



LOKER KINDERGARTEN SCHOOL HANDBOOK

2011-2012

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Welcome!

Welcome to the Loker Kindergarten School! This handbook was prepared in conjunction with the PTO to provide answers to some questions you may have.

The Loker Kindergarten 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 Loker Kindergarten 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 Wayland Schools wonderful learning communities.

DIRECTORY OF WAYLAND PUBLIC SCHOOLS

<u>LOKER KINDERGARTEN SCHOOL</u>		
Brian Jones, Principal	508-655-0331	Brian_Jones@wayland.k12.ma.us
Christine Eisnor, School Secretary	508-655-0331	Christine_Eisnor@wayland.k12.ma.us
<u>GUIDANCE</u>		
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<u>BASE</u>		
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BASE Program Main Number	508-655-6403	
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Questions on School Lunch Invoices	508-358-7904	Cheryl_Judd@wayland.k12.ma.us
<u>SUPERINTENDENT'S OFFICE</u>		
Dr. Paul Stein, Superintendent	508-358-3774	Gary_Burton@wayland.k12.ma.us
Brad Crozier, Assistant Superintendent	508-358-3772	Brad_Crozier@wayland.k12.ma.us
Geoff MacDonald, Director of Business Affairs	508-358-3750	Geoff_MacDonald@wayland.k12.ma.us
Dr. Marlene Dodyk , Director of Student Services	508-358-3752	Marlene_Dodyk@wayland.k12.ma.us
Ilene Lieberman, Student Services Coordinator	508-358-3759	Ilene_Lieberman@wayland.k12.ma.us
<u>SCHOOLS</u>		
Claypit Hill School	508-358-7401	
Happy Hollow	508-358-2120	
Wayland Middle School	508-655-6670	
Wayland High School	508-358-2300	
Loker School	508-655-0331	

WAYLAND SCHOOL COMMITTEE

Ms. Barbara Fletcher, Chair	louis_jurist@wayland.k12.ma.us
Ms. Ellen Grieco	ellen_grieco@wayland.k12.ma.us
Mr. Shawn Kinney	shawn_kinney@wayland.k12.ma.us
Mr. Malcolm Astley	malcolm_astley@wayland.k12.ma.us
Ms. Beth Butler	beth_butler@wayland.k12.ma.us

FACULTY AND STAFF 2011-2012

PRINCIPAL: Brian Jones

Administrative Assistant: Christine Eisnor

Curriculum Secretary: Lynn Featherstone

Room 1

Ilana Wyner

Julie Jacobs (TA)

Michael Kinsella (SPED TA)

Room 2

Susan Rahaim

Kristin Trump (TA)

Room 3

Gail Carlson

Colleen Cappellucci (TA)

Room 5

Kay Seligson

Bobbie Oakley (TA)

Cheryl Morse (TA)

Room 7

Annie Hale

Nicole Kelly (TA)

Room 9

Lindsay Doherty

Wabe Yurek (TA)

Cathleen Holmes (SPED TA)

CURRICULUM SPECIALIST

Karyn Saxon: ELA & SS

Tricia O'Reilly: MA & SCI

SPECIALISTS

ART: Tracie Dunn

LIBRARY: Elizabeth Bryant, Ruth Burman

MUSIC: Susan Calkins

P.E.: John Berry

TECHNOLOGY: Beth Ann Crozier

GUIDANCE

Eileen McManus

METCO

Latisha Dukes-Pearson

SPECIAL EDUCATION

Anne Johnson

Shelly Fraser, Adapted Physical Ed

Noelle Humphrey, COTA

Janet Kaplan, OT

Paula McCue, PT

Mindy Hochstadt, Speech

Room 10

Meg Haydon
 Donna Keane (TA)
 Meghan Norcross (SPED TA)

Room 11

Deb Russo
 Lynne Sullivan (TA)

Room 22

Rose Marie Furey
 Jessica Dennehy (TA)
 Julie Danforth (SPED TA)

HEALTH ROOM

Jennifer McLeod, RN

READING SPECIALISTS

Martha Godfrey, Christine Hayes, Debra
 Pellerin, Kim Walls

FOOD SERVICES

Pauline Chin

CUSTODIANS

Roger Pellegrini
 Michael Silkonis

PARENT-TEACHER CONFERENCES

One of the 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 Wednesday afternoons of **October 12, 19, 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.

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

SCHOOL HOURS

Children should not arrive at school before **8:45 A.M.** since there are no teachers present for supervision before that time.

Kindergarten hours: 9:00 a.m. – 12:20 p.m.

Full Day Kindergarten hours: M, T, Th, F: 9:00 a.m. – 2:45 p.m., W: 9:00a.m.-1:35p.m.

HAPPY HOLLOW/LOKER PTO BOARD

The Happy Hollow/Loker Parent Teacher Organization (PTO) is made up of all parents/guardians and teachers of 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.

The Happy Hollow/Loker PTO Relationship:

The Loker School is unique in its sole focus on our Kindergarten students. To address both the need for experienced PTO Board representation, specifically in the areas of Treasurer and Ways & Means, and to cater to the specific needs of our Kindergarten students, the Loker and Happy Hollow Schools have a combined PTO Board that includes a shared Treasurer and Ways & Means Director along with two Kindergarten Representatives who work in collaboration with Loker Principal Brian Jones to offer specialized support and events for our Kindergarten staff, students, and families. The Kindergarten Reps also keep in close touch with the Claypit Hill Board to create a meaningful social experience for all of our Loker students. To this end, the monthly Loker PTO Newsletter includes kindergarten-specific information, as well as relevant district-wide information from both Happy Hollow and Claypit Hill Schools.

As an organization the PTO provides:

- 1) Financial and volunteer support of our teachers and specialists**
- 2) Enrichment Events, Activities, & Scholarships**
- 3) Student Activities/Events**
- 4) Informational and Community Building Events**

What you can do to support your child's educational experience at Loker:

- 1) Sign up for emails** via the Listserv at:
<http://www.wayland.k12.ma.us/listserver/subscribe.html>
 This is the primary means of communication for the school administration and PTO.
- 2) Gift Your Child** – The PTO fundraises using a direct donation campaign in the fall, which saves you time and maximizes benefit for PTO. You will be asked to contribute \$100 per child in elementary school, which approximates the amount that that PTO spends annually per child. In the spring our teachers, staff, and community participate in Gift Your Child by offering fun and meaningful items up for auction; an annual favorite!
- 3) Volunteer** - Whether you have a little time or a lot, there is a volunteer position for you! Visit <http://www.happyhollowpto.org/gettinginvolved/loker.html> for a full listing of PTO events and volunteer opportunities.

PTO Meetings

PTO meetings are informal and open to all parents and teachers. This is a great opportunity to frequently communicate with the principal and others about what is happening at the school.

The PTO tries to organize the meetings so that the topics being addressed are interesting to all parents, if you have an idea for a PTO meeting please let the PTO know about it. Bring questions, feedback, concerns – this is the place.

Please Join Us

We invite all parents to participate in PTO activities and become involved when and where they can. There are many ways to help out, have some fun and get to know your community. The PTO announces all upcoming meetings and activities in the monthly school newsletter and on the PTO website, (www.happyhollowpto.org).

Book Closet Organizer	New Family Resource
Kindergarten Bus Monitors	Room Parents Liaison
Bulletin Board Update	Room Parents
Community Outreach	School Store
Cultural Enrichment Events	School Social
Email Database Coordination	New Family Resource
Faculty/Staff Appreciation	Room Parents Liaison
Family Picture Day	Room Parents
Fifth Grade Social /Events/Assembly Ushers	School Store
Flyer/Newsletter Copy Captain/Misc	School Social
	<input type="checkbox"/> Kindergarten Welcome Picnic <input type="checkbox"/> PizzaTales <input type="checkbox"/> End of Year Picnic <input type="checkbox"/> Townwide Bingo
Grounds and Courtyard	School Fundraisers
	<input type="checkbox"/> Gift Your Child <input type="checkbox"/> Your Kids Win Website <input type="checkbox"/> Spring Choice <input type="checkbox"/> Spring Social/Auction
Health/Wellness	School Pictures
Library/Media Staff	Staff Picture Board
Lice Busters	Vision/Hearing Screening
Lost and Found Manager	Website Manager
METCO Liaison	

Welcome 2010-2011 Board

President & Townwide Rep	Stephanie Leong
Vice President	Julie Suratt
Treasurer	Nancy Funkhouser
Ways and Means	Amy Simmons
Secretary	Andrea O'Brien
Social	Nell Getz

Kindergarten Rep & Townwide Rep	Pamela Cerne
Kindergarten Rep	Jean Prince
Past President	Stefanie Janoff
Townwide Rep	Jenifer Apazidis*

STATE MANDATED SCREENING

Each year the Commonwealth of Massachusetts requires school health personnel to conduct a hearing and vision screening of all children. Children who fail either portion of this will be rescreened. The parents of those failing a second time are then notified. It should be noted that this is a screening and not a physician's examination. Parents are advised in writing about referrals for more extensive hearing and/or vision examinations.

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 the Loker Kindergarten School 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

On the playground, I

- Stay on the playground where teachers can see me. I do not go into the woods or around the sides of the building.
- Ask a teacher first if I need to go back into the building.
- Include everybody.
- Use the structures and equipment safely.
- -I don't run, play chase games or tag on or around the equipment.
 - I go down slides and go feet first on slides.
- -I don't jump off equipment.
- -I use jump ropes for jumping.
- Take the first step. I try and solve my own problems first, then go get a teacher if that doesn't work.
- Report all Double D's to a teacher or other adult immediately. A Double D is anything dangerous or destructive.
- Don't bully or allow others to bully or be bullied. Bullying will not be tolerated.
- Play games fairly. I know that
 - all children can play at the beginning.
 - every student gets a turn.
 - every student follows the same rules.
 - rules are agreed upon before the game starts.
- Bring balls or other toys outside and bring them back outside. If I borrow equipment from another classroom or student, I return it to that classroom or student.
- 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 positive in nature.
- 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. 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.

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.

Bus arrival and departures are supervised by school staff in the morning and afternoon. 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 "heelines" 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.

Dogs on the playground 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 has imposed strict regulations prohibiting dogs 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 Grade 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. For further information on Wayland's busing policies, please visit the Wayland Public School's website.

Notes about riding buses

- There will be daily supervision of students and traffic in the bus boarding area immediately in front of the school (driveway).
- Bus drivers must pick up only at scheduled stops; they shall not be required to admit students who are not assigned to that particular bus. Therefore, playdates should be arranged privately. Only students assigned to the same bus may use the bus as transportation to a playdate. Drivers are required not to exceed legal bus capacity.
- Students shall ride only on assigned buses.

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.

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 as well as notifying the school office, 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, as well as notifying the school office. 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 Public Health Nurse or the principal for investigation.

SAFE-TO-SCHOOL PROGRAM

If your child will be absent or tardy, you must call the Loker Kindergarten School main office:

- Call **508-655-0331**, the Loker Kindergarten main office number, 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 contact 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.

VISITING THE SCHOOL

Parents are encouraged to visit the school. 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.

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. Even at the young age of a kindergarten student, each can be taught to speak up and to understand what he/she should do after school. Please practice such information with your child.

RECESS SCHEDULES and MORNING SNACK

At mid-morning all children receive a break from schoolwork. Each teacher sets an individual schedule and recess is supervised by the classroom staff. Due to the many serious peanut allergies at the Loker Kindergarten School, we ask that you not send a morning snack that has peanut or peanut products as an ingredient.

LUNCH PROGRAM

The lunch program is available to those children attending BASE and Full Day Kindergarten only. The Loker Kindergarten School 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

The Loker Kindergarten School Library is maintained for the use of all students and teachers. It contains a wide range of reading material for students of all reading levels and supports the kindergarten literacy program.

Students access the library during their weekly library class. They return their books, have a library lesson and check out a new book. Each student may check out one book at a time and is responsible for

returning it on time and treating it carefully while it is checked out to them. Damaged or lost books will be replaced at the parents' expense.

Library skills that children will learn in kindergarten include the following :

Know the layout and understand the organization of the school library.
 Demonstrate appropriate behavior.
 Show responsibility for library materials.
 Develop listening skills and independence in exploring books of their choice.
 Recall and communicate about stories and characters.
 Recognize certain key authors and illustrators and their respective roles.
 Understand the difference between fiction and non-fiction books.
 Choose appropriate books and check them out regularly.

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.

VOLUNTEERS

The Loker Kindergarten welcomes volunteers in its programs. Principal areas of volunteer services include the Library, computer lab 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.

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.

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 assignments and activities
- 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

OTHER INQUIRIES

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

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

CHAPTER 622

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

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

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

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

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

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

HEALTH

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

The school attempts to provide a safe and healthful environment for the student. If an accident or sudden illness occurs, school personnel 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 police ambulance and the parents notified. For these reasons, it is important that parents provide the school with the following information to be included on the medical emergency card:

- 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. (See below for the school policy on insect stings).

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. The school and health personnel are most interested in helping students with health problems to adjust to the school routine.

Upon a child's return to school, parents must send a note explaining the nature and duration of his illness. Students who have been absent from school because of a communicable disease should follow the Wayland Board of Health regulations in this regard. (See the chart of communicable disease regulations below.) The school upon recommendation of the Board of Health personnel may exclude any students with symptoms of illness.

Medication Policy

Only medication that is considered absolutely necessary by the prescribing physician will be administered during school hours. Whenever possible, the education schedule should be arranged so that it may be taken at home.

Procedure

- Only the school nurse will administer medication.
- The nurse is present in the school daily.
- The nurse will give medication, not prescribed on a scheduled basis, as soon as possible, i.e. those for an allergic reaction. (Exception: severe reaction to insect stings –see below).
- All medication must be accompanied by instructions from the prescribing physician noting the following:
 - Name of pupil
 - Name of drug and prescribing physician
 - Indications for administration
 - Dosage
 - Time(s) of administration
 - Duration of treatment
- The responsible parent or guardian must complete a form authorizing the administration of the medication in school. These forms are available at the school.
- Non-prescription medication must be in its original container. Prescription medication must be in a container appropriately labeled by the pharmacist. Your pharmacist can provide a second container for school.
- This parental permission must be submitted at the initiation of treatment and renewed at the beginning of each school year or more frequently at the discretion of the school nurse.
- The parent or guardian is responsible to ensure that the supply of medication kept in the school is adequate and that the permission forms are completed as required.
- Medications should be brought to the Health Room by the parent or guardian and will be kept under lock. No medications are to be carried by the pupil.
- The nurse will discard all medications, not picked up by the responsible parent, at the end of the school year.

Reactions to Insect Stings and Allergic Reactions

The Wayland Board of Health attempts to meet the problem presented in the schools by children who react to insect stings and other allergic reactions. Therefore, the following standing orders and policies have been established.

- For a mild or usual reaction to an insect bite, ice and a topical treatment will be applied, accompanied by up to 20 minutes of observation in the health room.
- For a large local reaction (unusual swelling), ice will be applied for 20 minutes. Benadryl 25 mg (by mouth) will be given and the student will be sent home with a parent for close prolonged observation. Benadryl may also be give for reactions to food allergies as deemed necessary by a child's doctor.
- For a severe or systemic reaction to insect bite/food/other (hives, itching, facial or mouth swelling, respiratory difficulty), Epinephrine (Adrenalin) will be administered immediately at school, accompanied by a call to the Town ambulance for transport to the nearest hospital.
- EpiPen (pre-filled Adrenalin injections) are available in every school to be used in the event of an acute systemic reaction. In each school the persons responsible for administration have been instructed as to the indications for medicine and the method of administration. (see Epi-Pen Policy & Procedure).
- If your child has had a systemic reaction, following an insect bite/food/other and requires Adrenalin, please inform the school. You will be asked to fill out a permission form and return it with a properly labeled EpiPen to the school health office as soon as possible.
- Parents of children requiring oral antihistamines for severe LOCAL reactions should follow the medication policy outlined above.

Head Lice (Pediculosis)

Head lice continue to be a problem in our community. Lice are highly communicable and difficult to prevent, but if every parent takes the responsibility to check the entire family's hair and scalp often, these parasites can be controlled. This is not always a simple problem to deal with, but the following information should help you to identify and treat head lice safely.

How Do You Get Lice? - Many people associate lice with unclean people or homes. This is not true in the case of head lice. Frequent bathing or shampooing will not prevent lice nor eliminate them once they are established. Lice cannot jump or fly, and are only transmitted by contact with an infested person or by wearing infested clothing or using an infested comb or brush. Children should therefore be warned against sharing hats, clothing or grooming aids with others. Household pets do not transmit lice.

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

Symptoms Of Infestation - the itching, which occurs when lice bite and suck blood from the scalp, is a primary symptom of infestation, although not everyone will experience the itching. Children seen scratching their heads frequently should be examined at once. Often red bite marks or scratch marks can be seen on the scalp and neck. In severe infestations, a child may develop swollen glands in the neck or under the arms.

Treatment - Treatment is directed both toward the individual and his/her personal articles and environment. Before one family member is treated, all should be examined. Those showing evidence of infestation should all be treated at the same time.

Individual Treatment Is A Two-Step Process involving the use of a pediculicidal shampoo or a lotion and a combing tool manufactured for the purpose of nit removal. Proceed as follows:

- Remove child's shirt and provide him/her with a towel to cover the eyes. Do not treat in the bathtub or shower stall, but have the child lean over the sink.
- Use one of several louse remedies available at your pharmacy. Products such as RID, R&C Shampoo, XXX and A-200 Pyrinate are available over the counter. All these products must be used carefully, observing all safety guidelines. Also consider (1) consulting your obstetrician if you are pregnant or nursing (whether treating yourself or others); (2) consulting your physician before treating anyone with extensive cuts or scratches on the head or neck, or anyone using other medications. **DO NOT USE THESE PRODUCTS ON INFANTS. DO READ ALL PACKAGE INFORMATION BEFORE USING THESE PRODUCTS.**
- Although it can take time and sometimes be difficult, remove all nits to insure complete treatment. Louse shampoos and lotions rarely kill all the nits, and survivors will hatch into crawling lice within 7-10 days, generating a cycle of self-reinfestation. Nit removal can be accomplished with a special combing tool manufactured for this purpose (available in drug stores), or by picking them out with the fingernails.
- Following nit removal, have child put on clean clothing.
- A daily nit check is advisable for at least ten days following a treatment. You may have to retreat in 7-10 days if there is evidence of new nits or newly hatched lice.

Treatment Of Personal Articles And Environment

- Machine-wash all washable clothing and bed linens that have been in contact with the infested person during the last three days. Articles should be washed in hot water and dried in a hot dryer. Non-washables can be put in a hot dryer only for 20 minutes if heat will not harm them. Things that cannot be washed or dried can be sealed in a plastic bag for 14 days.
- Combs, brushes, etc. can be soaked in louse shampoo for one hour, or in 150-degree water for 5-10 minutes. (Caution: heat may damage some of these items).
- Rugs, upholstered furniture and mattresses should be carefully vacuumed to pick up any living lice or nits attached to fallen hairs. **THE USE OF INSECTICIDAL SPRAYS IS NOT RECOMMENDED AND STRONGLY DISCOURAGED, AS IT MAY BE HARMFUL TO FAMILY MEMBERS AND PETS.**

Reporting Cases - do not be embarrassed to notify your child's school so that other parents can be alerted to a possible lice outbreak. Also notify your child's playmates' parents. Parental cooperation will help protect all children, including your own.

Immunizations, Admissions and Physical Examinations

A child must be five years old on September 1 to be eligible for entrance to Kindergarten. Requests for exceptions must be submitted to the Office of the Superintendent. It is required that all students, except those exempt for religious reasons, present a written report of a physical examination and proof of immunization status prior to entering school and every three years thereafter (Grade 4, 7 and 10).

Students who transfer from another school system must present a report of a physical examination within two months of entering school unless a report of a physical done within the past twelve months can be presented. If there is a medical reason that precludes immunization, a statement to this effect from the

physician must be presented before the child is admitted to school; if there is a religious reason, a statement must be submitted by the parents before admission.

Annual programs conducted in the schools include vision and hearing tests (for all students) and postural screening (Grade 5). The Public Health Nurse will notify parents in case of a positive finding in any of these tests. Parents are urged to consult an appropriate specialist for further evaluation and diagnosis.

Wayland Board of Health School Health Services Communicable Disease References

Disease	Isolation Of Patient	Quarantine Of Contact
Chicken Pox	See MDPH guidelines	See MDPH guidelines
Salmonellosis	Until clinical recovery	No restrictions except food handlers
Streptococcal infection (Scarlet Fever, Strep Throat)	After taking medicine for at least 24 hours and their fever is gone	No restrictions except food handlers

- The Wayland Board of Health delegates to the Public Health Nurse, Principal, and/or teacher the responsibility for re-admission to school of a child who has been ill with a communicable disease after the designated period of isolation.
- For regulations relating to other communicable diseases not listed above, contact the Wayland Board of Health (358-3617) or see the Massachusetts Department of Public Health (MDPH) Webpage. www.mdpb.com.

WPS Bullying and Cyber-bullying Policy

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 and retaliation. Any student who believes that he or she has been the victim of bullying, cyber-bullying 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

Any student who knowingly makes a false accusation of bullying or retaliation will be subject to disciplinary action including, but not limited to parent conference, reprimand, detention, loss of privileges, and/or suspension. An educational component will be part of the actions taken.

Definition of Bullying

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

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

- the creation of a web page or blog in which the creator assumes the identity of another person, or
- the knowing impersonation of another person as the author of posted content or messages, or
- the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons,

Reminders to all staff responding to a report of bullying

- The tone you take with students during investigations will affect your ability to defuse the bullying. Stay neutral and calm.
- Don't make promises or deals until your investigation is complete
- Give students maximum possible agency. E.g., assure victims that they have done the right thing or remind perpetrators that they have power to stop the bullying
- Maintain confidentiality as much as possible
- Be objective in your note-taking; your emails and the notes you take in meetings about students become part of their official record.
- There are no "off-the-record" conversations
- Be timely! The faster you talk to all students involved, the less likely that students will feel social pressure to change their stories.

Bullying Investigation Procedures

Initial Reporting

1. Staff member witnesses or receives report of bullying (reports may come in the form of a phone call, conversation with parent/student, written or electronic correspondence, online form (pending legal approval), or ***Incident Reporting Form*** (included in this packet).
NOTE: we are waiting for clarification about the ramifications (legal and otherwise) of using an online form/anonymous tip line.
2. Review the definition of bullying, ideally with the complainant present (see above).
3. If incident does not seem to meet the definition, treat the incident with standard school disciplinary or conflict resolution procedures.
4. If incident meets the definition continue to follow procedures below.
5. Notify reporter that because this incident may constitute bullying, we have an obligation to investigate and take action in a timely manner including:
 - interview all students involved
 - collect evidence including digital or hard copies of electronic communication, web pages, notes, etc.
 - review previous disciplinary records of all students involved
 - notify parent(s)/guardian(s) of all students involved
 - notify the police if it is believed that criminal charges may be pursued against the perpetrator
 - apply appropriate disciplinary action
 - notify victim's parent(s)/guardian(s) of action taken to prevent further acts of bullying, to the extent consistent with state and federal confidentiality laws

(note: we may not be able to share the extent of all disciplinary actions with the victim's family).

6. Refer investigation to administrator or administrator's designee
 - Ideally, staff member will complete a copy of the ***Incident Reporting Form*** (included in this packet)

Administrative Investigation

7. Use ***WPS Bullying Investigation Form*** (included in this packet)
8. Review ***Incident Reporting Form*** if one was submitted
9. Prepare to interview students
 - Review students' discipline and school records (include: IEP, 504s) to see if there are prior similar incidences
 - Consult, as needed, with additional staff (e.g., SPED Liaison, METCO advisor, counselor, nurse)
 - Determine which additional staff, if any, need to be present during student interviews and/or decision process
 - Take reasonable precautions to ensure that students are unable to communicate or undermine the investigation (e.g., call all students to the office at the same time, but interview separately).
 - Determine which students need to be interviewed. Include victim(s), perpetrator(s), and bystander(s).
10. Interview all students involved, ideally one at a time.
 - Read back to the student a summary of his or her account to ensure accuracy of your notes.
 - If applicable, ask students to provide written statements.
11. If physical injuries occurred, ask nurse to examine victim
12. Collect and compile evidence:
 - Print-outs of blog posts, social networking pages, emails, etc.
 - Copies of student notes
 - Nurse report(s)
 - Police report(s)
 - Written statements

Determination

13. Determine whether bullying has occurred
 - If the student has an IEP, work with his or her liaison to determine whether the behavior is a manifestation of the student's disability.

Response Plan

14. Working with the perpetrator, complete a ***Behavioral Remediation Agreement*** (included in the packet) that included warning against retaliation and repeat offences. It should including strategies and supports to be used to stop the bullying and restore a sense of safety for the victim, including steps taken to ensure there is no retaliation against the victims or reporters. The following table provides a menu of options:⁴

Disciplinary Actions	Remediation Actions	Victim Safety
<ul style="list-style-type: none"> ○ Admonishment, warning ○ Temporary removal from the classroom ○ Loss of privileges ○ Classroom or administrative detention ○ In-school suspension during the school week or the weekend, for students ○ Out-of-school suspension ○ Legal action ○ Expulsion or termination ○ Consequences for repeat offenses 	<ul style="list-style-type: none"> ○ Conflict resolution ○ Meetings between parents ○ Counseling ○ Education including strategies to repeating behavior. ○ Revision of IEP, if applicable ○ <i>Individual Behavior Plan</i> (for repeat offenders, form included in this packet) ○ Referral to Special Education (for repeat offenders who fail to respond to Individual Behavior Plans) 	<ul style="list-style-type: none"> ○ Guidelines for avoiding further unnecessary contact with the victim ○ Clarification about who will be notified

15. Notify the perpetrator of his or her right and process to appeal your decision
16. Meet with the victim and/or bystanders to develop a safety plan. Options might include
- Notify staffing about incident and danger of further contact
 - Strategies to avoid further bullying (e.g., script, role playing, etc)
 - Identifying trusted adults and “safe areas”
 - Education about rights to be free of retaliation and reasonable expectations about social consequences for being part of a bullying investigation (e.g., people will talk about it, but they may not retaliate)
 - Periodic check-ins
 - Whole community meetings
 - Identification and empowerment of bystanders
 - Education about technology

Notification

17. Notify parent(s)/Guardian(s) of the victim and perpetrator of determination and—to the extent allowed by confidentiality laws—actions taken.
- **NOTE: we are waiting for clarification about the limits of what parents can learn regarding names and disciplinary action of students other than their own children. For now, continue to follow current policies regarding student privacy (e.g., redact student names from reports, do not share nature of disciplinary actions, etc.).**
18. Contact Police if criminal bullying has occurred

- **NOTE: “criminal definition” still pending; when must we report to the police?**
19. Contact other schools, coaches, and staff members (as appropriate) for implementing the disciplinary, remediation, and student safety actions.

Documentation

20. Use your school’s student information system (e.g., iPass, student files) to document the results of your investigation, including
- Determination of bullying
 - Disciplinary, remediation, victim safety actions taken
 - Who was notified

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
Title I	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
Title II						
Title VI		Debbie Bearse Michael Hehir	Jim Lee Kathleen McLean Eileen McManus Beth Santomenna	Brian Jones Eileen McManus	Karen Brennan Joanna Posner	Marybeth Sacramone John LeVangie
Title IX						

MGL, Ch. 76						
Section 504	Marlene Dodyk 358-3756	Michael Herir	Eileen McManus Beth Santomena Kathleen McLean	Eileen McManus	Joanna Posner	Marybeth Sacramone

NOTICE TO PARENTS

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) – Spring

Grade 3	Reading, Math
Grade 4	English/Lang Arts Composition Language, Literature Math Science/Technology
Grade 5	Science/Technology, Reading, Math, 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.

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 John LeVangie, Guidance Counselor: 358-3710
Middle School:	Ms. Betsy Gavron, Principal: 655-6670 Dr. Joanna Posner, Guidance Counselor: 655-6670
Claypit Hill:	Debbie Bearse, Principal: 358-7401 Dr. Michael Hehir, Guidance Counselor: 358-7401
Happy Hollow:	James Lee, Principal: 358-2120 Eileen McManus, Guidance Counselor: 358-6281 Beth Santomenna, Guidance Counselor: 358-6281
Loker Kindergarten School:	Brian Jones, Principal: 655-0331 Eileen McManus, Guidance Counselor: 358-6281
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
- Dr. Marlene Dodyk, Director of Student Services
- Debbie Bearse, Claypit Hill Principal
- Pat Tutwiler, High School Principal
- Betsy Gavron, Middle School Principal
- Brian Jones, Loker Kindergarten School, 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

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

information on the computer that makes you uncomfortable or nervous.

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.