



# **HAPPY HOLLOW FAMILY HANDBOOK**

**2011 – 2012**

## **Welcome!**

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

The Happy Hollow School focuses on basic academic skills in a caring and nurturing environment, while providing exploration opportunities in the arts. The school's CORE Values promote a learning community and challenges students:

## **CORE Values**

The Happy Hollow School is a place where:

1. We treat all people - teachers, students, and ourselves - with courtesy and respect.
2. We care for one another, our country and world.
3. We are friendly and cooperative with others.
4. We know right from wrong and take responsibility for our actions.
5. Everyone is safe and has a feeling of belonging.
6. Everyone can learn and strive for excellence.
7. Everyone's performance is improved through a lifestyle, which includes vigorous physical activity on the playground before school and at recess during the school day.
8. We try our best, take risks and learn from our mistakes.
9. We feel successful when we work hard and learn new skills.

We invite you to participate in your child's learning by joining our efforts in maintaining the high expectations and traditions that have made Happy Hollow School a wonderful learning community.

## FACULTY AND STAFF 2011-2012

**PRINCIPAL:** Jim Lee

Administrative Assistants: Margie Deady, Francine Perodeau, Betsy Meindl

### GRADE 1

- 1 Laura O'Brien
- 1A Lorraine Horgan
- 1B Deirdre Bergeron
- 2 Lise Weig

### GRADE 2

- 3 Meg Mozdiez
- 4 Susan Cherwinski
- 5 Janet Powers
- 6 Deborah Niles

### GRADE 3

- 7 Ruth Brenneman
- 8 Allison Cohen
- 9 Deborah Dowd
- 10 Loretta Akers

### GRADE 4

- 15 Maureen Devlin
- 16 May Chan
- 17 Miriam Morrison
- 18 Mike Moynihan

### GRADE 5

- 11 Jaclyn Mattson
- 12 Alyssa Candini
- 13 Conrad Gees
- 14 Mike O'Connor

### HEALTH ROOM

Jeanne MacDonald

### ASSISTANT TEACHERS

Leslie Bastarache, Margie Cohen, Vickie Crowley  
Mary Davis, Mike Dunlea, Heather Leonard,  
Maryanne O'Loughlin, Julie Pond, Rosemary Ravidou,  
Mary Ridgely, Kori Rogers, Maureen Tilliett,  
Walter Rockwell

### RECESS COORDINATOR

Joe Libbin

### CURRICULUM SPECIALISTS

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

### SPECIALISTS

ART: Christine Soeltz  
BAND: Kristie Keenan  
LIBRARY: Elizabeth Bryant  
MUSIC: Susan Calkins, Amy Pohl  
P.E.: John Berry  
STRINGS: Whitney Tandon  
Technology: Beth Ann Crozier, Rita Partridge  
ESL Teacher: Joshua Loy  
Math Coaches: Judy Hardy, Aidan McCann  
Reading: Martha Godroy, Christine Hayes,  
Debra Pellerin, Kim Walls

### GUIDANCE

Kathleen McLean  
Eileen McManus  
Beth Santomena

### METCO

Latisha Dukes- Pearson

### SPECIAL NEEDS

RESOURCE: Karen Devine, Kristin Fay,  
Gretchen Ryder-Sharry, Celeste Larson,  
Michelle Latalille  
AP: Shelly Fraser  
COTA: Carolyn Blom  
OT: Janet Kaplan  
PT: Lisa Fennelly  
SPEECH: Gretchen McAuley, Mindy Hochtsadt

### FOOD SERVICES

Marie Dorr, Toni Kearns, Rosemarie Fenelly

### CUSTODIANS

Willie Hernandez, Guy Nicolas, Mike Silkonis

<b>SUPERINTENDENT'S OFFICE</b>		
Paul Stein	508-358-3774	Superintendent of Schools
Brad Crozier	508-358-3772	Assistant Superintendent
Geoffrey MacDonald	508-358-3750	Director of Business Affairs
Reid Lyons	508-358-3752	Director of Human Resources
Marlene Dodyk	508-358-3752	Director of Student Services
Gretchen Lutz	508-358-3759	Coordinator of Early Childhood/Out of District Program
<b>TRANSPORTATION</b>		
Debra Fumicello	508-358-7543	

## **WAYLAND SCHOOL COMMITTEE**

Barbara Fletcher, Chair    [Barb\\_Fletcher@wayland.k12.ma.us](mailto:Barb_Fletcher@wayland.k12.ma.us)  
Malcolm Astley            [Malcolm\\_Astley@wayland.k12.ma.us](mailto:Malcolm_Astley@wayland.k12.ma.us)  
Beth Butler                 [Beth\\_Butler@wayland.k12.ma.us](mailto:Beth_Butler@wayland.k12.ma.us)  
Ellen Grieco                Ellen\_Grieco@wayland.k12.ma.us  
Shawn Kinney              Shawn\_Kinney@wayland.k12.ma.us

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

## **REPORT CARDS AND PARENT-TEACHER CONFERENCES**

The principal means of reporting to parents about their child's school adjustment and progress is through an individually scheduled conference with one or more teachers. These are scheduled two times during the year with every parent being invited to school at least twice.

The first conference period is scheduled during the early fall on the following Wednesday afternoons: October 12, October 19, October 26 and November 2.

This conference will focus on each child's adjustment to the new grade, new teacher and new class composition. Emphasis at this meeting will be placed on sharing ideas, developing strategies and, if necessary, goal setting for the child. Each child's progress-to-date will be articulated at this time. **THERE WILL BE NO WRITTEN REPORT SENT TO PARENTS PRECEDING THESE CONFERENCES.**

In an attempt to spread out the periods when children's school progress is reported to parents, we have chosen the date of **January 26** to send out the first written report. **THERE WILL BE NO REGULARLY SCHEDULED PARENT-TEACHER CONFERENCE BLOCK AT THIS TIME.**

The second conference period will be held March 7, March 14, March 21 and March 28. Any subsequent meetings with parents will be scheduled by mutual agreement on an as-needed basis.

The principal means of reporting to parents about their child's school adjustment and progress is through an individually scheduled conference with one or more teachers. These are scheduled two times during the year with every parent being invited to school at least twice.

## **SCHOOL HOURS**

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

## PTO

The Happy Hollow/Loker Parent Teacher Organization (PTO) is a vital resource for our school community. The organization is made up of the parents, guardians and teachers of all Happy Hollow and Loker students. Together, our stated goals are to: 1) promote communication amongst the school community, and 2) through fundraising and volunteering, provide support for activities and/or materials which directly contribute to the quality of education at Happy Hollow and Loker schools. To learn more about the PTO please visit our website at: <http://www.happyhollowpto.org/>.

### **PTO Helps Happy Hollow**

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

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

**Classroom Supplies: used to reimburse teachers for classroom materials beyond what they typically spend of their own money;**

**Educational Programs: funding for special programs, field trips, and equipment;**

**Capital Items: Teachers/Staff/Principal can request that are not in the budget plan that enhance the classroom/learning experience for our children.**

### **PTO Meetings**

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

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

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

### **Please Join Us**

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

### **HAPPY HOLLOW/LOKER PTO 2011-2012 BOARD**

<b>President</b>	Stephanie Leong	<a href="mailto:Stephanie_Leong@alum.wellesley.edu">Stephanie_Leong@alum.wellesley.edu</a>
<b>ice President</b>	Julie Suratt	<a href="mailto:juliesuratt@gmail.com">juliesuratt@gmail.com</a>
<b>Secretary</b>	Andrea O'Brien	<a href="mailto:aobrien68@gmail.com">aobrien68@gmail.com</a>
<b>Treasurer</b>	Nancy Funkhouser	<a href="mailto:nancyfunkhouser@verizon.net">nancyfunkhouser@verizon.net</a>
<b>Ways and Means</b>	Amy Simmons	<a href="mailto:simmons221@comcast.net">simmons221@comcast.net</a>
<b>Social</b>	Nell Getz	<a href="mailto:nellgetzie@gmail.com">nellgetzie@gmail.com</a>
<b>Kindergarten Reps</b>	Pamela Cerne Jean Prince	<a href="mailto:pamelarpw@aol.com">pamelarpw@aol.com</a> <a href="mailto:theprincefamily@mac.com">theprincefamily@mac.com</a>
<b>Past President</b>	Stefanie Janoff	<a href="mailto:j.janoff@comcast.net">j.janoff@comcast.net</a>

## PTO Committees and Sponsored Activities at Happy Hollow

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

<b>Administrative</b>	
	Exterior Bulletin Board Flyer/Newsletter Copy Captain/Misc Hang Summer Pictures Marketing Faculty/Staff Picture Board Website Manager
<b>Assist Faculty/Staff</b>	
	Book Closet Organizer Faculty/Staff Appreciation Grounds and Courtyard Library/Media Staff Lost and Found Manager
<b>Assist Students</b>	
	Fifth Grade Social/Events/Assembly Ushers Fitness Challenge Green Team Just Like Me Lice Busters Nutrition Challenge Room Parent Coordinators Room Parents School Pictures Vision/Hearing Screening
<b>Community Outreach</b>	
	Cultural Enrichment Events Farmer's Market Holiday Toy Drive
<b>Fundraising</b>	
	Gift Your Child/Backpack Auction Book Fair
<b>Social</b>	
	Halloween Movie Night METCO Liaison New Family Resource School Picnic Talent Show Town wide Bingo

## **STUDENT COUNCIL**

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

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

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

## **SCHOOL RULES**

School rules exist for a number of reasons. SAFETY, ORDER, RESPECT, and RESPONSIBILITY are the four reasons for all of our rules. They are important so that everyone can get along happily with each other. It is a central school goal for all people - pupils and adults - to treat one another with fairness, respect and dignity. The spirit of good will and cooperation will make Happy Hollow a safe and pleasant school.

### **Rules for Inside the School**

- People must walk at all times - - running is never allowed.
- Pupils must follow the directions of adults at all times.
- People may talk softly in the school hallways and cafeteria.
- People must respect the rights of others to study and work without interruption -- in the classroom and the library. Loud talking, yelling or other types of interruption will not be permitted.
- People must respect the rights of others' property. Only with the owner's permission may another's property be used.
- It is the responsibility of every person to help keep the school clean and free of unnecessary dirt -- this includes each person's classroom, the hallways, the toilet facilities, and the area around the school. It also means that desks, walls, and windows are to be left unmarked.
- Shoes, sneakers, or sandals must be worn at all times; bare feet or stocking feet are not permitted.
- Cafeteria behavior should not include yelling, fighting or throwing food.
- Pupils are to remain inside their classroom at all times, unless the teacher has given permission to leave for a specific purpose and time.

### **Rules for Outside the School**

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

### **Rules for Inside the Classroom**

- It is the responsibility of each teacher to set rules for classroom order and behavior with his/her pupils.

## Violations of School Rules

Violation of school rules will be addressed in the way that is most helpful to pupils. Generally, the classroom teacher will deal with a problem first. If it is necessary, or if an incident is serious, the principal will deal directly with the pupil and the pupil's parent. Discipline of the pupil will:

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

The most explosive and potentially serious form of disruptive school behavior is fighting. Fighting is never tolerated for any reason. Pupils who fight (punching, slapping, kicking or hitting another with an object) will be disciplined by the classroom teacher or the school principal. Because every situation differs, the consequences following such behavior will vary. However, students who are involved in more than one aggressive altercation will be subject to suspension for one or more days. In the most serious of cases, the police may also be involved. Some elementary school-age children have difficulty controlling their urge to hit or use other forms of violent behavior. School personnel view this most seriously. Children who use these forms of behavior will be sent to the principal who will contact parents and set forth logical consequences. In matters of these types, it becomes imperative for school and home to help children work toward peaceful conflict resolution.

## Bullying Behaviors:

### *WPS Bullying and Cyber-bullying Policy*

**(Please find the full version of WPS Policy on the District Home Page.)**

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

It is a violation of this policy for any student to engage in bullying or cyber-bullying, or for any employee of the Wayland Public Schools to condone or fail to report acts of bullying or cyber-bullying that they witness or become aware of (i) on school grounds and property immediately adjacent to school grounds; (ii) at school-sponsored or school-related activities, functions or programs, whether on or off school grounds; (iii) at school bus stops; (iv) on school buses or other vehicles owned, leased or used by the school district; or (v) through the use of technology or an electronic device owned, leased or used by the school district.

It is also a violation of this policy for any student to engage in bullying or cyber-bullying at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school, or materially and substantially disrupts the education process or orderly operation of the school, as determined by school administrators.

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

“Bullying” is defined as the repeated use by one or more students of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school.

“Cyber-bullying” is defined as bullying through the use of technology or any electronic communication, which includes but is not limited to any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by such things as electronic mail, internet communications, instant messages or facsimile. Cyber-bullying includes (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation is a violation under the law. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting is a violation of the law.

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

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

The School district will provide age-appropriate instruction on bullying prevention and provide professional development to build the skills of staff members, as required by law. The Superintendent will develop a Bullying Prevention and Intervention Plan which shall sets forth the administrative guidelines and procedures for the implementation of this policy. Such Bullying Prevention and Intervention Plan shall include, but not be limited to: procedures for reporting, responding to and investigating reports of bullying or retaliation; the range of disciplinary actions that may be taken against a perpetrator for bullying or retaliation or against someone for making a false accusation of bullying; procedures for remedying incidents of bullying and restoring a sense of safety for a victim and assessing that victim’s needs for protection; strategies for protecting from bullying or retaliation a person who reports bullying or provides information during an investigation; any notification requirements consistent with state and federal law; a strategy for providing counseling or referral to appropriate services for perpetrators, victims and family members; and provisions for educating and informing parents about bullying and the School District’s bullying prevention curriculum.

Students and parents or guardians will receive notice of the relevant student-related section of the Plan annually and faculty and staff at each school shall be trained annually on the plan applicable to the school. Each building principal shall be responsible for the implementation and oversight of the Plan at his or her school. The building principal or designee shall assist students, parents and employees of the School District who seek guidance or support in addressing matters relating to any form of bullying, cyber-bullying or retaliation.

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

## **LAW GOVERNING THE DISCIPLINE OF SPECIAL NEEDS STUDENTS**

All students are expected to meet the requirements of behavior as set forth in this handbook Chapter 71B of the Massachusetts General Laws, known as Chapter 766, requires that additional provisions be made for students who have been found by an evaluation team to have social needs and whose program is described in an Individual Educational Plan (IEP) or for students who have not yet been determined eligible for special education and related services but about whom the school district had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action.

The following additional requirements apply to the discipline or special needs students:

- The IEP for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if the student's handicapping condition requires a modification. Any modification will be described in the IEP.
- When it is known that the suspension(s) of a special needs student will accumulate to ten days in a school year, a review of the IEP as provided in Section 333 of the Chapter 766 Regulations will be held to determine the appropriateness of the student's placement or program. The team will make a finding as to the relationship between the student's misconduct and his/her handicapping condition and either:
  - (a) design a modified program for the student or:
  - (b) write an amendment to provide for delivery of special education services during the suspension and any needed modification of the IEP relative to discipline code expectations.

In addition, the Department of Education will be notified as required by law, and the procedures promulgated by the Department of Education for requesting approval of the alternative plan will be followed.

## **SCHOOL POLICIES AND PROCEDURES**

### **Taking Children Out of School**

Students are not permitted to leave the school building during the hours that school is in session without specific approval of their parents and school authorities.

If it is necessary for a student to leave school early for a medical appointment or for a similar reason, a request to this effect, signed by the parent or guardian, should be presented to the child's teacher at the start of the school day (or when the parent arrives at the office if it is an unexpected reason for dismissal).

For the protection of students, the school requires that emergency requests for early dismissal be made by the parent in person; telephoned requests will be accepted only under unusual circumstances. All emergency requests made by telephone and in any other cases of doubt will be verified before the student is released.

Parents picking up children during the school day should meet their children in the office rather than in the classroom or playground (unless otherwise directed by the office staff).

In any emergency situation where parents cannot be contacted, children will be released to those designated on each child's Medical Emergency card. Others, even if they are known to the school and to the parents, may not take children home in such situations. Parents must designate in writing the names of other adults who may be called upon in emergency childcare situations.

Parents often ask about the advisability of taking children out of school for extended vacations, to visit with grandparents, and the like. While each situation has certain merits and disadvantages to consider, it should be clear that in addition to being an illegal absence, there is the further danger of giving a child the impression that school and schoolwork are low in importance. Classroom lessons and experiences are so rich and interactive that the school cannot, in reality, compensate for the days that are missed. These matters are best discussed with the principal well in advance. The same caution needs to be considered regarding dental and medical appointments during the school day. If it is absolutely necessary to take your child on a leave outside the school's normal vacation schedule, we will provide you with a list of activities that will maximize the educational experiences presented by any form of extended travel.

## Dropping off/Picking up Children

Parents who opt to drive children to and from school may use the driveway (one way counter clockwise), but they are cautioned to use extreme care at all times. They must never pass a bus that is boarding or unloading children or when lights are flashing.

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

Bus arrivals and departures are supervised by school staff. During these relatively short but intense periods, supervisors must give their full attention to the many children arriving and departing school. In the name of safety we ask that parents not engage them in conversation during these times.

## Safety

It is essential that parents and the school cooperate to insure against accidents as the children go to and from school and during their hours in and around the building.

Parents are urged to emphasize the importance of bicycle, scooter, unicycle, etc. safety to their children, especially noting that unless there is a sidewalk, the cyclists should stay to the right, move with traffic, and follow the regulations and hand signals which apply to automobiles. Only one person at a time is allowed on a bicycle or other self-propelled vehicle. Children in any grades may ride bicycles to and from school provided they have their parent(s) permission. When children appear at school on their bicycle, it is assumed parents have given consent. Bicycles must be walked and not ridden across the school grounds and may not be used during the school day. Also, the school cannot assume liability for theft or vandalism of a bicycle left in the schoolyard during the day. Teachers will make reasonable efforts in their supervisory responsibilities to keep children from tampering with bicycles at recess periods.

Safety for wearing "heelies" should also be reviewed with your child. Wheels must be kept inactive in the closed position during all times in the school building and on school grounds.

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

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

To insure the maximum safety in the event of fire within the school building, fire drills are conducted regularly during the year. From the first day of school, directions for a prompt and orderly exit are reviewed in each classroom so that pupils will be prepared in case of emergency. We also review shelter in place procedures with our students should they have to stay in the building to remain safe. For example, there was a bear sitting in the area during one school year and we had to notify the students and staff that we were in a shelter in place pattern and that no one was to go outside the building. We keep this simple so that the procedure is not threatening to any child, yet safely in place. We review with staff steps for a lock down and evacuation as well and students would be led by responsible adults during any such emergency.

Dogs and pets on school grounds can be a real threat to safety. At the least, they constitute a nuisance to the people and activities which take place there. Even the most docile and affectionate animal can become confused and over-excited among groups of active children. **For this reason, the town and state have imposed strict regulations prohibiting dogs and pets from school grounds during the day.** Please see that your family pet does not wander onto the grounds during the day.

## **SCHOOL BUSES**

### **Policy Statement For Use Of Seatbelts On School Buses**

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

### **Guidelines For Instruction In Seat Belt Use**

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

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

### **Busing Policies**

Students in Grades K-6 who live more than two (2.0) miles walking distance to their assigned school are entitled to transportation entirely at district expense.

K-6 students living two (2.0) miles or less from their school and all students in Grades 7 – 12 will not be transported solely at district expense. These students who wish to ride the school bus must purchase a bus pass for the entire year, payable in advance. The only exceptions to this policy are for those special needs students whose Individualized Educational Program (IEP) requires special transportation, those students who qualify for free and reduced price lunch under Federal guidelines, and those students who have been approved for reduced fee waivers under the district's financial assistance program.

The bus fee for the 2010-2011 school year is \$180.00 per student, with a family maximum of \$500.00. The per-student fee is less than the actual per pupil cost of this service.

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

Bus routes will be established with reasonable revisions to current routes, based on the number of riders, their residences and space availability on buses for the 2010-2011 school year. Routes are finalized and published in late August.

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

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

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

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

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

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

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

A partial payment of \$90.00 (or half of the total fee, if a family qualifies for a waiver) is due for each fee-based rider along with the student's Transportation Registration Form, by the July 2 deadline. The balance of the fee is due by July 31.

The district accepts credit card payment for transportation fees. Details are spelled out on the 2010-2011 registration form.

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

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

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

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

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

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

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

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

### **Exceptions**

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

### **EMERGENCY CLOSING OF SCHOOL**

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

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

### **ABSENCE AND TARDINESS**

Massachusetts's school law requires that all school-age children attend school. When a child is absent from school, whether it is for part of the school day, a full day or several days, it is the responsibility of the school to record the absence in its attendance register. It is the responsibility of the child's parent or guardian to notify the school, in writing, of the reasons for the absence.

Tardiness, since it is a partial absence, is covered by the same policy that relates to general absence. Parents who know that their child will be late in arriving at school should send a note, with the child, stating the reason for the tardiness. In this way, the school knows that the parent is aware of the situation and the reasons for it.

All cases of continued or excessive absence and tardiness are referred to the Director of Pupil Services (Truancy Officer), a Public Health Nurse and the principal for investigation.

## **SAFE-TO-SCHOOL PROGRAM**

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

- Call **508-358-2160**, the Happy Hollow Safe-to-School line, before 9:00 a.m. if your child will be late or absent from school. You must call even if you've notified your child's teacher of the absence.
- State your child's name, teacher's name, and date(s) of absence or late arrival. Feel free to report future scheduled absences/late arrivals ahead of time.
- Each morning, we will reconcile attendance records with messages left on the Safe-to-School recorder. If a child is absent and we did not receive a call, we will call the child's parent/guardian.

## **MESSAGES TO CHILDREN**

It is sometimes necessary for parents to call the school to ask that a message be delivered to children. Every effort should be made, before the child leaves home in the morning, to see that he or she has information about changes in the after-school routing. It is the school's policy however, to try to deliver all messages just prior to dismissal every afternoon.

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

## **VISITING THE SCHOOL**

Parents are encouraged to visit the school. You must sign in and report where you are going and let the office know when you exit. We request that the classroom teacher be informed as to the day and time of visits so as to avoid any conflicts with the school schedule. In visiting classrooms, parents must realize that the teacher's first responsibility is to the children, and the teacher will be unable to converse at any length with the visitor. If a conference is desired, arrangements will be made for an appointment, either before or after school hours. Please remember that all visitors must report to the main office upon entering the building. They will be required to sign in and state their business in the building.

## **FIELD TRIPS**

Trips of varied educational nature are part of each teacher's program. Well in advance of a trip, parents will be notified of all the necessary information. Trips may vary from class to class. Teachers and volunteer parents supervise groups. Transportation may be by bus or in individual cars, depending on the size of the group and its destination. No students will be allowed to participate unless a signed parental permission slip is returned to the school before the trip takes place.

## **AFTER SCHOOL CHILD CARE PROVISIONS**

Children receive after school supervision from a wide and varied group of providers. Most go directly home at dismissal, but many go elsewhere. It has become virtually impossible for the school to keep track of children's after school schedules particularly when they change from day to day. Parents are therefore encouraged to write notes to teachers so as to avoid confusion at dismissal. Also, in the absence of clear directions from parents about where to go at a day's end, children must be encouraged to speak up and make their confusion known. Rather than send a child off with doubt, the school will keep the individual in its care until parents or day care providers have been contacted.

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

At mid-morning all children receive a break from schoolwork. In grades 1-3 this will be 20 minutes; in grades 4 and 5 recess is 15 minutes. This is also the designated snack time. For those that have an early lunch, the short recess break may be in the afternoon.

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

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

## **LUNCH PROGRAM**

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

### **Lunch Periods** *(Times include lunch period and recess)*

<b>Grade</b>	<b>Start</b>		<b>End</b>
2	11:05	to	11:50
1	11:25	to	12:10
5	11:45	to	12:30
4	12:05	to	12:50
3	12:25	to	1:10

The Happy Hollow cafeteria serves a non-profit lunch consistent with the standards of the National School Lunch Program. A half-pint of milk alone is available for to those children who wish to bring their lunch from home. Complete lunches or milk must be paid using a scan card. The system is a prepayment system, in which all students are issued ID cards. A complete monthly menu is sent home at the beginning of each month and is published weekly in *The Town Crier*, and *The MetroWest Daily News*.

Students who wish may bring peanut products for lunch. Peanut free tables are available for all who require such protection.

Free or reduced-price lunches are available to qualifying families. If you feel you may be eligible, additional information may be obtained at the school office.

## **SCHOOL LIBRARY MEDIA CENTER**

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

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

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

## **VOLUNTEERS**

The Happy Hollow School welcomes volunteers in its programs. Principal areas of volunteer services include the Library, computer lab, our Just Like Me Program, and some classrooms as deemed necessary and beneficial by the classroom teacher. The opportunities are many and varied. Those interested in participating in a volunteer program should contact the PTO Volunteer Services Chairperson or the classroom teacher directly.

## **STUDENT TELEPHONE USE**

The school telephone is reserved for official business only. Outgoing calls by students are allowed only on an as-needed basis to be determined by the office, classroom, guidance and special needs staff.

## **LOST AND FOUND**

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

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

## **GIFTS TO STAFF MEMBERS**

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

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

The School Committee shall consider as always welcomed, and in most cases more appropriate than gifts, the writing of letters to staff members expressing gratitude or appreciation.

The Committee also suggests that as a means of expressing gratitude a cash donation may be made to the Wayland Public School Foundation in honor of a particular staff member. Wayland staff will be advised in writing that a contribution has been made in their honor. No specific information will be sent about contribution amounts or names of contributors.

The Foundation has been instrumental in funding district-wide school projects that have added resources for students at all levels of the system. Contributions made to the Foundation are tax deductible.

The school system's policies are not intended to discourage acts of generosity or simple remembrances expressive of gratitude or affection.

## **PHYSICAL EDUCATION**

For safety reasons, sneakers are required for all indoor and outdoor physical education activities.

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

## **SCHOOL-RELATED PROBLEMS AND CONCERNS**

From time to time, parents may have problems or concerns that they wish to bring to the attention of appropriate school officials. To assist parents in this regard, the following general guidelines may be helpful:

- The parent should first raise any concern regarding a school-related matter with the staff member most directly involved. (i.e. questions regarding the content of instructional materials or homework assignments should be raised with the teacher involved.)
- If the matter remains unresolved, the parent may wish to speak with the building principal. Appointments can be scheduled by contacting the office of the principal involved.
- If the matter still is unresolved, the parent may wish to speak with the superintendent. For an appointment, simply contact the superintendent's office (358-3774 or write: Superintendent of Schools, P.O. Box 408, Wayland, MA 01778).
- If the matter still remains unresolved, the parent may wish to bring it to the attention of the School Committee by requesting that the superintendent, as the executive officer of the School Committee, place the matter on the agenda, or by communicating directly with the Chairman of the School Committee.

The following are examples (not an all-inclusive list) of issues, which are more-appropriately raised at the levels indicated.

**Teachers:**

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

**Guidance Counselors:**

- placement information
- Course selections and students' schedules
- Personnel matters relating to students
- Problems between school and home
- Problems between teacher and pupil

**Principals:**

- Any issues arising out of a school building when no other staff member can be specifically identified
- Student placement issues
- Instructional and co-curricular program issues
- Matters relating to the physical plant
- Complaints, dissatisfaction, or concerns regarding school personnel
- Student records

**Superintendent:**

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

**School Committee:**

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

## **HAPPY HOLLOW HOMEWORK POLICY**

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

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

### **The Parent Connection With Homework**

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

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

### **The Issue Of Time On Task**

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

### **The Place For Reading At Home**

Teachers at all grades encourage regular reading practice at home. This increased fluency, comprehension and confidence. In the earliest grades this may take the form of parents reading aloud to children where time is left for questioning, discussion of story content or predicting outcomes. As a child's skill develops, taking turns in reading aloud is good practice. Above all, when adults in any home read as a way of life, children most often follow.

## **Expectations By Grade Level**

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

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

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

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

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

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

## **OTHER INQUIRIES**

Discussion of the academic program exceeds the scope of this handbook. Inquiries related to any phase of the educational program may be directed to the school office or to the office of the superintendent.

The Wayland School Committee meets at the Town Administration Building on the second and fourth Mondays of the month. The state's open meeting laws govern these sessions. Visitors are welcome, and two intervals during each meeting are put aside for comments from the public.

## **CHAPTER 622**

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

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

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

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

If you have any questions or concerns regarding Chapter 622, please do not hesitate to contact Mr. Crozier. Copies of the law and the regulations can be obtained from the Bureau of Equal Educational Opportunity, 182 Tremont Street, Boston, MA 02111 (727-5880).

Cyndy Dunham, Assistant Superintendent of Schools, has been appointed as the Coordinator of Chapter 622 and Title IX programs for the Wayland Public Schools. If after contacting the principal relative to any Chapter 622-related issue, you have further concerns or questions, you may contact Ms. Dunham by telephoning 358-3772.

## **HEALTH**

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

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

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

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

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

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

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

### **Medication Policy**

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

When children need to take medication during school, parents must bring the medication, along with a completed medication order/permission form signed by both a parent and the child's physician, to the school nurse. Medication forms can be obtained from the school nurse or from a link on the Happy Hollow School web page under Health Services/Forms.

All medication-both prescription and over the counter- must be in its original container.(you may ask your pharmacist for a school bottle). Prescription medication must have the pharmacy label. Prescription medication given for 10 days or less does not require a written doctor's order. They do however, require written parental permission and must be in an original container from your pharmacist.

This academic school year (2011-2012), over the counter medications may be administered by the school nurse with parental permission. These include: ibuprofen (motrin), tylenol (acetaminophen), benadryl, tums, bacitracin, neosporin , and hydrocortisone 1% cream. Parent permission has to be signed on the student verification form filled out each September.

### **Reactions to Insect Stings & Allergic Reactions**

If your child has been diagnosed by a physician with a life-threatening allergic reaction, and requires an Epinephrine (Epi-Pen), please notify the school nurse. A doctor's order and parent permission form must be completed at the start of each academic school year and submitted to your school nurse. Forms may be obtained from the school nurse, or from the link on the Happy Hollow School web page under Health Services/Forms.

### **Head Lice (Pediculosis)**

Head lice are found worldwide and are common among children attending elementary schools. As a preventive measure, all children are checked at school for lice at the beginning of the school year, and after school vacations of a week or more. This is done thru PTO parental volunteers, trained by the school nurse. It is the responsibility of the school nurse to confirm all cases of suspected head lice. Any child detected and confirmed to have head lice will be sent home for treatment. The child may return to school after treatment and head inspection by the school nurse.

Please review "Elementary School Lice Screenings" for additional information.

### **Physical Exams**

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

### **Health Screenings**

**The Massachusetts Department of Public Health requires screenings as follows:**

- Vision Grades 1-5
- Hearing Grades 1-3
- Scoliosis Grades 5
- BMI (height & weights) Grades 1 and 4

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

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

## **CIVIL RIGHTS LEGISLATION**

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

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

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

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

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

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

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

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

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

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

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

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

### **Contact Personnel**

	DISTRICT	CLAYPIT HILL	HAPPY HOLLOW	LOKER	MIDDLE SCHOOL	HIGH SCHOOL
<b>Title I</b>	Brad Crozier 358-3773	Debbie Bearse 358-7401	Jim Lee 358-2120 X103	Brian Jones 655-0331	Betsy Gavron 655-6670	Pat Tutwiler 358-7746
<b>Title II</b>	Brad Crozier 358-3773	Debbie Bearse 358-7401	Jim Lee 358-2120 X103	Brian Jones 655-0331	Betsy Gavron 655-6670	Pat Tutwiler 358-7746
<b>Title VI</b>	Brad Crozier 358-3773	Debbie Bearse Michael Hehir	Jim Lee Eileen McManus Beth Santomena Kathleen McLean	Brian Jones Eileen McManus	Betsy Gavron Karen Brennan	Pat Tutwiler Marybeth Sacramone
<b>Title IX</b>	Brad Crozier 358-3773	Debbie Bearse Michael Hehir	Jim Lee Eileen McManus Beth Santomena Kathleen McLean	Brian Jones Eileen McManus	Betsy Gavron Karen Brannan	Pat Tutwiler Marybeth Sacramone
<b>MGL, Ch. 76</b>	Brad Crozier 358-3773	Debbie Bearse Michael Hehir	Jim Lee Eileen McManus Beth Santomena Kathleen McLean	Jim Lee Eileen McManus	Betsy Gavron Karen Brennan	Pat Tutwiler Marybeth Sacramone
<b>Section 504</b>	Marlene Dodyk 358-3756	Michael Herir	Eileen McManus Beth Santomena Kathleen McLean	Eileen McManus	Suzanne Bernstein	Marybeth Sacramone

## **NOTICE TO PARENTS**

### **Curriculum Exemption**

Massachusetts General Law Chapter 71, Section 32A

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#### Parents have the right:

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

#### School officials will:

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

### **Standardized Testing Programs**

Massachusetts Comprehensive Assessment System (MCAS) – Spring

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

## **STUDENT RECORD REGULATIONS, STUDENT RIGHTS**

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

- Student records consist of two parts: the transcript (contains minimum information necessary to reflect the student's educational progress – name; address; course titles; grades; course credit; grade level completed; year completed) and the temporary record (contains all other information – standardized test results; class rank; school-sponsored extra-curricular activities; evaluations and comments by teachers, counselors, and other persons; disciplinary records).
- Student transcripts may only be destroyed 60 years following graduation, transfer, or withdrawal from the school system.
- When a student transfers, the school district should keep the original transcript and send a copy of the transcript to the new school.
- School districts must provide written notification of the anticipated date of destruction of students' temporary records. Notice in the newspaper is not sufficient. Notice should be included in graduation packets, and must also be given to a student at the time of transfer or withdrawal from the school system. (When a student leaves the system to begin home schooling, the principal should provide written notice.)
- School districts must keep temporary records for seven years after the submission of the annual End of Year Pupil and Financial Reports. The data to keep pertains to registers, pupil census, IEPs, etc. that substantiate figures on reports.
- If immunizations are administered in the district, documentation must be kept for 10 years following the calendar year in which the vaccine was administered.
- The school nurse should send health records of a transferring student directly to the school nurse of the new school.
- As per 603 CMR 23.00: Student records, except for the provisions of CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. Exceptions include the policy of this school to forward student's records to schools in which a student seeks or intends to enroll. For a complete copy of regulations regarding the release of student records, you may contact your child's school or see the regulations at [www.doe.mass.edu/lawsregs/603cmr23/studrecscmr.html](http://www.doe.mass.edu/lawsregs/603cmr23/studrecscmr.html).

## **PROCEDURES FOR RESOLVING COMPLAINTS OF HARASSMENT (INCLUDING SEXUAL HARASSMENT)**

### **Introduction And Summary Of Options**

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

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

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

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

**Individual Consultation** – The Wayland Public Schools employs in each building person(s) who can provide informal support and guidance to members of the community concerning allegations of harassment. No written records are kept. For further information, see the following sections below: **A. Confidentiality**, and **D.1. Individual Consultation**.

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

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

### **Procedural Guidelines**

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

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

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

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

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

### **Preventative Administrative Responsibility**

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

### **Specific Procedures for Employees and Students**

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

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

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

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

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

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

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

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

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

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

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

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

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

## Resources

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

High School: Pat Tutwiler, Principal: 358-3705  
Marybeth Sacramone, Guidance Counselor: 358-7033

Middle School: Betsy Gavron, Principal: 655-6670

Claypit Hill: Debbie Bearse, Principal: 358-7401  
Dr. Michael Hehir, Guidance Counselor: 358-7401

Happy Hollow & Loker: Jim Lee, Principal: 358-2120 X103  
Eileen McManus, Guidance Counselor: 358-6281  
Beth Santomenna, Guidance Counselor: 358-6281  
Kathleen Mclean Guidance Counselor: 655-0331

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

### Personnel Authorized to engage in Informal Complaint Resolution

- Brad Crozier, Assistant Superintendent
- Marlene Dodyk, Director of Student Services
- Debbie Bearse, Claypit Hill Principal
- Pat Tutwiler, High School Principal
- John Kavaleski, Middle School Principal
- Jim Lee, Loker Principal
- Jim Lee Happy Hollow Principal

## **ACCEPTABLE USE POLICY**

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

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

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

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

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

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

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

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

### **5. Truthfulness**

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

### **6. Privacy**

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

### **7. Security**

Security on any computer system is important.

If a student knows of any times when these rules are broken, he/she must tell a teacher or principal.

School personnel are in charge of Internet access. Students will not connect to the Internet unless directed to do so under the supervision of a teacher.

Do not tell anyone else your password and do not log in as anyone else.

### **8. Filtering**

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

### **9. Vandalism**

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

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

### **10. Consequences**

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

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