

# Claypit Hill School

## STAFF HANDBOOK

2016-2017

### *CORE VALUES*

- C** Claypit is safe and welcoming.
- R** Respect strengthens our community.
- E** Effort equals success.
- A** All children can achieve.
- T** Teaching and learning is our responsibility.
- E** Everyone is included.

## **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

## **INTRODUCTION**

*The Claypit Hill School Handbook is intended to serve as a source of information to the staff of the school. It should be particularly informative for those teachers new to Claypit, serve as a ready resource for substitutes and be a reference for veteran teachers.*

*Additional information on items included in this handbook may be found in the Wayland Teachers' contract. Staff members are encouraged to read the contract and become familiar with its contents.*

*Additions, deletions, or corrections to this handbook may be made throughout the year. Please keep it up-to-date and available to substitute teachers. Any questions on policies or procedures not covered by either the handbook or negotiated contracts may be directed to the building principal.*

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## **SECTION 1: THE PROFESSIONAL TEACHING ENVIRONMENT**

### **Professional Expectations**

The professional teacher is one who conforms to the technical or ethical standards of his profession, a profession being a vocation requiring specialized knowledge and long and intensive preparation. To teach by guiding the studies of a child is a formidable task but falls short of a professional who educates by bringing out the latent capabilities of those students with whom she/he comes in contact.

Teaching a body of knowledge and a standard set of skills are necessary and important tasks of schools and educators. Professionally educating children, however, takes us beyond this cognitive area and into a role that commands us to broaden our scope and involve ourselves in the total educational effort for every child.

The daily interaction between teacher and child comprises the major part of the professional's efforts with necessary planning, preparation and involvement being equally important to the educational atmosphere established in the school. The professional contributes through:

#### **A. Planning and Organization**

1. Objectives of the class are outlined and followed.
2. Realistic goals for achievement, growth and behavior are established and defined for the students.
3. Students are encouraged to form individual goals.
4. Planning provides for the individuality of each student.
5. Subject matter is selected on the basis of its worth toward accomplishing outlined objectives.
6. Activities are varied and relevant to the content of each lesson.
7. Presentations are in a logical sequence and accurate in content.
8. Students are involved in classroom management procedures and encouraged to meet desirable expectations.
9. Planning is done in advance making use of varied learning materials and resources.
10. A plan is established to handle daily classroom routines.
11. Classrooms are neat and attractive with materials organized for the best possible use by students and teacher.

#### **B. Relationships with the Students**

1. Professionals work to establish sincere relationships with students.
2. Emphasis is on a success-oriented experience for the student.
3. Student participation is encouraged and contributions are acknowledged in a positive manner.
4. Teachers model exemplary personal deportment.
5. Classroom discipline techniques are used equitably with emphasis upon the act rather than the individual.
6. Students are assisted in forming a positive self-image through appropriate recognition of individual achievements.

7. Criticism is always of a constructive nature.
8. Attempts are made to recognize the individual needs of each child and to present appropriate activities.
9. Teachers assist students with personal problems in and out of the school setting.
10. Independent learning, creative expression and thinking, and self-evaluation are encouraged and provided for through the use of materials and classroom procedures.
11. Expectations and goals are clearly communicated to all students.
12. Teachers serve as leaders and act as a catalyst and resource.
13. Teacher behavior is consistent with classroom and school expectations.
14. Information concerning a student's background or performance is always held in professional confidence.

C. Evaluation

1. The professional develops a procedure for continuous self-evaluation.
2. Lessons and procedures are evaluated on the basis of their contribution toward established goals and objectives.
3. Students are evaluated according to abilities and in view of objectives.
4. Students are involved in the evaluative procedure.
5. Available pupil personnel services are used to assist the teacher in evaluating students.
6. Pupil evaluations are viewed as constructive tools to plan succeeding lessons and activities.
7. Evaluations of teachers are used to improve instruction.
8. Evaluations are considered confidential and shared only with those necessary to be involved.

D. Professional Growth

1. A plan for professional growth is followed.
2. Professional literature is shared with colleagues.
3. The teacher willingly contributes and participates in In-Service sessions.
4. New ideas and materials are shared and evaluated.
5. A professional develops competence in using equipment and materials necessary to present a varied approach to teaching.
6. Participation in conferences, workshops and committees is sought.
7. Ideas and materials are shared with colleagues.
8. The professional seeks advice from colleagues when necessary.

E. Contributions to the School

1. School policy is followed.
2. In areas of disagreement, the professional contributes constructive suggestions to improve school or system policies.
3. Teachers show an interest in all the students of the school and present consistent expectations in all situations.
4. Teachers support the programs of the school and attempt to improve all phases of its operation.

5. The teacher willingly assists in unusual or emergency situations.
6. The professional communicates in the school's best interest and according to policy.
7. The teacher supports the effort of colleagues or offers alternatives to reach a mutual understanding.

### **Staff Responsibilities**

1. Teacher hours are 8:30 a.m. to 3:30 p.m., Monday through Friday. Wednesday hours are 8:30a.m. -2:20 p.m. (system-wide in-service is 3:45 or 4:15 p.m.) Refer to in-service calendar for alternating Wednesday times.
2. Teachers should be in their rooms ready to greet students by 8:30 a.m.
3. All pupils should go outside for recess unless medical reasons prohibit and the child has a note from home. If a child is to remain inside from recess for any reason, HE OR SHE MUST BE SUPERVISED. IT IS THE TEACHER'S RESPONSIBILITY TO MAKE ARRANGEMENTS FOR PROPER SUPERVISION.
4. Recess shall not be withheld from any child on a regular basis. Loss of recess as a disciplinary action should be used only when absolutely necessary and only as a last resort. When this measure must be used frequently, a pre-referral discussion should be held with the guidance counselor and the Child Study Committee. Child Study forms are to be completed by the classroom teachers, copied and distributed to committee members by the SPED secretary prior to meeting date. Meetings are held once a month, more often based on need.
5. Specialist teachers may meet with teachers in their room prior to school opening or during free periods of time. Classes should not be disturbed once in session except for emergency reasons.
6. Every attempt will be made to use the intercom system only when necessary. Bulletins will be distributed to staff as needed via e-mail. Please make note of all notices. Every attempt will be made to hold announcements to the end of the day and to have as many announcements made by students as possible.
7. Teacher mailboxes should be checked at least three times daily. The lunch period has been designated as one of those times. Also check e-mail daily.
8. Teachers should examine each child's records to determine if any unusual circumstances exist.
9. Cumulative records should be returned to the office files each day. Cumulative records should not be taken out of the building for any reason. The log in front of each drawer of records should be signed each time a record is taken from and returned to the file.
10. Scheduling within classroom hours remains flexible. An effort should be made to work within the scheduled times for lunch, recess and the special subject areas of Art, Music, Physical Education, Technology and Library.
11. Each teacher should keep some record of daily attendance. This should be available during Fire Drill procedures as well as assistance if there is a Report Card issue.
12. ALL FACULTY MEMBERS SHARE RESPONSIBILITY FOR SUPERVISION OF LAVATORIES, CORRIDORS AND OTHER GENERAL USE AREAS. EACH TEACHER IS EXPECTED TO UPHOLD THE STANDARDS OF THE SCHOOL AND RESPOND TO ALL STUDENTS.
13. Any special requests for use of cafeteria equipment and/or supplies should be cleared through the building Principal. (See Field Trip Procedure #2.)
14. Attendance and lunch count should be at the Office and cafeteria, respectively, prior to

9:00 a.m.

15. Teachers should not ask any specialist to reschedule a class period that has been cancelled. All requests for adjusting the building schedules should be made directly to the Principal.
16. Teachers must bring their children to a specialist's classroom at the prescribed time. If a class is late for a specialist, the period cannot be extended.
17. Teachers must supervise pupils to exits used during recess. No class should move outside their classroom unsupervised. Rules of common courtesy will be followed as pupils move anywhere in the building. Children should be reminded that other classes are in session during their recess time.
18. Students should pass quietly in a straight line to show respect for other classes.
19. Teachers should review all rules with their new class each year.
20. Fire evacuation will be practiced within the first week of school in September, and reviewed with students periodically throughout the school year. The Wayland Fire Department performs four unscheduled fire drills each year. The first is often the first week of school.
21. Teachers must arrive on time for lunch and to scheduled programs or productions.
22. All students should arrive to the cafeteria prepared for lunch.
23. Teachers who need to leave school during the school day must have the approval of the **Principal**.
24. Teachers who attend conferences/workshops are expected present at the next staff meeting and arrange with the Principal to be included on the agenda.
25. CELL Phone Use During Work – cell phone, including text messaging, may be used before or after work hours, during lunch and/or personal time. If you have a personal emergency, please call the office to arrange coverage so your call can be made in private.

### **Curriculum and Instruction**

The Curriculum Directors have provided online curriculum Guides and each teacher is expected to implement the program as described. The goals of the program take precedence over content. **Teachers may accomplish the goals in a way differing from the curriculum guide provided they discuss their approach with a curriculum specialist and/or principal and receive approval.**

Instruction should follow a diagnostic-prescriptive model where the teacher diagnoses the instructional needs of a student and then instructs the student. An assessment of the child's performance occurs using a range of assessment tools and the process is repeated.

### **Time Allocation Requirements For Curriculum Areas**

<b>Kindergarten Expectations</b>
<b>Language Arts:</b> 90 minutes per day (45 minutes for traditional day kindergarten) (Tier 1 RTI included)
<b>Language Arts RTI:</b> Tier 2: 30 minutes two times per week (within language arts time) and Tier 3: 30 minutes one time per week.
<b>Mathematics:</b> 60 minutes per day (30 Minutes for Traditional Day)
<b>Mathematics RTI:</b> 30 minutes once per week (beyond regular mathematics time)
<b>Open Circle:</b> At least 15 minutes twice per week
<b>RTI Groupings:</b> The expectation is that children will be shared across classrooms based on skill

development and student learning needs.

#### **Grade 1 Expectations**

**Language Arts:** 90 minutes per day (Tier 1 RTI included)

**Language Arts RTI:** Tier 2: 90 minutes two times per week (within language arts time) and Tier 3: 60 minutes once per week.

**Mathematics:** 60 minutes per day

**Mathematics RTI:** 30 minutes twice per week (beyond regular mathematics time)

**Open Circle:** At least 15 minutes twice per week

**RTI Groupings:** The expectation is that children will be shared across classrooms based on skill development and student learning needs.

#### **Grade 2 Expectations**

**Language Arts:** 90 minutes per day (Tier 1 RTI included)

**Language Arts RTI:** Tier 2: 90 minutes two times per week (within language arts time) and Tier 3: 30 minutes once per week.

**Mathematics:** 60 minutes per day

**Mathematics RTI:** 30 minutes twice per week (beyond regular mathematics time)

**Open Circle:** At least 15 minutes twice per week

**RTI Groupings:** The expectation is that children will be shared across classrooms based on skill development and student learning needs.

#### **Grade 3 Expectations**

**Language Arts:** 90 minutes per day (Tier 1 RTI included)

**Language Arts RTI:** Tier 2: 45 minutes twice per week (within language arts time) and Tier 3: 30 minutes once per week.

**Mathematics:** 60 minutes per day

**Mathematics RTI:** 30 minutes twice per week (beyond regular mathematics time)

**Open Circle:** At least 15 minutes twice per week

**RTI Groupings:** The expectation is that children will be shared across classrooms based on skill development and student learning needs.

#### **Grade 4 Expectations**

**Language Arts:** 90 minutes per day (45 minutes for traditional day kindergarten)

**Language Arts RTI:** Tier 2: 45 minutes two times per week (within language arts time) and Tier 3: 30 minutes once per week

**Mathematics:** 60 minutes per day (30 Minutes for Traditional Day)

**Mathematics RTI:** 30 minutes twice per week (beyond regular mathematics time)

**Open Circle:** At least 15 minutes twice per week

**RTI Groupings:** The expectation is that children will be shared across classrooms based on skill development and student learning needs.

#### **Grade 5 Expectations**

**Language Arts:** 90 minutes per day (Tier 1 RTI included)

**Language Arts RTI:** Tier 2: 45 minutes twice per week (within language arts time) and Tier 3: 30 minutes once per week

**Mathematics:** 60 minutes per day

**Mathematics RTI:** 30 minutes twice per week (beyond regular mathematics time)

**Open Circle:** At least 15 minutes twice per week

**RTI Groupings:** The expectation is that children will be shared across classrooms based on skill

## **Classroom Observations / Teacher Evaluations**

The primary purpose of the evaluation process is to formally acknowledge positive practices and offer constructive recommendations. The goal of evaluation is to improve instruction.

The professionalism of each staff member can help to make evaluation procedures most meaningful. An evaluation report is confidential information between the teacher and administrator. Specific details of the evaluating procedure may be found in the teacher's contract.

### **Procedures**

Short, informal visits will be made to each classroom throughout the year.

Visitations of a full class period may be made periodically.

After all mini-observations, each teacher will have the opportunity to discuss any written observation completed as a result of that visit. It is the responsibility of the teacher to schedule such a post-observation conference.

The new teacher evaluation system is being implemented for 100% of certified staff members. WESA, Custodial, Cafeteria and BASE personnel have individual evaluation systems.

1. Do not stop a lesson when an observer enters or leaves.
2. Do not include the observer in class discussion (you may use the observer as a resource).
3. Teachers may request observation of particular classes, subjects or students.
4. Under the special education law "766", it will be necessary for additional personnel (Guidance, psychologist, social worker, tutors, etc.) to observe children in the classroom setting. Our staff should be aware of this procedure and assist in any way possible.

## **SECTION 2: CHILD-CENTERED LEARNING**

### **Maintaining A Child-Centered Learning Environment**

#### **Desirable Strategies and Practices:**

Help the child feel wanted and liked by...

- greeting all children warmly each day
- listening to children

- teaching students a skill or behavior useful to them immediately
- encouraging her/his uniqueness
- accepting what she/he does say
- recognizing what the child does right, correctly or creatively attempting to understand the reasons behind her/his behavior; not merely reacting to it

Provide self-help opportunities by...

- gearing the difficulties of the tasks to the child's rate of achievement
- encouraging cooperative learning
- utilizing self-help materials designed to reach specific achievement levels
- giving support at the appropriate time so that the child succeeds at the task presented

Provide group help by...

- arranging for a group study and presentations

Help the child with self-evaluation by ...

- exploring specific strengths
- praising accomplishments honestly
- showing her/him the progress she/he has made

Provide opportunities for the child to explore by...

- using role playing and creative dramatics
- reading stories and poems about children with problems
- discussing feelings and how to cope with them
- giving work situations where the child feels at ease and can see success

Provide situations for the child to express feelings through...

- engaging in physical activity
- role playing
- drawing and painting
- writing about his feelings
- listening
- participating in class meetings

Provide practice situations for the child to acquire behavior acceptable to others by...

- permitting and helping the child explore ways of acting in a socially acceptable manner
- letting the child interpret characters in a story through dramatic play
- explaining and demonstrating respect for the child as a person even though behavior may be unacceptable by our standards
- setting a model for the child by being friendly, courteous, honest, trusting and thoughtful
- expecting the child to succeed at appropriate tasks.

In this kind of school situation, "discipline" should be dealt with in a manner that coincides with the overall philosophy of a "child-centered" learning environment:

Children should ...

- Understand the concept of common courtesy
- Be aware of the expectations of the school

When dealing with a situation we should all follow these guidelines:

1. Be personal and personable -- it is the act not the person.
2. Deal with the present -- past experiences are not the immediate concern.
3. Assist the child in making a value judgment -- Why? What?
4. Make a plan for future action - how will the situation be handled another time?
5. Get a commitment from the child - put responsibility on the child to check back, etc.
6. Our goal is to modify behavior and to improve the situation.
7. Above all, treat the child with respect. Handle situations as confidentially as possible.

### **Hallway Behavior**

#### OBSERVED PROBLEM BEHAVIORS:

Running and pushing  
Noise – talking loudly and being “silly”  
Jumping and trying to touch the top of doorways or hang from them  
Walking in large groups that block passage in the hallway  
Touching and damaging displays and personal belongings  
Pushing doors open rapidly and without looking  
Leaving unorganized clutter under coat racks  
Lack of consistent teacher expectations

#### DESIRED BEHAVIORS:

Whole group lines – single file on the right side of the hall  
Coats hung up and materials neatly stored in back packs  
Children respectful and courteous of others as they pass in the hallways  
Walking face forward  
Open doors cautiously  
Keeping hands to themselves and feet on the floor  
Quiet in the halls

#### SCHOOL-WIDE EXPECTATIONS:

Courteous, quiet behavior on the part of children and teacher  
Teachers monitoring organization of materials in the hallway  
Teachers are able to leave doors open and not be interrupted by noise in the hallways  
When going through a doorway, children and teachers open the door safely and pass it to the person behind them  
Whole groups of children are escorted by their teacher to lunch and specials  
Consistent expectations throughout grades  
Leave time when transitioning groups and be prompt

**EXPLICIT TEACHING NEEDED:**

- Teach children that all staff will hold them accountable for school-wide expectations
- Respect for others’ work and belongings
- Teachers moving in the hall at the end of lines so they can observe and monitor children’s behavior
- Consequences and rewards – develop with the children and consistently reinforce them (consider where all children should sign a contract)
- Review, model and practice rules intermittently

**Elementary Homework Guidelines- August, 2012**

**Elementary School Homework Philosophy**

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

**Purpose and Types of Homework:**

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

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

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

**Grades 3, 4 and 5:**

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

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

Notes:

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

**Tips for Parents**

- Praise, reassure and motivate your child to persevere. Homework should never be used as a punishment
- Check your child’s assignment notebook, folder or website nightly

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

### **Tips for Students**

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

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

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

### **Attendance Policies**

#### **Attendance Forms**

Teachers will fill out an attendance form prior to 8:50 each day. Absence notes, tardy notes, should be sent to the office with the attendance form. Teachers are responsible for the accuracy of the attendance forms. Any changes in the usual after school destinations are to be recorded on the Change of Destination form in the back of the attendance binder.

#### **Absence Policy**

1. Children returning to school from an absence **MUST** have a note from home explaining the absence. All notes are to be sent to the office.
2. Written excuses for absences due to communicable diseases should be forwarded to the office and the children are to see the nurse before returning to class.

#### **Tardiness Policy**

1. **Students are tardy if they are not in class at 8:50.** TARDY STUDENTS ARE TO BE SENT TO THE OFFICE BEFORE being admitted to class only if teachers have already sent attendance forms to the office. If teachers still have attendance forms they should simply note T next to the child's name.

### **Dismissal Policy**

1. The principal is the only one who, by School Committee regulation, can dismiss a pupil. UNDER NO CIRCUMSTANCES WILL ANY TEACHER DISMISS A PUPIL OR SEND ANY CHILD ON AN ERRAND OFF SCHOOL GROUNDS.
2. Parents who request dismissal of their child must do so in writing. These requests are to be forwarded to the office.
3. Teachers must have written permission from the parents in advance when there is a change from the child's daily destination and transportation from school. Children are discouraged from calling home to ask for permission to change their destination from school.
4. Dismissal due to illness will be handled by the school office. Transportation will be arranged and the teacher notified of the child's dismissal by the school secretary. The office will always notify the teacher.
5. In all cases of dismissal, the child must be picked up by the parents or designee at the school office. THE PARENTS/DESIGNEE MUST also sign for the child.

## **SECTION 3: SCHOOL-WIDE INFORMATION, SYSTEMS AND PROCEDURES**

### **School Calendar**

A Claypit Hill School Annual Calendar for staff members will be posted on line. All known special activities, conferences, vacation and responsibilities will be noted on this document and are subject to change. Teachers are asked to refer to this calendar frequently to keep informed relative to the school schedule and to note changes communicated through the staff bulletin.

### **Staff Meetings / Curriculum Meetings**

1. Staff Meetings and an Optional Curriculum Meeting dates and time will be set by the Principal at the beginning of each school year
2. Agendas will be circulated at the meeting.
3. Any member of the staff may propose an item to be put on the agenda of a meeting.
4. Time will be allowed at each meeting for open discussion and evaluation of any phase of the school's functioning.
5. It is the responsibility of a teacher to review the agenda with a colleague of any meeting they are unable to attend.
6. Staff Meeting Agenda will be published and distributed via e-mail.
7. Wednesday's in-schedule schedule is included in the schedule section.

### **Supplies**

General Supplies will be ordered by each Grade Level Team. Teachers are responsible for

anticipating their needs for the entire school year.

## **Duties**

Teachers are assigned supervisory duties throughout the year. Each teacher should be at the assigned area on time and follow the standardized procedures for each duty. It will be beneficial to the children if we, as a staff, display consistency.

### **Morning Bus Duty -**

1. Children wait outside the front doors in two lines
2. Normal conversation is encouraged.
3. Children enter the building at 8:30 a.m.
5. All classroom teachers are expected to be IN THEIR CLASSROOM DOORWAY at 8:30 to greet the children as they enter the room and to assist with the supervision of the hallways as the children move through the building.

### **Afternoon Dismissal Duty**

1. Assigned teachers will be on duty in the designated area.
2. Dismissal time (M.T.Th. F.) 3:00 p.m. and (W) 1:50 p.m.
3. Students remain in their classrooms and dismissed by announcement from the office.
4. Students will be dismissed by groups.
5. Car riders will be dismissed after school buses leave the front of the school.
6. Any child who misses their bus should be sent to the Office where transportation will be arranged.
7. Please have children walk in an orderly manner on the right side of the hallway at dismissal.

### **Lunch Recess Duty - Assigned Times**

Each team should outline their specific procedures for the playground and inside recess in accordance with established policy.

### **Mandated Online Trainings**

Each year, staff will be required to complete several mandated online trainings. The school Principal will direct you to the proper link in order to complete these trainings.

## **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, soccer, etc.
3. Individual activities - jump rope, hopscotch, ball play, 4-square.
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).

### **Recess Discipline Procedures**

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

### **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 compost 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. See Family Handbook: Cafeteria Policy

## **Home – School Communications**

The ability of elementary age children to provide sustained communications between the school and home is often limited. We have the responsibility of supplementing this so that the home and school may work together for the benefit of the child.

1. Conferences are our most effective means of communicating throughout the year. Teachers, parents, or administrators may initiate conferences. The teacher may contact the parents or ask our secretary to call during the school day. When an appointment has been confirmed, you may wish to notify the Office in order that the parent may be properly greeted when visiting the school.
2. Teachers are encouraged to include students in conferences when it is appropriate. Discussions of a child's school behavior or effort are often more effective when the child is present. Conflicts between how the child perceives his behavior and how you evaluate it may be resolved when the child is present with both the teacher and parent.
3. The Principal is available to sit-in or assist with a conference when invited to do so.
4. Prepare adequately for each conference and record the results for future reference.
5. Insure that all communications from school to home are legible and appropriately presented.
6. Positive communication to the child's parents should supplement other messages. TAKE TIME TO NOTE THAT A CHILD HAS BEEN ESPECIALLY COOPERATIVE DURING THE WEEK OR THAT HE/SHE HAS DONE A GREAT JOB IN MATH THE PAST FEW DAYS, ETC.
7. All teachers are encouraged to contact student's homes during the first month of school to introduce themselves to their families.

## **Parent-Teacher Conference Records**

Parent-Teacher conference dates and those attending the conference will be recorded on designated form found in the front of student cumulative record file.

## **Who Can Talk To a Student**

ONLY A CERTIFIED STAFF MEMBER OF THE WAYLAND PUBLIC SCHOOLS MAY SPEAK WITH A CHILD IN ANOTHER CLASSROOM WITHOUT PARENTAL PERMISSION. IF AN ADULT COMES TO YOUR DOOR AND ASKS TO SPEAK TO A STUDENT AND IT IS NOT THE CHILD'S LEGAL GUARDIAN, PLEASE DIRECT THEM TO THE OFFICE.

## **Plan Books**

1. Plan books should be kept three days in advance. It is understood that plans may vary or change. Changes should be noted when determined. Plan books should be left on the teacher's desk and must be available daily.
2. The following information should be kept with each plan book:
  - a. Teacher's Handbook - fire and fire drill procedure included
  - b. Duty schedule information
  - c. Current seating plan
  - d. Specific grouping instructions - Reading, Math - names, times
  - e. Special needs students service schedule
  - f. Attendance and lunch forms

- g. Any pertinent information helpful for students to be successful

### **Student Record Law**

The law is summarized in the PTO Parent Handbook. Teachers and para-professionals that work normally with the records may continue to do so. Others must sign the log in the folder. When copies of student's records are sent elsewhere, the notation must be made on the log. A student's records cannot be sent anywhere without parental approval. The office takes care of sending records. Parents wishing to see their child's folder need to make an appointment with the Principal.

### **School Visitors**

All visitors to our school must report to the Office, sign in and wear a visitor badge. Strangers or any other unauthorized person seen in the immediate area of the school grounds should be reported to the Office. Teachers are encouraged to bring visitors and resource people to their classrooms. Please inform the Principal of your intentions and introduce them when they arrive.

### **General School Rules**

1. No child is to leave the school grounds during school hours. All dismissals will be made through the Office.
2. The sale or advertisement for sale of any items in the building is not permitted unless authorized by the building Principal. This is to be strictly adhered to and any questions should be answered before acting.
3. **CHILDREN SHOULD NOT BE SENT TO THE OFFICE FOR DISCIPLINARY REASONS UNLESS TEACHERS SEND AN EXPLANATION OR HAVE MADE PRIOR ARRANGEMENT WITH THE PRINCIPAL.**
4. Children dismissed from school prior to the end of the school day should have a note from his/her parent and should report to the Office at the appropriate time. Children participating in Scouts or other after-school activities will be dismissed with car-riders.

### **Assembly Behavior Procedures**

1. The teacher should lead the class to the program at the scheduled time.
2. The teacher will receive instructions as to where the class is to sit.
3. Students must sit with their class.
4. Teachers should sit as close as possible to their class.
5. The homeroom teacher is responsible for the behavior of his/her class. **BUT, WHEN NECESSARY, THE TEACHER NEAREST THE PROBLEM SHOULD INTERVENE.**
6. Hats are not to be worn in the building at any time, unless we have a medical permission.

### **Field Trip Procedures**

1. Plan date and destination of trip well in advance.
2. After consultation with the building Principal or designee make reservations - obtaining all particulars - costs number of children, time, eating arrangements, special programs. The building Principal or designee will be available to assist you with this function.
3. Notify the Principal or designee three weeks in advance so that transportation may be

arranged. Notify cafeteria of trip if class will not be present for lunch (3-week notice is necessary).

4. Send permission slips home two weeks in advance of the scheduled trip. Checks should be made out to Claypit Hill School. Classroom teachers are responsible for securing chaperones.
5. When permission slips and money are returned, send money only to the Office. If a family cannot provide trip fees, have the permission slip signed and other arrangements will be made for the funds.
6. Come to the front of the building at the designated leave time. The bus(s) will be waiting.
7. Each teacher should speak with the school nurse to arrange to take a First Aid Kit.

### **School Telephones**

To allow for the efficient functioning of the school and to insure proper emergency communications both into and out of school, we ask that the following procedures be strictly adhered to:

1. Teachers should use the school phone for school-related business.
2. Only school related toll calls are allowed.

### **Pupil Safety**

***UNDER NO CIRCUMSTANCES SHOULD A STUDENT BE ASKED TO MOVE SCHOOL EQUIPMENT OR AN A-V CART. THE TEACHER, CUSTODIAN, OR ANOTHER ADULT MUST DO THIS.***

The safety of our students should always be of prime concern. Please note the following precautions and follow them carefully:

1. Nothing may be suspended from your ceiling light fixtures.
2. Classroom doors should not be propped open when room is empty (Fire Dept. rule).
3. Flammable classroom accessories should be sprayed with a flame retardant chemical.
4. Bookcases under 18" wide and over three feet tall should be fastened to the wall.
5. Boxes may be stacked only 2 high on shelves.
6. Objects that can cause harm to any person should not be on top of any bookcase or shelf.
7. All fire exits must be clear for easy access and be posted with directions.
8. All doors must allow for viewing into the classroom space.
9. Adjoining classroom doors must be clear and allow for an easy exit path.
10. Class attendance lists should be brought out and verified at each fire drill.
11. Teachers should move at least 75 feet from the school during a fire drill.
12. Children should be told to walk quietly and calmly as they exit during a fire drill.
13. Teachers will be notified when it is safe to re-enter the school after a fire drill.

### **In the Case of an Intruder**

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

## Shelter In Place

Shelter in Place provides a refuge for students, staff, and the public inside the school buildings during an emergency.

In the event of a “Shelter In Place”

- Students stay with their teacher and listen for directions from the principal or other designee.
- Close exterior door – should be locked
- Close interior doors – do not lock
- Take attendance.
- **Place a green card** under your door if all students are with you.
- **Place a red card** under your door if you are missing a student(s).
- If the class is with a specialist, classroom teacher joins them as quickly as possible and follows the procedures above.
- Children receiving individual services (OT/PT/Reading/SPED) should be walked back to the classroom by the specialist. The specialist may remain in the classroom with that class, unless other instructions have been issued.

## Fire Drill

1. Fire drills will be held at irregular intervals throughout the school year. Teachers should expect them to occur at any time during the school day. The Fire Department is required to perform 4 per year.
2. The object of fire drills is the immediate evacuation of the building by all members of the staff and all children in a manner consistent with safety and good order.
3. A map with regular and alternate fire drill routes is to be posted in each room.
4. PROCEDURE
  - a. All children should know and recognize the fire drill horn. When it is sounded, all children should immediately proceed toward the classroom door and follow their assigned routes in a single line. Please have a practice drill the first week of school with each class.
  - b. The teacher should be the last person out of the classroom and the **CLASSROOM DOOR SHOULD BE CLOSED BY THE TEACHER as she leaves the room. ALL WINDOWS SHOULD BE CLOSED.**
  - c. The children will proceed out of the building to their assigned assembly point and wait QUIETLY for the teacher.
  - d. The exit doors will be closed by the last person leaving the building through that particular exit.
  - e. The teacher will then take attendance of her class and report any missing children to the principal.
6. ALTERNATE ROUTES. In the event that the regular evacuation route is blocked, the class leader will halt, turn about and raise his hand. All other children will follow suit and the teacher will then lead the class through the alternate exit.
7. SPECIAL NOTES
  - a. Children in a room other than their own classroom should be instructed/informed of the assigned exit routes for that classroom. These children should remain with these teachers as a class at this time.
  - c. Children should walk quickly but should not run, push, talk or otherwise interfere

- with the good order of the drill.
- d. Teach the children to follow the directions of the adult in charge of their group. Encourage them to think for themselves when they are not with their class.
  - e. Custodians will check the boys' rooms and the girls' rooms. The secretary will check the health room.
  - f. Take the plastic sleeve with the information you need, exit through the nearest outside exit and move away from the building. Note exit options on evacuation route maps posted in each classroom.
  - g. Line the children up in alphabetical order to facilitate attendance. Hold up the **GREEN** card if all students are with you. Hold up your card with the **RED** card if you have students missing from the class. Someone will come and get the names of missing students. These “runners” will be responsible for returning students to their classroom teacher or to the specialist who has the class at the time of the drill.
  - h. All volunteers, other non-staff adults and staff members who do not have students with them at the time of the drill should exit the building and assemble at the front of the building.

Please be sure you have your class list, emergency procedures booklet, and the red and green cards when you exit the building for a fire drill or any other emergency drill. Familiarize yourself with the evacuation routes posted in your classroom. Be sure that this information is posted in your classroom so a substitute can find it. Include another copy in your substitute folder.

## **BATHROOMS**

Bathrooms near the library will be checked by the SPED secretary.

Bathrooms across from the cafeteria will be checked by the office secretary.

Adult bathroom near staff room will be checked by the office secretary.

Bathrooms within classrooms will be checked by the teacher assigned to the room.

## **OFFICE**

Secretaries will leave the building with the attendance sheets and emergency cards.

Nurse will leave with emergency meds and student information.

## **HALLS**

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

## **RUNNERS**

Runners will sweep the playground to check for red cards. Names of children not accounted for and, in some cases the location where they are believed to be will be collected. The runners will then find the students and report their location to the principal or designee or return them to either their classroom teacher or specialist who has the rest of the class. The runners will be assisted, as needed, by staff members that do not have responsibility for children at that time. Runners will also distribute additional information to teachers as needed.

## **First Aid Procedures**

1. The Public Health Nurse is available on a daily basis from 8:30 AM – 2:45 PM.
2. Scrapes and scratches should be taken care of by the Nurse. (All classes are also

provided with a First Aid Kit.) Teachers are encouraged to distribute band-aids for minor cuts, scrapes.

3. ALLERGIC REACTIONS or ACCIDENTS INVOLVING THE POSSIBILITY OF BROKEN BONES - Children should not walk to the office, but call the office so other means of bringing the child to the office can be arranged.

### **Accidents or Emergency Illness**

If an accident or emergency illness occurs in your room or other area under your supervision, notify the Office immediately giving the following information:

1. name and grade of student
2. room or station where student is located
3. nature of accident or illness
4. whether or not assistance is needed
5. whether or not the student is being sent to the Office
6. an injured student should always be escorted to the Office / IF YOU ARE UNCERTAIN AS TO THE NATURE OF THE INJURY DO NOT MOVE THE CHILD AND CALL FOR ASSISTANCE.

If an accident occurs with any child you are supervising, an accident report form must be submitted in triplicate to the Principal's Office before the close of school the same day.

### **Goggles - Safety**

Goggles are required when students and teachers are engaged in an activity where students and teachers can possibly sustain an eye injury. Goggles are available from the Science Storage Room.

### **Personnel Absence / Substitutes for Certified Staff**

All personnel should call the school office by 7:00 A.M. on the day of their absence. A message may be left on the answering machine by calling 508-358-7401. **A call should also be made to the principal the night before or morning of absence.**

The school office will arrange for substitutes. When the teacher learns of the need to be absent for the next day and after 4:00 p.m. of the day preceding the absence, the teacher must call the school principal between 4:00 PM and 9:00 PM or between 5:00 A.M. and 6:30 A.M. on the day of the absence so substitute coverage can be arranged.

When you call provide the following information. If you leave a message, the principal will call you to confirm the message was received.

- Name
- Grade or Subject
- Any special information for the substitute or office
- A phone number where you can be reached
- Reason for your absence

Principal: Christie Harvey (Cell 978-729-7578)

School: 508-358-7401

If you need substitute coverage for an approved anticipated absence, such as attendance at a conference or personal day, notify the school secretary as far in advance as possible. In this instance the school secretary will arrange for substitute coverage.

Substitutes will not be called for SPED teachers, Guidance, Speech, or Instrumental Music Specialists. Generally, kindergarten assistants will substitute for the teacher when the teacher is absent. Each team will decide and let the office know. The Kindergarten assistants will receive a differential salary when they substitute.

Teachers are expected to have detailed plans for the substitute to follow. These plans may be left in the classroom, school office or brought to school on the day of the absence. Whatever the choice, it is the teacher's responsibility to provide easy to follow plans. It may be necessary for the principal to call you at home for clarification.

### **Substitute Folders**

Each teacher is responsible for having the following material available in the event a substitute teacher is needed. The materials should be placed in a red folder marked "SUBSTITUTE FOLDER" and should be left in the classroom.

1. An up-to-date class list.
2. An up-to-date seating chart, nametags or student desk tags.
3. Weekly schedule for all subjects including Art, Music, Physical Education, Library, Teacher Assistants, Parent Volunteer and recess, before or after school supervisory duties.
4. Schedules for pupils leaving your classroom for activities such as instrumental music lesson and SPED
5. A list of classroom rules you have outlined for the children.
6. Reading group lists (if assigned) with name of the current book in use.
7. Math groups (if used).
8. Alternative activities appropriate for your class if lesson plans can't be followed or are not sufficient to cover a full day.
9. Teacher Assistant responsibilities
10. How to contact the office – use of classroom phone
11. Dismissal procedure
12. Fire Drill Procedures
13. A copy of the Claypit Hill School Handbook.

Christie Harvey - Principal

Mike Hehir, Joann Kline – School Psychologists

Eileen McManus – Guidance Counselor

Andrew Snaddon – Head Custodian

Carol Reynolds – Secretary

Tracey O'Rourke - Secretary

### **Daily Routines: Substitute Instructions**

**8:30 Be in classroom** when students begin arriving. During this time, students usually:

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**8:45 Take Attendance.** Attendance folder is located:

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Put a check ( ) by each name for students present, and "A" for any student who is absent. Mark a "T" next to students who arrive in class after 8:35 and are tardy. Students may help with this but you should double-check it.

Collect any notes re: changes in after-school destination and record on destination sheet located in attendance folder and put \_\_\_\_\_.

**Lunch Count:** slips are located: \_\_\_\_\_  
Help students with orders. First Graders use Lunch ID cards. Cards are located \_\_\_\_\_. Have designated student(s) take the attendance folder to the office and lunch slip to the kitchen as soon as possible.

**Morning Recess** \_\_\_\_\_

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**Lunch**

This class goes to lunch at \_\_\_\_\_ and goes to outside recess at \_\_\_\_\_.

**Recess**

Students are not allowed back in the classroom during this time so they need their coats, lunch ID cards (if buying lunch or milk), ice cream money, etc.

Check teacher's schedule to see if you have duty.

You are welcome to eat in the staff dining room.

**Check teacher's mailbox at lunchtime for messages.**

*Dismissal*

**3:00 (or 1:50 on Wednesdays)** Wrap up: have students pick up floor, stack chairs, and put away work, get coats and bags ready for dismissal. Check any notes for changes in destination and give notes to children to give to bus driver. Hold students in the classroom to be called to their buses. Once all the buses are loaded and have left the premises walkers will be dismissed from their classrooms. Walkers will exit via the front doors.

Please check in with the office staff before you leave. Thanks!

## **Student Council**

The purpose of the Student Council is the following:

1. To help plan activities for all students.
2. To help plan and carry out activities that would help others in need.
3. To discuss and bring up issues and concerns from the students and teachers.
4. To help make school rules for the students and staff.
5. To offer students a vehicle for representation within the school.

The responsibilities of the representatives are:

1. To attend all meetings.
2. To report back to their class effectively and with understanding of what has gone on at the meetings.
3. To encourage classmates to come up with suggestions and questions.
4. To encourage classmates to organize, plan, and participate in events.
5. To set a good example for their classmates.

Responsibilities of the other students.

1. To listen to what their representatives have to say.
2. To help plan, organize, and participate in events.

## **Flag Salute**

It is expected that each class shall salute the flag daily. Fifth grade students will lead the entire school in the pledge each morning at 8:50 AM with morning announcements. Legally, students are not required to participate in the pledge.

## **Homework for Absent Students**

Teachers do not have to provide home assignments for students whose absence will be a day or two. Teachers are not required to provide home assignments for absences due to family vacation or trips. (see vacation letter) There are provisions made for home tutoring when a child is unable to attend school for more than 10 consecutive days due to illness. Please alert the principal to these absences.

Many times parents ask for work for a child who is absent for a day or two due to illness. Although it is very difficult for teachers to prepare assignments during the school day, teachers are encouraged to provide parents with homework/classroom activity extensions if/when appropriate. The office will leave the assignment request in your mailbox by noon, **HAVING TOLD THE PARENT TO PLEASE PICK IT UP IN THE OFFICE** after 3:30. If you will not be able to provide homework by 3:30, please let the office know so the parent can be called.

## **Teacher Visiting Days – Attendance at Conferences**

1. Professional growth is enhanced when teachers investigate educational programs and ideas in surrounding communities or through attendance at educational conferences. In

- Wayland such activities are encouraged. Teachers may request visiting days and/or participation in a conference by communicating with the principal.
2. Every effort is made to fund conferences, however the principal will explore the needs of the school, faculty, and the school system before approval is given for a conference.
  4. Forms for conferences are available from the office.
  5. Teachers are encouraged to share all materials received at the conference. These materials may become the property of the school system.

### **Wednesday In-Service**

These afternoons have been reserved for school/grade-level in-service meetings, professional development meetings, and parent-teacher conferences. Please refer to In-Service calendar for specific times.

### **Animals in School**

1. BEEHIVES or other insect colonies are not permitted due to the danger of stinging.
2. TURTLES are not permitted in school due to salmonella.
3. Animals cannot be transported on the school busses.
4. Wild animals are not permitted in school due to rabies.
5. Domesticated pets may visit school providing proper care is taken for the students' and animal's safety. The teacher decides whether or not to allow the animal visit and must first consult with the school nurse.
6. 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.

### **Repairs and Room Maintenance**

Inform the office in writing of any repairs or cleaning needed in your room.

Teachers should continually keep floors clear of crayons, pencils, etc. for safety and to avoid marking the floors. At the end of the day, teachers should have children pick up papers on the floor and stack their chairs. The teacher should be sure that both inside and outside doors of the classroom are closed. Gluing or nailing of materials and painting of walls are not permitted. SCOTCH TAPE AND MASKING TAPE CANNOT BE PLACED ON BLACKBOARD AND WALLS. Liquids should not be poured into wastebaskets.

### **Energy Conservation**

Please conserve energy. Heat is wasted through open doors. Electricity is wasted when it lights a room without people. When you leave the room, turn off the lights, and close the door.

### **Bus Behavior**

Please spend some time with your children emphasizing bus courtesy and suggesting that riding a bus is a privilege they keep as long as rules are followed. A Bus Conduct form is used to record violations. Copies of these reports are sent home to parents.

### **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.

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

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

1. Instruction in the proper use of school bus seat belts will be added to current classroom

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

### **Recycling of Materials**

Recycling of materials is a priority at Claypit Hill School. It is important for many reasons such as reusing natural resources and extending the life of disposal areas. Of course we should be judicious in our use of all materials so that nothing is wasted. Many things such as paper can be used over again within the school before being placed in the recycling containers.

Each adult in the school has a responsibility to recycle to set an example for our students.

Students will follow the example set by the adults and adults should be encouraging students to demonstrate leadership in recycling efforts.

Each classroom and office space, as well as designated corridor areas throughout the school, has a "Recycling Box". In these containers, place unusable writing paper, construction paper, oak tag, envelopes, workbooks, manuals, and computer paper and index cards. These materials can be put into marked containers outside the boiler room. The Town of Wayland will collect these materials periodically for recycling. There is a recycling bin for plastic water/milk bottles in the cafeteria.

### **MASSACHUSETTS D.O.E. POLICY - TEACHER ASSISTANTS**

All paraprofessional staff must be under the direct supervision of professional teachers, whether such teachers are paid from local or federal funds. Instructional aides should not have the responsibility for diagnosing student needs, introducing new concepts, developing lesson plans or otherwise providing primary instruction to special education students.

However, the Department of Education's Legal Office has further ruled that under State law, instruction aides cannot work with children in isolation of professional staff. The following therefore represents the policy of the Department of Education with respect to the use of teacher aides in general.

"The statute that allows a school committee to employ 'instructional aides' is G.L.c.71, s.38. In pertinent part it says:

'It (the school committee) may also hire instructional or administrative aides for assignments in laboratories and classrooms. An "instructional aide", as used in this section, shall be a person who is employed on subprofessional teaching duties, as opposed to non-instructional duties including clerical work and the care of school children during school hours, under the direction of a teacher and shall not be subject to the provisions of chapter thirty-one (civil service). . . (Emphasis added.)'

"There are three main components to the Department's policy on instructional aides (teacher aides), construing the above-quoted statute:

1. Who is an instructional aide? An 'instructional aide' (sometimes called a 'teacher aide') is any

person who is employed in such a position by the school committee. The school committee has the authority to set any reasonable qualifications for instructional aides. State law does not require that instructional aides be certified, G.L.c.71, s.38G only applies the certification requirement to 'teachers' and to other school staff not pertinent here. Nonetheless, a school committee may choose to hire certified personnel as instructional aides. Such persons are not considered to be 'teachers', however, unless the school committee employs them as teachers. If they are employed as instructional aides, whatever their certification or other qualifications, then they are considered instructional aides for purposes of the duties they may perform under State law.

2. What are 'subprofessional teaching duties'? G.L.c.71, s.38 says that a school committee may employ an instructional aide 'on subprofessional teaching duties.' Fundamentally, this phrase means that the instructional aide does not have primary responsibility for a class or a resource room. Rather the instructional aide assists the teacher, in such activities as: (1) small group instruction; (2) individual tutoring; or (3) supervising students in non-classroom activities such as recess.

3. What is the meaning of 'under the direction of a teacher' or 'under the supervision of a teacher'? For purposes of the Department's policy on instructional aides, we read these two phrases (from G.L.c.71, s.38 and Paragraph 502.10 (c)(i) of the Chapter 766 Regulations, respectively) as equivalent to each other. 'Direction' or 'direct supervision' means that most of the time, the responsible teacher is physically present in the classroom with the aide. When the teacher is not actually present in the room (s)he is immediately available - e.g., in the school building or very nearby. The presumption is that the teacher is responsible for the conduct of the classroom and the design of instruction; the aide assists the teacher and acts under the teacher's direction/direct supervision.

## 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 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.

### 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. Parents dropping off musical instruments may enter before 8:30 and take the instrument to the stage in the gym.
- ✓ ***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.

## **Claypit Hill School 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 phone the school (508-358-7401) 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 called in ahead of time.
- The office staff keeps a log of all calls.
- Classroom attendance is sent to the office and cross checked with the messages at 8:50 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

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

This document is accessed on the Wayland Public Schools' web page.

[www.wayland.k12.ma.us](http://www.wayland.k12.ma.us)

### **Gift Giving Policy**

Refer to Gift Giving Policy on Claypit Hill School's Main web page.

[www.wayland.k12.ma.us](http://www.wayland.k12.ma.us)

### **Holidays, Traditions and Celebrations**

Our Wayland Public Schools mission statement on diversity states that we are committed to preparing student to live in a diverse world. Therefore, we have a curriculum that reflects various cultures, ideas and beliefs. At Claypit, teachers may choose to advance the aims of this mission by teaching children about several cultural traditions, celebrations, and holidays throughout the world.

Our focus on the holidays is intended to help children understand differences and discover commonality in the symbols, stories, art and songs that make up traditions throughout the year. In teaching about different cultural traditions and holidays, some of which may have religious origins, we take a balanced approach so that children learn about several different traditions in a non-judgmental way. By exposing children to various holidays, we hope that they will understand and respect traditions which may differ from those celebrated by their own families. We also hope children will feel respected for their own beliefs.

When we teach about religious holidays, it is to promote understanding, not to favor one religion over another. We try to address various traditions in a similar manner. We are careful about the way we speak about the religious beliefs reflected in the celebrations. Stories or activities, which include religious symbols, are handled with care.

We do not decorate our school grounds or halls with symbols on one particular tradition. We may sometimes create a display inside a classroom to teach about a specific tradition.

## **Guidelines for Community Use of Classrooms**

1. Guest users are asked to respect the personal property of the host classroom.
2. Guest users should bring all their own supplies for projects. Please remember school supplies are for school time only.
3. Guest users are asked to cover all table and counter areas used for projects.
4. Guest users are kindly asked not to erase information left on the chalkboard by the teacher.
5. Guest users rules for general cleanup.
  - a. Re-stack the chairs.
  - b. Pick up all scraps off the floor.
  - c. Check the sink.
  - d. Wipe off all areas used.
  - e. Please leave the furniture the way you found it.
6. **FOOD AND DRINK ARE PERMITTED BUT PARTICIPANTS ARE EXPECTED TO CLEAN THE AREA AFTER USE.**

## APPENDIX

### 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

	<b>DISTRICT</b>	<b>CLAYPIT HILL</b>	<b>HAPPY HOLLOW</b>	<b>LOKER</b>	<b>MIDDLE SCHOOL</b>	<b>HIGH SCHOOL</b>
<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>

### 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.

### **Diversity Initiative 1997**

A major initiative over the past several years in the Wayland Public Schools has been the celebration of diversity. As we contemplate the rich diversity of our world, nation, and local schools, it is useful for us to not only recognize the contributions of all people in our community, but to find ways to respect and honor them all for their humanity.

Wayland Schools policies and procedures, as well as Federal and State laws, prohibit discrimination against and harassment of certain groups of individuals. People of the Wayland school community deserve commendations for their efforts at being sensitive to and inclusive of the diversity within the circle of our school family.

At this, staff are asked to reflect upon the ways in which each of you contributes to making gay and lesbian members of the Wayland community feel safe and accepted.

One way in which you can “reduce the invisibility” of gays and lesbians is to recognize several important realities.

For example:

- a. When referring to families, let’s not assume that every child lives with his/her “mommy and daddy,” in addition to many “combined families,” included among the students of the Wayland Public Schools are children of gay and lesbian families. Let’s discontinue the use of unnecessary restrictive terminology and use the term “parents” on all forms and in our written and oral correspondence.
- b. When developing our curriculum let’s honor authors and contributors to field of study by recognizing their gay/lesbian lifestyle in an appropriate manner. Remember that it’s reassuring for all learners to “see and hear themselves” in the curriculum. This is not a taboo subject.
- c. Our schools include gay and lesbian parents, students, and faculty throughout the system. Let’s prevent these students from suffering the derogation implicit in censorship and invisibility. Let’s stop making

assumptions about the people in our community and let's actively create a climate of acceptance and safety for all.

We should take the opportunity to acknowledge the dazzling variety of our school system and to celebrate how far we have come over the past few years. Let us also celebrate our collective diversity and open our minds and hearts so that all members of the Wayland Public School community will feel supported in their development.

## **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: Ms. Betsy Gavron, Principal: 655-6670  
Mr. George Benzie, Assistant Principal: 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. Beth Santomenna, Guidance Counselor: 358-2120
- e. Loker: Mr. Brian Jones, Principal: 655-0331  
Mrs. Laurel Pirelli, Guidance Counselor: 655-0331
- f. Central Office: Mr. Brad Crozier, Assistant Superintendent: 358-3773  
Dr. Marlene Dodyk, Dir. 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. Mrs. Allyson Mizoguchi, High School Principal
- e. Ms. 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)

## **CONDUCT**

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

The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by

any individual, including school personnel. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

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

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

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

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

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

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

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

## **SUSPENSION**

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

## **CONDUCT**

### **Chapter 222 of the Acts of 2012**

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

#### **Definitions:**

1. **Short Term, In-School Suspension** is the removal of a student from regular classroom activities for ten (10) consecutive or cumulative school days or less in one school year. Please note that removal from participation in extracurricular activities does not count as a removal from school in calculating the duration of a suspension.

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

### **PROCEDURES FOR AN SHORT TERM IN-SCHOOL SUSPENSION**

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

If the Principal chooses this alternative, the Principal shall inform the student of the disciplinary offense charged and the basis for that charge; the Principal shall provide the student an opportunity to dispute the charge and explain the circumstances surrounding the charge. If an in-school suspension is issued, the Principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the offense, and the length of the in-school suspension.

The Principal shall also invite the parent to a meeting to discuss the student’s academic

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

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

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

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

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

## **PROCEDURES FOR EMERGENCY REMOVAL**

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

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

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

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

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

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
  - i. The disciplinary offense;
  - ii. The basis for the charge;
  - iii. The potential consequences, including the potential length of the suspension;
  - iv. The opportunity to have a hearing with the Principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
  - v. The date, time, and location of the hearing; and
  - vi. The right of the parent and student to interpreter services at the hearing.
5. The Principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the Principal must be able to

document reasonable efforts to include the parent. The Principal is presumed to have made reasonable efforts if the Principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

2. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student.
3. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/parent.
4. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the Principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
5. The parent, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.
6. The Principal shall make a determination as to whether the student committed the disciplinary offences and what consequences shall be imposed. The Principal shall notice the student and parent in writing of his/her decision, including the following information:
  - i. The disciplinary offence, the date on which the hearing took place, and the participants in the hearing;
  - ii. The key facts and conclusions reached by the principal;
  - iii. The length and effective date of the suspension and the date of return to school;
  - iv. The notice the student's opportunity to receive education services to make academic progress during the suspension;
  - v. The student's right to appeal the principal's decision to the superintendent or his/her designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the parent or student to file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension.
    - a. The superintendent shall hold the hearing within three (3) school days of the student's request, unless an extension is mutually agreed to.
    - b. The superintendent shall make a good-faith effort to include the parent in the hearing.
    - c. The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or parent upon request.
    - d. All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing.
    - e. The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or lesser consequence than the principal.
    - f. The decision of the superintendent shall be the final decision of the school district.

- vi. If the student is in grades K-3, the Principal shall send a copy of the written determination to the superintendent and explain the reasons for the suspension before the suspension takes effect.

### **Peanut/Nut-Free Classroom (letter)**

Dear Parents/Guardians,

We are writing to request your cooperation in an important matter in all classrooms this year. The number of students who have life-threatening allergies to peanuts & tree nuts has increased over the years. We are asking that you refrain from sending tree nut or peanut-related products for snacks. For lunchtime in the cafeteria there are nut-free areas. Your children are free to bring peanut/nut product foods for lunch. Our classrooms are not set up to accommodate students who are eating peanut/nut products and those whose health will be seriously compromised by contact with them. Contact can be as casual as touching a surface that has been touched by a student who has handled a peanut/nut product. The oils from the peanuts/nuts, as well as the peanut/nut themselves, can trigger serious and even life-threatening reactions for these children.

The best way to determine whether or not the food contains peanut/nuts, peanut/nut traces, or peanut/nut products is to carefully read the ingredient labels. While we know this is an extra step to add, we feel it important to request your cooperation, due to the seriousness of the consequences.

We wish for our classrooms to be stimulating, fun, and safe environments for all our students. With your cooperation, we can achieve all this and more during our school year. If you have questions, please feel free to contact myself or our school nurse, Cindy Forti at 508-358-3779.

Sincerely,

Christie Harvey

## Vacation Homework (letter)

Dear Parents,

I know you are concerned about your child's education and want to keep him/her up to date while you are away from school. Your request for work shows your sincere interest.

I cannot give you exact assignments however; it is always helpful for children to do the following types of tasks while away to enrich their skills in various areas. Your choice depends on grade level and the type of trip you are taking:

- Continue reading nightly from whatever book he/she is reading. This could be augmented with reading about the place you are visiting, particular sights of interest, historical significance, etc.
- Keep a daily journal about the trip, including some places visited and people seen. Be sure to include personal reactions to what has been seen and experienced. Pay particular attention to how lifestyles, traditions and cultures differ from what is familiar.
- Collect postcards, travel brochures, etc.; take pictures (or draw some) to include in a scrapbook or travelogue of the trip, including narratives to explain what has been collected. Share the finished product with the class on her/his return.
- Use maps to track the routes of places visited; notice the towns, states, and countries and use math skills to calculate miles between destinations or between places on the map; compare populations of towns and cities in the area.
- Make a map of the places visited.
- Practice mental math problems while traveling between places.
- Read the local newspapers and cut out some articles to share with classmates back in Wayland.
- Make a "newspaper" filled with headlines and articles of things he/she has done on the trip. Writing one article a day is a manageable routine. Include photos, crossword puzzles, cartoons and advertisements.
- Use math skills to add the restaurant bills, figure out gratuities, and determine change.

Thank you again for your inquiry. I hope these suggestions are helpful and you are able to incorporate some of them into your time away from school.

Sincerely,

Christie Harvey  
Principal

**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)

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.



### Summary of the Conflict of Interest Law for Municipal Employees

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

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

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

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

You do not have to be a full-time, paid municipal employee to be considered a municipal employee for conflict of interest purposes. Anyone performing services for a city or town or holding a municipal position, whether paid or unpaid, including full- and part-time municipal employees, elected officials, volunteers, and consultants, is a municipal employee under the conflict of interest law. An employee of a private firm can also be a municipal employee, if the private firm has a contract with the city or town and the employee is a "key employee" under the contract, meaning the town has specifically contracted for her services. The law also covers private parties who engage in impermissible dealings with municipal employees, such as offering bribes or illegal gifts.

#### **II. On-the-job restrictions.**

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

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

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

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

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

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

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

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

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

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

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

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

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

**Example of violation :** A city councilor directs subordinates to drive the

councilor's wife to and from the grocery store.

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

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

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

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

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

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

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

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

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

**Example where there is no violation** : An appointed member of the town zoning advisory committee, which will review and recommend changes to the town's by-laws with regard to a commercial district, is a partner at a company that

owns commercial property in the district. Prior to participating in any committee discussions, the member files a disclosure with the zoning board of appeals that appointed him to his position, and that board gives him a written determination authorizing his participation, despite his company's financial interest. There is no violation.

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

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

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

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

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

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

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

A municipal employee may not act in a manner that would cause a reasonable person to think that she would show favor toward someone or that she can be improperly influenced. Section 23(b) (3) requires a municipal employee to consider whether her relationships and affiliations could prevent her from acting fairly and objectively when she performs her duties for a city or town. If she cannot be fair and objective because of a relationship or affiliation, she should not perform her duties. However, a municipal

employee, whether elected or appointed, can avoid violating this provision by making a public disclosure of the facts. An appointed employee must make the disclosure in writing to his appointing official.

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

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

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

### **III. After-hours restrictions.**

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

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

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

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

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

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

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

**Example of violation :** A planning board member represents a private client before the board of selectmen on a request that town meeting consider rezoning the client's property.

While many municipal employees earn their livelihood in municipal jobs, some

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

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

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

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

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

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

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

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

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

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

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

There are numerous exemptions. A municipal employee may hold multiple unpaid or elected positions. Some exemptions apply only to special municipal employees. Specific exemptions may cover serving as an unpaid volunteer in a second town position, housing-related benefits, public safety positions, certain elected positions, small towns, and other specific situations. Please call the Ethics Commission's Legal Division for advice about a specific situation.

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

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

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

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

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

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

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

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

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

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

town in relation to the matter.

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

**Example** : A former town counsel joins a law firm as a partner. Because she litigated a lawsuit for the town, her new partners cannot represent any private clients in the lawsuit for one year after her job with the town ended.

\* \* \* \* \*

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

Version 6: Revised May 10, 2013

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## **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

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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

Page 2 of 3

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

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

### **Confidentiality**

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

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

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

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

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

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

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

**ALCOHOL AND DRUG  
USE**

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

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

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

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

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

Approved: August 25, 2016

# Wayland Public Schools

## Prevention of Physical Restraint and Requirements - Procedures

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

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

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

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

### **Definitions**

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

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

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

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

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

*Physical Escort:* a temporary touching or holding, without the use of force, of the hand, wrist,

arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

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

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

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

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

## **Prohibitions**

Physical restraint shall not be used:

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

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

to administer a prone restraint are staff who have received in-depth restraint training in accordance with 603 C.M.R. 46.04(3).

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

### **Proper Administration of Physical Restraint**

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

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

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

### **Staff Training**

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

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

### **Reporting Physical Restraint Use**

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

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

Program staff shall report the use of any physical restraint, as required by the Regulations. The staff member who administered the restraint shall notify the principal verbally as soon as

possible and in writing no later than the next school working day. The report shall be maintained by the school and made available for review by the Parent(s) or DESE upon request.

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

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

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

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

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

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

### **Prevention of Dangerous Behavior**

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

### **Parent Engagement**

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

### **Complaints**

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

## Preventing Restraints

### Roles of Individuals:

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

## De-escalation Techniques and Alternatives to Restraint

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

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

## Behavioral Support Procedures

### Time-Out

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

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

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

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

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

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

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

### Documenting Exclusionary Time-Out

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

The District will annually review its Restraint Prevention and Behavior Support Policy and

Procedures, provide it to all District staff, and make it available to parents of enrolled students.

