

Wayland Middle School

STUDENT HANDBOOK 2021-2022

September, 2021

The 2021-2022 School Year is a unique one as the previous school year. Some information in the handbook will not be relevant due to COVID protocols. All school rules still apply.

Thank you,
Betsy and Meghan



Betsy Gavron, Principal
Meghan Maines, Assistant Principal

201 Main Street
Wayland, MA 01778

Phone: 508-358-3801 Fax: 508-358-3802

Home page: <http://wms.wayland.k12.ma.us/>
September 2021

Dear New and Returning Wayland Middle School Students:

We hope you have a wonderful school year and find our school a special place to learn and grow. Wayland Middle School strives to be a school where all students are treated respectfully and have the chance to reach their full potential.

We have created the Student Handbook to help you get to know our school better. The handbook includes information such as our daily schedule, a list of staff members, and an explanation as to how we organize our school into "Houses" and "Clusters." There is also a list of the rules that we follow at the middle school to ensure the safety of all students and some tips for how you and your parents can make the most of your time here. In short, much of what you and your parents need to know to start the school year is here in the handbook.

We ask that you read and discuss the Student Handbook with your parents and/or guardians, **and sign the Parent/Guardian & Student Acknowledgement form.** This way we can all start the school year on the right foot.

Some of this information may sound pretty serious. The business of learning all you need to know is pretty serious. It is also fun! We try to balance academic work with less serious activities, such as clubs, social events, and *great* field trips. We will take some time in the first week of school to go over the handbook and with you.

We hope that each of you will be a productive and contributing member of our school community. We are looking forward to a fantastic school year.

Sincerely,



Ms. Gavron
Principal



Ms. Maines
Assistant Principal

Wayland Middle School Mission Statement

Wayland Middle School is a community of learners. We strive to provide a rigorous, stimulating academic environment in which students find both challenge and support. We nurture a sense of curiosity, connection, and love of learning that extends beyond the middle school years. With equal regard, we support the development of social skills by encouraging a fundamental respect for oneself, our environment, and the larger world. Our house mentors - Henry David Thoreau, Rachel Louise Carson, and Martin Luther King, Jr. – model for us individual and collective responsibility and our role in fostering justice. We promote their teachings as we care for every member of our community.

To Create a Community of Learners ...

<u>Teachers</u>	<u>Students</u>
<ul style="list-style-type: none">● Create a safe environment● Build relationships● Challenge and support each student● Recognize perseverance, growth, and achievement● Foster social growth● Embrace differences in who we are and how we learn	<ul style="list-style-type: none">● Act kindly, responsibly, and justly● Get involved in our community● Take risks to learn● Work hard; be curious● Respect yourself and others● Appreciate how we are similar and different



BERT embodies the community values at the heart of this mission statement – belonging, empathy, respect, and trust – and signifies the collective responsibility we share in teaching, understanding, and living these values. Our new updated logo, designed by current eighth graders Cristina Brown & Sophie Simmons, serves as a visual reminder of our continued commitment to making Wayland Middle School an inclusive environment in which these ideals flourish

Faculty and Staff

Alfond, Matthew - Food Services
Alcocer, Maria – Spanish
Anderson, Emily - English
Battaglia, Richard - Science
Bernstein, Suzanne - 7th Grade Counselor, Psychologist
Boschetto, Kathleen - Speech & Language Specialist
Brown, Roxanne - English Learner Teacher
Bowles, Shane - Youth Officer
Bujak, Danuta- World Language
Burke, Margaret- Science
Cadman, Nicole- Administrative Assistant
Carroll, Rachel - Chorus
Chang, Chiun-Fan - World Languages
Chisholm, Susan - Special Education
Coates, Alayna - Special Education
Cooper, Tanaz- Food Services
Curran, Peter – Art
Da Silva, Joao- Custodial Staff
Daley, Leonor - English
Demers, Natalia - Wellness
De Lima, Katherine - World Languages
DiBona, Christine - Receptionist
DiGisi, Lori - Literacy Specialist
Dirmeikis, Carrie - English, Writing Center
DoCanto, Cipriano – Custodial Staff
Drahusz, Stacey - Mathematics
Duesterberg, Luann - English
Dunkelberg, Kimberly - Science
Eckler, Heather - Teaching Assistant
Farina, Stephen – School Psychologist
Farley, Kevin - Mathematics
Fennelly, Rose - Food Services
Fernandez-Davila, Daniel - Social Studies
Finnegan, Bethny – Student Supervisor/PM Receptionist
Francoer, Ingrid - Teaching Assistant
Galvani, Stephanie – English
Gorsky, Dan – Mathematics
Gosz, Aleksandra - Building Based Substitute
Greenaway, Sarah - Special Education Admin. Asst.
Hagan, Kelly - Mathematics
Halpin, Thomas - English
Hennelly, Melissa - Teaching Assistant
Hidalgo, Leigh - World Languages
Hodgetts, Marietta - Teaching Assistant
Hojlo, Laurie- Nurse
Hood, JaNae - METCO Coordinator
Hoyt, Mike – Teaching Assistant
Jordan, Emily – Special Education
Kemper, Tina - Teaching Assistant
King, Allison - Teaching Assistant
Knapp, Nancy - Teaching Assistant
Kotin, Michael - Mathematics
Lawhorn, Denise – Teaching Assistant
Lehr, Michael – Mathematics
Leavitt, Laurie- Teaching Assistant
Levasseur, Beth - Social Worker
Litchfield, Shahrayne- Teaching Assistant
Lopez, Kelly - Drama
Mabardy, Alyssa- Teaching Assistant
Moloney, Ian- Teaching Assistant
Marshall, Andrea - Technology Assistant
Martins, Laura – Teaching Assistant
Martorilli, Debbie - Food Services
Mathieu, Jennifer - Special Education
McCormack, Matthew - Social Studies, Writing Center
McCoy, John - Special Education
McDonald, Jaclyn - Math Center
McDonald, Melissa - Special Education
Merry, Dylan - Social Studies
Mills, Chitra - Social Studies, World Language
Monahan, Bethann – Technology
Montwieler, Jacob - Social Studies
Naughton, Kelly - Social Studies
Nezuch, Jessica - Administrative Assistant/PM Receptionist
Nichols, Jennifer – Science
Murai, Yumiko - Nurse
O’Brien, Patrick - Special Education
Offord, Kristen - English
Pagano, Rebecca - Band/General Music
Parker, Amy – 6th Grade Counselor, Psychologist
Parseghian, Michelle - Teaching Assistant
Peirce, Meeghan - English, Writing Center
Pendleton, Nicole- Teaching Assistant
Porter, Dale - Custodial Staff
Posner, Joanna - Special Education
Poulo, Rebecca - Mathematics Teacher, Math Coach
Prebensen, Megan- Special Education
Ravid, Sara - Library/Media Specialist
Reddington, Brian - Science
Reed, Stacey – Science
Reynolds, Cynthia - Social Studies
Rich, Joseph - 6th Grade Study
Riddle, Pamela - Wellness
Rivera, Hip - Applied Science
Robinett, Matthew - Mathematics
Robinson, Graeme - Special Education
Rojas, Ruth – Technology
Sands, Klara - World Languages
Santmire, Matthew – Special Education
Schwartz, Carolyn- Teaching Assistant
Silva, Arlene- 8th Grade Counselor, Psychologist
Singer, Randy – Teaching Assistant
Snyder, Joy - Teaching Assistant
Stewart, Dalia - Social Studies
Summergrad, Anna - Teaching Assistant
Sylvester, Jill - 8th Grade Study
Tandon, Whitney - Orchestra
Thomas, Joanne - Food Services
Traphagan, Mary – Building Based Substitute
Vanaria, Bernadette- Music
Villatoro, Jessica- Special Education
Waldsmith, Luanne – Teaching Assistant
Williams, Jada - World Languages
Williams, Robert – Teaching Assistant
Wood, Brian – Wellness
Yee, Mei - Food Service

School Structure

HOUSES, CLUSTERS, TAG, and COUNSELORS

Each grade at the Middle School is a “House” named after a famous American from our past. These visionary leaders are our house mentors, from whom we learn about respecting our surroundings and one another.

Each House is divided into two “Clusters”, with staff leaders for each cluster. The cluster system allows teachers to collaborate together to focus on and get to know the same group of students. Don’t worry if some of your friends are in a different cluster; before school, study halls, passing time, break, music, (orchestra, band, and chorus) and lunch are times when students from different clusters are mixed together. Each cluster is divided into smaller homerooms (about 5) with 2 teachers per homeroom.

Every student is in a TAG Group (Teacher Advisory Group). There are two TAG groups per homeroom. Each group has approximately 10-12 students and one teacher. TAG provides valuable time for teachers and students to get to know each other, listen to each other’s perspectives, and build the types of relationships that help everyone feel a part of the middle school. TAG groups meet every Wednesday for 35 minutes to engage in BERT-themed discussions, games, and role plays. Through TAG, we fulfill our pledge to connect all children with caring adults as well as a trusting cohort of peers.

We also have one school counselor assigned to each grade. Your counselor is here to help you, especially if you are having trouble with schoolwork or if you are having problems with another student or teacher. Each counselor has an office. If you want to talk with your counselor, you may go to his/her office during homeroom, between periods, during study hall, or after school.

THOREAU HOUSE: Grade 6 Henry and Thoreau Clusters

House Leaders: Mr. Halpin (Henry), Ms. Hagan (Henry/Thoreau), and Ms. Mills (Thoreau)

Guidance Counselor: Dr. Amy Parker

Henry David Thoreau lived in Concord most of his life and died in 1862. For two years he lived in a small cabin on Walden Pond just 9 miles from our school. He taught us the value of living simply, the value of appreciating nature, and the value of standing up for our own beliefs no matter what others might think.

CARSON HOUSE: Grade 7 Rachel and Carson Clusters

House Leaders: Ms. Monahan (Rachel), Ms. Chisholm (Carson)

Guidance Counselor: Mrs. Suzanne Bernstein

Rachel Louise Carson was a biologist and author who studied on Cape Cod and died in 1964. She became a famous scientist at a time when few women were choosing science as a career. She warned us of the dangers of pollution to our plant and animal life and ultimately to ourselves. She had the courage to speak out when many doubted her ideas. Today she is remembered as one of the founders of our environmental movement.

KING HOUSE: Grade 8 Martin and King Clusters

House Leaders: Mr. Farley and Ms. Peirce (Martin), Ms. McDonald and Mr. Robinett (King)

Guidance Counselor: Dr. Arlene Silva

Martin Luther King, Jr. was an African-American minister and civil rights leader from Atlanta. A follower of both Thoreau and Gandhi, he fought against discrimination and racial prejudice in his use of non-violence to create change. Martin Luther King Jr. was assassinated in 1968 for his beliefs and his leadership in the Civil Rights movement. Today, he is remembered as one of the greatest thinkers, orators, and leaders of our time.

ATTENDANCE - Per [School Committee Policy](#) students may be excused from school attendance for the following reasons:

- Illness or medical appointments
 - Bereavement or serious illness in the family
 - Weather so inclement as to endanger the health of a child
 - Observation of major religious holidays
 - Approved school-related activity
-
- **Before school:** Students should arrive no earlier than 8:10 am, unless they have an appointment with a teacher or participate in a scheduled event, such as music rehearsal. After arriving students should report to their homerooms.

 - **Regular School Day:** All students should arrive at school by 8:35 am and be in their homeroom by 8:40 am. Attendance is taken at 8:40 am. If you arrive after 8:40, you are late, and must enter through the main door and get a late arrival pass as the door near the mural locks at that time.

 - **After School:** All students who are at school after regular dismissal must be engaged in a school-sanctioned activity under the supervision of a teacher or staff member. Students in the building after school who are waiting for a ride must wait in the lobby, directly in front of the office. No electronics may be used there. Please be sure that all students are picked up promptly at the end of activities, sports, or clubs.

 - **Absence:** If you are absent your parent/guardian must call the school attendance line (508-358-3801, select option 1) or email the school at ms_attendance@waylandps.org by 8:30 am to notify us.

 - **Tardiness:** Arriving at school is a priority at WMS. It leads to a smooth start to the day and correlates with higher academic achievement. If you arrive late (you are not in homeroom when attendance is taken at 8:40), you must check-in at the office for a late pass before proceeding to class. Excessive tardiness may result in general detention and/or a parent meeting. Chronic tardiness may result in loss of privileges and/or suspension. If the plan is unsuccessful, you will be referred to a team that includes administrators, counselors, the school social worker and our youth officer to review the situation and plan accordingly. Additionally, the school may refer the case to the courts or the Department of Children and Families. By law, parents are responsible for their children being in school on time each day.

 - **Early Dismissal:** If you have an appointment (doctor, dentist, etc.) during the school day, your parent or guardian must give you a signed note to give to the front office staff before school. The office will issue you a dismissal pass. At the dismissal time, you should come to the office to check out before meeting your ride out front. Your parent does not need to come into the office. If your dismissal is unexpected and you didn't bring a note, your parent must come into the office to sign you out. If you are hurt or sick and it is necessary for you to go home, the nurse will call your parent and arrange for you to be picked up. Students cannot be dismissed early on foot or bike, they must be picked up by an adult.

PROGRAM OF STUDIES

Courses meet on a five-day rotation (Days A – E) and academic courses meet 4 out of the 5-day rotation. All non-academic courses meet 2 out of 5 days.

Grade 6	Grade 7	Grade 8
<p>Academic: (4 of 5 days) English Mathematics Physical Science Social Studies French 6 Latin 6 Spanish 6 Mandarin 6</p> <p>Combined Arts: one term per year (2 of 5 days) Art Computer/Drama (1/2 term each) General Music Applied Science</p> <p>Other: Wellness (2 of 5 days) Band, Chorus or Orchestra (Day A and B during Flex) Literacy Boost (by agreement)</p>	<p>Academic: (4 of 5 days) English Life Science Pre-Algebra Social Studies French 7 Latin 7 Spanish 7 Mandarin 7</p> <p>Combined Arts: one term per year (2 of 5 days) Art Drama General Music Applied Science</p> <p>Other: Wellness (2 of 5 days) Band, Chorus or Orchestra (Day C and E during Flex) Literacy Workshop (by agreement) Math Boost (by agreement)</p>	<p>Academic: (4 of 5 days) English Earth Science Algebra Social Studies French 8 Latin 8 Spanish 8 Mandarin 8</p> <p>Combined Arts: one term per year (2 of 5 days) Art Drama General Music Applied Science</p> <p>Other: Wellness (2 of 5 days) Band, Chorus or Orchestra (Day C and E during Flex) Literacy Workshop (by agreement)</p>

MARKING PERIODS

Event	Date
Q1 End Combined Arts only	November 5
Q2 End- Combined Arts only	January 28
S1 End- All Classes	January 28
S1 Report Cards in eSchool	February 3
Q3 Ends Combined Arts only	April 8
Q4 Combined Arts only	June 16
S2 End- All Classes	June 16
S2 Report Cards on HAC	End of the Year

REPORT CARDS

Report cards are issued soon after the close of each quarter or semester (see dates above). Report cards are available via eSchool Home Access Center. Report cards summarize achievements for the quarter or semester. Letter grades are given according to the chart below. The final marking term will depend upon the completion of 180 school days.

Standards-Based Grading

In the 2021-2022 school year we will continue to use standards-based reporting in all subjects. The standards offer clearly defined targets towards which all students are working. In this system grades are short-hand reports of what a student knows and can do at the end of the learning journey, not a cumulative average of the path the student took to get there. By specifically reporting on each individual standard, students and families can better recognize areas of mastery and areas that require further practice.

Curriculum leaders have worked with teachers in each subject area to align curriculum, develop common assessments, and identify which power standards they will track to report student progress. (A power standard may incorporate a small group of specific curricular standards). Our academic performance skills indicators are as follows:

Standards Based Grading Scale:

E	Student work exceeds the standard/skill <ul style="list-style-type: none">• represents mastery of the skill or concept by application in highly challenging, novel situations and the ability to explain it to others
M	Student work meets the standard/skill <ul style="list-style-type: none">• represents proficiency of the skill as presented in class
NY	Student work does not yet meet the standard/ skill <ul style="list-style-type: none">• represents the need for additional practice and possible re-teaching
U	Unsatisfactory student work <ul style="list-style-type: none">• re-teaching is mandatory

Students will receive a standards-based report card at the end of semester one and at the end of the school year. Our eSchool gradebooks will be left open, and at least twice during each semester our teachers will update progress on standards in eSchool for viewing. Teachers will let families know that the gradebook represents a snapshot in time as to where students currently are in learning's journey. Working towards proficiency is an ongoing process and students will be offered opportunities to reassess in each subject. For example, students may move from an NY to an M between reports. Conversations will be grounded in learning, rather than debating over points. Within gradebooks teachers may use the E, M, NY, or U noted above or a numerical representation of these indicators - 4, 3, 2, and 1, respectively.

Standards-based grading represents a trend that is sweeping education and is a philosophical match for us during the middle school years. We believe that with enough skillful teaching and practice all students can achieve at high levels.

HOMEWORK

Homework is a critical part of the learning process. Teachers assign you homework in order to support you in developing essential skills and content. Homework allows you to read critically, explore ideas in writing, apply

concepts, and problem solve independently. Long term projects provide opportunities for you to learn how to break down larger projects and plan effectively. There are three primary types of homework assigned.

1. **Practice:** practice assignments are assigned to provide you an opportunity to reinforce newly acquired skills or to apply recently acquired knowledge.
1. **Preparation:** preparation assignments are assigned to help you obtain sufficient background information in order to be prepared for the following day's discussion or lesson.
2. **Extension:** extension assignments take the study beyond the work begun in class and encourage an individualized and often creative and imaginative pursuit of knowledge.

On-Line Homework Assignments

All homework assignments are listed on a central calendar. You will set up your personalized calendar through Google calendar in the fall to help you track assignments. You will be asked to develop a work tracking method that works best for you.

Amount of Time Spent on Homework

At the Middle School, students usually receive assignments in most major subjects four or five times a week. Occasionally there are assignments in other subject areas. While time required for each evening's assignments will vary and all students study at a different rate, students should set aside an average of one to three hours each evening for homework. Some assignments will be long-term, some short-term. Long-term assignments include studying ahead of time for quizzes and tests and long-term or group projects. Teachers within each cluster work together to stagger assignments, projects and tests. Still, students will have to plan accordingly. In addition to written homework assignments in major subject areas, all students at the Middle School are expected to complete their independent reading requirements every evening.

Homework Time at School

Many students do some of their homework during study hall or FLEX period, but those periods usually do not provide enough time for students to complete all of their homework thoroughly and study for quizzes and tests.

CUB WEEKENDS

"Catch Up and Breathe (CUB)" Weekends were developed in response to concerns about student stress. CUB Weekends were conceived to be about mentoring students about how to take healthy pauses in life. We all need time to reconnect, recharge, and regroup, and these weekends were designed to be chances to do exactly that. It was our attempt to honor the fullness of our students' lives outside of school, and at the same time they afforded us a chance to mentor students in striking a balance between work and play. "Catch Up and Breathe" was also a recognition that weekends were different than other days of the week.

On CUB weekends students do not receive homework due Monday, nor are there assessments/projects due on the Monday following a CUB weekend. Students are free to think about doing any or all or none of the following if they so choose:

- sleep in really late
- restock a pencil pouch
- go on a hike
- work on an art project
- charge up a Chromebook
- watch a movie with family
- curl up with a good book
- complete any overdue assignments if they choose
- clean up/update their Google Keep or planner

- play a board/card/video game with friends
- run wild in a field
- organize a binder
- do anything that they feel would allow them to come back Monday feeling ready and refreshed.

MAKE-UP WORK

If you are out of school for a day, you are expected to make up your work as soon as possible. You should check on-line to find out what assignments you have missed. If you are absent for several days, you have to make up your work within two weeks of your return to school. When you come back from being absent, check with your teachers to see what classroom instruction you've missed. Go to extra help sessions to make up tests or to have material explained to you. If you get an incomplete grade on your report card, you have two weeks to make it up after the term ends.

PROLONGED ILLNESS - Please see our reopening plans for more details about this particular year

If you get sick for more than a few days, we can arrange to have work sent home. If you are able, it really helps to keep up with your school work while you are absent. Have your parent or guardian contact your house leader if you've been out ill for more than 3 or 4 days. If you're ill for more than 10 consecutive school days, we can help you find a home tutor.

REQUIREMENTS FOR PROMOTION

Students will be promoted to the next grade if they:

- Pass Physical Education.
- Successfully meet requirements in all major subject areas, or all except one*
- Have already been retained once during his/her middle school career.

* If a student fails more than one major subject area, he/she must:

- o Attain a minimum grade of "C" in an accredited summer school in courses he/she has failed, or
- o Receive a minimum of 30 hours of private tutoring and successfully complete the departmental examination in courses he/she has failed.

The School Day

SCHOOL HOURS & ARRIVAL - Please see our reopening plans for more details about this particular year

- Doors open at 8:25 am. School begins at 8:40 am. Dismissal on Monday, Tuesday, Thursday and Friday is 3:15 pm. Dismissal on Wednesdays is 2:30 pm.
- Attendance is taken in homeroom at 8:40 am. If you arrive in homeroom after 8:40 you are late and will be marked tardy. If you are late, you will need to go to the office to get a late pass.

RESPONSIBILITY REMINDER

School and family partner together to help our middle schoolers develop responsibility. Having to deal with the natural consequences of a forgotten item should be a part of our collective plan - such as missing intramurals due to having no gear or buying school lunch rather than having the homemade version. We want to help you children build the skills you will need to be successful in middle school and beyond, and coming to school prepared is part of this. We ask that you do not call/text home for forgotten items and that families refrain from bringing them in. Additionally we ask that parents do not communicate changes in afternoon plans through our office staff (unless it is a true emergency). We do not have the manpower to ensure that messages will find their intended recipients in a timely fashion. Thank you for supporting these efforts.

HOMEROOM

Homeroom begins at 8:40 am. Homeroom is an important part of the school day that sets the stage for the day to come. In the morning, the first place you go to is your homeroom. There, your homeroom teachers tell you what's going to be happening that day, previews coming events and hands out any paperwork to go home. Your homeroom teacher tells you what's going to be happening that day or for the rest of the week. All students should arrive in their homeroom by 8:40.

LETTER DAYS

The Middle School goes by five letter days, instead of the days of the week. Each day is either letter A, B, C, D, or E, and they keep rotating through the year, with occasional exceptions.

TIME BLOCKS and the BELL SCHEDULE

The Middle School has a **Block Schedule**. There are always six "blocks" (class periods) each day. These blocks are 53 minutes long and occur at the exact same time on Monday, Tuesday, Thursday and Friday. On All Wednesdays are the same as well, and each block is 40 minutes long. We use a rotating block schedule. The 6 daily blocks rotate through this schedule each week so that no subject meets just at the beginning or the end of the day when some students are the most tired.

LUNCH and the CAFETERIA

Lunch is thirty minutes. It gives you time to eat and visit with your friends who are seated near you for socially distanced purposes. There are three lunches: one for each grade. You have a choice of a hot lunch, salad, or soup and sandwich every day. You can also bring your own lunch and just buy milk. In order for lunch to run smoothly, there are guidelines that we all follow:

- Students are expected to eat lunch in the Cafeteria unless they have written permission from a teacher to eat elsewhere. This applies to all clubs, extra help and lunchtime detentions.
- Students who need to leave the Cafeteria during lunch for any reason must have the permission of the person in charge of lunch.
- Students may not cut in the food line nor buy food for a friend who is not in the line.
- When through eating, students must ensure their table is clean and free of trash and recyclables.

- All students, on a rotating basis, will help clean up the Cafeteria at the end of the lunch period.
- After eating you can put your mask back on chat with your friends who are seated close by.

LOCKERS * NO LOCKERS WILL BE ASSIGNED DURING THE 21-22 SCHOOL YEAR*

Every student is assigned a hallway lockers with combination locks for storing clothes and books. Please lock your lockers. When personal items disappear, it is often out of lockers left unlocked. Do not share your combination with friends; it can lead to misunderstandings. Your hall locker is only used for getting your books and belongings or putting them away. Additionally, you can borrow a combination lock from the school to use on a locker room locker for wellness class or you can bring one of your own. If you lose your gym lock, it will cost you \$5.00 for a replacement. **Please Note:** the locker assigned to you is school property. Nothing illegal should ever be in a school locker. Do not use tape or other materials on the locker that might cause damage. School administrators, teachers, and/or staff members reserve the right to periodically look through the locker assigned to you.

DISMISSAL

Buses

Riding the bus is considered to be part of the school day. School rules apply to student conduct on buses. The drivers will report any student who does not behave well. Students will be denied bus use if they do not obey the rules or act in a safe manner. Students will be expected to pay for any damage that they do to a bus. Masks are required on the bus for the 21-22 school year.

Your parents may drop you off before school and/or pick you up after school. As you know, safety is our number one priority. For that reasons, we have two requirements:

- 1) Parents must use the drop-off/pick-up loop on the west side of the building.
- 2) Students may only get in and out of a car from the sidewalk that runs next to the west side of the building. Walkers and bikes may only walk across the drop-off/pick-up loop drive at the crosswalk just before the school's main drive.

Note: If your parent/guardian needs to pick you up during school hours, you should bring an early dismissal note to the office before school and tell your parent/guardian to meet you at the front entrance. Students being dismissed early may not leave on foot or bike.

After School

Wayland Middle School remains a bustling learning environment even after the 3:15 bell sounds to officially close the school day. There are a multitude of learning opportunities, social activities, sports, and clubs where students can spend quality time with their friends, explore new interests, and get involved in our community.

To find out what after-school activities or clubs you might want to join, listen to the morning and afternoon announcements, visit our club page on the [website](#), look for posters in the lobby; ask your classmates, homeroom teacher, house leader, or counselor. Don't miss out on the fun!

EXTRA HELP

Homework Club is available in each grade on a set day and time. This is a place to begin assignments and receive additional support from a teacher. Teachers also offer extra help sessions. Please check your teachers' extra help session times or contact your teacher to make an appointment.

SPORTS - Please see our reopening plans for more details about this particular year

Our interscholastic sports program allows 7th and 8th grade athletes to play on teams that compete against teams from other schools. Try-out interscholastic sports include soccer, field hockey, basketball, baseball, and softball. While both 7th and 8th graders are eligible to be on our interscholastic teams, preference is given to 8th graders of equal skill so that more students in each class will get a chance to participate during your three years at the Middle School. Fall cross-country and spring track are interscholastic sports that do not have try-outs and are open to all 6th - 8th graders. Additionally, all 6th - 8th graders are also welcome to participate in AM Wellness. Activities include football, basketball, soccer and use of the wellness center. PM Wellness is offered on Mondays, Tuesdays & Thursdays from 3:15 - 4:15 pm.

CLUBS * DURING THE 21-22 SCHOOL YEAR SOME CLUBS WILL NOT BE OFFERED.

Each year we have a variety of fun after school clubs and activities, such as select music groups, the school musical, Math Team, Rocket Club, Young Author's Club, Newspaper Club, WaylandCares Youth Leadership, etc. If you have an idea for a new club, please let us know. Each club meets about once a week. Listen for announcements during homeroom about meeting times and locations.

YEARBOOK

Students put together a yearbook that is distributed in June. The production of the yearbook will appeal to students with interests in photography, writing, and design.

BAND, CHORUS, AND ORCHESTRA

If you play an instrument or like to sing, there are three groups to join - the Band, the Chorus, or the Orchestra. The music groups meet during the day and count as an elective course. At least twice a year these music groups put on concerts for students, parents, and the public.

NOTE: Students must be in a sanctioned supervised activity to stay after school. If your parent is running late and you are waiting to be picked up, you may sit in the front lobby and talk quietly with your friends or wait outside. You may not wander the halls. Further, no student should ever leave school grounds and then come back to school without the permission of a supervising teacher, the Principal or Assistant Principal.

Academic Expectations

CLASSROOM ATTENDANCE

Each teacher runs his or her classroom a little differently and has different expectations, but all teachers want you to work hard and learn a lot, and they don't want you to interfere with other people's learning. The expectations are straightforward: arrive to class on time prepared to learn and actively participate. If for some reason you need to be out of your assigned class, you need permission from your teacher.

THE HONOR CODE

Developing academic integrity is important in middle school. This means you are honest about what work is yours and what is not. There will be times when you are expected to collaborate with classmates on projects and class work and other times when your teachers want you to work independently to see what you know and can do. Cheating on quizzes, tests, projects, and/or homework is forbidden. It is not fair to other students, and it does not help you learn the material. If you are caught cheating, you may receive a zero on that assignment, and your parents will be notified. Plagiarism or passing off someone else's work or ideas as your own is not allowed either. Our information investigators class will teach you how to credit sources in your work so that you don't make that mistake.

Core Values

BERT

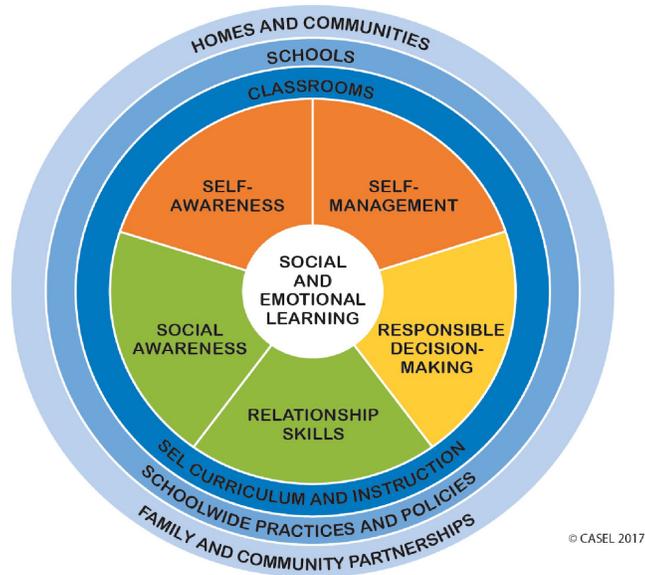
We strive to create a true sense of community for each person at the Wayland Middle School. Belonging, Empathy, Respect, and Trust or BERT is at the heart of our mission and underpins our Teacher Advisory Groups (TAG). We want Wayland Middle School to feel like a home away from home for you. In our teaching and learning community, we believe that you, your classmates and staff members have a right to feel safe. This includes the right to be protected from hurtful and derogatory remarks, even when people are "joking around." Areas of concern include: disrespectful comments and/or actions about race, family, sex, sexual orientation, religion, economic status, appearance, age, ability, allergies and dietary restrictions, or social differences. We will address these remarks whenever and wherever they occur. Our goals are to help us appreciate our differences and make us more sensitive to the feelings of others.

Behavioral Expectations

At Wayland Middle School, we understand that making mistakes is a normal and expected part of growing up. With the right support, mistakes can become important opportunities for learning. In processing missteps we aim to help you grow individually and develop self-discipline, personal responsibility and appropriate social-emotional interactions. Creating and nurturing a safe, supportive and welcoming school community is among the most important things we can do to support your social and emotional well-being at school. Strategic therapeutic interventions are employed to instill and foster our BERT values. Strategic therapeutic interventions are defined as interventions based on the belief that all children have the ability to grow and achieve their full potential. Together we work to improve attendance and to enhance academic performance, problem solving, conflict resolution, and anger management skills. The primary emphasis is collaboration, as a team, with the family, school, and community.

Part 1: Prevention - *The Proactive Approach to Discipline*

At Wayland Middle School we look to build upon the foundations you laid at our elementary schools through Responsive Classroom, Open Circle, and Social Thinking. BERT is our compass and primary vehicle for Social and Emotional Learning (SEL). SEL is the process through which we help you “acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” Developing these skills is embedded in TAG and within our curriculum. As a district we have adopted the CASEL five Core Competencies



Much of our energy in middle school is spent focusing on the CASEL standards that help you build **social awareness** (perspective taking, empathy, appreciating diversity, respect for others) and **relationship skills** (communication, social engagement, relationship building and teamwork).

Day to day, teachers build connections with you and your classmates. They do this one-on-one throughout the school year, so that when inappropriate behavior occurs, the foundation exists to thoughtfully and effectively help you:

- identify motivations for your actions
- find solutions and problem solve
- determine ways to do better next time
- make meaningful amends.

This process works best when solutions to disciplinary issues are a collaboration between all parties involved and when you participate in the problem solving. We find you are often able to identify the natural consequences and help determine how to repair relationships that may have been harmed by the misstep. When you and your classmates are able to take responsibility for your actions, words, and mistakes, personal growth is fostered. Each teacher sets their own discipline policy within the classroom, and may use lunch detentions as consequences for tardiness, disrupting learning or unkindness or refer you to the assistant principal if they deem it necessary.

Part 2: Intervention - The Reactive Approach to Discipline

While teachers and administrators strive for consistency in helping you take responsibility and repair mistakes, they also consider each incident individually and take extenuating circumstances into account when appropriate (capacity, age, behavioral patterns, and any personal situation that might affect your mood or behavior). Knowing these things can help us help you work through problems and set appropriate limits. You may be self-sufficient during this process or you may benefit from the additional support of a counselor, METCO coordinator, social worker, liaison, or a teaching assistant.

Discipline scenarios at WMS are generally handled in the following four steps: written reflection, discussion, planning, and follow through.

1. Reflecting through Writing - the teacher will send you to the office where you will fill out a form to offer your version of what happened.
2. Discussion: You will sit down with the Assistant Principal (or Principal) to discuss your perspective and that of others regarding what happened. When time allows the sending teacher may join the conversation. The initial focus of this conversation is on making sure you and your classmates are safe. Once that is established, the focus turns to gathering all perspectives, discussing, and problem solving. You and your classmates involved in a conflict or situation benefit from a self-examination to consider personal motivation and accountability. Administrators teachers and counselors will look to help you understand
 - *Motivation*: If you understand why you acted this way, you can find acceptable alternatives and determine a better way to handle a similar situation next time.
 - *Accountability*: If you are honest and take responsibility for your actions, you can fix this, make amends and solve this problem. Honesty fosters trust.

3. Planning: Once the initial conversation takes place to establish what happened you can start to take responsibility, define natural consequences, and make a better plan for next time. Teachers and students can cooperatively and collaboratively determine what steps are necessary. In simple cases this process might be verbal and quick. For more serious or complex issues, the teacher or administrator may have you call your parent with them to explain what happened so that the work of restitution can continue at home with the parent. Your parent might come in for a meeting to be part of the planning team. In such cases, it might mean a few days of careful thought, some writing or self-recording, actionable amends, and enlisting help throughout the process of supportive adults such as parents, teachers, counselors, administrators, etc. Logical consequences may also include lunch detentions, after school detentions or in and out of school suspensions

4) Follow Through- Once a plan is in place you will execute it. In some cases, a sincere and thoughtful apology may go a long way, but sometimes it's not enough. Options for restitution are not limited to, but may include one or more of the following:

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

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

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

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

- Involve the police

Examples of serious misbehavior are detailed below, but in general they include all behaviors that put the student or other students at serious risk of physical or emotional harm. The following nine rules are examples of serious infractions of school rules that may result in suspension or expulsion. These rules are based on commonsense and allow us to do four things:

- 1) be physically safe;
- 2) work together in classrooms and common space;
- 3) assure good health; and
- 4) obey local and state laws.

RULES ABOUT SAFETY AND SCHOOL PROPERTY

Rule 1: All fighting is forbidden.

Why: Every student should feel safe. When people fight, personal injury or property damage can occur, and, frankly, there are better ways to solve differences. You may not push or shove others, even if you're "just fooling around," since it could hurt someone or escalate into a fight

What Happens: If you fight, or put your hands on someone else in anger, you get suspended for at least one day, and your parents are notified. It doesn't matter who starts the fight. You will get suspended just for being in one.

Rule 2: You cannot bring any dangerous objects or weapons on the school bus or to school. This includes such objects as knives, slingshots, matches, lighters, fireworks, safety flares, or any other explosive material to school.

Why: It's against the law, and we don't want anyone to get hurt.

What Happens: The objects are taken away, your parents and the police will be notified, and you will be suspended or expelled.

Rule 3: You may not engage in any form of harassment*, bullying or cyber-bullying (see Appendix for definitions from state law). Students are encouraged to report any incidents of bullying to an adult or through the anonymous on-line safety reporting form (from our main WMS webpage, "For Students", "Safety Reporting Form").

Why: It is against the law. It is also common decency, and everyone has a right to feel safe in and out of school.

What Happens: Every reported act of bullying or harassment will be investigated. Parents of offenders and victims will be contacted in cases of confirmed harassment, bullying and cyber-bullying. The consequences of harassment, bullying, or cyber-bullying may range from detention to suspension. The police may also be contacted. Documentation is kept on file.

**Note: Racial, religious, gender identity, or homophobic slurs (written or oral) will result in an automatic in-school suspension as such slurs result in incredible damage to the collective sense of belonging and emotional safety at Wayland Middle School.*

Rule 4: You may not make threats of any kind – spoken, written, and/or electronic.

Why: It is against the law. Everyone has a right to feel safe.

What Happens: Expressing threats may be reported to the police and may lead to suspension or expulsion. When it comes to threats, no excuse is acceptable.

Rule 5: Drugs and alcohol are not allowed in school, nor should they be used outside of school. Wayland Public Schools partner with WaylandCares to provide substance prevention education and services.

Why: It's against the law, and it's harmful to your health.

What Happens: If they are brought to school, you are sent to the office, your parents will be notified, the police will be notified, and you will be suspended or expelled. You will also be placed on a probationary status for any up-coming school trips or immediately removed from these trips. An automatic referral will be made to our Intervention Team. If alcohol or drugs are used outside of school, we reserve the right to exclude you from participating in any overnight school trips or co-curricular school activities (e.g. dances, graduation ceremony, etc.)

Rule 6: You're not allowed to possess tobacco of any kind, or any vaping paraphernalia.

Why: It's against the law and it is harmful to your health and other people's health.

What Happens: You get at least a one-day suspension and a parent conference. If you're caught more than once, the suspension increases.

Rule 7: You can't skip school. You can't leave the school grounds during the school day (from the time you arrive on campus to the end of the day) without permission. If you are late to school, you must come first to the office with a note from your parents/guardians or your parent/guardian should have called the school.

Why: Your parents understandably assume that you are at school, on time, and safe.

What Happens: Consequences may range from detention to suspension. If you do it again, the penalty doubles, or you will be suspended. Failure to report to the office when you are late can lead to a suspension. Excessive tardiness may result in general detention and/or a parent meeting. Chronic tardiness may result in loss of privileges and/or suspension.

Rule 8: You may not damage school or student property. You may not write on walls, desks, lockers, bathroom stalls, etc.

Why: It's common decency. School property belongs to all of us, and should be usable for a long time.

What Happens: You pay for any damage and may be suspended. You may also work on a clean-up crew after school. If we deem the offense serious, the police will be notified.

Rule 9: You can't steal from others.

Why: It is against the law. Everyone has a right to security and privacy in his/her assigned locker.

What Happens: The office is informed, and the consequences can range from detention to suspension. Your parents will be notified. If the stealing is significant, the police will also be notified.

WMS Student Dress Expectations:

The responsibility for student dress and attire rests with both the student and their family. We are confident that good judgment on the part of students and parents will result in the wearing of clothing that contributes to a respectful, academic environment and educational atmosphere. Student attire should reflect BERT Belonging, Empathy, Respect and Trust, and refrain from inappropriate content.

The following guidelines are expected at school and school-related events:

- Clothing that advertises drugs and alcohol or promotes violence is not allowed and contradicts the very goals and purpose of building a safe school for all of us.
- Clothing that includes hate speech, profanity or pornography or portrays images that create a hostile or intimidating environment are not allowed.
- Students are expected to wear a top, bottom and footwear in keeping with health codes.
- Shirts and dresses must have fabric in the front and on the sides (under the arms)
- Undergarments are to remain under one's clothes, however visible waistbands or straps worn under other clothing are not a violation.
- Clothing must be safe and suitable for all scheduled classroom activities including physical education, science labs, applied science, and other activities where unique hazards exist.

Any dress that causes a disruption or disorder in the school is deemed as inappropriate. An administrator will make a final decision in this matter.

What Happens: Students may be asked to change into more appropriate clothing. Repeated violations will lead to a meeting with the student and family.

DATING VIOLENCE

Teen Dating and Domestic Violence (also referred to as relationship violence or interpersonal violence) is a pattern of coercive control one person exercises over another with whom they have or have had an intimate relationship. Domestic violence can take many forms, such as actual or threatened physical, sexual, psychological, or economic abuse. Teen dating violence mirrors adult domestic violence in terms of the offender employing a continuum of controlling behaviors to gain power and control. As with adult domestic violence, abusive pre-teen and teen dating relationships can affect people from all socio-economic, racial, and ethnic groups. Such violence can occur in heterosexual and same sex relationships. Similar to adult domestic violence, these relationships generally exhibit a pattern. Common elements may include but are not limited to:

- Use of emotional and verbal abuse, destruction of property, and/or other means of intimidation to assert control over a partner;
- Use of technology and/or verbal abuse to control partner's behavior;
- Repeated violence and/or threats of violence that escalate over time;
- Violence that increases in severity the longer the relationship continues, which is important to know for safety planning concerns;
- Violence, abusive behaviors, or threats are interchanged with apologies and promises to change.

Any student found responsible for any one or more these activities will be subject to disciplinary action up to and including suspension.

If you feel that you or one of your friends is experiencing or has experienced dating violence, or feels unsafe in a relationship, contact your counselor or an adult whom you trust. Visit our mental health webpage at http://wms.wayland.k12.ma.us/for_families/guidance_department/mental_health_links for a list of resources.

COMMUNITY EXPECTATIONS

1. Personal electronics and games are not allowed to be used during the school day.

- Cell phones may not be used and must be turned off when you are in the school building -- no exceptions. Students who need to use the phone to arrange for rides and check-in with parents may use the office phone upon permission from their teacher. **
- Electronic games, iPods, smart watches, and radios must be in your book bag before homeroom, and remain in the bag or locker until you leave at the end of the school day. They are distracting to learning and too often disappear.
- eReaders may be used with teacher permission.
- Other items of personal value should be left at home, and not brought to school.
- School computers may be used only for schoolwork.
- You may not record or photograph classmates or staff without permission. Additionally, you may not post videos or photographs of staff or classmates online without permission of a teacher, administrator and classmate(s).

The consequences for not following cell phone/smartwatch policy will be as follows:

1st offense:

- Cell phone/smart watch held in the office until the end of the day.
- Students will sign for the electronics at the end of the day in the office.

2nd offense:

- Cell phone/smart watch held in the office until the end of the day.
- A parent or guardian will need to sign for the electronics at the end of the day in the office.

3rd offense:

- A parent or guardian will sign for the cell phone/smart watch after a meeting with the student and a school administrator. Further consequences will be outlined during this meeting.

2. You are to attend the classes, unless legitimately excused for a specific reason. You may not wander the halls during class time. The library may only be used with teacher permission and when that teacher, or a teacher that has been designated, supervises you.

3. You cannot sell anything in the school, unless it is part of an approved school activity.

4. Students who ride bikes, skateboards, etc. to school are asked to follow these important safety guidelines:

- Lock for your bike.
- Walk your bike past the parent pickup driveway during arrival and dismissal times.
- Wear a helmet.
- Put your skateboard in your locker or in the main office for safe keeping during the school day
Recreational skateboarding is not allowed on school grounds.

5. Gum, candy and junk food are discouraged.

As you can imagine, it's difficult in today's world to completely eliminate gum, candy and junk food from the life of the school. Gum chewing is not appropriate for school.

DETENTION

There are two types of detention. If you misbehave with one of your subject teachers, you will get a teacher detention. If you misbehave in the lunchroom or another public space, you may be given general detention. You may have to stay after school in the main office for detention from 3:35 to 4:15, or serve a “lunch detention” during your lunch period. Detention is unpleasant. Try to avoid it. You sit without talking. You may do homework or read silently. If you have other things to do after school, like intramurals, detention always takes precedence. Detentions are served the day you get them unless you are unable to get a ride home, in which case, you must bring a note from your parents the next morning and serve the detention that afternoon. If you skip a detention, you get two detentions. If you skip twice you get four detentions, and your parents have to come in and see the Principal or Assistant Principal. Once you have been assigned three general detentions, your parents will be asked to come in with you to discuss the problem with the Principal or Assistant Principal.

Notes for Parents and Guardians

There are a number of things parents can do to help ensure that their child has a safe, rewarding and successful time at our school.

ATTENDANCE

It's important for your child to be on time to school every day. If you drop your child off late to school, please remind your child that he/she must check-in at the office for a late pass.

- Homeroom begins at 8:40 am and teachers take attendance at this time. Students not present in homeroom at 8:40 am are marked absent.
- Late arrivals must check-in at the school office to be marked "present".
- If your child will be absent or late, please notify us by 8:30 am (or as soon as possible). There are two ways to notify us (see below). Be sure to indicate your child's first and last name, grade, and the date(s) your child will be absent or tardy. We do call home to confirm any unreported absence.
 - a. Send an email to ms_attendance@waylandp.org or
 - b. Call the school at 508-358-3801, Press option 1

GOOD HABITS for ACADEMIC SUCCESS

Good study habits are an important key to success in school. Good study habits do not come naturally to most of us. Studying skills must be learned and then encouraged to become a habit. Parents and guardians can help children develop this ability. We hope the following tips will be helpful.

A Study Area. Provide your child with a study area without distractions. The study area should have:

- a desk, table, or writing surface;
- chromebook
- pencil, pens, ruler and paper, a set of colored markers;
- good lighting.

The study area should be **without**:

- a television, loud music, games, and a telephone;
- friends or noisy siblings;
- exception: the family pet!

See our [Setting the Table for Learning](#) Hints.

Regular Study Hours. Encourage your child to do homework at a regular time. Make up a study schedule.

School Supplies. Make sure your child has the proper supplies for school. (School Supplies list [here](#))

Homework. Make sure your child is doing all his/her homework. Students should choose one of the systems they are taught to record their homework (Google calendar, Google keep or paper based planner)

- The assignment notebook provided by the school (check to see that the assignments are written down). Assignments are also posted online.
- Remember that there are usually short-term (one night) assignments and some longer-term (big projects or study routines) assignments.

Preparation for the school day. Encourage your child to get clothes and school materials ready the night before and have a fully charged Chromebook. This can save confusion and temper flare-ups in the morning.

Sleep. Ensure your child will be able to perform well in school the next day by having him/her get the proper amount of sleep. Enforce reasonable bedtime hours. It is recommended that early adolescents get at least eight hours of sleep a night. Keep all electronics out of bedrooms. They interfere with sleep and prevent much needed breaks from social connection.

FEES

There are two kinds of activities that have fees associated with them:

- School-day events and
- Interscholastic sports.

The cost of participation should never restrict or dissuade a student from participation. Parents interested in a scholarship or financial assistance should contact their child's teacher, house leader or the principal/assistant principal. Our goal is that every student has the opportunity to participate fully in the life of our school, regardless of family income or ability to pay the associated fees.

Fees for School-Day Events

Throughout their time at the middle school, students will have the opportunity to join their classmates on special trips that are part of the regular school program. The seventh grade's trip to Cape Cod and the eighth grade's trip to Washington DC are the most noteworthy (and most expensive). Trips to the Museum of Fine Arts or cross-country skiing, for example, are also events that we organize in order to provide each child with a top-notch middle school experience. We will notify parents in writing about each event and the associated costs long before the actual trip. **All fees must be paid via UniPay or by check as we cannot accept cash.** Again, our expectation is that all students have the opportunity to participate and, thus, upon parent/guardian request, the middle school will provide financial help to any family who needs it.

Fees for Participation in Inter-Scholastic Sports

Participants on our soccer, field hockey, cross country, basketball, baseball, softball and track teams are required to pay, via FamilyID/UniPay, a participation fee of approximately \$125 for each sport. There is a \$1200 family cap including high school athletic fees. Payment is due after the student has been notified that he/she was selected for the team.

OPPORTUNITIES for PARENTS AND GUARDIANS TO GET INVOLVED

Attend Back-to-School Night Back-to-School Night is the best way for you to learn what your child is studying in school.

Join the Parent-Teacher Organization The PTO Board typically meets the first week of each month at the Middle School and once a year in Boston to collaborate around ways to enhance the WMS student experience.

Volunteer to

- Help with school field trips, plays, concerts, etc.
- Present during special events such as World Language Week.
- Volunteer in the school library.
- Serve on the WMS School Council. *In accordance with Massachusetts General Laws, Chapter 71: Section 59C, Wayland Middle School will have a School Council that meets regularly and is responsible for the following:*
 - *Assist in the identification of the educational needs of the students attending the school*
 - *Review the annual school budget*
 - *Approve the school improvement plan*
 - *Review the student handbook*

Communicate with your child's teachers. Do not hesitate to seek academic help for your child. You may email teachers, counselors, or house leaders directly (addresses are available through our website). You may also call the school to set up a meeting.

APPENDIX 1. Civil Rights Legislation

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 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 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 of the Education Amendments of 1972

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

Massachusetts General Laws, Chapter 76, Section 5

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

Section 504 of the Rehabilitation Act of 1973

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

CONTACT PERSONNEL

	DISTRICT	MIDDLE SCHOOL
Title I	Parry Graham, 508-358-3773	Elizabeth Gavron, 508-358-3801
Title II	Parry Graham, 508-358-3773	Elizabeth Gavron, 508-358-3801
Title VI	Parry Graham, 508-358-3773	Elizabeth Gavron, 508-358-3801
Title IX	Parry Graham, 508-358-3773	Elizabeth Gavron, 508-358-3801
MGL., Ch. 76	Parry Graham, 508-358-3773	Elizabeth Gavron, 508-358-3801
Section 504	Richard Whitehead, 508-358-3756	Suzanne Bernstein, 508-358-3801

Chapter 622 of the General Laws, Acts Of 1971

An Act to Prohibit Discrimination in the Public Schools

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, gender identity, or national origin of such child. On June 24, 1975 the state Board of Education approved regulations for Chapter 622. These regulations address five areas of school policy: school admissions, admission to courses of study, guidance, course content and extra-curricular and athletic activities.

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

The Assistant Superintendent of Schools, Mr. Parry Graham, has been appointed as the Coordinator of Chapter 622 and Title IX programs for the Wayland Public Schools. If, after contacting your local principal relative to these programs, you have further questions or concerns, you may contact her at the Office of the Superintendent of Schools, 41 Cochituate Road, Wayland, or by calling 508-358-3772.

APPENDIX 2. Wayland Public Schools Bullying and Cyberbullying Policy

File: JICFB

BULLYING PREVENTION

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

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

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

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

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

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

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

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

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

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities, functions or programs, whether on or off school grounds;
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Wayland Public schools;

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

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

by school administrators.

Prevention and Intervention Plan

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

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

Reporting

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

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

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

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

Investigation Procedures

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

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

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

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

- Notify the parents or guardians of the perpetrator;
- Notify the parents or guardians of the target. and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying, cyber-bullying or retaliation;

- Take appropriate disciplinary action; and
- Notify the police if the principal or designee, after consulting with the Superintendent of Schools, believes that criminal charges may be pursued against the perpetrator.

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

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

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

Retaliation

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

Target Assistance

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

Training and Assessment

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

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

Publication and Notice

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

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

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

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

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

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

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

JK, Student Discipline Regulations

APPROVED December 11, 2015

APPENDIX 3. Policy on Harassment

The Wayland Public Schools is committed to equal employment and educational opportunity for all employees and applicants, students, parents, and members of the school community, including those parties who are contracted to perform work for the Wayland Public Schools, without unlawful regard to national origin, race, color, religion, sex, gender identity, age, sexual orientation, or disability in all aspects of employment and education. Members of the school community include the School Committee, administration, faculty, staff, students, and volunteers working in the schools, while they work and study subject to school authorities.

The Wayland Public Schools is also committed to maintaining a school and work environment free of harassment based on race, color, religion, national origin, age, sex, sexual orientation, gender identity, or disability. The Wayland Public Schools expects all employees and other members of the school community to conduct themselves in an appropriate and professional manner, with respect and concern for their colleagues and students.

Harassment on the basis of race, color, national origin, religion, age, sex, gender identity, sexual orientation, and disability for any reason or in any form is prohibited and will not be tolerated. Harassment includes verbal or physical conduct, which may or does unreasonably offend, denigrate, or belittle any individual because of any of the characteristics described above. Such conduct includes, but is not limited to unsolicited remarks, jokes, comments, innuendoes, gestures, or physical contact; or the display or circulation of written materials or pictures derogatory to either gender or to racial, ethnic, religious, age, gender identity, sexual orientation or disabled individuals or groups.

Specifically, sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct or communication is made a term or condition either explicitly or implicitly to obtain or maintain employment or educational development and opportunity, or
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual, or
3. Such conduct or communications has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive work or educational environment, or
4. Under certain circumstances, sexual harassment may constitute child abuse under Massachusetts Law, G.L.C. 119 §51A. Wayland Public Schools shall comply with Massachusetts's laws in reporting suspected cases of child abuse.

Any attempt by an employee or a student to retaliate against a person who makes, or provides information regarding a claim of harassment is also strictly prohibited. No one will be reprimanded or punished in any way for initiating a good-faith inquiry or complaint. Anyone who believes that this policy statement has been violated should follow procedures set forth in Wayland Public School's procedures for *Resolving Complaints of Harassment*. An investigation will be conducted in a timely fashion, with appropriate attention to the legitimate interests of any individual against whom a complaint has been lodged. Following the investigation, such action as is deemed appropriate will be taken.

Any employee or member of the school community found to have engaged in harassment shall be subject to sanctions, including, but not limited to: warning, suspension, or termination.

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. Parry Graham, Assistant Superintendent, Title VI and Title IX Coordinator (508-358-3772) or Mr. Richard Whitehead, Director of Student Services, Section 504 Coordinator (508-358-3756).

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.2. Formal Complaint Resolution**.

PROCEDURAL GUIDELINES

- A. **Confidentiality** – Wayland Public Schools recognize that both the complainant and the respondent may have strong interests in maintaining the confidentiality of allegations and related information. Accordingly, unless they authorize disclosure, individuals who share information with Wayland Public Schools officials may expect that their conversations will ordinarily remain confidential. In unusual circumstances, however – when information must by law be disclosed (for example: when information received indicates a threat to safety, or when a formal written complaint has been filed) – it may be necessary to disclose it to Wayland Public Schools officials or others. An individual who has concerns about confidentiality should raise them early in the process.
- B. **Legal Remedies** – An employee who has been subject to sexual harassment has several legal options. S/he may bring suit under Federal or State Sex Discrimination laws, under Massachusetts's statutes which explicitly prohibit sexual harassment, or under common law tort theories such as assault. An employee may also pursue any grievance and arbitration procedures established by a collective bargaining agreement and/or may file a charge with the Massachusetts Commission Against Discrimination ("MCAD") or the Equal Employment Opportunity Commission ("EEOC"). The MCAD and EEOC will pursue the charge with no cost to the employee. A student who has been harassed may file a complaint under Title IX. The United States Supreme Court has held that a student may recover damages in such an action. A student may also sue under tort theories and may bring a charge with the Office for Civil Rights. Under certain circumstances, sexual harassment may constitute child abuse under Massachusetts Law, G.L.C. 119 §51A. Wayland Public Schools shall comply with Massachusetts laws in reporting suspected cases of child abuse. Use of these procedures does not preclude subsequent legal action. Similarly, the fact that legal action has begun or is possible does not preclude use of these procedures. Individuals may therefore wish to obtain legal advice as they consider how to proceed. The

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

C. **Preventative Administrative Responsibility**

- a. 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.
- b. All new employees shall be given a copy of the policy within one week of their beginning employment.
- c. 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.
- d. 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, and
- 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 complainant and respondent may each be accompanied by the support person from the individual consultation stage, another adviser, or another support person from the school community.

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 included.

Resources

1. Community Resources:
 - a. Middlesex District Attorney Victim/Witness Bureau: 617-679-6500
 - b. Town of Wayland Youth and Family Services: (508) 358-358-4293
2. Wayland Public Schools contacts for information and advice include the following Title VI, Title IX, and Section 504 building representatives:
 - a. High School:
 - i. Ms. Allyson Mizoguchi, Principal: 508-358-3705
 - ii. Ms. Marybeth Sacramone, Guidance Counselor: 508-358-7033
 - b. Middle School:
 - i. Ms. Betsy Gavron, Principal: 508-358-3801
 - ii. Ms. Meghan Maines, Assistant Principal: 508-358-3801
 - iii. Dr. Stephen Farina, School Psychologist: 508-358-3801
 - c. Claypit Hill:
 - i. Ms. Christie Harvey, Principal: 508-358-3851
 - ii. Mr. Michael Hehir, Guidance Counselor: 508-358-3851
 - d. Happy Hollow:
 - i. Ms. Tricia O'Reilly, Principal: 508-358-8641
 - e. Central Office:
 - i. Mr. Parry Graham, Assistant Superintendent: 508-358-3772 (For Title VI and IX)
 - ii. Mr. Richard Whitehead, Director of Student Services: 508-358-3756 (for Section 504)
3. Personnel Authorized to Engage in Informal Complaint Resolution:
 - a. Mr. Parry Graham, Assistant Superintendent
 - b. Mr. Richard Whitehead, Director of Student Services
 - c. Ms. Christie Harvey, Claypit Hill Principal
 - d. Ms. Allyson Mizoguchi, High School Principal
 - e. Ms. Betsy Gavron, Middle School Principal
 - f. Ms. Tricia O'Reilly, Happy Hollow Principal

Chapter 536, The Commonwealth of Massachusetts 1985

An Act Prohibiting the Practice of Hazing

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows: Chapter 269 of the General Laws is hereby amended by adding the following three sections:

Section 17. Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment.

The term "hazing", as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects each student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the

scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than five hundred dollars.

Section 19. Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe, pledgee or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The board of regents and in the case of secondary schools, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

APPENDIX 4. Notice to Parents

Student Record Regulations

Student Rights

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

1. Student records consist of two parts: the transcript (contains minimum information necessary to reflect the student's educational progress – name; address; course titles; grades; course credit; grade level completed; year completed) and the temporary record (contains all other information – standardized test results; class rank; school-sponsored extra-curricular activities; evaluations and comments by teachers, counselors, and other persons; disciplinary records).
2. Student transcripts may only be destroyed 60 years following graduation, transfer, or withdrawal from the school system.
3. When a student transfers, the school district should keep the original transcript and send a copy of the transcript to the new school.
4. School districts must provide written notification of the anticipated date of destruction of students' temporary records. Notice in the newspaper is not sufficient. Notice should be included in graduation packets, and must also be given to a student at the time of transfer or withdrawal from the school system. (When a student leaves the system to begin homeschooling, the principal should provide written notice.)
5. School districts must keep temporary records for seven years after the submission of the annual End of Year Pupil and Financial Reports. The data to keep pertains to registers, pupil census, IEPs, etc. that substantiate figures on reports.
6. If immunizations are administered in the district, documentation must be kept for 10 years following the calendar year in which the vaccine was administered.
7. Health records of a transferring student should be sent by the school nurse directly to the school nurse of the new school.
8. As per 603 CMR 23.00: Student records, except for the provisions of 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.

If you have any questions regarding the student records policy or desire more detailed information concerning the state regulations, please contact the Guidance Office.

WPS Policy Statements

- The Wayland School Committee has seat belts 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. The decision to use seat belts will be made solely by students and their parents.
- Vocational-Technical Education - Wayland is a member of the Minuteman Regional Vocational-Technical High School District. Minuteman has programs in four major divisions - commercial, construction, auto-metals and science-technology. Minuteman's Program Guide states "high school students who choose to attend Minuteman Tech. as their public high school take regular academic courses and also learn skills leading to employment in one or more of 21 vocational-technical areas." Examples of areas of concentration in three of the four major divisions are cosmetology, printing, electrical, carpentry, plumbing, culinary-hotel, welding and auto mechanics. The fourth division provides students the opportunity to specialize in computer programming, information processing, electronics and electro-mechanical technology and robotics. Middle School counselors work closely with students and their parents in considering Minuteman as a potential alternative for 9th grade placement. High School counselors continue to explore Minuteman programs with those students who are interested.
- Only medication that is considered absolutely necessary by the prescribing physician will be administered during school hours. Whenever possible the medication schedule should be arranged so that it may be taken at home.

Procedure:

1. The medication will be administered only by the school nurse. **The nurse is present in the school daily.**
2. All medication must be accompanied by instructions from the prescribing physician noting the following: name of pupil; name of drug; indications for administration; dosage; time(s) of administration; duration of treatment; and name of prescribing physician.
3. The medication must be in a container, appropriately labeled by the pharmacist.
4. The responsible parent or guardian must complete a form authorizing the administration of the medication in school. These forms are available at the school.
5. 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.
6. 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.
7. 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.**
8. The school nurse will discard all medications not removed by the responsible parent at the end of the school year.
 - a. In order to best serve the medical needs of our students, it is very important to keep the health office informed of any changes in health status. Also, all medical exemptions from physical education beyond one week must have a note from the health care provider with duration of excuse noted. If this is unknown, then a letter permitting return must be provided prior to participation.

Conduct

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

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

- a. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled

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

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

1. In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time.
2. Supervisors who receive such a weapons report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of social services, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and representative from the department of social services, together with a representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.
3. A student transferring into a local system must provide the new school system with a complete school record of entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.

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

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

Law Governing the Discipline of Special Needs Students

Discipline of Students with IEP and 504 Plans:

All students are expected to meet the requirements for 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 special needs and whose program is described in an Individualized 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 of special needs students:

1. The I.E.P. 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 I.E.P.
2. 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 I.E.P. as provided in Section 333 of the Chapter 766 Regulations will be held to determine
3. 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 the delivery of special education services during the suspension and any needed modification of the I.E.P. 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.

Disciplinary Procedures For Students with IEP and 504 Plans

While students with disabilities are disciplined by the same criteria applied to all students at Wayland Middle School, students who have been identified as having special needs based on a disability may have procedural protections in addition to those provided other students in accordance with the Individuals with Disabilities Education Act (IDEA).

In general, students may be excluded from their programs, just as any other student can be, for up to ten school days per year. However, when a student is excluded from his/her program for more than ten school days in the school year, school staff will be required to provide alternative educational services for the student. In addition, in many instances, the student's Team must convene to determine whether the student's behavior was caused by or had a direct and substantial relationship to his/her disability (a "manifestation determination"). If the Team determines the behavior was not caused by the disability, the school may discipline the student according to the school's code of student conduct except that the district must continue to provide the student with educational services during the period of suspension or expulsion. However, if the Team determines that the behavior was caused by the disability, the student may not be excluded from the current educational placement (except in the case of weapons, drugs, or serious bodily injury) until the Team develops, and the guardian consents, to a new Individualized Education Program. The Team must also conduct a functional behavioral assessment and develop or revise a behavioral plan for the student.

A suspension of longer than ten (10) school days or a series of shorter term suspensions that constitute a pattern are considered to represent a change in placement. Whether a pattern exists must be decided on a case-by case basis, considering a variety of factors. Prior to a suspension that constitutes a change in placement, the student's Team must meet to determine whether the behavior is a manifestation of the student's disability. In making this determination, the Team must review all relevant information in the student's file, including the IEP or 504 plan, teacher observations, and any relevant information provided by the parents, to determine if the conduct was caused by, or had a direct and substantial relationship to the student's disability or was the direct result of any failure by the school to implement the IEP or 504 plan.

Any student who is removed from school for a disciplinary offense for more than ten (10) consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under the

school-wide education service plan, and will be informed at the time of the suspension/expulsion. When a student with a disability is excluded from their program for more than ten (10) school days in the school year, the district must provide the student with services to the extent necessary for progress in the general curriculum and/or towards Individualized Education Program (IEP) goals, as determined by the principal in consultation with at least one staff person who is a member of the student's IEP Team.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. IDEA provides that a school district is "deemed to have knowledge" if: (1) the child's parent/guardian had expressed concern in writing to district supervisory or administrative personnel or the child's teacher that the child needs special education and related services; (2) the child's parent/guardian had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district's director of special education or to other supervisory personnel. However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services or the child's parent refused an evaluation of the child or IDEA services.

If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

For additional information regarding the procedural protections for students with disabilities, please contact Mr. Richard Whitehead, Director of Student Services.

Chapter 222 of the Acts of 2012

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

Definitions:

1. **Short Term, In-School Suspension** is the removal of a student from regular classroom activities for ten (10) consecutive or cumulative school days or less in one school year. Please note that removal from participation in extracurricular activities does not count as a removal from school in calculating the duration of a suspension.
2. **Short Term, Out of School Suspension** is the removal of a student from the school premises and regular classroom activities for ten (10) consecutive or cumulative school days or less in one school year. Please note that removal from participation in extracurricular activities does not count as a removal from school in calculating the duration of a suspension.
3. **Long Term Suspension** is defined as the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days in one school year, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. A long term suspension can occur after ten (10) or more cumulative or consecutive school days of in-school suspension, as well as out-of-school suspension. A long term suspension may be served in school. Except for M.G.L. c. 71, sects. 37H and 37H1/2 offenses, a long term suspension may not be imposed for more than ninety (90) school days in a school year and does not extend from school year to school year.
4. **Emergency Removal** is a brief removal of a student from the school premises and regular classroom activities for no more than two (2) school days following the date of the emergency removal when the continued presence of the student poses a danger to persons or property.

5. **School-Wide Educational Service Plan** is a document created by the Principal that “includes a list of educational services available for students who are expelled or suspended from school for more than ten (10) consecutive days.” This list will include events and activities which represent the student’s opportunity to continue to receive educational services and make progress while suspended or expelled. See Appendix 6 on page 31.
6. **Principal** refers to the Principal or his/her designee.
7. **Superintendent of Schools** refers to the Wayland Public Schools Superintendent of Schools or his/her designee.

PROCEDURES FOR AN SHORT TERM IN-SCHOOL SUSPENSION

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

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

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

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

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

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

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - a. The disciplinary offense;
 - b. The basis for the charge;
 - c. The potential consequences, including the potential length of the suspension;
 - d. The opportunity to have a hearing with the Principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student’s explanation of the alleged incident;
 - e. The date, time, and location of the hearing;
 - f. The right of the parent and student to interpreter services at the hearing; and
 - g. If the student may be placed on a long-term suspension following the hearing with the principal:
 - i. The rights set forth under the “Procedures for Long-Term Suspension”; and
 - ii. The right to appeal the principal’s decision to the superintendent.
2. At the hearing, if the student and/or parent elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The Principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the Principal must be able to document reasonable efforts to include the parent. The Principal is

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

3. Based on the available information, the Principal shall make a determination as to whether the student committed the disciplinary offences and what remedy shall be imposed. The Principal shall notify the student and parent in writing of his/her decision, the reasons for it, and, if applicable, the type and duration of the suspension and the opportunity to make up assignments and other academic work.
4. If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

PROCEDURES FOR EMERGENCY REMOVAL

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

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

PROCEDURES FOR LONG-TERM SUSPENSION

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

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

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - a. The disciplinary offense;
 - b. The basis for the charge;
 - c. The potential consequences, including the potential length of the suspension;
 - d. The opportunity to have a hearing with the Principal and the parent concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - e. The date, time, and location of the hearing; and
 - f. The right of the parent and student to interpreter services at the hearing.
2. The Principal shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct the hearing without the parent, the Principal must be able to document reasonable efforts to include the parent. The Principal is presumed to have made reasonable efforts if the Principal sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.
3. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student.

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

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;
2. and 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 ensure that parents know how to exercise their rights relative to this law.

APPENDIX 5. Computer, Network & Internet Use – Terms and Conditions and Acceptable Use Policy

The purpose of the Wayland Public Schools computer network is to advance and promote teaching and learning and to provide access to a wide variety of educational resources. Wayland Public Schools (WPS) is committed to providing a robust information technology environment to support its students and faculty in the pursuit of their academic and instructional objectives. 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 - Wayland Public Schools information technology may be used for educational purposes ONLY. All other uses are prohibited. All use must be in support of education and research and consistent with the educational objectives of the Wayland Public Schools. Use of the networks or computing resources of other organizations must comply with the rules appropriate for that network or organization. Transmission of any material in violation of any national or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret.

2) Privileges - The use of school computers is a privilege, not a right, and inappropriate use will result in a cancellation of that privilege. The system administrators, with school system administrators, will deem what is inappropriate use based on this policy. The administration, faculty, and staff of WPS may request the system administrator to deny, revoke, or suspend specific user accounts/access for misuse of said access. Students may visit only Internet sites that support education and research and are consistent with the educational objectives of the Wayland Public Schools. Further, access to computers and the Internet is at the discretion of the teacher/staff person monitoring that area. Students are prohibited from using or remotely accessing equipment, network resources, or software that are reserved for use by teaching and administrative staff.

3) Computing and Network Rules

- Use the computing facilities of WPS and the network only for academic and instructional objectives. Use of the network for political activity, financial gain, commercial activity, or illegal activity, e.g. hacking is expressly prohibited.
- Do not use a computer to harm other people or their work.
- Do not damage the computer or the network in any way.
- Do not interfere with the operation of the network in any way. This includes installing shareware, freeware, illegal software or software that you own personally.
- Do not violate copyright laws. This includes the copying and/or downloading of commercial software or other material (e.g. music) in violation of federal copyright laws.
- Do not view, send, or display offensive messages or pictures.
- Do not share your account or password, nor use the password or account of another person.
- Do not waste limited resources such as bandwidth, disk space, or printing capacity.
- Do not trespass in the folders, work, or files of others.
- Do notify an adult immediately, if by accident, you encounter materials that violate the rules of appropriate use.
- Do not alter or attempt to bypass any computer or network security settings.
- Do not access material that is profane, vulgar, or obscene (pornography), that advocates or condones the commission of unlawful acts (illegal), or that advocates or condones violence or discrimination towards other people (hate literature).
- Do not give your phone number or address to anyone on the Internet and never agree to get together with someone you have "met" on the Internet without first checking with your parents.

5) No Warranty - WPS makes no warranties of any kind, whether expressed or implied, for the service it is providing. WPS will not be responsible for any damages you suffer. This includes loss of data resulting from delays, nondeliveries, mis-deliveries, or service interruptions from any cause. Use of any information obtained via the Internet is at your own risk. Wayland Public Schools specifically denies any responsibility for the accuracy or quality of information obtained through its services.

6) Privacy - All users of WPS computing facilities should be aware that information accessed, created, sent, received, or stored on the network and/or on all WPS computers is not private. Network system administrators may review files to maintain system integrity and to insure responsible use.

7) Security - Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the school network or Internet, you must notify a system administrator or the Technology Director. Do not demonstrate the problem to other users. Attempts to log on to the school network as a system administrator or as any other user (other than yourself) will result in cancellation of user privileges. Do not share your password with anyone and log on only on your own account. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the school network and/or the Internet.

8) Filtering of Internet Content - WPS uses network software to filter or block obscene material, pornographic material, and other material that is harmful to minors, as required by the Children's Internet Protection Act. Efforts to circumvent or tamper with the effectiveness of the filtering system are prohibited and may lead to disciplinary consequences. If a site is being blocked by the filtering software and a teacher or staff member wishes to access it for sound educational purposes, they may request to have the site unblocked. Such requests should go through the school Technology Specialists or the technicians. If there is doubt whether the content is appropriate, the superintendent of schools will be the final arbiter.

9) Vandalism - Vandalism will result in cancellation of privileges and could result in financial responsibility for any damages. Vandalism in terms of computers has many definitions. Vandalism is considered to include the following: altering the desktop or system folder of the workstation computer, attempts to bypass district security of same, attempts to discover or use the passwords of other users, attempts to disable the accounts of others, any physical damage to the equipment of Wayland Public Schools, and any attempt to harm or destroy data of another user on your network or over the Internet, and this includes, but is not limited to the uploading or creation of computer viruses.

10) Cyber-bullying – 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.

“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.

11) Consequences - Violations of any aspect of the Acceptable Use policy may result in loss of access. Additional disciplinary action may be determined at the building level in keeping with existing rules of behavior and consequences as set forth at that school. When applicable, legal authorities may be contacted.

Wayland Public Schools Acceptable Use/ Internet Safety Policy (AUP/ISP)

K to 8th GRADE

Computer, Network, and Internet - - Terms and Conditions

Legal Appropriate Responsible Kind

The Wayland School District (WPS) believes that the use of computer networked resources, electronic communications, and the Internet have become an integral part of the educational program. It is understood that all of our computer networked services are provided exclusively for educational purposes; those that are related to the preparation and completion of classroom lessons, assignments and other pertinent school business.

With proper filtering through our Juniper Firewall, supervision and education in place, it is still the responsibility of all computer users to make sure they comply with providing a safe and secure learning environment when using

technology. All WPS students are provided appropriate instruction on a yearly basis on Acceptable Use and Internet Safety. LARK highlights the guidelines that our students are to follow:

Legal - I will

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

Appropriate - I will

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

Responsible - I will

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

Kind - I will

- Be kind to others who I communicate with using the computer or Internet.
- Use appropriate language at all times, when writing or communicating with others.
- Tell an adult if I see, read or hear others being unkind.

I understand that I will only be able to use school technology if I follow these rules.

APPENDIX 6. SCHOOL-WIDE EDUCATIONAL SERVICE PLAN

- During any suspension, the student may complete course work or assignments, have them marked, and graded without consequence. This includes long term assignments and projects.
- Should a student be suspended in excess of 10 consecutive school days, tutoring will be provided. Tutoring will be arranged for 2 hours per week per academic subject.
- Teachers, Administrators, and Counselors will maintain ongoing communication with the student during all suspensions. Communication may take the form of phone conversations, email communication, and/or meetings, as necessary.
- When necessary, teachers will be available to support students.

APPENDIX 7. POLICY ON SEXUAL DISCRIMINATION, INCLUDING SEXUAL HARASSMENT AGAINST STUDENTS

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

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

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

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

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

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

Designated Officials for Addressing Sexual Discrimination and Harassment Complaints: In each school building, the Principal is responsible for receiving reports and complaints of violations of this Policy at the school level. Individuals may file a report or complaint of sexual discrimination, including harassment, with the Principal. A report or complaint of a violation involving the Principal should be filed with the Title IX Grievance Officer. Individuals may also file complaints directly with the District's Title IX Grievance Officer: Assistant Superintendent, 41 Cochituate Road, Wayland, MA. (508) 358-3772.

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

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

Approved by the School Committee April 27, 2015

APPENDIX 8. TITLE IX GRIEVANCE PROCEDURES

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

Preventative Responsibilities

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

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

SEXUAL HARASSMENT/ TITLE IX PROCEDURES

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

"Complaints and Reports of Sexual Harassment"

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

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

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

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

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

The contact information for the Title IX Coordinator is:

Director of Student Services, Richard Whitehead, at 41 Cochituate Road, Wayland, MA, (508) 358-3757, richard.whitehead@waylandps.org

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

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

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

Written Notice

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

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

Informal Resolution

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

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

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

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

Investigation

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

Prior to completion of the investigative report, the school district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report. Findings should be written in a factual way in an investigative report. Credibility determinations may not be based on an individual's status as complainant, witness, or respondent.

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

Findings of Responsibility

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

Before the district can determine responsibility, an investigative report will be sent to the parties and the decision-maker will offer both the complainant and respondent the opportunity to submit proposed relevant, written questions to ask of any party or witness, to respond to questions posed by another party, and to offer additional limited follow-up.

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

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

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

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

(A) Identification of the allegations potentially constituting sexual harassment;

(B) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

(C) Findings of fact supporting the determination;

(D) Conclusions regarding the application of the recipient's code of conduct to the facts;

(E) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and

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

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

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

Training

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

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

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

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

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

Appeals

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

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

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

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

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

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

Contact information for the Superintendent:

Superintendent.

Omar X. Easy

41 Cochituate Road MA, Wayland, MA 01778

Omar_Easy@wayland.k12.ma.us

508.358.3774

Retaliation

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

Consequences of Violating Policy – Discipline & Discharge

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

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

State and Federal Authorities and Other Resources

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

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

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

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

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

APPENDIX 9: HEAD INJURY AND CONCUSSIONS IN EXTRACURRICULAR ATHLETIC ACTIVITIES POLICY

It is the policy of the Wayland Public Schools to provide information and standardized procedures for persons involved in the prevention, training, management, and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities¹ including, but not limited to, interscholastic sports, in order to protect their health and safety as required by Massachusetts law and regulations. The requirements of the law apply to all public middle and high schools, however configured, serving grades six through high school graduation. In addition to any training required by law, the following persons shall complete one of the head injury safety training programs approved by the Massachusetts Department of Public Health (DPH) as found on its website: coaches; certified athletic trainers; trainers; volunteers; school and team physicians; school nurses; athletic directors; directors responsible for a school marching band; guidance counselors; employees or volunteers; and students who participate in an extracurricular activity and their parents.

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

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

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

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

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

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

Legal Reference(s): M.G.L c. 111 sec.222; 105 CMR 201.00

Approved: February 27, 2012

APPENDIX 10: PREVENTION OF PHYSICAL RESTRAINT AND REQUIREMENT PROCEDURES

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

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

(a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and

(b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

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

Definitions

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

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

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

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

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

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

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

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

Requirements for Use of Physical Restraint

Physical restraint is considered an emergency procedure of last resort. This means that it may be used only when the student’s behavior poses a threat of assault or imminent, serious, physical harm to self and/or others; *and* the student is

not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Prohibitions

Physical restraint shall not be used:

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

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

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

Proper Administration of Physical Restraint

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

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

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

Staff Training

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

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

Reporting Physical Restraint Use

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

Reporting within School and to Parents

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

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

Reporting to the Department of Elementary and Secondary Education

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

Administrative Reviews of Physical Restraint Use

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

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

Prevention of Dangerous Behavior

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

Parent Engagement

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

Complaints

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

Preventing Restraints

Roles of Individuals:

- Students, families, and school staff each play a role in preventing restraint and ensuring the safety of the school community:

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

De-escalation Techniques and Alternatives to Restraint

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

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

Behavioral Support Procedures

Time-Out

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

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

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

Exclusionary Time-Out: a behavior support strategy that includes the removal of a student from the learning environment. This should only be used when the student is displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom. Staff-directed exclusionary time-out should not be used as a method of punishment for noncompliance, or for incidents of misbehavior that are no longer occurring. A student may

choose time-out for the purpose of calming. Any student removed from the instructional area due to escalated behaviors is considered to be time-out, e.g. guidance office, learning center room. It is not limited only to spaces labeled as time-out area. Exclusionary time-out **cannot** include the use of a locked door! Closed doors are permitted as long as staff are able to continuously monitor the student at all times, are continuously observed, and staff are immediately available at all times. Exclusionary time-outs need to be documented on appropriate district reporting forms.

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

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

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

Documenting Exclusionary Time-Out

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

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

APPENDIX 11: PHYSICAL RESTRAINT OF STUDENTS

File: JKAA

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations of last resort after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603CMR 46.02. The use of mechanical restraint, medical restraint, and seclusion is prohibited.

Physical restraint, including prone restraint where permitted under 603 CMR 40.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements; including, but not limited to making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 4C 03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.02.

- A process for obtaining principal approval for a time out exceeding 30 minutes.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others. Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint".

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

SOURCE: MASC ADOPTED: August 2015
 School Committee Approval: November 30, 2015
 LEGAL REF.: M.G.L. 71:37G
 603 CMR 46.00

APPENDIX 12: ALCOHOL AND DRUG USE

File: JICH

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

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

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

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

CROSS REF.: GBEC, Drug Free Workplace Policy
 IHAMA, Teaching About Drugs, Alcohol, and Tobacco JLCD, Administering Medicines to Students Approved:
 August 25, 2016

APPENDIX 18: Wayland Public Schools Bullying and Cyber-Bullying Policy

Wayland Public Schools

B

Bullying Prevention and Intervention Plan

Nov. 2010/Rev. April 2011 & Rev. Dec. 2015

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Introduction

On May 3, 2010 Governor Patrick signed an *Act Relative to Bullying in Schools (M.G.L. c. 71, § 370(b))*. This new law prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to prevent and address bullying incidents. The law was updated in April 2014.

As a result of this law, every school district in Massachusetts submitted a Bullying Prevention and Intervention Plan (the "Plan") to the Department of Elementary and Secondary Education (DESE) no later than December 31, 2010. Plans included information about the policies, procedures, curriculum, and activities that the district would follow to prevent bullying and retaliation, and how to respond to bullying when it occurs.

In order to develop Wayland's Plan, we convened an **Anti-Bullying Work Group** ("Work Group") composed of teachers, counselors, special education liaisons, and administrators who have worked tirelessly to meet the spirit and letter of the new law.

Summary of our current status:

The Work Group was pleasantly surprised when we assessed our schools' current readiness to prevent bullying. While Wayland is certainly not immune from bullying (particularly cyber-bullying) and its deleterious effects, our incidents of

bullying are lower than national, state, and Metrowest averages. In general, we discovered that our anti-bullying efforts were strongest in the elementary schools—which utilize the Open Circle program, a dedicated “social curriculum” taught by all faculty—and the middle school—which had recently complemented its advisory program with a new school-wide positive behavior concept (“BERT”). We discovered that the high school’s prevention strategies—including curriculum and staff training— were relatively weaker but that their procedures for responding to bullying were quite comprehensive.

Highlights of the Plan:

1. Reporting and investigative procedures were formalized and adopted by all WPS schools.
2. We have mechanisms for collecting student survey data regarding bullying.
3. New anti-bullying language is in place in all student and faculty handbooks.
4. All staff received an introduction to the new law and our procedures.
5. Each school implemented a full range of reporting mechanisms at all levels, including mechanisms for anonymous reporting, and making reporting forms more available to staff, students, and parents.
6. Our Special Education staff were trained in the new requirements of the law; they modified IEPs as required.
7. The acceptable use policy (for technology) was updated to include cyber-bullying.
8. We developed a core of bullying “trainers” which trained all staff at the high school.
9. Anti-bullying curriculum is in place at the elementary and middle schools.
10. All schools have excellent resources and referral processes for students and families in need of additional support (e.g., Student Study Teams, partnerships with Wayland Youth and Family Services, etc.).
11. Elements of the intervention plan were presented to parents at all schools.

Future work/known challenges:

12. The high school adopted a cyber-bullying prevention curriculum the following year. The implementation of this curriculum required reallocating resources, particularly within our wellness and homeroom programs.
13. The high school adopted a strategy of actively promoting student-led school climate initiatives (e.g., revised Freshman orientation experiences, “buddy homerooms,” and events like “Rachel’s Challenge”). However, some of these initiatives are no longer at the school, being replaced by other initiatives, e.g. advisory.
14. Providing on-going, high-quality education to a wide spectrum of parents has occurred, however, present an ongoing challenge at all levels.
15. We have the following recommendations for the School Committee at that time:
 - a. Expand the district’s definition of bullying to include “retaliation”
 - b. Policy should note the role of parents—especially those of aggressors—in stopping bullying behavior.
 - c. Adopt language that notes a “philosophy of prevention built on education, discipline, and intervention”
 - d. Adopt language of “target” and “aggressor.”
 - e. Add retaliation to the definition of bullying

Organization of the Plan

- I. **Leadership:** The first section of our plan tells the story of the development of our plan including the steps we took to assess our current readiness to prevent bullying, the processes we used to gather data and input, and a list of who is responsible for implementing and overseeing the various aspects of the Plan.
- II. **Training and Professional Development:** this section details the steps we have taken and will continue to take to keep our staff familiar with this Plan and our procedures for preventing and responding to bullying.
- III. **Access to Resources:** this section details the resources and strategies Wayland employs for ensuring that the

underlying emotional needs of targets, aggressors, families, and others are addressed.

- IV. Bullying Prevention Curriculum:** this section details the academic and non-academic curriculum we employ for bullying prevention and social skills development.
- V. Policies and Procedures:** this section details our policies pertaining to bullying and procedures we use to report, investigate, and respond to bullying.
- VI. Collaboration with Families:** this section provides an overview of our existing and planned strategies for educating and partnering with our families to prevent bullying.
- VII. Definitions:** this section includes key definitions of the terms used in this Plan.
- VIII. Relationship to Other Laws:** this section includes how the new Bullying Law relates to existing laws, particularly as they pertain to discrimination and harassment.
- IX. Appendix:** the appendix includes copies of the important forms we use for responding to incidents of bullying. The appendix also includes a checklist designed to help school leaders perform annual checks of their compliance with our Plan and the new law.

The December 31 deadline to submit our Plan to the state was an important milestone, but it is not the end of journey. As we have developed our Plan, we have done so with an understanding that new challenges and ideas will emerge during its implementation. Thus, we welcome feedback and look forward to working together with parents, students, community members, and all staff to create a safe and respectful learning environment for all students.

On behalf of the Wayland Public Schools Anti-Bullying Work Group,

-Bayard Klimasmith, Assistant Principal, Wayland High School

Debbie Bearse, Principal, Claypit Hill
Stephanie Dines, Teacher, Claypit Hill
Scott Dixson, Special Education, WMS
Stephen Farina, Guidance, WMS
Betsy Gavron, Principal, WMS
Patricia Halpin, Teacher, WHS
Mike Hehir, Counselor, Claypit Hill
Bayard Klimasmith, Assistant Principal, WHS
Jim Lee, Principal, Happy Hollow
Eileen McManus, Counselor, Happy Hollow
Ken Rideout, Teacher, WHS
Beth Santomenna, Counselor, H.H/Loker

A note about the April, 2011 version of this plan: this version of the plan includes updates to the policy and procedures section, including provisions for disciplinary action for a student who knowingly makes a false accusation of bullying or retaliation.

A note about the December 2015 version of this plan: this version of the plan includes updates to the policy and procedure section, including provisions related to the definition of bullying which addresses those acts performed by school staff members.

I. Leadership and the Development of our Bullying Plan

Wayland Public Schools has engaged in the following activities to ensure that our schools are in compliance with the Act Relative to Bullying in Schools (M.G.L. c. 71, § 37O(b)) and its amendment in April 2014.

1. **New Anti-Bullying Policy and a reaffirmation of our priorities:** The School Committee created and passed a new Anti-Bullying Policy (see page **Error! Reference source not found.****Error! Bookmark not defined.**) that affirms our commitment to creating a safe and respectful learning environment for all students.
2. **Established an Anti-Bullying Work Group:** composed of teachers, counselors, special education liaisons, and administrators, the Work Group provided the district with a comprehensive review of our current bullying prevention practices and substantively revised our procedures for responding to bullying.
3. **Appointment of a district “Anti-bullying Coordinator”:** Gary Burton (Superintendent of Schools) appointed Bayard Klimasmith (Assistant Principal, Wayland High School) to coordinate our anti-bullying efforts, including chairing the Work Group and compiling our Bullying Prevention and Intervention Plan. Currently building principals and assistant principals at each school are responsible for the implementation of bullying prevention and intervention.
4. **New procedures for responding to bullying:** the Work Group created new procedures and forms for reporting, investigating, and documenting allegations of bullying. These new procedures also include guidelines for creating “safety plans” for targets of bullying and creating “remediation and discipline plans” for aggressors (see appendix for copies of the forms).
5. **Building Leaders:** Each building leader is responsible for the implementation of the Bullying Prevention and Intervention Plan, including
 - Inserting new anti-bullying language into student and faculty handbooks,
 - Inserting new Acceptable Use Policy into student handbooks,
 - Supervising the training of his or her faculty,
 - Ensuring that bullying prevention curriculum is in place, and
 - Following the newly adopted procedures for responding to bullying
6. **Solicited public involvement** in developing the Plan:
 - The Superintendent posted an initial plan (along with an introductory letter) on the school website and invited feedback.
 - Each school leader hosted a parent information session regarding bullying and our plans to address to bullying.
 - Each school leader wrote a letter to parents and guardians with an overview of our anti-bullying efforts.
 - The high school empowered students to develop initiatives that will enhance school climate and prevent bullying.
 - The high school convened a parent work group to help us develop effective parent education opportunities.
 - The Superintendent posted a draft of the Plan that incorporated the ideas and concerns of the community.
7. **Assessed needs and resources.**
 - The Work Group mapped the district’s current “social” curriculum for students (including bullying, advisories, etc.). The Work Group discovered that our elementary and middle school curriculum was/is particularly strong. Our high school curriculum was relatively weaker but was enhanced by the adoption of the Bullying Prevention Cyberskills curriculum soon-to-be published by MARC (Massachusetts Aggression Reduction Center).
 - The Anti-Bullying Coordinator assessed our relationship with community agencies, including meeting

with the police department to clarify how they want us to include them in reporting bullying.

- ❑ The high school and middle schools analyzed our data from the Metro West Youth Risk Behavior Survey (MYRBS) concerning reported bullying and discovered that our rates of reported bullying (~20%) are less than average (~25%). We explored other survey tools because students had reported to us that some of their peers do not always take the MYRBS seriously (e.g., an unlikely 10% report bringing handguns to school!). Currently, we use the MetroWest Adolescent Health Survey instrument to gather data.
- ❑ The elementary schools use a home-grown “School Climate Survey” which includes safety and bullying issues. Their data also shows that bullying is less of a problem in our elementary schools than the national norms (we attribute this success to the strong “Open Circle” social-skills curriculum).
- ❑ The elementary schools also gather qualitative data during annual visits by guidance counselors to classes in which they ask students about safe/unsafe interactions, physical- and social-safety, and students’ emotional needs. That data mirrors the findings of the School Climate Survey.
- ❑ We plan to augment our current data-collection tools with a survey administered by Massachusetts Aggression Reduction Center (MARC) that collects input from parents about our handling of bullying.

8. **Planning and oversight:** We have designated leaders at each level to oversee and accomplish each of the following tasks:

Task	Leader Responsible
Receiving reports on bullying	<ul style="list-style-type: none"> ● Administrators at each building
Collecting and analyzing building-wide data on bullying to assess the present problem and to measure improved outcomes	<ul style="list-style-type: none"> ● Administrators at each building
Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors	<ul style="list-style-type: none"> ● Anti-bullying Work Group ● Each building has created a “bullying binder”
Planning for the ongoing professional development that is required by the law	<ul style="list-style-type: none"> ● The High School sent five staff members to the “train-the-trainer” workshop offered by MARC ● The Cluster Leaders at the Middle School meet regularly to plan their advisory and BERT-related curriculum ● The elementary school principals work with teacher leaders to coordinate Open Circle training for all staff
Planning supports that respond to the needs of targets and aggressors	<ul style="list-style-type: none"> ● Building level administrators and guidance counselors

Choosing and implementing the curricula that the school or district uses	<ul style="list-style-type: none"> ● Director of Student Services ● K-12 Wellness Curriculum Coordinator ● Building Leaders ● Climate Committee (Student group at the high school)
Developing new and/or revising current policies and protocols under the plan, including an internet safety policy, and designating key staff to be in charge of implementation of them	<ul style="list-style-type: none"> ● Anti-bullying Work Group ● Director of Technology
Amending student and staff handbooks and codes of conduct	<ul style="list-style-type: none"> ● Anti-bullying Work Group ● Building-level Administrators
Leading the parent or family engagement efforts and writing parent information material	<ul style="list-style-type: none"> ● Building-level administrators ● Building-level parent groups
Developing new events and traditions to improve school climate at the High School	<ul style="list-style-type: none"> ● Student-led Climate Committee
Reviewing and updating the plan each year, or more frequently	<ul style="list-style-type: none"> ● School Administrators
Facilitating the administration of the MARC survey to parents	<ul style="list-style-type: none"> ● School Administrators

II. Training and Professional Development

Under M.G.L. c. 71, § 370 Wayland Public Schools must provide ongoing professional development for all staff, including but not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, and paraprofessionals.

- A. Annual staff training on the Plan. The annual training for all school staff regarding the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the district. Staff members hired after the start of the school year are required to participate in school-based training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.
- A. Ongoing professional development. The goal of our professional development activities is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Our professional development has and will continue to build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 370, the content of schoolwide and districtwide professional development will be informed by research and will include information on:
- (i) developmentally (or age-) appropriate strategies to prevent bullying;
 - (ii) developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
 - (iii) information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
 - (iv) research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
 - (v) information on the incidence and nature of cyberbullying; and
 - (vi) Internet safety issues as they relate to cyberbullying.

Our professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

- B. Additional topics for professional development include:
- promoting and modeling the use of respectful language;
 - fostering an understanding of and respect for diversity and difference;
 - building relationships and communicating with families;
 - constructively managing classroom behaviors;
 - using positive behavioral intervention strategies;
 - applying constructive disciplinary practices;
 - teaching students skills including positive communication, anger management, and empathy for others;
 - engaging students in school or classroom planning and decision-making; and
 - maintaining a safe and caring classroom for all students.
- D. Written notice to staff. The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

Table 1: Current and Planned Professional Development.

Who	What	When	Trainer
Bus Drivers	Focused on recognizing and reporting bullying	September Orientation Meeting	First Student
All teachers (K-12)	Initial training regarding new law, school policies, recognizing, and reporting procedures	Sept., 2010 Beginning of each school year	Building Administrators
All Classroom Aides (K--12)	New law, school policy, and reporting procedures	August, 2010 Beginning of each school year	Building Administrators/ Spec. Ed. Team Leaders
Elementary teachers	Open Circle training	Ongoing (every other year)	Teacher Leaders
Middle School teachers	BERT training (for teacher advisory groups)	Ongoing	Rachel Poliner, from Educators for Social Responsibility (with house leaders)
High School anti-bullying trainers	Train-the-trainer: Teacher-leaders, administrators, nurses, counselors to become staff trainers	December 2, 2010	MARC
High School staff in small sessions	Bullying prevention, cyber-bullying, and review of reporting procedures	January-February, 2011	Trained staff members

III. Access to Resources and Services

Wayland Public Schools has very robust long-established strategies for ensuring that the underlying emotional needs of targets, aggressors, families, and others are addressed. These strategies include identifying students who need additional resources and providing counseling or referral to appropriate services for aggressors, targets, and family members of those students.

Pathways and access to resources vary by student need and case, but they follow the general pathway of moving from teachers identifying concerns (Tier One, see below), to guidance counselors working with students and/or their families (Tier Two), and, in the most difficult cases, referrals to each school's Student Study Team (SST) for referral to resources in and out of school including special education or outside counseling (Tier Three).

Tier One School Resources

- Grade-level seminars: for elementary teachers to student issues
- Cluster meetings: for middle school teachers to discuss student issues
- Guidance counselors (at all levels)

Tier Two School Resources

- Weekly counseling meetings: for counselors to discuss sensitive or difficult cases
- Social Skills Programs: formal and informal programs aimed at bolstering social skills and developing students' social connections. "Lunch Groups" (elementary and middle schools) and "Social Skills Groups" (high school).

Tier Three School Resources

- School adjustment counselors: crisis intervention counseling and consultation
- School psychologists
- Student Study Teams (SST): at all levels. Used for conferencing about particularly difficult cases that may require referrals to special school-provided services, outside service providers, referrals for tiered instruction, and/or special education (see more detailed description below).
- Special Education: for students who are determined to have a disability that affects social skills development or the student may participate in or is vulnerable to bullying,

Tier Three Outside Resources

- Human Relations Services: Wellesley (781) 235-4950, www.hrshelps.org
Clinical, consultation, community education, and employee assistance mental health services.
- Wayland Youth & Family Services: Wayland (508) 358-4293, www.wayland.ma.us/youthservices
Free individual, group, and family counseling.
- METCO Inc., for therapy

Student Study Teams (SST)

Each school building in Wayland has an SST (Student Study Team), which is the forum for pre-referral conferencing about at-risk students. The permanent members of the team traditionally consist of building administrators, the department head of special needs, the head of guidance, the school adjustment counselor (or equivalent), the school psychologist, and at least one teacher. The

district Director of Student Services may also sit in on these meetings. SST meets at least once every two weeks at the high school and at minimum of once a month at the elementary schools.

Referrals for issues related to bullying will use the same procedures we use for all referrals to SST:

1. Concerns about a particular student are directed to the student's guidance counselor.
2. The guidance counselor gathers information—as appropriate—from the student, administrators, the student's teachers, and/or parents.
3. The counselor will submit the name to the SST (usually by notifying the head of guidance in advance, but emergency cases can be brought up at any time).
4. At SST, concerns will be discussed, strategies developed, and a determination made as to whether options can be implemented within the regular education program or whether the case requires referral to an outside service provider or to special needs. If a referral is not made, the guidance counselor will continue to monitor the student's progress.

Students with disabilities

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

IV. Bullying Prevention Curriculum

The law requires each district to provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the school's or district's curricula. Curricula must be evidence-based. Effective instruction will include classroom approaches, whole school initiatives, and focused strategies for bullying prevention and social skills development. Wayland plans to reassess our curriculum once the Department of Secondary and Elementary Education publishes its guidelines for implementing social and emotional learning curricula (due by June 30, 2011). Other resources are currently available on the Department's website at <http://www.doe.mass.edu/ssce/bullying/>.

- A. Specific bullying prevention approaches. The current bullying prevention curricula listed in Table 2 (next page) is informed by current research which, among other things, emphasizes the following approaches:
- using scripts and role plays to develop skills;
 - empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
 - helping students understand the dynamics of bullying and cyber bullying, including the underlying power imbalance;
 - emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
 - enhancing students' skills for engaging in healthy relationships and respectful communications; and
 - engaging students in a safe, supportive school environment that is respectful of diversity and difference.
 - teaching students about the student-related sections of the Bullying Prevention and Intervention Plan.
- B. General teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:
- setting clear expectations for students and establishing school and classroom routines;
 - creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
 - using appropriate and positive responses and reinforcement, even when students require discipline;
 - using positive behavioral supports;
 - encouraging adults to develop positive relationships with students;
 - modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
 - using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
 - using the Internet safely; and
 - supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

Table 2: Current and Planned Bullying Prevention Curriculum

<p>Elementary (K-5) Loker Claypit Hill Happy Hollow</p>	<p>“Open Circle” curriculum</p> <ul style="list-style-type: none"> ● Comprehensive, grade-differentiated social and emotional learning program for grades K-5 children, their teachers, administrators, other school staff, parents and caregivers ● Provides the whole school community with a common approach for creating and maintaining a safe school climate for all students. ● Twice a week, in social studies ● Published by Stone Center (at Wellesley) ● Used and revised for over twenty years ● Research-based, preventative ● Topics include: <ul style="list-style-type: none"> ○ Sexual abuse awareness (grades 1, 3, 5) ○ Classifying behaviors (e.g., “dangerous and destructive) ○ Social skills: e.g., Problem-solving, good manners, listening skills ○ Grades 3-5: targeted lessons on the definition of bullying, and the role of the bystanders in bullying episodes
<p>Middle (6-8) Wayland Middle</p>	<p>TAG (teacher advisory groups)</p> <ul style="list-style-type: none"> ● Curriculum developed with consultation of and training by Rachel Poliner (Educators for Social Responsibility) ● House leaders design and disseminate TAG activities ● TAG groups, two adults per homeroom of 24 students each ● Activities stress team-building, identity clarification, service and school-wide positive behavior concept BERT (belonging, empathy, respect, trust) ● Some embedded in wellness curriculum <ul style="list-style-type: none"> ○ “Bully Proof” (6th grade) ○ “Stand Up/By” (7th grade) ○ “Hurting/Flirting” (8th grade) ● Homeroom meets every day, TAG once a week as extended homeroom
<p>High (9-12) Wayland High</p>	<p>Current Wellness Curriculum</p> <ul style="list-style-type: none"> ● Relevant topics include: <ul style="list-style-type: none"> ○ social dynamics ○ sexual/physical harassment ○ awareness of power differentials (high-status vs. low-status) ○ healthy relationships/team dating violence <p>MARC cyber-bullying curriculum (launched late winter 2011)</p> <ul style="list-style-type: none"> ● Awareness of power differentials (high-status vs. low-status) ● Clarification of current most popular forms of bullying (i.e., social- and cyber-) ● Tools for avoiding “bullying by accident” ● Best practices for online behavior <p>Student-Developed Events and Traditions (fall 2011)</p> <ul style="list-style-type: none"> ● Climate Committee composed of students and faculty mentors is currently exploring events and new traditions to improve school climate. ● See Appendix for copy of <i>Invitation for Proposals</i> <p>School-wide Initiatives</p> <ul style="list-style-type: none"> ● Advisory program once a week

V. Policies and Procedures for Reporting and Responding to Bullying and Retaliation

File: JICFB

BULLYING PREVENTION

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

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

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

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

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

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

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

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

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

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities, functions or programs, whether on or off school grounds;
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Wayland Public schools;

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

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

Prevention and Intervention Plan

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

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

Reporting

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

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

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

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

Investigation Procedures

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

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

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

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

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

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

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

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

Retaliation

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

Target Assistance

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

Training and Assessment

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

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

Publication and Notice

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

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

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

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

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

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended
Federal Regulation 74676 issued by EEO Commission
Title IX of the Education Amendments of 1972
603 CMR 26.00
MGL 71:370
MGL 265:43, 43A

MGL 268:13B
MGL 269:14A

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

JK, Student Discipline Regulations

APPROVED December 11, 2015

Definition of Bullying

Massachusetts law gives school officials the power to investigate and discipline bullying that occurs **on or off school grounds** (e.g., cyber bullying from a home computer) if that bullying creates a hostile environment at school for the victim ("target"), infringes on the rights of the target at school, or materially and substantially disrupts the education process or orderly operation of the school, as determined by school administrators.

- repeated use** by one or more students or school staff members of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (must include at least one of the following)
 - causes **physical or emotional harm** to the target or damage to the target's property;
 - places the target in **reasonable fear of harm to himself** or herself or damage to his or her property;
 - creates a **hostile environment** at school for the target;
 - infringes on the rights** of the target at school; or
 - materially and substantially **disrupts the education process** or the orderly operation of a school.
 - Retaliation from reporting of previous incident (not part of official School Committee definition)*

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

False Accusations: Any student who knowingly makes a false accusation of bullying or retaliation will be subject to disciplinary action including, but not limited to parent conferences, reprimand, detention, loss of privileges, and/or suspension. An educational component will be part of the actions taken. If the false accusations have civil and/or criminal elements then further actions may be taken by appropriate law enforcement agencies.

Reminders to All Staff Responding to Bullying

- **Do not ignore bullying:** Bullies count on adults to ignore bullying behaviors, and this allows them to continue bullying activities. (Steiner, A. 2002).
- **Intervene immediately; bullying is common, but not benign.** Bullies are much more likely to grow up to have criminal or violent behaviors. Targets of bullies suffer disproportionately from mental health problems, school problems, and social problems. Children who witness bullying spend an inordinate amount of time seeking to avoid it and worrying about it.
- **Separate alleged bully & target:** do not use mediation or attempt to force them to confront one another.
- **Bullying is different from conflict.** Conflict is an equal-power quarrel or problem between two students. Bullying is abuse; it occurs when a socially powerful (popular or feared) student mentally or physically abuses a weaker (fearful) student, for the purposes of making them afraid and hurt.
- **Stay neutral and calm.** The tone you take with students during investigations will affect your ability to defuse the bullying.
- **Don't make promises** or deals until your investigation is complete.
- **Reassure reporters and target(s)** that they have done the right thing by reporting. Make sure they know they will be protected from retaliation.
- **Empower aggressors to change.** Remind aggressors that they have power to stop the bullying. Teach them strategies to stop (e.g., "for now, stay off of Facebook").
- **Maintain confidentiality but ACT:** it is important to protect reporters from retaliation, but information on bullying MUST be acted upon. There are no "off-the-record" conversations.
- **Be objective** in your note-taking; your emails and the notes you take in meetings about students become part of their official record.
- **Be timely!** The faster you talk to all students involved, the less likely that the students will feel social pressure to change their stories.

Reporting Bullying or Retaliation

Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written.

1. Reporting by Staff

A staff member will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

The district expects students, parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student or a staff member to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report.

Students, parents, and others will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee.

Oral reporting: Oral reports made by or to a staff member shall be recorded in writing onto an *Incident Reporting Form* (see appendix).

Anonymous reporting: Reports may be made anonymously using the anonymous reporting form available on each school's web site.

Incident Reporting Form: Use of an *Incident Reporting Form* is not required as a condition of making a report.

Notification of reporting procedures and distribution of reporting forms:

Each school will: 1) include a copy of the *Incident Reporting Form* in the beginning of the year packets for students and parents or guardians and staff; 2) make it available in the school's main office, the counseling office, the school nurse's office, and other locations determined by the principal or designee; and 3) post it on the school's website. The *Incident Reporting Form* will be made available in the most prevalent language(s) of origin of students and parents or guardians in the district (i.e., English).

At the beginning of each school year, the school or district will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of bullying and retaliation. A description of the reporting procedures and resources, including the name and contact information of the principal or designee, will be incorporated in student and staff handbooks, on the school or district website, and in information about the Plan that is made available to parents or guardians.

Procedures for School Staff Receiving a Report of Bullying

1. Review the definition of bullying (see 72), ideally with the reporter present (e.g., target, friend of target, parent, etc.).
 - a. If incident does not seem to meet the definition of bullying, treat the incident with standard school disciplinary or conflict resolution procedures.
 - b. If incident meets the definition, or you have any doubts about whether it *might be bullying*, continue to follow the procedures below or immediately refer the situation to an administrator.
2. Notify the 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 aggressor,
 - apply appropriate disciplinary action,
 - notify target'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 cannot share the extent of all disciplinary actions with the target's family).
3. Refer investigation to administrator or administrator's designee.
4. If time allows, complete a copy of the ***Incident Reporting Form*** (see appendix).

Administrative Investigation Procedures

1. Use ***WPS Bullying Investigation Form*** (see appendix).
2. Review ***Incident Reporting Form*** if one was submitted.
3. Develop Initial Safety Plan
 - o Before fully investigating the allegations of bullying or retaliation, take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to, pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a "safe person" for the target; and altering the aggressor's schedule and access to the target.
 - o Take additional steps to promote safety during the course of and after the investigation, as necessary.
 - o Implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.
4. Prepare to interview students and/or staff:
 - o Review students' discipline and school records (include: IEP, 504s) to see if there are prior similar incidences.
 - o Consult, as needed, with additional staff (e.g., SPED Liaison, METCO advisor, counselor, nurse).

- o Determine which additional staff, if any, needs to be present during student interviews and/or decision process (e.g., SPED Liaison, other administrator, staff member of same gender as target, etc.).
 - o Take reasonable precautions to ensure that students or staff members are unable to communicate or undermine the investigation (e.g., confiscate phones, call all students to the office at the same time, but interview separately).
 - o Determine which students or staff need to be interviewed. Include target(s), aggressor(s), and bystander(s).
5. Interview all students and/or staff involved, ideally one at a time (e.g., confiscate cell phones and house one student in one office while talking to another student in another office).
- o Read back to the student or staff a summary of his or her account to ensure accuracy of your notes.
 - o Remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.
 - o If applicable, ask students to provide written statements.
6. If physical injuries occurred, ask nurse to examine target.
7. Collect and compile evidence:
- o Print-outs of blog posts, social networking pages, emails, etc.
 - o Make copies (as applicable) of student notes, nurse report(s), police report(s), and other written statements.
8. Determine whether bullying has occurred.
- o If the student has an IEP, work with his or her liaison and Team to determine whether the behavior is a manifestation of the student's disability.

False Accusations: If you determine that the accusation was **knowingly false**—that is, that the accuser was, in essence, using school officials to harass another student unnecessary questions and attention—you may need to deal with the accuser as you would with any other aggressor.

Any student who knowingly makes a false accusation of bullying or retaliation will be subject to disciplinary action including, but not limited to reprimand, detention, loss of privileges, and/or suspension. An educational component will be part of the actions taken. If the false accusations have civil and/or criminal elements then further actions may be taken by appropriate law enforcement agencies.

Response Plan

9. Working with the aggressor, complete a **Behavioral Remediation Agreement** (included in the packet) that includes warning against retaliation and repeat offences. It should include disciplinary actions, strategies and supports to be used to stop the bullying and restore a sense of safety for the target, including steps taken to ensure there is no retaliation against the targets or reporters. See the table below for a menu of options. Note the following:
 - o Aggressors can be required to undergo counseling with an in-house counselor (i.e., authorized school staff) as part of their remediation agreement or behavior plan.
 - o We can require outside counseling, but the district would pay the cost UNLESS the student has been charged with a felony and/or been expelled (e.g., 37H.5) in which case we can require parent-sponsored counseling as a condition of returning to school.

10. Notify the aggressor of his or her rights and the process to appeal your decision.

11. Meet with the target and/or bystanders to develop a safety plan.

Disciplinary Actions	Remediation Actions	Target Safety
<ul style="list-style-type: none"> o Admonishment, warning o Temporary removal from the classroom o Loss of privileges o Classroom or administrative detention o In-school suspension during the school week or the weekend o Out-of-school suspension o Legal action o Expulsion or termination o Consequences for repeat offenses 	<ul style="list-style-type: none"> o Meetings between parents o Counseling o Education including strategies to avoid repeating behavior. o Academic and nonacademic positive behavioral supports o Revision of IEP, if applicable o Individual Behavior Plan (for repeat offenders; form is included in this packet) o Referral to Special Education (for repeat offenders who fail to respond to Individual Behavior Plans) 	<ul style="list-style-type: none"> o Guidelines for avoiding further unnecessary contact with the target o Clarification about who will be notified o Notify staff about incident and danger of further contact o Strategies to avoid further bullying (e.g., script, role playing, etc) o Identifying trusted adults and “safe areas” o 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) o Periodic check-ins o Whole community meetings o Identification and empowerment of bystanders o Education about technology

Notification

12. Notify parent(s)/Guardian(s) of the target and aggressor about your determination and—to the extent allowed by confidentiality laws—actions taken.
 - o Do not share student and or staff names or disciplinary actions with a third party. Parents of targets do NOT have the right to know the name of the aggressor (or disciplinary actions taken against aggressor).
13. Consult with police, as needed.
 - o There is no such thing as “criminal bullying” but we should consult with police if the aggressor used another criminal action (e.g., harassment, stalking, assault/battery).
14. Contact other schools, coaches, and staff members (as appropriate) for implementing the disciplinary, remediation, and student or staff safety actions.
 - o School administrators may not share information about students and/or staff with anybody except part or full time “authorized school personnel” (this include coaches and contracted service providers). In order to maximize the privacy and safety of students, administrators should exercise discretion when informing staff members.
 - o Administrators may only share information with Wayland Youth and Family Services if we have the permission of the student’s family.

Documentation

15. Each school has a “Bully Binder.” Use this binder to store incident and investigation forms, alphabetically by aggressor and their date of graduation.
 - o Discipline information is part of each student’s temporary record. Keep bullying records for six years.
 - o Temporary records must be destroyed no later than seven years after the student graduates. (this includes electronic records)
 - o Your personal “notes” can be kept indefinitely, as long as you don’t share with or consult them in the presence of parents or students.
16. Use your school’s student information system (e.g., eSchool, student files) to document the results of your investigation, including:
 - a. Determination of bullying
 - b. Disciplinary, remediation, target safety actions taken.
 - o Do not use the student information system “alert system” to label aggressors.
17. File copies of ***Bullying Investigation Form, Incident Reporting Form*** (if any), ***Behavioral Remediation Agreement*** (if any), and ***Individual Behavior Plan*** (if any, for repeat offenders only) in your school’s Bullying Binder.
18. Give copies of relevant forms to Guidance Counselors and Special Education staff (e.g., in cases of repeat offenders)

VI. Collaboration with Families

In creating our Plan, we wanted to ensure that we built in strategies to engage and collaborate with students’ families in order to increase the capacity of the district to prevent and respond to bullying. In particular, the law requires us to communicate with families regarding:

- A. Parent education and resources. The district must offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with each school's PTO, School Councils, Special Education Parent Advisory Council, or similar organizations.
- B. Notification requirements. Each year the district must inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The district will provide parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information will be made available to parents or guardians in an electronic format, and will be available in the language(s) most prevalent among parents or guardians. The district will post the Plan and related information on its website.

Table 3: Family Collaboration Events and Strategies

Schools	Format	Content	Date
All district	WPS Bullying Prevention on district Web Site	<ul style="list-style-type: none"> Includes copies of this Plan, student curriculum resources, Bullying reporting forms/links, resources for parent education 	Ongoing
All district	Letters from superintendent, and building principals	<ul style="list-style-type: none"> Includes copies of this plan Overview of reporting procedures 	Beginning of school year
Building level	Cyberbully presentations	<ul style="list-style-type: none"> Review of cyber-safety procedures 	Ongoing
Middle School	PTO Meeting: Regarding Advisory Groups and BERT	<ul style="list-style-type: none"> Guided parents through activities used by TAG groups to build healthy relationship and resiliency 	Ongoing
Middle School:	PTO Meeting: Bullying intervention	<ul style="list-style-type: none"> Discussion focused on district Plan, particularly procedures used to report and respond to bullying 	Scheduled by principal
Elementary Schools	Joint Elementary Night: Anti-Bullying	<ul style="list-style-type: none"> Co-sponsored by PTO. Focus on bullying prevention and current curriculum Also included procedures used to report and respond to bullying 	Scheduled by principal
High School	PIE (Parent Information Exchange) Meeting	<ul style="list-style-type: none"> Share information and solicit input regarding further engaging parents 	Ongoing

High School	Meetings with small groups of interested parents	<ul style="list-style-type: none">• Follow-up discussions from PIE meeting	Ongoing
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VII. DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 370, as noted below.

Aggressor is a student and/or staff who engages in bullying, cyberbullying, or retaliation.

Bullying, as defined in M.G.L. c. 71, § 370, is the repeated use by one or more students and/or staff members of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- i. causes physical or emotional harm to the target or damage to the target's property;
- ii. places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
- iii. creates a hostile environment at school for the target;
- iv. infringes on the rights of the target at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings. See M.G.L. c. 71, § 370 for the legal definition of cyberbullying.

Hostile environment, as defined in M.G.L. c. 71, § 370, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

VIII. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, gender identity, national origin, or sexual orientation. Nothing in the Plan prevents the district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or district policies.

A. Relationship to non-discrimination laws: Consistent with state and federal laws, and the policies of the district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege, and courses of study of such public school on account of race, color, sex, religion, gender identity, national origin, or sexual orientation. Nothing in the Plan prevents the district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or district policies.

B. Relationship to existing disciplinary regulations

In addition, nothing in the Plan is designed or intended to limit the authority of the district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or district to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior

IX. APPENDIX

Wayland Public Schools			
INCIDENT REPORTING FORM			
<p>Directions: The Wayland Public Schools is committed to providing a safe environment to all members of our community. Despite our best intentions, incidents between students do occur at times. If you wish to report a disturbing incident between two or more students and/or staff member(s), complete this form and return it to the Principal at the student's school. Contact the school for additional information or assistance at any time. This form can be completed anonymously by omitting signature and name. Every reported act of bullying will be investigated. Parents of aggressors and targets will be contacted in cases of confirmed bullying.</p>			
		Date of report:	
Name of student and/or staff member target:	Age:	Grade:	School :
Name(s) of alleged aggressor(s) (If known):	Age:	Grade:	School :
Name(s) of witness(es) (If known):			
<p>Where did the incident(s) happen (choose all that apply)?</p> <p> <input type="checkbox"/> On school property <input type="checkbox"/> At a school-sponsored activity or event off school property <input type="checkbox"/> Online/via technology <input type="checkbox"/> On a school bus <input type="checkbox"/> On the way to/from school <input type="checkbox"/> Other: _____ </p>			
<p>What best describes what happened (choose all that apply):</p> <p> <input type="checkbox"/> Teasing <input type="checkbox"/> Threat/Property Damage <input type="checkbox"/> Stalking <input type="checkbox"/> Theft/Property Damage <input type="checkbox"/> Social exclusion <input type="checkbox"/> Intimidation <input type="checkbox"/> Physical violence <input type="checkbox"/> Public humiliation <input type="checkbox"/> Retaliation <input type="checkbox"/> Sexual Harassment <input type="checkbox"/> Other: _____ </p>			
What did the alleged aggressor(s) say or do? (Include dates. Attach a separate sheet if necessary)			
<p>Did a physical injury result from this incident?</p> <p> <input type="checkbox"/> No <input type="checkbox"/> Yes, but it did not require medical attention <input type="checkbox"/> Yes, and it required medical attention </p>			
Is there any additional information you would like to provide? (Attach a separate sheet if necessary)			

Name Of Person Reporting Incident (Optional):

Telephone (optional) _____

E-mail (optional): _____

Place an X in the appropriate box: Student

Parent/guardian

Other: _____

Signature: _____

Date: _____

Administrative Action Taken:

Date:

Administrator:

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

Wayland Public Schools			
BULLYING INVESTIGATION FORM			
		Investigation start date:	
Name of student and or staff member target:	Age:	Grade:	School :
Name(s) of alleged aggressor(s) (If known):	Age:	Grade:	School :
<p>Investigation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review & Attach Incident Reporting Form <input type="checkbox"/> Review students' discipline and school records (include: IEP, 504s) <input type="checkbox"/> Consult as needed with additional staff (e.g. SPED Liaison, METCO advisor, counselor, nurse). Include names here: <input type="checkbox"/> Determine which additional staff, if any, needs to be present during student interviews and/or decision process. Include names here: <input type="checkbox"/> Conduct students interviews <input type="checkbox"/> Read back to each student a summary of his or her account to ensure accuracy of your notes. <input type="checkbox"/> If physical injuries occurred, ask nurse to examine target. <input type="checkbox"/> The following checked items are attached to this report <ul style="list-style-type: none"> <input type="checkbox"/> <i>Incident Reporting Form (if available)</i> <input type="checkbox"/> Print-outs of blog posts, social networking pages, emails, etc. <input type="checkbox"/> Copies of other evidence <input type="checkbox"/> Copies of investigator's notes (e.g. transcripts of interviews, etc.) <input type="checkbox"/> Nurse report(s) <input type="checkbox"/> Police report(s) <input type="checkbox"/> Written statements from interviewees, reporters, etc. 			
<p>Determination:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check all that apply: <ul style="list-style-type: none"> <input type="checkbox"/> repeated use by one or more students and/or staff member of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (must include at least of the following) <ul style="list-style-type: none"> <input type="checkbox"/> causes physical or emotional harm to the target or damage to the target's property; <input type="checkbox"/> places the target in reasonable fear of harm to himself or herself or damage to his or her property; <input type="checkbox"/> creates a hostile environment at school for the target; <input type="checkbox"/> infringes on the rights of the target <u>at school</u>; or <input type="checkbox"/> materially and substantially disrupts the education process or the orderly operation of a school. <input type="checkbox"/> <i>retaliation from reporting of previous incident</i> <input type="checkbox"/> Provide brief description of the nature of the bullying (if any): <input type="checkbox"/> Provide a Final determination: <ul style="list-style-type: none"> <input type="checkbox"/> Incidents did not meet the standard of bullying <input type="checkbox"/> Bullying has occurred and will be dealt with in-house <input type="checkbox"/> Criminal bullying has occurred and police should be notified of possible criminal charges 			

Response Plan (if any)

Disciplinary Actions:

Remediation Actions:

- Behavioral Remediation Agreement attached
- Individual Behavior Plan attached (repeat offenders only)

Student Safety Actions:

Notification and Documentation

- Parent(s)/Guardian(s) of the target
- Parent(s)/Guardian(s) of aggressor
- School information system (e.g., eSchool or student files)
- School alert system (if necessary)
- Counselor of target
- Counselor of aggressor
- Special Education (for repeat offenders)
- Police (if criminal charges may be pursued)
- Other schools, coaches, and staff members (as appropriate) for implementing the disciplinary, remediation, and student safety actions. Please describe:

Administrator/Investigator Signature

Date:

Wayland Public Schools

BEHAVIORAL REMEDIATION AGREEMENT

Date:

Name of student and/or staff member:	Age:	Grade:	School :
Reason for Behavioral Remediation Agreement:			
I agree to the following terms to change my behavior :			
I will need the following support(s) to help me meet the obligations of my agreement:			
The implications of me NOT meeting the expectations are as follows:			
Student and/or staff member Signature:		Date:	
Parent/Guardian Signature:		Date:	
Administrator/Investigator Signature		Date:	

Wayland Public Schools			
INDIVIDUAL BEHAVIORAL PLAN			
			Date:
Name of student and/or staff member:	Age:	Grade:	School :
Reason for Behavior Plan:			
Student Behavior Goal:			
1. Objective			
2. Objective			
3. Objective			
Student Supports			
Timeline/Monitoring Of Plan And Progress Towards Goals Daily__ Team Contact_____			
Weekly__ Team Contact_____			
Termination From Plan Date Of Termination:			
Student and/or staff member Signature:		Date:	
Parent/Guardian Signature:		Date:	
Plan Coordinator:		Date:	
Administrator/Investigator Signature		Date:	

A call for proposals for preventing bullying and improving school climate

Dear students,

Do you have an idea about how we could better combat bullying at **Wayland High School**? Are you looking for a leadership opportunity? Would you like to earn credit by improving school culture? If so, your proposals are welcome!

As you probably know, the new anti-bullying law (*M.G.L. c. 71, § 370(b)*) prohibits bullying and retaliation in all public and private schools, and requires schools and school districts to take certain steps to addressing bullying.

I am convinced that the issue of bullying is related to larger issues in our school culture—issues that could be most powerfully addressed by students instead of adults.

1. Insensitivities to the **real and perceived power differentials** among students on our campus—would students be nicer to one another if they understood one another better? Do students understand how much power they have to *hurt* one another?
2. Increases in **depression and anxiety**—why are so many of students feeling *alone* and *vulnerable*?
 1. The power of **social networking tools and mobile devices** to amplify negative interactions between students—how much anxiety and bullying at WHS could be prevented if students used cyber tools more responsibly?
 2. The **power of bystanders** (B-G in the diagram)—what are the social pressures that prevent students from supporting students in crisis or confronting bullying? Why do our young people “allow” their peers to accumulate social capital by being mean to others?

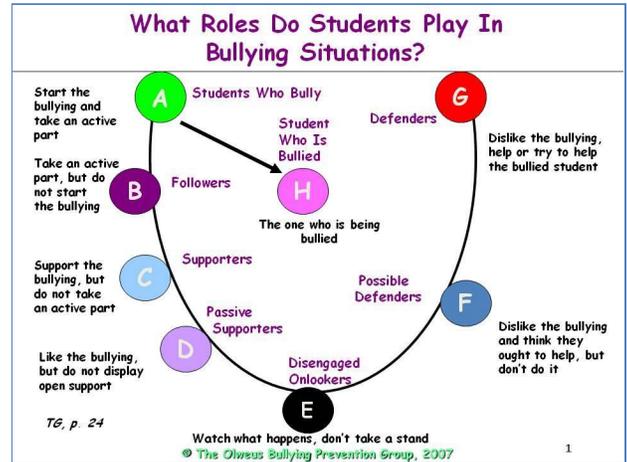
What is your idea? What do you want to do?

If you are interested in tackling any of the issues listed above, I invite you to discuss your proposal with me. When we meet, be prepared to address the questions in the box to the right.

Students interested in getting credit for their proposal will be enrolled in an independent study class during second semester. While the specific expectations will vary depending on the proposal, I am looking for students who are serious about dedicating a significant amount of time to making WHS a campus where everybody feels safe, supported, and welcome.

I look forward to hearing your ideas!

Mr. Bayard Klimasmith, Assistant Principal, Wayland High School
(April 2011)



Statement of the problem: What specific problem(s) you are trying to address?

Proposed solution: What do you propose to do?

- Bring a presenter to campus
- Make a presentation of your own
- Launch an awareness campaign
- Create or coordinate an event or activity
- Start a new tradition in our new building
- Introduce a new curriculum
- Reform an existing practice, tradition, and policy
- Create a video
- Other: _____

A theory of action: What is your theory about the causes of this problem? How will your proposed solution address the problem?

Project outline: Who's doing what? By when?

Support/Resource needs: Do you need help, permission, or support from a faculty or community member? Do you need funding?

BUILDING ADMINISTRATOR CHECKLIST

This checklist is designed to be used annually by building administrators to ensure that their buildings are in compliance with the new law and WPS's Bullying Prevention Plan.

- Maintain "Bullying Binder" with new forms and procedures
- Distributed/publicized mechanisms for reporting
 - Incident Reporting Forms
 - o main office
 - o nurse's office
 - o counseling office
 - o on school webpage
 - Anonymous web-based reporting form
- Student handbook includes definition and reporting procedures
- Acceptable Use Policy includes references to cyber-bullying
- Faculty handbook includes reporting procedures
- Social "curriculum" includes bullying-prevention
- Parent outreach (meetings, events, and website)
 - Resources
 - Information about curriculum
 - Information about how the school responds to bullying
 - Information about how to report bullying
- Implementation of surveys or other mechanisms to collect data re: bullying
- Training of faculty and staff
 - Bullying prevention
 - Procedures for responding to bullying

Parent & Student WMS HANDBOOK Acknowledgement

The success of the Wayland Middle School's behavioral expectations depends on the support of each member of the school community. Working together, faculty and staff, parents, and students can promote academic achievement and good character, and ensure the success of students as they grow to mature adulthood.

In support of the administration, faculty, and staff of the Wayland Middle School, I pledge to fulfill the responsibilities and uphold the expectations outlined in the Student Handbook.

As the parent of _____ (Student's Printed Name), I have read the WMS Student Handbook online and agree to support the rules and policies outlined within.

Parent/Guardian Signature

Date

As a student at Wayland Middle School, I agree to abide by the rules and policies outlined in the Handbook and will strive to make my own behavior reflect the character traits highlighted under behavioral expectations.

Student Signature

Date

Please return this signed agreement to your child's homeroom teacher.

Thank you!