make up for my mistake?
- What related work can I do to make up for what I did?
- What action can I take to fix what I did, to the best of my ability?
- What can I do to make the other person feel better/safe?

The best amends are those that chosen by the student. It will sometimes be the case that a student may want to do more to make amends than an adult would ever ask of them, so in part this is a supported negotiation--what is reasonable? What is fair? Taking responsibility and making amends is a learning opportunity, and children learn best by doing, by taking responsibility for themselves, and by choosing their own amends.

In some cases, a sincere and thoughtful apology may go a long way, but sometimes it's not enough. Students should be encouraged to find reasonable ways to **make amends or restitution** that are connected to the mistake they made. For example, if the student left trash on the playground, she might decide **a logical consequence** of this mistake is volunteering to pick up trash outside. She might also decide to research and write an essay about biodegradability and the importance of respecting the environment. Options that a student might choose for restitution are not limited to, but may include one or more of the following:

- a verbal apology
- a written apology or apologies
- a written statement of responsibility
- a written plan for the future
- community service
- volunteering in some capacity at Claypit
- helping the other party in some way
- a written pledge to help in a concrete way

Once students and adults are in agreement on a **plan of action**, the plan can be executed at home and/or in school. Students and teachers are encouraged to work hard to find collaborative, reasonable solutions and/or amends that work for all involved parties.

### **Part 3: Serious Violations When Safety is a Concern**

Here at Claypit, we will work with families and students to seek the least restrictive response to serious misbehavior that keeps all students emotionally and physically safe. More serious violations of the school rules are rare, but if they do occur, the principal or other person in charge may choose to also do one or more of the following:

- Call the parents/guardians in for an emergency conference
- Remove the student from the classroom immediately in accordance with Wayland School Suspension Policy
- Inspect a student's desk or personal belongings if he/she feels it is necessary in order to ensure the safety of any student(s) or adult(s)
- Call the police

Examples of serious misbehavior include all behaviors that put the student or other students at serious risk of physical or emotional harm.

## **TRAFFIC SAFETY PLAN MORNING DROP-OFF**

1. All vehicles enter the school driveway via the South/East side of Adams Lane (Plain Road/Claypit Hill Road). **Adams Lane is a one way road during the opening and closing of school.**
2. Line up in the CENTER lane and loop around in front of the island to the striped Drop Off area. (Vehicles entering the parking lot should line up in the right lane and turn into the parking lot when possible).
  - ***Pull all the way up to the front of the Drop Off area.***
  - ***Children will exit the vehicle from the passenger side.***
  - ***Do not exit your vehicle.*** If your child needs assistance with bulky items or getting out of the vehicle, please park in the visitor parking lot and walk your child in.
3. All vehicles, except busses, are prohibited from entering the circle in front of the school from 8:00-9:00 a.m.
4. All vehicles exit the school grounds via the North/West side of Adams Lane (Three Ponds Road/Claypit Hill Road).

## **AFTERNOON PICK-UP**

1. All vehicles enter the school driveway via the South/East side of Adams Lane (Plain Road/Claypit Hill Road). **Adams Lane is a one way road during the opening and closing of school.**
2. Line up in the RIGHT lane. You will be directed by school personnel to pull forward into the circle in front of the school after the busses have cleared. (Vehicles entering the parking lot should drive up in the center lane, **stop** and turn right into the parking lot yielding to vehicles moving in the right lane.)

- *Pull all the way up to the front of the Pick-up area, when directed to enter the circle.*
  - *Children will enter the vehicle from the passenger side.*
  - *Do not exit your vehicle.*
3. All vehicles exit the school grounds via the North/West side of Adams Lane (Three Ponds Road/Claypit Hill Road). **Be alert to walkers and drive with caution as you exit school grounds. The Speed Limit in the School Zone is 20 MPH.**

## PARKING

1. All vehicles enter the school driveway via the South/East side of Adams Lane (Plain Road/Claypit Hill Road). To enter the Visitors' Lot:
- *In the morning*, line up to the right, and turn into the visitors' parking lot.
  - *In the afternoon*, turn into the center lane, **stop** turn right into the parking lot, yielding to cars in the pick-up lane on your right.
2. Children may not be dropped off in the parking lot. We cannot ensure your child's safety. **If you park, you MUST walk your child to and from the front door of the school.** While in the parking lot, children must be accompanied by an adult at all times.
3. Please observe the following parking etiquette:
- *Park only in designated, legal spots.* Do not park or stand in a travel lane or at the end of a row.
  - *Only vehicles displaying handicapped tags are eligible to park, stand, or stop in handicapped spots.*
  - *Observe one-way arrows when entering and exiting the lot.*
  - *Drive with caution!* Check your rear- and side-view mirrors often. Children are small and less visible to motorists. In addition, children may be unpredictable and often are not able to make the same judgments about traffic situations as adults.
  - *Observe all parking restrictions along Adams Lane.* No parking signs have been placed to ensure visibility so walkers can exit school property. This area is also a pick-up zone for kindergarten children being bused from the Loker School in the afternoon.
4. Vehicles may only exit the Visitors' Lot when directed to do so by the Traffic Supervisor. Once the busses are loaded, vehicles will not be permitted to leave the lot until all the busses have gone. All vehicles exit the school grounds via the North/West side of Adams Lane (Three Ponds Road/Claypit Hill Road).
5. Visitor parking is limited. If the Visitors' Lot is full, you may park on the grassy area to the far side of Adams Lane. The Staff Lot is reserved for Staff only. If no parking is available, please join the drop-off or pick-up line. We will supervise your children if necessary until you arrive.

# SPEED LIMIT in School Zone is 20 MPH.

## Please drive with care and put away the cell phone.

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### FREQUENTLY ASKED QUESTIONS

- ***What if I am coming early, late, or mid-day?*** From 8:00-9:00 a.m. and 2:30-3:30 p.m. (1:15-2:15 p.m. on Wednesdays), vehicles should enter from the East/South entrance to Adams Lane. At all other times, vehicles may enter school grounds from either direction.
- ***Do I have to go around if I am coming from Three Ponds Road?*** Drivers coming from Three Ponds Road should turn right onto Adams Lane and loop around to ensure the orderly flow of traffic and avoid the potential safety concerns of having bi-directional traffic and walkers trying to navigate a narrow, busy intersection.
- ***At drop-off, can I enter the circle if the busses are gone?*** You may enter the circle only if directed to do so by the traffic supervisor or school officials. If busses run late, the circle must remain clear for safe unloading. It is illegal to pass a stopped school bus that is unloading.
- ***Can I drop off before 8:30 a.m.?*** Children should not be dropped off before 8:30 a.m. Supervision of children is not available until 8:30 a.m.
- ***How long is the pick-up line?*** The pick-up line is generally clear by 3:20 p.m.
- ***What if I am late because I am stuck in the pick-up line or I can't park?*** Staff members will supervise until all children are accounted for. We recognize that there is a fair amount of traffic at pick-up and that it can be difficult to park. Parents should remind their children to stay by the entrance to the school until they are picked up.
- ***When can I turn left out of school grounds?*** At all times except 8:00-9:00 a.m. and 2:30-3:30 p.m. (1:15-2:15 p.m. on Wednesdays), when vehicles should proceed straight onto Adams Lane in the northerly/westerly direction.

- **Can the traffic supervisor make exceptions?** No. The traffic supervisor directs traffic to follow the traffic plan stipulated by School Officials and the Wayland Police.

## **SAFE ARRIVAL PROGRAM**

### **What is the Safe Arrival Program?**

- A program that ensures that every child in the school is accounted for at the start of each day.

### **Are all Claypit children enrolled in this program?**

- **YES** all children are part of this program.

### **How does this program operate?**

- Families email the school at [ch\\_attendance@wayland.k12.ma.us](mailto:ch_attendance@wayland.k12.ma.us) before 8:45 AM and leave a message stating that their child(ren) will be absent or late. **Message should include: child's name, teacher's name, date(s) of absence.** Anticipated future absences or late arrivals can also be sent in ahead of time.
- The office staff keeps a log of all emails.
- Classroom attendance is sent to the office and cross checked with the messages at 8:45 AM

### **If a child is *still* unaccounted for, the office staff then:**

- Rechecks the child's classroom
- Contacts the parents at home(s) or work
- Checks with his or her siblings (if any)
- Phones emergency contacts
- Principal or designee drives to child's home
- Police are contacted

## **School Department Policies Regarding Bus Transportation**

### **POLICIES**

1. Students may only ride their assigned bus with (paid fee) bus pass.
2. School buses are equipped with seat belts, but a student's use of seat belts is neither guaranteed nor required. Each fall, students are instructed in their proper use.
3. Bus drivers must pick up only at scheduled stops: they are not required to admit students who are not assigned to that particular bus. Drivers are required not to exceed the legal bus capacity.

### **Rules for Conduct On and Around Buses**

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

**Homework**  
**ELEMENTARY HOMEWORK GUIDELINES**  
 August, 2012

**Elementary School Homework Philosophy**

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

**Purpose and Types of Homework:**

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

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

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

***Grades 3, 4 and 5:***

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

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

Notes:

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

**Tips for Parents**

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

**Tips for Students**

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

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

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

## RECESS

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

1. To provide activity commensurate with the physical development of an elementary age child.
2. To foster positive interpersonal relationships between children of all grade levels.
3. To fulfill the requirements established in Massachusetts State Education laws regarding physical activity.
4. To provide the teacher with additional means to evaluate both the physical and social needs of the student.

### Supervision

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

### Designated Play Area

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

### Appropriate Recess Activities

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

### Unacceptable Behavior During Recess

1. Fighting hitting or physically bothering another child.
2. Interfering in others games or play.
3. Throwing snowballs, stones, and other inappropriate objects.
4. Excessive physically aggressive games "prisoner, king of the mountain, whips, piggy back, tackle, red rover, keep away".
5. Inappropriate language.
6. Play with or damaging articles of clothing.
7. Playing in restricted areas.
8. Defacing property.
9. Other activities that inhibit the safety and rights of others (including the rights of the professional staff).
10. Playing "chase" without agreed upon rules.

### Recess Discipline Procedures

1. Each supervising teacher shall note serious violations.
2. Violations will be reported to the building Principal.

3. Child may miss recess for a designated period of time.
4. Child may be asked to do community service.

## **CAFETERIA**

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

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

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

### **Supervision**

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

### **Desirable Cafeteria Conduct**

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

### **Unacceptable Behavior During Lunch Periods**

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

## Lunch Period Discipline Procedure

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

## Wayland Public Schools Acceptable Use Policy - Elementary School Version Computer - Network - Internet Use

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

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

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

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

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

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

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

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

### **5. Truthfulness**

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

### **6. Privacy**

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

## **7. Security**

- Security on any computer system is important.
- If a student knows of any times when these rules are broken, he/she must tell a teacher or principal.
- School personnel are in charge of Internet access. Students will not connect to the Internet unless directed to do so under the supervision of a teacher.
- Do not tell anyone else your password and do not log in as anyone else.

## **8. Filtering**

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

## **9. Vandalism**

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

Vandalism includes:

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

## **10. Consequences**

- Violations of any of these rules may result in the loss of access. There may also be disciplinary actions that your teacher or school principal determine are appropriate consequences to violating the Acceptable Use rules.

**Legal Appropriate Responsible Kind**

# Appendix

Parent - Teacher Organization

Civil Rights Legislation

Chapter 622 – Prohibit Discrimination

Revolving Complaints of Harassment

Student Record Regulations – FERPA  
(Family Educational Rights and Privacy Act)

Curriculum Exemption

Conduct

WPS Bully and Cyber-Bullying Policy

Head Injury and Concussions Policy

Sexual Discrimination Policy

Title IX Grievance Procedures

## CLAYPIT HILL PARENT-TEACHER ORGANIZATION

The PTO is a service-oriented organization composed of all parents/guardians and teachers of Claypit Hill students. The purposes and precepts of the PTO are set forth in the bylaws.

### CLAYPIT HILL PTO BYLAWS

(Adopted by the PTO on Sept. 26, 1989 and amended on Oct. 9, 1990 and May 31, 2000)

#### ARTICLE I - NAME

The name of this organization shall be the Claypit Hill Parent Teacher Organization (hereafter referred to as "the Organization").

#### ARTICLE 11- PURPOSE

The primary purposes of the Organization are:

- a. To promote communication and cooperation between parents, teachers, the administration and the School Committee for the resulting benefit to the students of Claypit Hill Elementary School.
- b. Through fundraising efforts consistent with these bylaws, to endeavor to provide financial support for activities or materials which will directly contribute to the quality of education at Claypit Hill Elementary School, the Wayland Public Schools, or the Wayland student population in general.

#### ARTICLE III- MEMBERSHIP

Membership in the Organization shall consist of all parents and guardians of students enrolled at Claypit Hill Elementary School and staff therein. A voluntary contribution rate shall be set by the Executive Board annually. This contribution shall be solicited at such time and place as shall be determined by the Executive Board.

**ARTICLE IV- EXECUTIVE BOARD** The Executive Board of the Organization (hereafter referred to as "the Board") shall consist of the officers of the Organization, as well as those Committee Chairpersons whom the officers by majority vote, may wish to appoint to the Board. The appointment of any Committee Chairpersons as Board members shall be announced at the first annual meeting or general meeting following the appointment of those Chairpersons to the Board, in order that this appointment shall be duly recorded in the minutes of said meeting.

**ARTICLE V- OFFICERS AND THEIR DUTIES** The officers of the Organization shall be President, Vice President, Secretary, and Treasurer. They shall be elected by majority vote at the Annual Meeting and hold office until the next Annual Meeting. Any vacancy that occurs during the year shall be filled by appointment of the Board.

**President:** The President shall preside at all meetings of the Organization and the Board at which he/she may be present, After consultation with the Board, the President may create committees and appoint Committee Chairpersons to assist the Organization in achieving its purpose. The President shall be a member ex-officio of all committees. The President shall perform any additional duties and exercise additional powers as may be assigned to him/her by the Board.

**Vice President:** The Vice President shall act as aide to the President and shall perform the duties of the President in the absence of that officer.

Secretary: The Secretary shall keep an accurate written record of the annual meeting and all general meetings of the Organization, including the number of members in attendance when a vote is taken and minutes of meetings. He/she shall perform any additional duties as shall be directed by the Board.

Treasurer: The Treasurer shall receive all moneys of the Organization. He/she shall make expenditures out of the Organization's funds only as authorized by the Organization or the Board and only for purposes consistent with these bylaws. The Treasurer shall keep an accurate written record of receipts and expenditures. He/she shall present a statement of account of the Organization at general meetings, and shall perform any additional duties as shall be directed by the Board.

#### ARTICLE VI - MEETINGS

- a. The annual meeting of the members of the organization shall be held prior to the last day of school: the specific date, time and place to be set forth in a written notice sent to all members at least seven days prior to the meeting date. The primary purpose of the annual meeting shall be to elect a slate of officers for the forthcoming year.
- b. Other (general") meetings may be called from time to time by the Board upon reasonable notice to all members of the Organization stating the date, time and place of the meeting. Except in emergency situations, at least seven days prior notice shall be provided for general meetings.
- c. Committee meetings or Board meetings shall be held at the discretion of the involved Committee Chairpersons, or the Board.

#### ARTICLE VII- BASIC PRECEPTS

- a. The Organization shall expend moneys only in support of activities or materials which will directly contribute to the quality of education at Claypit Hill Elementary School, the Wayland Public Schools, or the Wayland student population in general.
- b. Moneys shall be expended only for those purposes for which they have been allocated, with three exceptions: (1) So long as moneys have been properly allocated to the PTO Working Budget and to the extent that the moneys are still available there, moneys may be expended at any time from the Working Budget for expenses related to fundraising activities or any other normal operating expenses incurred by the PTO; (2) Costs which are incurred in excess of an allocation may be reimbursed from the PTO Working Budget, and (3) Moneys originally allocated for the preceding school year, but which were not spent during that school year shall be considered still allocated for the same purpose for the current school year.
- c. Allocation of funds shall occur only at general meetings, or at the annual meeting. Decisions at a general meeting or the annual meeting shall be by vote of a majority of those present. If less than ten members are in attendance when a vote is taken, that vote must be ratified by majority vote of the Board at said meeting or within two weeks of said vote; otherwise, the vote shall be deemed invalid.
- d. Revision of these bylaws shall be made only in accordance with the procedures set forth in Article VIII below.

#### ARTICLE VIII- REVISION OF BYLAWS

The bylaws may be amended by a vote of at least two thirds of those present at an annual or general meeting of the Organization. Bylaws may be amended only if at least ten members are in attendance, including at least three members of the Executive Board. Written notice of a proposed amendment to the bylaws shall be sent to the membership at least seven days prior to the meeting at which such proposed amendment is to be considered.

## CIVIL RIGHTS LEGISLATION

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

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

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

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

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

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

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

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

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

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

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

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

CONTACT PERSONNEL

	<u>DISTRICT</u>	<u>CLAYPIT HILL</u>	<u>HAPPY HOLLOW</u>	<u>LOKER</u>	<u>MIDDLE SCHOOL</u>	<u>HIGH SCHOOL</u>
<b>Title I</b>	<b>Brad Crozier 358-3773</b>	<b>Christie Harvey 358-7401</b>	<b>James Lee 358-2120 x 103</b>	<b>Brian Jones 655-0331</b>	<b>Betsy Gavron 655-6670</b>	<b>Allyson Mizoguchi 358-3705</b>
<b>Title II</b>		↓	↓	↓	↓	↓
<b>Title VI</b>		<b>Christie Harvey Dr. Michael Hehir</b>	<b>James Lee Beth Santomenna</b>	<b>Brian Jones Laurel Pirelli</b>	<b>Betsy Gavron George Benzie</b>	<b>Allyson Mizoguchi Marybeth Sacramone</b>
<b>Title IX</b>		↓	↓	↓	↓	↓
<b>MGL. Ch. 76</b>	↓	↓	↓	<b>Jim Lee</b>	↓	↓

<b>Section 504</b>	<b>Dr. Marlene Dodyk 358-3756</b>	<b>Dr. Michael Hehir</b>	<b>Beth Santomenna</b>	<b>Laurel Pirelli</b>	<b>Suzanne Bernstein</b>	<b>Marybeth Sacramone</b>
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## **Chapter 622 to Prohibit Discrimination in Public Schools**

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

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

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

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

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

The Assistant Superintendent of Schools has been appointed as the Coordinator of Chapter 622 and Title IX programs for the Wayland Public Schools. If, after contacting your principal relative to these programs, you have further questions or concerns, you may contact the Assistant Superintendent of Schools by calling 358-7728.

## Procedures for Resolving Complaints of Harassment (Including Sexual Harassment)

### INTRODUCTION AND SUMMARY OF OPTIONS

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

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

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

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

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

**Informal Complaint Resolution** - A concerned individual may turn to designate Wayland Public Schools personnel for action short of a formal hearing. For a complainant, such action may include informal mediation, arranging a meeting with the respondent, and/or helping in communicating with the respondent. Written records may be kept. Taking an informal approach at the outset does not preclude formal action later. For further information, see the following sections below: A. Confidentiality, and D.2. Informal Complaint Resolution.

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

### PROCEDURAL GUIDELINES

A. **Confidentiality** - Wayland Public Schools recognize that both the complainant and the respondent may have strong interests in maintaining the confidentiality of allegations and related information. Accordingly, unless they authorize disclosure, individuals who share information with Wayland

Public Schools officials may expect that their conversations will ordinarily remain confidential. In unusual circumstances, however - when information must by law be disclosed (for example,- when information received indicates a threat to safety, or when a formal written complaint has been filed) - it may be necessary to disclose it to Wayland Public Schools officials or others. An individual who has concerns about confidentiality should raise them early in the process.

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

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

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

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

C. **Preventative Administrative Responsibility**

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

D. **Specific Procedures for Employees and Students**

- I. **Individual Consultation** - Wayland Public Schools has trained persons who can provide informal support and guidance to individual members of the community on issues of harassment. A complainant, respondent, or concerned member of the committee may make use of such persons in order to:
- a. discuss a specific situation or incident;
  - b. learn about Wayland Public Schools Procedure for Resolving Complaints of Sexual Harassment;
  - c. learn about support services and resources;
  - d. get personal support and advice on how to proceed, and e. determine a course of action.

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

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

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

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

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

Informal investigation, in which one of the designated school officials speaks with the parties and with other individuals who may have information about the situation.

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

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

Possible conflicts exist between the roles of support person, investigator, and mediator. A school official who foresees such a conflict should avoid it by requesting assistance from another designated official.

The individual should also call any such conflict to the attention of the officials involved. Each designated school official may, as needed, convene a meeting of other such officials.

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

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

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

## E. **Resources**

### 1. **Community Resources**

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

Town of Wayland Youth and Social Workers: (508) 358-7701 ext 126

2. Wayland Public Schools contacts for information and advice include the following Title VI, Title IX, and Section 504 building representatives:
  - a. High.School: Mrs. Allyson Mizoguchi, Principal- 358-3705  
Ms. Marybeth Sacramone, Guidance Counselor: 358-3711
  - b. Middle School: Mrs. Betsy Gavron, Principal: 655-6670  
Mrs. Suzanne Berstein, Guidance Counselor: 655-6670
  - c. Claypit Hill: Ms. Christie Harvey, Principal: 358-7401  
Dr. Michael Hehir, Guidance Counselor: 358-7401
  - d. Happy Hollow: Mr. James Lee, Principal: 358-2120  
Mrs. Laurel Pirelli, Guidance Counselor: 358-2120
  - e. Loker: Mr. Brian Jones, Principal: 655-0331  
Mrs. Beth Santomenna, Guidance Counselor: 655-0331
  - f. Central Office: Mr. Brad Crozier, Assistant Superintendent: 358-3773  
Dr. Marlene Dodyk, Director of Student Services: 358-3756
  
3. Personnel Authorized to engage in informal Complaint Resolution
  - a. Mr. Brad Crozier, Assistant Superintendent
  - b. Dr. Marlene Dodyk, Director of Student Services
  - c. Ms. Christie Harvey, Claypit Hill Principal
  - d. Mr. Allyson Mizoguchi, High School Principal
  - e. Mrs. Betsy Gavron, Middle School Principal
  - f. Mr. Brian Jones, Loker Principal
  - g. Mr. James Lee, Happy Hollow Principal

**Student Record Regulations  
FERPA  
Family Educational Rights and Privacy Act**

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

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.  
Parents or eligible students should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.  
Parents or eligible students who wish to ask the School to amend a record should write the School principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent.

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

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

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

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

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

## Student Rights

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

- 1) Student records consist of two parts: the transcript (contains minimum information necessary to reflect the student's educational progress - name; address; course titles; grades; course credit; grade level completed; year completed) and the temporary record (contains all other information - standardized test results; class rank; school-sponsored extra-curricular activities; evaluations and comments by teachers, counselors, and other persons; disciplinary records).
- 2) Student transcripts may only be destroyed 60 years following graduation, transfer, or withdrawal from the school system.
- 3) When a student transfers, the school district should keep the original transcript and send a copy of the transcript to the new school.
- 4) School districts must provide written notification of the anticipated date of destruction of students' temporary records. Notice in the newspaper is not sufficient. Notice should be included in graduation packets, and must also be given to a student at the time of transfer or withdrawal from the school system. (When a student leaves the system to begin home schooling, the principal should provide written notice.)

- 5) School districts must keep temporary records for seven years after the submission of the annual End of Year Pupil and Financial Reports. The data to keep pertains to registers, pupil census, IEPs, etc. that substantiate figures on reports.
- 6) If immunizations are administered in the district, documentation must be kept for 10 years following the calendar year in which the vaccine was administered.
- 7) Health records of a transferring student should be sent by the school nurse directly to the school nurse of the new school.
- 8) As per 603 CMR 23.00: Student records, except for the provisions of CIVIR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. Exceptions include the policy of this school to forward student's records to schools in which a student seeks or intends to enroll. For a complete copy of regulations regarding the release of student records, you may contact your child's school or see the regulations at [www.doe.mass.edu/lawsregs/603cmr23/studrecscmr.html](http://www.doe.mass.edu/lawsregs/603cmr23/studrecscmr.html).

## **Curriculum Exemption** **Massachusetts General Law Chapter 71, Section 32A**

### **Parents have the right:**

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

### **School officials will:**

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

**Standardized Testing Programs:** Massachusetts Comprehensive Assessment System (MCAS); The Partnership for Assessment of Readiness for College and Careers (PARCC)

## **Conduct**

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

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

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

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

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

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

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

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

### **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 schedule on the day of the suspension, if possible, or as soon as possible thereafter. The Principal shall also send written notice to the student and parent about the in-school suspension,

including the reason and length of the in-school suspension, and inviting the parent the above described meeting, if such meeting has not already occurred.

**PROCEDURES FOR SHORT-TERM, OUT-OF- SCHOOL SUSPENSION**  
**(exclusion of a student from school premises and regular classroom activities for a specified period of not more than ten school days.)**

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

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
  - i. The disciplinary offense;
  - ii. The basis for the charge;
  - iii. The potential consequences, including the potential length of the suspension;
  - iv. The opportunity to have a hearing with the Principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student’s explanation of the alleged incident;
  - v. The date, time, and location of the hearing;
  - vi. The right of the parent and student to interpreter services at the hearing; and
  - vii. If the student may be placed on a long-term suspension following the hearing with the principal:
    1. The rights set forth under the “Procedures for Long-Term Suspension”; and
    2. The right to appeal the principal’s decision to the superintendent.
2. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The Principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the Principal must be able to document reasonable efforts to include the parent. The Principal is presumed to have made reasonable efforts if the Principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. Based on the available information, the Principal shall make a determination as to whether the student committed the disciplinary offences and what remedy shall be imposed. The Principal shall notice the student and parent in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.
4. If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

**PROCEDURES FOR EMERGENCY REMOVAL**

If the student’s continued presence poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal’s judgment, there is no alternative available to alleviate the danger or disruption, the Principal shall temporarily remove the student from the school. This temporary removal shall not exceed two (2) days following the day of the emergency

removal and the superintendent shall be immediately notified of the removal. Additionally, the Principal shall make immediate and reasonable efforts to orally notify the student and student's parent of the emergency removal, the reason for the emergency removal, and the other information required in a short-term suspension notification. The short-term suspension notice shall be provided in writing to the student and parent. The opportunity for a hearing with the Principal shall occur within two (2) school days, unless otherwise extended by the school and parent. A decision regarding the student's continued suspension or other removal shall be rendered the same day as the hearing and written notice shall be provided the following school day. This written notice shall include all the information required based on the type of discipline imposed (short-term suspension, in-school suspension, long-term suspension, or expulsion).

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

### **PROCEDURES FOR LONG-TERM SUSPENSION**

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

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

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
  - i. The disciplinary offense;
  - ii. The basis for the charge;
  - iii. The potential consequences, including the potential length of the suspension;
  - iv. The opportunity to have a hearing with the Principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
  - v. The date, time, and location of the hearing; and
  - vi. The right of the parent and student to interpreter services at the hearing.
5. The Principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the Principal must be able to document reasonable efforts to include the parent. The Principal is presumed to have made reasonable efforts if the Principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
2. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student.
3. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.
4. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the Principal and may

request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.

5. The parent, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.
6. The Principal shall make a determination as to whether the student committed the disciplinary offences and what consequences shall be imposed. The Principal shall notice the student and parent in writing of his/her decision, including the following information:
  - i. The disciplinary offence, the date on which the hearing took place, and the participants in the hearing;
  - ii. The key facts and conclusions reached by the principal;
  - iii. The length and effective date of the suspension and the date of return to school;
  - iv. The notice the student's opportunity to receive education services to make academic progress during the suspension;
  - v. The student's right to appeal the principal's decision to the superintendent or his/her designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the parent or student to file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension.
    - a. The superintendent shall hold the hearing within three (3) school days of the student's request, unless an extension is mutually agreed to.
    - b. The superintendent shall make a good-faith effort to include the parent in the hearing.
    - c. The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or parent upon request.
    - d. All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing.
    - e. The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or lesser consequence than the principal.
    - f. The decision of the superintendent shall be the final decision of the school district.
  - vi. If the student is in grades K-3, the Principal shall send a copy of the written determination to the superintendent and explain the reasons for the suspension before the suspension takes effect.

# WAYLAND PUBLIC SCHOOLS

## WAYLAND, MA

### **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.

#### **WAYLAND PUBLIC SCHOOLS BULLY PREVENTION AND INTERVENTION PLAN**

Please see the Wayland Public Schools website for more information regarding this policy.  
[http://www.wayland.k12.ma.us/district\\_info/bullying\\_prevention\\_and\\_intervention\\_plan](http://www.wayland.k12.ma.us/district_info/bullying_prevention_and_intervention_plan)

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

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

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

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

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

<sup>1</sup> Extracurricular Athletic Activity means an organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, athletic director or marching band leader including, but not limited to, Alpine and Nordic skiing and snowboarding, baseball, basketball, cheer leading, cross country, track and field, fencing, field hockey, football, golf, gymnastics, horseback riding, ice hockey, lacrosse, marching band, rifle, rugby, soccer, skating, softball, squash, swimming and diving, tennis, ultimate frisbee, volleyball, water polo, and wrestling.

All interscholastic athletics are deemed to be extracurricular athletic activities.

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

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

## Wayland Public Schools

### **POLICY ON SEXUAL DISCRIMINATION, INCLUDING SEXUAL HARASSMENT, AGAINST STUDENTS**

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

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

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

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

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

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

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

Policy at the school level. Individuals may file a report or complaint of sexual discrimination, including harassment, with the Principal. A report or complaint of a violation involving the Principal should be filed with the Title IX Grievance Officer. Individuals may also file complaints directly with the District's Title IX Grievance Officer: Assistant Superintendent, 41 Cochituate Road, Wayland, MA. (508) 358-3772.

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

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

Approved by the School Committee April 27, 2015

**Wayland Public Schools**  
**TITLE IX GRIEVANCE PROCEDURES**

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

**Preventative Responsibilities**

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

At the beginning of each school year, Principals shall review these Procedures with employees. The District will also conduct periodic training for all staff on Title IX and sexual harassment.

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

**Procedure for Reporting Discrimination and Harassment**

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

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

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

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

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

### **Investigation of Complaints**

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

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

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

### **Written Determination**

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

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

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

### **Consequences of Violating Policy – Discipline & Discharge**

Any employee found to have violated the **Policy on Sexual Discrimination, Including Sexual Harassment, Against Students** will be subject to disciplinary action which may range from revocation of school privileges, detention, suspension, or expulsion from school. (Note: students

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Disabilities will be subject to the District's applicable disciplinary procedures, which adhere to Individuals with Disabilities Education Act and Section 504 of Rehabilitation Act of 1973.) In appropriate circumstances, the District may also refer the matter to law enforcement officials for possible prosecution.

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

### **Confidentiality**

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

### **State and Federal Authorities and Other Resources**

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

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

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

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

Middlesex District Attorney Victim/Witness Bureau: (617) 494-4430  
Town of Wayland Youth and Social Workers: (508) 358-4293