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.

<table>
<thead>
<tr>
<th><strong>To Create a Community of Learners</strong></th>
<th><strong>Teachers/Staff</strong></th>
<th><strong>Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Create a safe environment</td>
<td>Act kindly, responsibly, and justly</td>
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<tr>
<td></td>
<td>Build relationships</td>
<td>Get involved in our community</td>
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<td></td>
<td>Challenge and support each student</td>
<td>Take risks to learn</td>
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<td></td>
<td>Recognize perseverance, growth, and achievement</td>
<td>Work hard; be curious</td>
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<td></td>
<td>Foster social growth</td>
<td>Respect yourself and others</td>
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<td></td>
<td>Embrace differences in who we are and how we learn</td>
<td>Appreciate how we are similar and different</td>
</tr>
</tbody>
</table>
1. **ARRIVAL AND DEPARTURE**

School Department regulations require that teachers report to school no later than fifteen (15) minutes before the start of school. Teachers / TA’s shall report to their homerooms at 7:30 a.m. except when otherwise engaged in the performance of assigned supervisory duties. Teachers who find it necessary, for personal or professional reasons, to leave school prior to 2:50 p.m. should notify the Principal or Assistant Principal and sign out in the office. WESA staff arrive and leave per their contract; TA’s leave at the end of the school day.

2. **FACULTY PARKING**

Faculty / Staff members must park their cars in the designated parking lot only. Please do not park on the circle or in front of the school.

3. **SIGNING OUT DURING DAY**

Teachers / Staff who find it necessary to leave the school grounds for periods of time during the school day should sign out on the sign-out sheet in the office and indicate expected time of return.

4. **ATTENDANCE AT MEETINGS**

Teacher Attendance is required at all administrative faculty meetings, curriculum meetings, and house meetings. Teacher attendance at certain PTO meetings is expected, upon request. If you are unable to attend a meeting, you should notify the staff member convening the meeting (i.e. Principal, House or Curriculum Leader).

5. **REQUEST FOR PERSONAL DAY**

The school committee policy on personal release time is intended to provide teachers time to attend to business matters which cannot be transacted during a vacation, on a weekend, or after school hours. The Principal and the Assistant Superintendent must approve all requests for Personal Days. Requests should be initiated at least two weeks prior to date of personal absence, except in cases of unforeseen emergency. Request for Leave (WTA) forms and Absence Approval Forms (WESA/Non-Union) are available on our website here or may be obtained from the office. After completing the form, you should submit the form to Jessica Nezuch, WMS Administrative Assistant, for substitute coverage where applicable.

6. **REQUEST FOR APPROVAL TO ATTEND CONFERENCE OR MAKE VISITATIONS**

A teacher who is interested in attending a conference or visiting another school or institution for professional reasons should obtain the necessary form from our website here or from the office. After the form has been completed, it should be reviewed with the Curriculum Leader, and then submitted to Jessica Nezuch for processing with the Principal. The Principal will then route the form to the Assistant Superintendent. Please plan early in the year to visit schools or go to conferences. If a substitute is needed, you must notify Jessica Nezuch as soon as possible so that coverage can be arranged.

7. **FACULTY/STAFF SMOKING**

There is no smoking allowed in the school or on school grounds.
8. SUBSTITUTE PROCEDURE

Unanticipated or “Day of” Absences (Illness, sick family member, etc.)

- Call as early as you can and before 6:30am, please. Call the school's main number at 508-358-3801 then enter extension 2555 and leave a message. Our Administrative Assistant, Jessica Nezuch, is responsible for arranging same-day substitute coverage, and will pick up messages left at this extension. Finding available substitutes on short notice can be difficult at times, so the earlier you leave the message the better able we are to secure adequate coverage.

- For Teachers: Call your Curriculum Leader and make sure he/she knows exactly where the substitute can find necessary materials and information to cover your classes.

- For TA's / Staff: Please let us know if you need coverage for your student(s) when you leave your message.

Planned Absences
Jessica Nezuch, WMS Administrative Assistant, is responsible for reporting staff attendance (payroll) as well as arranging for substitute coverage for "planned" absences (absences that are known in advance such as conference attendance, doctors’ appointments, etc.). If you know you will miss a day of work or arrive late, in addition to filling out any necessary forms and seeking the proper approvals, be sure to personally inform Jessica Nezuch so she can arrange for any needed coverage.

Note: Request for Personal Leave forms should also be completed if anyone other than you is sick (your child, spouse, partner, parent, etc. and alternative care is necessary but cannot be arranged). If these days cannot be planned for in advance (illness), this form should be completed the day you return to work.

For additional information on Personal Leave, please see the most recent WTA or WESA contract.

TEACHERS: When you are absent, please make sure the following items are available to your substitute:
- your daily schedule – including homeroom, subject area classes, meetings, and duties
- student lists and seating charts for each class
- lesson plans and materials (handouts, books, films, laptop computer cart, DVD player, etc.) for each class
- a list of any teaching assistants who assist your class noting the student(s) they support
- health concerns information including epi-pen lists
- a reference to the location of your safety bag (Emergency procedures)
- any additional information that will make your substitute’s day run smoothly – i.e. Are materials already photocopied (planned absence) or will the curriculum leader need to take care of this (unplanned absence)?

You may wish to keep a Substitute Folder in a desk drawer in your classroom to organize these items and/or arrange to send them electronically via email to your Curriculum Leader.

TEACHING ASSISTANTS: Please keep a folder in your mailbox with the following inside:
- your daily schedule for your student(s) – homeroom, subject area classes, meetings, and duties
- health concerns information including epi-pen lists
- any additional information that will make your substitute’s and student’s day run smoothly

Curriculum Leaders:
All Curriculum Leaders will check with the office at 7:30 am each morning to ensure there is substitute teacher coverage. He/she will connect with the substitute teacher and make sure the absent teacher’s homeroom partner and House Leader are aware of the absence.
9. **USE OF TELEPHONES**

Each classroom has a gray wall phone that can be used for internal or external calls. There is a special code that allows you to make external calls from these phones. Students should not be permitted to answer incoming calls to classrooms. If you are using a black (office/administrative) phone, there are several lines available to you. You may dial a number directly once you establish the phone line of use.

10. **EMAIL**

All teachers have a Wayland email account and are expected to check their email at least once a day. Regular communications are sent via email from the office, Curriculum Leaders, House Leaders and other staff members. The Wayland website ([http://wms.wayland.k12.ma.us/](http://wms.wayland.k12.ma.us/)) also directs parents to the middle school website, where the email addresses for staff are listed, so you can also expect email from parents. We also advise you to supply your email address to parents early in the school year so that they may contact you with any questions or concerns they may have about their child’s progress or classroom assignments. Parents’ emails should be returned within 48 hours.

11. **VOICEMAIL**

Each staff member is assigned a voice mailbox. At the start of the school year, staff members should set up (or review) their mailbox. Mailboxes can change from year to year so a review at the start of the year is important.

Each staff member should check his/her voicemail at least once each day. All messages are sent to voicemail. In some rooms, the phone light will turn on when a message is waiting; however, regardless of light, you should check your voicemail daily.

Voicemail can be checked from any phone, not just your assigned phone.

*To Check Voicemail from School*
Press Voicemail button and follow the prompts

*To Check Voicemail from Home*
Call 508-358-3800 and follow the prompts

12. **REPRODUCTION OF MATERIALS**

The Risograph and copiers are located in the copy room in the office area. There is also a copier located in the 6th grade wing. These are for staff use only. Any requests for service or supply changes should be directed to the Front Office. Notify the office when you have used the last of any supplies in the copy room.

Please be respectful of staff members by keeping the area picked up. We have over 100 staff members utilizing the copy equipment.

13. **MAIL BOXES**

Teachers should check their mailboxes three times daily: before school, mid-day, and after school.

14. **VISITORS**

Direct all visitors (people other than staff and students) to the office. All persons must be cleared by the office before admittance throughout the school and they will be provided a visitor’s pass which they are expected to wear at all times while in the building.
15. **TEXTBOOKS**

- All books issued to students must be stamped and numbered.
- Teachers must keep an accurate record of book assignment numbers.
- A student who loses a book during the year should be provided with another book within a week.
- Students will need to pay the replacement cost of any book not returned or damaged to a point that it is unable to be re-issued.
- All books should be covered.

16. **PURCHASING MATERIALS**

   Teachers may not, under any circumstances, contract for the purchase of materials of any nature or cost.

   **A. The following procedure for purchasing will be in effect:**
   - Teachers will request materials through their Curriculum Leader.
   - The Curriculum Leader will complete a purchase requisition form and forward it to Jessica Nezuch.
     Before purchase orders are processed, relevant leaders and/or administrators must check to be sure there is enough money in the supplies account.
   - Purchase orders will be sent to the Assistant Principal for approval and then sent to the Business Office.

   **B. Reimbursement**
   If you expect reimbursement for the purchase of school materials, the Assistant Principal must approve your request **before** you make the purchase.

17. **CLASSROOM SUPPLIES**

   Classroom supplies are located in the supply closet in the main office.

18. **MAINTENANCE**

   Please email the Assistant Principal with any maintenance needs (furniture repairs, lights, heat, etc.).

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**TEACHER/STUDENT GUIDELINES AND PROCEDURES**

19. **HOMEROOM**

   - Homeroom teachers supervise the homeroom from 7:30 – 7:45 a.m. They will take attendance daily during the homeroom period at 7:40 a.m. and update attendance in eSchool by 7:45 a.m. Homeroom teachers should take attendance (not students). Please take care to ensure the daily attendance is accurate. Any student recorded as absent and whose parent has not called the absentee line will receive a phone call from the office. Classroom teachers should check attendance in eSchool as soon as practical to be apprised of absences from their classes and/or inform the office of any errors in attendance.
   - When a student is absent or arriving after 9a.m., parents must call the office (attendance line) and report the absence or tardy. If a parent does not call, the office will call the home inquiring as to the whereabouts of the student.
   - The office processes students’ notes relating to tardiness or dismissal. Students who arrive after 7:40 should report to the office prior to homeroom with the tardy note or knowing that the parent/guardian has called the school. At this time, the office will give the student a tardy pass if the student comes with a note from his/her parent(s) or a phone call. When a student is late to homeroom, the homeroom teacher is to send the student to the office. Students who need to be
dismissed before the end of the school day should report to the office prior to homeroom with the dismissal note from his/her parent(s), and the office will provide a dismissal note.

- Throughout the year, homeroom teachers are responsible for distributing announcements, handouts, and reminders in a timely fashion.
- Homeroom teachers must also collect, alphabetize and check off permission slips, progress reports and report cards. Homeroom teachers are responsible for calling a parent/guardian if the materials are not returned two days after the collection deadline. All materials are then returned to the designated person.
- When payments are to be collected, the homeroom teacher follows the process outlined by the School Business Office.
- In addition to the mandatory administrative and monitoring functions, the homeroom is designed to be a social place for students. Time in homeroom should be safe, relatively informal and loosely organized. Teachers frequently use this time to connect with students more informally and help ensure they are ready for the day. In homeroom, students have the choice of talking with each other or individually preparing for the day; however, all students are silent for announcements from the office.
- Homerooms contain two TAG groups. The two teachers assigned to each homeroom are responsible for leading the TAG groups in that homeroom. Please see accompanying handout for more information about the structure and purpose of TAG.

20. STUDENT ATTENDANCE AND TARDINESS

- Students must attend all assigned classes.
- All teachers must take attendance at the beginning of each class and report discrepancies to the office immediately via the classroom phone. Be sure to check the email daily attendance list to determine who is absent and/or dismissed.
- Any student who is late must obtain a pass from the adult they were previously with.
- Students late to a class without a pass may be sent to the office or assigned a detention, based on the discretion of the teacher and the frequency of the offense.
- Except in emergency situations, any student needing to report to the nurse should first report to their classroom to obtain a pass to the nurse.

21. STUDENT SUPERVISION AND CLASSROOM MANAGEMENT

Each teacher should arrive at his/her assigned room on time to begin each class. Many classroom management and/or student conduct problems are eliminated when effective procedures for the entrance and departure of pupils from classrooms are developed and adhered to consistently. Every teacher’s assistance is needed in dismissing pupils on time.

The teacher is responsible for maintaining an orderly, well-managed classroom. Problems may arise. The majority of these problems can and should be handled directly by the teacher.

- Each teacher is responsible for personally disciplining students.
- Serious problems should be referred to the office only when all other methods and approaches have failed.
- If students are detained after school, they are to remain supervised by the detaining teacher.
- In no instance should a teacher:
  - Leave a classroom unsupervised.
  - Resort to physical punishment of any sort.
22. GENERAL RATIONALE FOR STUDENT SUPERVISION AND MANAGEMENT

**TYPES OF STUDENT SUPERVISION AND CLASSROOM MANAGEMENT:**
For behavioral boundaries to be clear and effective, students must understand, and administrators and teachers must enforce, clear procedures of conduct for our school community. As teachers and administrators, we must also consistently follow up on instances in which students violate our rules of conduct.

There are three ways in which our school’s rules and procedures are handled. The most appropriate way depends on the setting within which the problem occurs and the scope of the infraction:
- Student supervision and management completely under teacher jurisdiction,
- Student supervision and management where teachers act as the delegate for the administration,
- Student supervision and management that comes under direct authority of the administration.

**TEACHER JURISDICTION:**
All behavioral issues occurring in a classroom are between the teacher and the student. The administration will participate at the teacher’s request if desired and automatically participate in issues involving fighting or use of foul language directed at a teacher.

The most common problem involves removing a student from class. The main purpose of sending a student to the office is to permit the rest of the class to function. It is assumed that a student is sent from class because he/she is disrupting the class, and the class cannot function. When a teacher sends a student to the office, he/she should use the classroom phone to inform the office that a student is on the way and if possible briefly share the reason the student is being sent. Upon arrival in the office, the student will fill out the student section of a disciplinary form and discuss the problem with an administrator, if available.

When an administrator is not immediately available for discussion, the student will remain in the office for the remainder of that period and will proceed to his/her next period class at the designated time. The student/administrator discussion will take place at the earliest possible time. (If a teacher does not wish the administrator to meet with a student, he/she should indicate that fact when calling the office.)

It is assumed that the teacher will actively participate in the resolution of the problem.

**TEACHER AS DELEGATE:**
There are certain school rules such as not running in the hallways, getting to class on time, etc., for which the teacher acts as delegate for the administration in enforcing the rules. With these rules, daily enforcement is crucial because if teachers are not consistent, expectations will not be clear to students.

**COMMON SPACE RULES WHOSE ENFORCEMENT IS DIRECTED BY THE ADMINISTRATION:**
Student conduct in public places such as hallways and the lunchroom comes under the ultimate jurisdiction of the Principal and Assistant Principal who are responsible for general detention, office lunch detention, and parental contact. Please report offenses to them for daily follow-through.

Specific Areas of Follow-through by Office on Disciplinary Issues
- The office will maintain the disciplinary report system and detention log.
- An administrator will call in all students who have cut a teacher’s detention.
- Any student who cuts detention may receive a telephone call from an administrator.
- Any student sent to the office three times in a quarter may be asked to attend a conference with his/her parents, the House Leader, appropriate teacher and/or administrator.
- The Principal may assign any students who have vandalized property to an afternoon work crew.

23. CLASSROOM VISITS, OBSERVATIONS, AND TEACHER EVALUATIONS
Throughout the year, you can expect that the Principal, Assistant Principal and your Curriculum Leader will make regular visits and observations in your classroom. Visits may range from brief instances in which one of the aforementioned administrators stops by to “check in” to more formal, pre-scheduled observations that last the entire period. Classroom visits and observations are some of the most important tools administrators have to ensure the school maintains high levels of classroom instruction, student learning and teacher support. Specifically observations serve to:

- Keep administration informed relative to the overall school program.
- Observe student conduct and academic progress.
- Facilitate and encourage teacher growth.
- Foster the exchange of ideas and techniques among colleagues.
- Coordinate and monitor curriculum.
- Evaluate teacher effectiveness and ongoing development.
- Give teachers the support they need to perform at high levels.

We also encourage teachers, whenever possible, to observe other teachers’ classrooms so that they might gather tips, strategies or insights that help both educators improve the overall quality of their instruction.

Visitations may extend for the full instructional period or any part thereof.
- Teachers may request particular times they want to be observed; visitations, however, are at the discretion of the administration, based on their availability during the school day.

Administrators and teachers may request a conference before or after a classroom observation. Pre and post conferences are intended to enable teachers and administrators to:

- Exchange ideas, observations and possible insights.
- Share specific suggestions and comments relative to a teaching procedure and/or for purposes of curriculum planning.
- Promote professional growth.

Each probationary teacher (those within their first 3 years in the district) will receive an evaluation report twice a year. Professional Status Teachers will receive an evaluation report once a year.

24. INSTRUCTION

A. Each teacher is expected to maintain:
   - Seating charts for each class
   - Daily lesson plans
   - Evidence of long-range planning

B. For further standards of instruction for classroom teachers, please see Wayland Public Schools Teacher Performance Standards, available in the office.

25. MAKE-UP WORK

- Students are responsible for making up work which they have missed due to illness or other excusable absence and should contact their teachers about missed work on their return to school.
- Parents often call the office when their child is sick to request homework. Students can access assignments through our online homework system. Teachers are expected to post all homework assignments to the online calendar by 2:50 pm each day. Parents may email teachers when homework is not posted.
- “Flex” happens twice each week, and it affords students a convenient time to get extra help or catch up with the class.
• Tests or assignments must be made up within a two-week period after the student returns to school.
• Incomplete grades must be made up within two weeks after the issuance of report cards or the return to school by the student, whichever situation occurs last. Failure to do so will affect the student’s grade.

26. MARKING SYSTEM

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Average</th>
<th>Quality Point</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>95 or above</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>90 to 94</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87 to 89</td>
<td>3.0</td>
</tr>
<tr>
<td>B</td>
<td>83 to 86</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80 to 82</td>
<td></td>
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<tr>
<td>C+</td>
<td>77 to 79</td>
<td>2.0</td>
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<tr>
<td>C</td>
<td>73 to 76</td>
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</tr>
<tr>
<td>C-</td>
<td>70 to 72</td>
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</tr>
<tr>
<td>D+</td>
<td>67 to 69</td>
<td>1.0</td>
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<tr>
<td>D</td>
<td>63 to 66</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>60 to 62</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
<td>0.0</td>
</tr>
</tbody>
</table>

A. Some specialty subjects are graded on a “P” (Pass) and “F” (Fail) marking system.
B. With administrative approval, a few individuals are place on “S” (Satisfactory) and “U” (Unsatisfactory) or “N” (No grade) marking system.
C. Quality Point Average
   The quality point average is obtained by converting the letter grade (A-F) to quality points and calculating the average of the quality points obtained in all of the following subjects (if enrolled): English, social studies, science, mathematics, world language, introduction to language, and health, arts, and technology.
D. Honor Roll
   Although we do not publish an honor roll, a student must maintain a 3.0 quality point average (see above) in all of the above subjects, must pass physical education and receive no “C’s.”

27. FIRE DRILLS

• Drills are conducted on a periodic basis.
• Within the first couple days of school, teachers must acquaint the students with the evacuation procedures. Teachers are to post fire drill instructions in their classroom including directions to the nearest exit in case of a fire.
• Ensure that students move quickly, quietly, and in single file.
• Close the windows and doors and switch off the lights.
• Accompany your students at all times.
• Direct students to your grade level area outside the building away from all roadways and fire hydrants. Keep your students in a line.
• Unassigned teachers will assist in the evacuation procedure.
• Always bring a class list with you and take attendance when your class arrives to its designated spot outside the building.
28. ASSEMBLY PROCEDURES

- Students will be directed to report to all assemblies via public address system announcements.
- Teachers will accompany their class to the assembly, direct the seating of these students, and sit with them.
- Teachers who are unassigned at assembly time will assist in supervising the traffic and seating of pupils.
- Acceptable behavioral practices are to be enforced.
- No food or drink is allowed in the theater.

29. STUDY HALL PROCEDURES

- Assign students to specific seats.
- Make a careful attendance check.
- Students should engage in independent reading during the first 20 minutes of study hall.
- Students should report to study halls with work to do. The names of consistent non-workers should be referred to the guidance counselors.
- Do not allow students to talk without your approval.
- Do not allow more than one student to the lavatory at any one time.

30. AFTER SCHOOL

A variety of activities are conducted once the general school day is concluded. Included are homework help, student council, club meetings, intramural arts, athletic activities, rehearsals, and disciplinary sessions. Some club activities are music, drama, homework club, anime club, rocket club, computer club, newspaper club, yearbook, and a community service club. There are interscholastic teams for students in grades 7 and 8, such as track, cross country, baseball, softball, basketball and field hockey. In addition there are intramural sports open to students in all grades in the fall, winter and spring. General detention takes precedence over after school activities. If a student is assigned to general detention, s/he must serve the detention prior to attending other after school activities.

All students interested in participating in interscholastic sports are required to pay a fee of $100 for participation in each sport. Finances, however, should not restrict any child from participation in after-school activities, as scholarships are available upon parent request. Students participating in any other after school program are no longer required to pay a fee of any kind.

Teachers are encouraged to initiate clubs or activities or support student-initiated activities as they are able. There are several supervisory positions for which faculty members receive a stipend. If you are interested in serving as a faculty supervisor for a stipend activity, please look for the postings of co-curricular positions in mid-September or see the Principal for more information. Co-curricular supervisors in previous years must reapply for their positions each year via an email to the Principal.

Finally, the general after school policy for all students is that students can only stay after school if supervised by a specific teacher. Students in the building after school that are not a part of organized activity (waiting for a ride, etc.), must remain in the area directly in front of the office. Further, no student should ever leave school grounds and then come back to school without the permission of the student’s supervising teacher, the Principal or Assistant Principal.

31. GENERAL DETENTION GUIDELINES

- Responsibility for general detention rotates throughout the year. Check the Bus Duty/Detention calendar to determine when you are assigned. If you are assigned General Detention, you are also assigned Bus Duty. As soon as your bus duty is complete, you should stop at the Front Office and check
the General Detention book and mark the attendance. The students will be in the office waiting for you to pick them up.

- The school office conducts general detention for major disciplinary offenses. The Principal and the Assistant Principal are the only school personnel who may assign a student to general detention.
- General detention will be held in a specifically designated room, typically the classroom of the teacher responsible for monitoring detention.
- Attendance will be taken at 2:30 p.m. Detention is over at 3:10 p.m.
- Any student(s) arriving after attendance has been taken is to be sent to the office. Call the office to inform us that a student is on the way.
- No visitors are allowed in general detention.
- Students may work individually. They may read or do homework. They may not talk, engage in games, or violate any accepted school rules.
- Any student who does not adhere to the above guidelines is to be sent to the office immediately. Call the office to inform us that a student is on the way.
- Any student who arrives late or is removed from general detention for misbehaving will make up that detention and be assigned another.

32. BUS DUTY PROCEDURES
Getting students safely on their way home is a critical component of the school day. The bus procedures are as follows:
- The buses line up beginning around the circle and continuing to the 6th grade science rooms. The first bus in the line goes around the circle and stops at approximately 11:00 as you face the circle from the edge of the front door.
- The buses generally arrive in the same order every day, but not in numerical order. The students learn this pattern in a matter of a week. Eight buses start at the Middle School; when they leave, the remaining buses arrive from the High School and go round the circle. The first bus of the second wave stops at the end of the sidewalk (half way around the circle).

Student Responsibilities:
- Students should line up parallel to the bus just before boarding, without cutting in line. Students should not surge towards the bus until it has completely stopped.
- Students, parents, and teachers may not walk between the buses. They can walk across the driveway before the buses come or between two designated buses, at the marked crosswalk. No one should walk through the wooded island in front of the school.
- Any student showing significantly negative behavior while you are on bus duty should be sent to the office.

Teacher Responsibilities:
Each afternoon four names are read at the end of announcements indicating which teachers have bus duty that day. These names will match the bus duty schedule you received via email. Students entering buses should have bus passes that match the route number posted in the window. Bus drivers will monitor bus pass system.

Dismissal stations and responsibilities:
Person 1 (first on list) – Stationed by the first bus in line (across the circle from the front door) -
- 1st wave of buses - Ensure students walk around circle on sidewalk and board buses in an orderly fashion.
- 2nd wave of buses - Move to the overhang area to help students line up along the side of the bus and wait to enter the bus in an orderly fashion, after all high school students exiting have disembarked.
- Check detention book in the front office and pick up any general detention detainees. Students remain with you in a silent detention until 3:10 PM.

Person 2 (second on list) – Under overhang outside front door –
• 1st wave of buses - Monitor behavior (roughhousing), and orderly bus boarding.
• 2nd wave of buses - Help students line up along the side of the bus and wait to enter the bus in an orderly fashion, after all high school students exiting have disembarked.
• Remind bikers to walk their bikes (helmets worn) until they are through crosswalk at the end of the sixth grade wing.
• **Safety Note:** Students should not cross through parked buses during dismissal (even through crosswalk or wooded path) to get to the parking lot, the cut through path or the first bus in line. They need to walk around on the sidewalk.

**Person 3** (third on list) – At the crosswalk by the sixth grade wing –  
• Cross walkers and bikers safely through the crosswalk.  
• Help direct traffic flow.

**Person 4** (fourth on list) – Student pick-up area – It can be helpful to stand in the center of the pick-up circle.  
• Students only enter cars from **along the sidewalk** (back of gym to stop sign on corner). They may not walk around or through the pick-up area to a waiting car.  
• Continually encourage cars to pull up while they are waiting for their student(s).  
• Once a student is picked up, the driver may carefully pull out into the middle lane and depart.  
• Cars should not cut the line (making a quick u-turn into a vacated spot). If they do, please remind drivers that this practice is not allowed.  
• Students walking to the path must walk around the pick-up circle to reach the path (not through).

These procedures tend to work well when we work as a team and all four people are alert. If you can’t make bus duty, please switch with someone and make sure that they remember. If you can’t find someone to switch with, notify the office so that the Principal or Assistant Principal can help out. The Principal or Assistant Principal is assigned bus duty before vacations and designated days off so that teachers are able to leave more quickly.

**33. FIELD TRIP GUIDELINES**

**CENTRAL OFFICE GUIDELINES**
• It is the responsibility of the teacher in charge to give the bus driver accurate information regarding directions to the destination. Do not assume that the driver knows how to get there.  
• It is the responsibility of the teacher in charge to maintain discipline on the bus. Poor discipline on the part of one student compromises the safety of all students on the bus.  
• Students should be ready to leave school on time and, more importantly, to leave the field trip location in plenty of time to allow the bus to return to school safely for its regularly scheduled run. Allowance should be made for traffic and weather conditions. Consideration must be given to those students who rely on that bus for regular transportation. If a bus returns late from a field trip, the entire run—both elementary and secondary—suffer with students backed up at all schools serviced by that bus.  
• Students should not eat or drink while the bus is in motion. If the students eat lunch or a snack while the bus is parked, it is the responsibility of the teacher(s) in charge to see that all papers, cups, etc., are removed from the bus.  
• If a field trip must be canceled for whatever reason, please notify the Jessica Nezuch in the office.

**MIDDLE SCHOOL GUIDELINES**
• Plans for all field trips and/or co-curricular events should first be discussed with the appropriate Curriculum Leader and/or House Leader.
Following these discussions the sponsor should then discuss the event with the Principal(s). The sponsor should present a one-page statement including costs, activities, curricular preparation, outcomes, staffing, and dates. The Principal(s) must approve the event for review of final details.

- A list of students who are going on a field trip will be issued to all staff members at least one week in advance of the field trip.
- A final list should be given to the office on the day of the field trip. That list should include phone numbers (cell) to reach faculty members, and anticipated trip times.
- If a member of the staff feels that a student whose name is on the list should not attend for academic or other reasons, the matter will be discussed with the teacher sponsoring the field trip and if necessary, the administration.
- No field trips will be scheduled after the second week in June.

**Bus Arrangements**

- All bus arrangements should be coordinated with Jessica Nezuch.
- Town buses at a cheaper rate are available if arrangements can be made in advance.
- The manager of the cafeteria should be notified as to the number of students who will not be eating lunch.
- The use of private cars is discouraged for insurance reasons. However, matters involving the use of private cars should be discussed with the Assistant Principal.

**House Guidelines**

- House-sponsored field trips will be interdisciplinary. This means:
  - Teachers will agree on the purpose and subject matter.
  - Teachers will do class work in preparation for a trip, give students assignments to be completed during the out-of-school experience, and do follow-up work after the field trip.
- The House Leader must gain the Principal’s approval for a field trip at least thirty days prior to the planned experience. The House Leader should present a one-page statement including costs, activities, curricular preparation, outcomes, and staffing.
- The House Leader should see the Principal or Assistant Principal ten days prior to the field trip to go over details.

34. **WELLNESS EXCUSE PROCEDURE**

When a student is temporarily or permanently excused from participation in a Wellness Education class, the following will apply:

**SHORT TERM**

If the student has been excused from participation for a brief period (one week), the student should attend class.

**LONG TERM**

If the student has been excused from participation for a longer period (more than one week), the student should see the nurse with the following information:

- Bring both the parent’s note and the doctor’s note to the health room.
- If the student does not bring both notes to the nurse, she will return the student to Wellness Education class.
- The nurse will send the student to the front office staff who will assign the student to a study hall on a temporary or permanent basis.
- The front office staff will notify the study hall teacher.

35. **STUDENT SCHEDULE CHANGES**

A. Request for a schedule change may come from several different sources (i.e., student, parents, classroom teachers, House Leaders, counselor, or administrators).
If a request for a schedule change comes from a staff member, all requests should be discussed with the subject matter teacher first and the counselor second.

If a request for a change comes from a parent or student, the contacted staff member should encourage the parent or student to discuss the change with the subject matter teacher first and the counselor second.

Students and parents can initiate schedule changes by contacting the subject matter teacher, house leader, administrator, or counselor.

The subject matter teacher should discuss the possible change with the Curriculum Leader.

B. After the initial contact, the contacted staff member should decide if the matter has been resolved with this first meeting or if further work is necessary. If a schedule change seems probable, and if there are other underlying problems, the matter should be referred to the house counselor.

C. The counselor will always discuss the possible schedule change with the student, the teacher, the Curriculum Leader, and the parents.

D. The counselor or administrator will design the student’s schedule and provide the information to the Assistant Principal. Moira Breen and Chris DiBona will update the office copies of the schedule once the Assistant Principal has processed the schedule change in eSchool.

36. NEW STUDENT REGISTRANTS

A. Counselor will interview new student and parent and
   • place student in the appropriate house, courses and level(s) with the assistance of the house and Curriculum Leaders.
   • introduce the new student to some students in the house.
   • coordinate with the House Leader an appropriate homeroom assignment.

B. The House Leader will introduce the student to his/her homeroom teacher, and teachers, if possible.

C. Counselor will make the student’s schedule and see the Assistant Principal for finalization.
   • Counselor will give the new schedule to student and notify teachers.

D. Registration forms can be found online, including:
   • registration form
   • medical emergency card
   • record release forms
   • insurance forms

E. All information and request for information should be funneled through guidance office.
   • Administrative Assistant will prepare a cumulative folder for the new student.

37. WPS INSTRUCTIONAL SOFTWARE TOOLS PROCEDURE

Teachers, please fill out the software request form before you intend to use a software application, website tool or iPad app with students.

The form helps the District to know the software, websites, and iPad apps that are being used in each building, enables consolidation and support of these tools, and guides teachers to follow the necessary regulations for use with regards to student terms of service and student data privacy.

Software will be approved once the following criteria have been met:
● Curriculum Leaders give their approval for academic use

● Receive a signed student data privacy contract from an online vendor. This is required if student accounts are needed or personally identifiable information is shared in some way on the site

● Technical considerations - the site must have secure logins (ie: use https://) and use updated plugins

● Budget - a funding source must be determined if there is a subscription or initial cost for the tool

If a site is declined for student data privacy reasons, and a sufficient curricular alternative cannot be found, every parent must sign a District-drafted release form from the District Technology Office (see example).

To access the current list of software and their status << Click Here >>

To access the software request form << Click Here >>

Once the form has been submitted the approval process begins and you will be contacted by your building’s Technology Specialist or Curriculum Leader about the final status. Due to the need for legal review of the Student Data Privacy contract, the process may take significantly longer than previous software requests. The Technology Department will do its best to reduce the lag time between submitting the form and having students access the requested tool. We appreciate your cooperation with this new process. Please don’t hesitate to contact your building’s Technology Specialist or Bethann Monahan, K-12 Dept. Head for Instructional Technology, with any questions.
# APPENDIX 1: Discipline Report

## Wayland Middle School

### Office Referral Form

<table>
<thead>
<tr>
<th>Name: ______________________________</th>
<th>Grade:</th>
<th>Date: ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher: ____________________________</td>
<td>Time:</td>
<td>Location: ____________</td>
</tr>
</tbody>
</table>

**Reason for Referral:**
- Unacceptable Language
- Disruptive/ Uncooperative
- Annoying to classmates
- Disrespectful/ Discourteous
- Destructive to School Property
- Dress Code
- Cutting Class
- Other:

**Level of Intervention:**
- Office Action Desired:
  - Please keep student for remainder of period
  - No further disciplinary action necessary
  - Contact guidance counselor

**Measures Taken/Procedures Used to Resolve Problem:**
- Student Conference
- Parent/Guardian Conference
- Telephoned Parent/Guardian
- Changed Student Seat
- Other:

**COMMENTS/DETAILS:**

Parent informed of this referral by: □ phone □ email □ other (explain)
Date: ____________ Time: ____________

Administrator Signature: ___________________________ Date: ____________

Student Signature: ___________________________ Date: ____________

**OFFICE USE ONLY**

<table>
<thead>
<tr>
<th>Office Action Taken:</th>
<th>Copies To:</th>
<th>Follow-up:</th>
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</thead>
<tbody>
<tr>
<td>□ Student Conference</td>
<td>□ Parent/Guardian</td>
<td>Detention/ISS Served date: ____________</td>
</tr>
<tr>
<td>□ Parent Conference:</td>
<td>□ Teacher</td>
<td></td>
</tr>
<tr>
<td>□ Detention/date(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ In-School Suspension/date(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Out-of-School Suspension/date(s):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TIME IN: ___________________________ TIME OUT: ___________________________
APPENDIX 2: EMERGENCIES

Chain of Command and Radios

Betsy (P) → George (A.P.) → Kevin (8th) → Susan (7th) → Tom H. (6th)

If Kevin is absent... Melissa or Meeghan, Steve (8th counselor)
If Susan is absent... Stacey, Suzanne (7th counselor)
If Tom H. is absent... Kelly H. or Chitra, Steve (6th counselor)

Channel 1 during emergencies / Channel 2 for in-building communication

Marcia Nims (Nurse), Moira Breen (Admin.Asst.), Eli Andrade (Custodian) – radios.

Betsy (P) communicates with central office, police, fire.
George (A.P.) communicates with grade levels.

II. Evacuation Bathroom Sweeps for Remaining Students

Nurse’s office – Betsy 6th bathrooms – Amy (6th counselor)
Music room bathrooms – George 7th bathrooms – Suzanne (7th counselor)

III. Evacuation Locations for Fire Drill

8th – east side of back fields, near corner classrooms
7th – west side of back fields, near gym
6th – DPW hill on west side of building, near 6th wing

Betsy (P) communicates with central office, police, fire.

George (A.P.) communicates with grade levels.
### III. Evacuation Procedures for Fire Drill

#### During Class Time  |  During FLEX or Passing Time
---|---
1. Call class to order. | 1. Call nearby students to order.
2. Turn off lights, close doors. | 2. Turn off nearby lights, close nearby doors.
3. Take your emergency ziplock bag with you (see Part VI of this document). | 3. Take your emergency ziplock bag with you (see Part VI of this document).
4. Exit silently with class via posted evacuation route. | 4. Exit silently with nearby students via posted evacuation route.
6. Report to grade level area – see map. | 6. Report to grade level area – see map – and gather by homerooms.
7. Direct **students in your class** to line up alphabetically and remain silent. | 7. Direct **students in your homeroom** to line up alphabetically and remain silent.
8. **Classroom teacher** – take attendance and report missing students to House Leader or Administrator with a radio. | 8. **Primary homeroom teacher** – take attendance and report missing students to House Leader or Administrator with a radio.
9. When signaled to do so, return to the building. | 9. When signaled to do so, return to the building.
10. Direct students to walk, not run, while returning. | 10. Direct students to walk, not run, while returning.

### III. Evacuation Procedures During Lunch Time
1. Teachers of students at lunch must report to the cafeteria immediately to assist with evacuation.
2. Cafeteria supervisors and other available staff – use microphone to call students to order and bring Lunch Book binder with you.
3. Students seated at lighter tables in diagram below (those on north side near BASE storage cabinets) exit silently out northwest cafeteria doors, continue down hallway toward Wellness Center, and exit building via doors adjacent to mural.

4. Students seated at darker tables in diagram below (those on south side near stage) exit silently out southeast cafeteria doors, continue down hallway toward Music room, and exit building via doors adjacent to Music room.

5. Walk. Do not run.

6. Report to grade level area – see map.

7. Gather by homerooms.

8. Direct students to line up alphabetically and remain silent.

9. Primary homeroom teacher – take attendance and report missing students to House Leader or Administrator with a radio.

10. When signaled to do so, return to the building.

11. Direct students to walk, not run, while returning.

IV. SHELTER IN PLACE

Shelter in Place will be used when a situation is OUTSIDE the school building requiring the school to take extra security measures. Situations such as severe weather, a hazardous materials leak outside the building, explosion outside the building, or violent situation near the school require sheltering in place.
ADMINISTRATORS WILL:

- Determine if the situation requires a Shelter in Place or an ALICE response.
- Advise school staff over public address system of the Shelter in Place, and the reason for the Shelter in Place. The following announcement will be made via the intercom (repeat 3 times): “We are now in a Shelter in Place due to __________. Please follow the Emergency Response Plan.”
- Get appropriate staff assistance, and call 911.
- Principal will notify Superintendent.
- Principal will verify that all staff have returned to their classrooms, including those who may be teaching outdoors (Science and Wellness).
- Assistant Principal will communicate with Head Custodian – if situation is a hazardous materials leak, ensure that ventilation system is turned off, if applicable.
- Principal will, if possible, continue to update staff on the status of the incident.
- Principal will, once situation is under control, inform staff to resume normal activities.

TEACHERS WILL:

- Stay calm.
- Immediately return students found in the hallways and/or bathrooms to their assigned classrooms.
- Forbid student from using cell phones.
- Care for emotionally and/or medically fragile students.
- Take attendance and report any missing or unaccounted for students to the administration.
- Not allow students to exit the classroom once back in the classroom.
- Close classroom doors and close and secure all exterior windows.
- Continue with class and wait for further instructions.

V. ALICE (Alert/Lockdown/Inform/Counter/Evacuate

- Anyone in the building can initiate the A.L.I.C.E Protocol.
- Overhead Paging Instructions
  - GREY PHONES: # 0 0
  - BLACK PHONES: PAGE # 0 0

ALERT

GOAL: Initiate ALICE protocol building-wide so staff can make the best safety decisions possible.
- Information is the key to good decisions
- Information should flow in all directions
- Provide as much initial intel as possible to as many people as possible
• Use any and all available means: Intercom, Texts, etc…
• To alert the school that we are going into A.L.I.C.E please pick up any grey phone and dial #00. Begin message by saying “ALICE, ALICE, ALICE. This is not a drill…”
• Example: “ALICE, ALICE, ALICE. This is not a drill. An older male in a red sweatshirt and jeans entered the sixth grade wing with a gun.” Provide as much information as possible.

**LOCKDOWN**

**GOAL:** The goal of lockdown is to secure the space and deter entry if it is unsafe to evacuate.

- Locked doors provide you with extra time.
- BARRICADE: The idea is to create a stronghold that nobody can breach.
- No more Red/Green cards.
- No more safe words.
- We are not taking cell phones from kids.
- Once in lockdown do not open door if someone knocks unless it is Wayland police

**INFORM**

**GOAL:** Provide as much real-time information as possible by all means possible.

- Use this information to make single or collective decisions as to the best option for survival.
- Be flexible because the situation will be dynamic and fluid.
- Example, “The Shooter just left sixth grade wing and is heading up the ramp toward the gym.”

**COUNTER**

**GOAL:** Distract and impede the intruder to make him/her miss or choose to move on. This is the absolute last resort.

- This is used if the intruder enters the room and you have no way out.
- Counter does not mean to fight the intruder but to distract him through movement, distance, or distractions.
- Staplers, books, pencils etc. can all be objects of opportunity.

**EVACUATE**

**GOAL:** If you can get out safely, do so.

- If he/she is inside, you get outside.
- Cannot use car to evacuate.
- Evacuation points established
VI. **Emergency Bag Guidelines**

A. What goes in this ziplock bag?

1. class list for your homeroom – update throughout the year as needed
2. class list(s) for all your classes – update throughout the year as needed
3. epipen and/or other student medical information
4. copy of this handout – review it carefully, ask any questions
5. index card – jot down any notes that would be helpful to you and/or your particular classroom environment in the event of a drill, evacuation, or other emergency
6. map of the building (optional) – if you think it’s helpful to have

B. Please post this bag in a convenient and obvious place in your classroom, and instruct students not to touch it.

C. Inform any substitute teachers about emergency procedures and briefly explain this bag.
APPENDIX 3: CIVIL RIGHTS LEGISLATION

Title I: Title I of the Americans with Disabilities Act of 1990
Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.

Title II: Title II of the Americans with Disabilities Act of 1990
Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities.

Title VI: Title VI of the Civil Rights Act of 1964
Prohibits discrimination, exclusion from participation and denial of benefits based on race, color, and national origin.

Title IX: Title IX of the Education Amendments of 1972
Prohibits discrimination, exclusion from participation, and denial of benefits based on sex.

MGL, Ch. 76, Section 5: Massachusetts General Laws, Chapter 76, Section 5
Prohibits discrimination in all public schools on the basis of race, color, sex, national origin, religion, and sexual orientation.

Section 504: Section 504 of the Rehabilitation Act of 1973
Prohibits discrimination, exclusion from participation, and denial of benefits based on disability.

<table>
<thead>
<tr>
<th>CONTACT PERSONNEL</th>
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<tbody>
<tr>
<td>DISTRICT</td>
</tr>
<tr>
<td>Title I</td>
</tr>
<tr>
<td>Parry Graham</td>
</tr>
<tr>
<td>508-358-3772</td>
</tr>
<tr>
<td>Title II</td>
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<td>Title VI</td>
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<td>George Benzie</td>
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<tr>
<td>Title IX</td>
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<tr>
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<tr>
<td>508-358-3756</td>
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<tr>
<td>Suzanne Bernstein</td>
</tr>
</tbody>
</table>

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, 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 Director of Student Services, Mr. Richard Whitehead, 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 him at the Office of the Superintendent of Schools, 41 Cochituate Road, Wayland, or by calling 508-358-3756.
**APPENDIX 4: 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 race, color, religion, sex, national origin, 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, 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, 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, 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, 358-3772.

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

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

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

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

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 statutes which explicitly prohibit sexual harassment, or under common law tort theories such as assault. An employee may also pursue any grievance and arbitration procedures established by a collective bargaining agreement and/or may file a charge with the Massachusetts Commission Against Discrimination ("MCAD") or the Equal Employment Opportunity Commission ("EEOC"). The MCAD and EEOC will pursue the charge with no cost to the employee.

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

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

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

C. **Preventative Administrative Responsibility**

   1. A copy of the Wayland Public Schools Policy on Harassment and these Procedures for Resolving Complaints of Sexual Harassment is to be distributed to each employee and included in the School/Student Handbook of each school.

   2. All new employees shall be given a copy of the policy within one week of their beginning employment.

   3. At the beginning of each school year, each Principal or supervisor shall review with all employees the procedures for registering a complaint about harassment and shall review the redresses which are available.

   4. No Principal or supervisor shall destroy evidence relevant to an investigation of discrimination or harassment.

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

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

      a. discuss a specific situation or incident;
      b. learn about Wayland Public Schools Procedure for Resolving Complaints of Sexual Harassment;
      c. learn about support services and resources;
      d. get personal support and advice on how to proceed, and
      e. determine a course of action.

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

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

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

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

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

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

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

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

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

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

E. Resources

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

2. Wayland Public Schools contacts for information and advice
   a. High School: Ms. Allyson Mizoguchi, Principal: 358-3700
      Mr. Jim Noctoi, Assistant Principal: 358-3703
      Mr. Ethan Dolleman: 358-3702
      Ms. Marybeth Sacramone, Guidance Counselor: 358-3711
   b. Middle School: Ms. Betsy Gavron, Principal: 655-6670
      Ms. Suzanne Bernstein, Guidance Counselor: 655-6670
   c. Claypit Hill: Ms. Christine Harvey, Principal: 358-3851
      Mr. Michael Hehir, Guidance Counselor: 358-7401
   d. Happy Hollow: Mr. James Lee, Principal: 358-8641
   e. Loker: Ms. JoAnn Kline, Guidance Counselor 358-8641
   f. Central Office: Mr. Parry Graham, Assistant Superintendent: 358-3773
      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. Ms. Richard Whitehead, Director of Student Services: 508-358-3756 (for Section 504)
   c. Ms. Christine Harvey, Claypit Hill Principal
   d. Ms. Allyson Mizoguchi, High School Principal
   e. Ms. Betsy Gavron, Middle School Principal
   f. Mr. James Lee, Happy Hollow Principal
   g. Mr. Brain Jones, Loker Principal
APPENDIX 5: HAZING

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 6: CURRICULUM EXEMPTION**

Massachusetts General Law Chapter 71, Section 32A

Parents have the right:

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

School officials will:

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

**APPENDIX 7: 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 home schooling, the Principal should provide written notice.)
5. School districts must keep temporary records for seven years after the submission of the annual End of Year Pupil and Financial Reports. The data to keep pertains to registers, pupil census, IEPs, etc. that substantiate figures on reports.
6. If immunizations are administered in the district, documentation must be kept for 10 years following the calendar year in which the vaccine was administered.
7. Health records of a transferring student should be sent by the school nurse directly to the school nurse of the new school.
8. As per 603 CMR 23.00: Student records, except for the provisions of 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.
APPENDIX 8: POLICY STATEMENTS

I. 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.

II. 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 electromechanical 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.

III. 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.

IV. 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.
APPENDIX 9: CONDUCT

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

The Superintendent of every school district shall publish the district 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:

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.

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.

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.

**Suspension**

1. Suspension from school means that the pupil is excluded from school for a set number of days. The Principal or designee has the authority to suspend a pupil from school.

2. Suspension is one of the most serious disciplinary measures taken. A student will receive an explanation of the charges against him/her and have an opportunity to present his/her side of the story before an impartial official before suspension takes effect. Suspension may be served in one of two ways: in school or at home, depending on the severity of the offense.

**Appeals Procedure**

1. Due process refers to the rights of a pupil to a hearing before being suspended or expelled from school.

2. Before suspension, the Principal or designee must give the pupil an informal hearing at which the pupil will be notified of the charges and given the opportunity to defend him or herself.

3. In the case where the Assistant Principal is suspending a pupil and the pupil has serious questions about the fairness of the charges, that pupil has a right to request a hearing with the Principal.

4. In the case where the Principal is suspending a pupil and the pupil has serious questions about the fairness of the charges, that pupil has a right to request a hearing with the Superintendent of schools.

**Law Governing the Discipline of Special Needs Students**

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 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.
APPENDIX 10:

Acceptable Use/Internet Safety Policy (AUP/ISP)

WPS EMPLOYEES

Computer, Network, and Internet - - Terms and Conditions

The Wayland School District believes that the use of computer networked services, email, and the Internet have become, if used appropriately, an integral part of the educational program. It is understood that all of our computer networked services are provided exclusively for educational purposes. Educational purposes are those that are related to the preparation and completion of classroom lessons, assignments and other pertinent school business. For employees, this also includes purposes related to job performance. This AUP/ISP is intended to comply with the Children's Internet Protection Act (CIPA, CIPA Facts), Children's Online Privacy Protection Act (COPPA), and the Family Educational Rights and Privacy Act (FERPA).

With proper filtering in place through our Juniper Firewall, guidance 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 employees are to review on a yearly basis our Acceptable Use and Internet Safety Policy.

LARK highlights the guidelines that our employees are to follow:

LARK: Legal, Appropriate, Responsible and Kind

Legal: respect copyright laws by copying text, pictures, music and videos only with permission, and by showing where information was found (text, pictures, videos); you must also get permission to take pictures or videos of others before doing so. Illegally copied or downloaded software, files, pictures, music or games may not be used on any WPS computer.

Appropriate: school technology is used for educational purposes and only appropriate words and images may be used and viewed. If inappropriate materials are viewed or received, it is the responsibility of the recipient to delete them. Follow these guidelines set forth in the Acceptable Use and Internet Safety curriculum.

Responsible: meaning that diligent care is taken with all hardware, systems settings (including shared computer screensavers or systems files) and software, so as to prevent damage, changing, or misuse, whether intentional or not. Personal information and passwords will be kept private.

Kind: computer use does not in any way tread on the rights or feelings of others when communicating online. Be polite and kind when using online communications. Take your message into consideration when deciding if you should deliver it online or if face to face communication would be more appropriate.

Although the Internet offers vast opportunities to access resources, we must maintain an environment that promotes both responsible and ethical conduct in all computer activities conducted by students and staff. Access to email services and the Internet also brings the possibility, even with the use of our Juniper filtering software, that materials may be accessed by students and staff that is either of no educational value, or violates applicable State or Federal law. Staff and students are to act responsibly in following our Acceptable Use/Internet Safety Policy for educational purposes only. (See Below)

Acceptable Use/Internet Safety Policy

Wayland Public School provides computing and network resources for students, employees, and others affiliated with Wayland Public Schools (WPS) for school communication and to support research and educational teaching and learning. The computers and WPS network are to support education and research which furthers the educational objectives and curriculum established by WPS and the School Committee. It is to provide access to
various resources and opportunities for collaborative work. Members of the WPS community are encouraged to use the computers, peripheral hardware (digital cameras, scanners, ENO boards, document cameras, video cameras), software applications, electronic mail and software installed by WPS technology department for educational or school related activities and for the exchange of useful information. The equipment, software and network capacities provided through WPS computer services remain the property of the Wayland Public School District.

Appropriate or Acceptable Uses

Examples of acceptable practices:

- The use of WPS-owned software, hardware and the WPS intranet for scholastic endeavor.

- Accessing the Internet to retrieve information from libraries, databases and websites to enrich and expand curriculum.

- E-mail and social networking resources to facilitate educational communication, collaboration and distance-learning projects.

Inappropriate or Unacceptable Uses

Inappropriate or unacceptable uses of these resources include, but are not limited to, those uses that violate the law, the rules of the WPS AUP/ISP that are used in a manner disruptive to the educational environment or that hamper the integrity or security of any computer connected to the Internet.

Examples of unacceptable practices:

- The use of IM, iChat, FaceTime or other Instant Messaging programs while at WPS.

- Transmission of any material in violation of any U.S. or state law, including but not limited to: copyrighted material; threatening, harassing, pornographic, or obscene material; or material protected by trade secret. The transmission of copyrighted materials without the written permission of the author or creator through WPS e-mail or other network resources in violation of US copyright law is prohibited.

- As with all forms of communications, e-mail, tweeting or other network resources may not be used in a manner that is disruptive to the work or educational environment. The display or transmission of messages, images, cartoons or the transmission or use of e-mail or other computer messages that are sexually explicit constitute harassment, which is prohibited by WPS. It is also illegal for anyone to knowingly allow any telecommunications facility under his/her control to be used for the transmission of illegal material.

- The use for personal financial or commercial gain, product advertisement, or the sending of unsolicited junk mail or chain letters is prohibited.

- The forgery, reading, deleting, copying or modifying of electronic mail messages of other users is prohibited.

- The creation, propagation and/or use of computer viruses are prohibited.

- Deleting, examining, copying or modifying files and/or data belonging to other users is prohibited.

- Unauthorized copying/installation of software programs belonging to the school is prohibited.

- The hardware or software shall not be altered, mishandled or abused in any way.

- The installation of unlicensed, beta or prerelease software, whether copyrighted or shareware, for use on the District computer system is prohibited.

- Unauthorized gaming and/or gambling activities are prohibited.
• The District computer system shall not be used to harass others. Hate mail, discriminatory remarks, cyberbullying, and other antisocial behaviors are prohibited.

• Accessing proxy avoidance sites is prohibited.

• Intentional destruction, deletion or disablement of WPS installed software on any computer is prohibited.

• Vandalism is prohibited. This includes, but is not limited to any attempt to harm or destroy the data of another user, the network/Internet or any networks or sites connected to the network/Internet. Attempts to breach security codes and/or passwords will also be considered a form of vandalism.

• Destruction of hardware or software or attempts to exceed or modify the parameters of the system is prohibited.

• Nothing in this policy shall prohibit WPS operator from intercepting and stopping e-mail messages that have the capacity to overload the computer resources.

**Standards of Responsibility**

Access to WPS computing resources, including the laptop given to you for your use, is a privilege, and certain responsibilities accompany that privilege.

• WPS users are expected to demonstrate the same level of ethical and professional manner as is required in face-to-face or written communications.

• All users are required to maintain and safeguard password protected access to both personal and confidential WPS files and folders.

• Unauthorized attempts to access another person’s e-mail or similar electronic communications or to use another’s name, e-mail or computer address or workstation to send e-mail or similar electronic communications are prohibited and may subject the individual to disciplinary action. Anonymous or forged messages will be treated as violations of this policy.

• All users must understand that WPS cannot guarantee the privacy or confidentiality of electronic documents and any messages that are confidential as a matter of law should not be communicated over e-mail.

• WPS reserves the right to access e-mail to retrieve WPS information and records, to engage in routine computer maintenance and housekeeping, to carry out internal investigations, to check Internet access history or to disclose messages data or files to law enforcement authorities.

• Any information contained on any WPS computer’s hard drive or computer disks that were purchased by WPS are considered the property of WPS District.

This agreement applies to stand-alone computers as well as computers connected to the network or Internet. Any attempt to violate the provisions of this agreement may result in revocation of the user’s privileges, regardless of the success or failure of the attempt. In addition, school disciplinary action and/or appropriate legal action may be taken. The decision of WPS regarding inappropriate use of the technology or telecommunication resources is final. Monetary remuneration may be sought for damage necessitating repair or replacement of equipment.
APPENDIX 11:

POLICY ON SEXUAL DISCRIMINATION, INCLUDING SEXUAL HARASSMENT, AGAINST STUDENTS

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

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

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

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

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

Under certain circumstances, sexual harassment may constitute child abuse under Massachusetts General Laws, chapter 119, section 51A. The Wayland Public Schools shall comply with Massachusetts law in reporting suspected cases of child abuse.
Designated Officials for Addressing Sexual Discrimination and Harassment Complaints: In each school building, the Principal is responsible for receiving reports and complaints of violations of this Policy at the school level. Individuals may file a report or complaint of sexual discrimination, including harassment, with the Principal. A report or complaint of a violation involving the Principal should be filed with the Title IX Grievance Officer. Individuals may also file complaints directly with the District's Title IX Grievance Officer: Assistant Superintendent, 41 Cochituate Road, Wayland, MA. (508) 358-3772.

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

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

Approved by the School Committee April 27, 2015
APPENDIX 12:
TITLE IX GRIEVANCE PROCEDURES

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

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

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

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

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

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

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

*The student may request that his/her identity remain anonymous. Please see the section title “Confidentiality,” below.
In addition, the complainant should provide the Principal/Title IX Grievance Officer with any documentation (emails, notes, pictures, etc.) or other information in support of the allegation of sexual discrimination and/or harassment.

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

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

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

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

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

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

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

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

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

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

- 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](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 13:

Summary of the Conflict of Interest Law for Municipal Employees

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

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

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

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

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

II. On-the-job restrictions.
(a) Bribes. Asking for and taking bribes is prohibited. (See Section 2)

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

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

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

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

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

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

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

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

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

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

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

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

Example of violation: A city councilor directs subordinates to drive the councilor's wife to and from the grocery store.
Example of violation: A mayor avoids a speeding ticket by asking the police officer who stops him, "Do you know who I am?" and showing his municipal I.D.

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

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

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

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

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

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

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

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

Example where there is no violation: An appointed member of the town zoning advisory committee, which will review and recommend changes to the town's by-laws with regard to a commercial district, is a partner at a company that owns commercial property in the district. Prior to participating in any committee discussions, the member files a disclosure with the zoning board of appeals that appointed him to his position, and that board gives him a written determination authorizing his participation, despite his company's financial interest. There is no violation.

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

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

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

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

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

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

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

A municipal employee may not act in a manner that would cause a reasonable person to think that she would show favor toward someone or that she can be improperly influenced. Section 23(b)(3) requires a municipal employee to consider whether her relationships and affiliations could prevent her from acting fairly and objectively when she performs her duties for a city or town. If she cannot be fair and objective because of a relationship or affiliation, she should not perform her duties. However, a municipal employee, whether elected or appointed, can avoid violating this provision by making a public disclosure of the facts. An appointed employee must make the disclosure in writing to his appointing official.

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

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

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

III. After-hours restrictions.

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

A municipal employee may not accept other paid employment if the responsibilities of the second job are incompatible with his or her municipal job.
Example: A police officer may not work as a paid private security guard in the town where he serves because the demands of his private employment would conflict with his duties as a police officer.

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

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

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

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

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

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

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

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

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

Example: A member who sits as an alternate on the conservation commission is a special municipal employee. Under town by-laws, he only has official responsibility for matters assigned to him. He may represent a resident who wants to file an application with the conservation commission as long as the matter is not assigned to him and he will not participate in it.
(c) Inside track. Being paid by your city or town, directly or indirectly, under some second arrangement in addition to your job is prohibited, unless an exemption applies. (See Section 20)

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

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

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

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

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

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

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

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

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

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

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

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

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

A former municipal employee who participated as such in general legislation on expanded gaming and related matters may not become an officer or employee of, or acquire a financial interest in, an applicant for a gaming license, or a gaming licensee, for one year after his public employment ceases.
(c) Partners. Your partners will be subject to restrictions while you serve as a municipal employee and after your municipal service ends.

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

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

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

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

Version 6: Revised May 10, 2013

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APPENDIX 14: 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 15: PHYSICAL RESTRAINT OF STUDENTS

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 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 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.03(1)(b),
- 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 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 16: ALCOHOL AND DRUG USE

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

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

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

LEGAL REF.: M.G.L. c. 71:2A; 71:96;272:40A
CROSS REF.: GBEC, Drug Free Workplace Policy
            IHAMA, Teaching About Drugs, Alcohol, and Tobacco
            JLCD, Administering Medicines to Students

Approved: August 25, 2016

APPENDIX 17: 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 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 71:37O
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 18: Wayland Public Schools Bullying and Cyber-Bullying Policy

Wayland Public Schools
Bullying Prevention and Intervention Plan

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Introduction
On May 3, 2010 Governor Patrick signed an Act Relative to Bullying in Schools (M.G.L. c. 71, § 37O(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 supports (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 is 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 middles 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:

<table>
<thead>
<tr>
<th>Task</th>
<th>Leader Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receiving reports on bullying</td>
<td>• Administrators at each building</td>
</tr>
<tr>
<td>Collecting and analyzing building-wide data on bullying to assess the present problem and to measure improved outcomes</td>
<td>• Administrators at each building</td>
</tr>
<tr>
<td>Creating a process for recording and tracking incident reports, and for accessing information related to targets and aggressors</td>
<td>• Anti-bullying Work Group</td>
</tr>
<tr>
<td>• Each building has created a “bullying binder”</td>
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<tr>
<td>Task</td>
<td>Leader Responsible</td>
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<tr>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Planning for the ongoing professional development that is required</td>
<td>• The High School sent five staff members to the “train-the-trainer” workshop offered by MARC</td>
</tr>
<tr>
<td>by the law</td>
<td>• The Cluster Leaders at the Middle School meet regularly to plan their advisory and BERT-related curriculum</td>
</tr>
<tr>
<td></td>
<td>• The elementary school principals work with teacher leaders to coordinate Open Circle training for all staff</td>
</tr>
<tr>
<td>Planning supports that respond to the needs of targets and aggressors</td>
<td>• Building level administrators and guidance counselors</td>
</tr>
<tr>
<td>Choosing and implementing the curricula that the school or district</td>
<td>• Director of Student Services</td>
</tr>
<tr>
<td>uses</td>
<td>• K-12 Wellness Curriculum Coordinator</td>
</tr>
<tr>
<td></td>
<td>• Building Leaders</td>
</tr>
<tr>
<td></td>
<td>• Climate Committee (Student group at the high school)</td>
</tr>
<tr>
<td>Developing new and/or revising current policies and protocols under</td>
<td>• Anti-bullying Work Group</td>
</tr>
<tr>
<td>the plan, including an internet safety policy, and designating key</td>
<td>• Director of Technology</td>
</tr>
<tr>
<td>staff to be in charge of implementation of them</td>
<td></td>
</tr>
<tr>
<td>Amending student and staff handbooks and codes of conduct</td>
<td>• Anti-bullying Work Group</td>
</tr>
<tr>
<td></td>
<td>• Building-level Administrators</td>
</tr>
<tr>
<td>Leading the parent or family engagement efforts and writing parent</td>
<td>• Building-level administrators</td>
</tr>
<tr>
<td>information material</td>
<td>• Building-level parent groups</td>
</tr>
<tr>
<td>Developing new events and traditions to improve school climate at the</td>
<td>• Student-led Climate Committee</td>
</tr>
<tr>
<td>High School</td>
<td></td>
</tr>
<tr>
<td>Reviewing and updating the plan each year, or more frequently</td>
<td>• School Administrators</td>
</tr>
<tr>
<td>Facilitating the administration of the MARC survey to parents</td>
<td>• School Administrators</td>
</tr>
</tbody>
</table>
II. Training and Professional Development

Under M.G.L. c. 71, § 37O 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.

B. 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, § 37O, 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.

C. 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.**

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

<table>
<thead>
<tr>
<th></th>
<th><strong>Elementary (K-5)</strong></th>
<th><strong>Middle (6-8)</strong></th>
<th><strong>High (9-12)</strong></th>
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<tbody>
<tr>
<td></td>
<td><strong>“Open Circle” curriculum</strong>&lt;br&gt; Loker&lt;br&gt; Claypit Hill&lt;br&gt; Happy Hollow</td>
<td><strong>TAG (teacher advisory groups)</strong>&lt;br&gt; Wayland Middle</td>
<td><strong>Current Wellness Curriculum</strong>&lt;br&gt; Wayland High</td>
</tr>
<tr>
<td></td>
<td>• Comprehensive, grade-differentiated social and emotional learning program for grades K-5 children, their teachers, administrators, other school staff, parents and caregivers&lt;br&gt; • Provides the whole school community with a common approach for creating and maintaining a safe school climate for all students.&lt;br&gt; • Twice a week, in social studies&lt;br&gt; • Published by Stone Center (at Wellesley)&lt;br&gt; • Used and revised for over twenty years&lt;br&gt; • Research-based, preventative&lt;br&gt; • Topics include:&lt;br&gt;   - Sexual abuse awareness (grades 1, 3, 5)&lt;br&gt;   - Classifying behaviors (e.g., “dangerous and destructive)&lt;br&gt;   - Social skills: e.g., Problem-solving, good manners, listening skills&lt;br&gt;   - Grades 3-5: targeted lessons on the definition of bullying, and the role of the bystanders in bullying episodes</td>
<td>• Curriculum developed with consultation of and training by Rachel Poliner (Educators for Social Responsibility)&lt;br&gt; • House leaders design and disseminate TAG activities&lt;br&gt; • TAG groups, two adults per homeroom of 24 students each&lt;br&gt; • Activities stress team-building, identity clarification, service and school-wide positive behavior concept BERT (belonging, empathy, respect, trust)&lt;br&gt; • Some embedded in wellness curriculum&lt;br&gt;   - “Bully Proof” (6th grade)&lt;br&gt;   - “Stand Up/By” (7th grade)&lt;br&gt;   - “Hurting/Flirting” (8th grade)&lt;br&gt; • Homeroom meets every day, TAG once a week as extended homeroom</td>
<td>• Relevant topics include:&lt;br&gt;   - social dynamics&lt;br&gt;   - sexual/physical harassment&lt;br&gt;   - awareness of power differentials (high-status vs. low-status)&lt;br&gt;   - healthy relationships/team dating violence&lt;br&gt; <strong>MARC cyber-bullying curriculum (launched late winter 2011)</strong>&lt;br&gt; • Awareness of power differentials (high-status vs. low-status)&lt;br&gt; • Clarification of current most popular forms of bullying (i.e., social- and cyber-)&lt;br&gt; • Tools for avoiding “bullying by accident”&lt;br&gt; • Best practices for online behavior&lt;br&gt; <strong>Student-Developed Events and Traditions (fall 2011)</strong>&lt;br&gt; • Climate Committee composed of students and faculty mentors is currently exploring events and new traditions to improve school climate.&lt;br&gt; • See Appendix for copy of <em>Invitation for Proposals</em>&lt;br&gt; <strong>School-wide Initiatives</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Current Wellness Curriculum</strong>&lt;br&gt; Wayland High</td>
<td><strong>MARC cyber-bullying curriculum (launched late winter 2011)</strong>&lt;br&gt; Wayland High</td>
<td><strong>Student-Developed Events and Traditions (fall 2011)</strong>&lt;br&gt; Wayland High</td>
</tr>
</tbody>
</table>
## V. Policies and Procedures for Reporting and Responding to Bullying and Retaliation

**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 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 71:37O
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

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 80), 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:
   - Review students’ discipline and school records (include: IEP, 504s) to see if there are prior similar incidences.
   - Consult, as needed, with additional staff (e.g., SPED Liaison, METCO advisor, counselor, nurse).
   - Determine which additional staff, if any, 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.).
   - 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).
   - 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).
   - Read back to the student or staff a summary of his or her account to ensure accuracy of your notes.
   - Remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.
   - If applicable, ask students to provide written statements.

6. If physical injuries occurred, ask nurse to examine target.

7. Collect and compile evidence:
   - Print-outs of blog posts, social networking pages, emails, etc.
   - Make copies (as applicable) of student notes, nurse report(s), police report(s), and other written statements.

8. Determinate whether bullying has occurred.
   - 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:

   - 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.
   - 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.

<table>
<thead>
<tr>
<th>Disciplinary Actions</th>
<th>Remediation Actions</th>
<th>Target Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Admonishment, warning</td>
<td>o Meetings between parents</td>
<td>o Guidelines for avoiding further unnecessary contact with the target</td>
</tr>
<tr>
<td>o Temporary removal from the classroom</td>
<td>o Counseling</td>
<td>o Clarification about who will be notified</td>
</tr>
<tr>
<td>o Loss of privileges</td>
<td>o Education including strategies to avoid repeating behavior.</td>
<td>o Notify staff about incident and danger of further contact</td>
</tr>
<tr>
<td>o Classroom or administrative detention</td>
<td>o Academic and nonacademic positive behavioral supports</td>
<td>o Strategies to avoid further bullying (e.g., script, role playing, etc)</td>
</tr>
<tr>
<td>o In-school suspension during the school week or the weekend</td>
<td>o Revision of IEP, if applicable</td>
<td>o Identifying trusted adults and “safe areas”</td>
</tr>
<tr>
<td>o Out-of-school suspension</td>
<td>o Individual Behavior Plan (for repeat offenders; form is included in this packet)</td>
<td>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)</td>
</tr>
<tr>
<td>o Legal action</td>
<td>o Referral to Special Education (for repeat offenders who fail to respond to Individual Behavior Plans)</td>
<td>o Periodic check-ins</td>
</tr>
<tr>
<td>o Expulsion or termination</td>
<td></td>
<td>o Whole community meetings</td>
</tr>
<tr>
<td>o Consequences for repeat offenses</td>
<td></td>
<td>o Identification and empowerment of bystanders</td>
</tr>
</tbody>
</table>

**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.

   - 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

<table>
<thead>
<tr>
<th>Schools</th>
<th>Format</th>
<th>Content</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>All district</td>
<td>WPS Bullying Prevention on district Web Site</td>
<td>• Includes copies of this Plan, student curriculum resources, Bullying reporting forms/links, resources for parent education</td>
<td>Ongoing</td>
</tr>
<tr>
<td>All district</td>
<td>Letters from superintendent, and building principals</td>
<td>• Includes copies of this plan \n• Overview of reporting procedures</td>
<td>Beginning of school year</td>
</tr>
<tr>
<td>Building level</td>
<td>Cyberbully presentations</td>
<td>• Review of cyber-safety procedures</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Middle School</td>
<td>PTO Meeting: Regarding Advisory Groups and BERT</td>
<td>• Guided parents through activities used by TAG groups to build healthy relationship and resiliency</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Middle School:</td>
<td>PTO Meeting: Bullying intervention</td>
<td>• Discussion focused on district Plan, particularly procedures used to report and respond to bullying</td>
<td>Scheduled by principal</td>
</tr>
<tr>
<td>Elementary Schools</td>
<td>Joint Elementary Night: Anti-Bullying</td>
<td>• Co-sponsored by PTO. \n• Focus on bullying prevention and current curriculum \n• Also included procedures used to report and respond to bullying</td>
<td>Scheduled by principal</td>
</tr>
<tr>
<td>High School</td>
<td>PIE (Parent Information Exchange) Meeting</td>
<td>• Share information and solicit input regarding further engaging parents</td>
<td>Ongoing</td>
</tr>
<tr>
<td>High School</td>
<td>Meetings with small groups of interested parents</td>
<td>• Follow-up discussions from PIE meeting</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
VII. DEFINITIONS

Several of the following definitions are copied directly from M.G.L. c. 71, § 37O, 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, § 37O, 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, § 37O for the legal definition of cyberbullying.

**Hostile environment**, as defined in M.G.L. c. 71, § 37O, 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, 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, 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.
• APPENDIX
Wayland Public Schools
INCIDENT REPORTING FORM

**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.

<table>
<thead>
<tr>
<th>Date of report:</th>
</tr>
</thead>
</table>

**Name of student and/or staff member target:**

<table>
<thead>
<tr>
<th>Age</th>
<th>Grade</th>
<th>School</th>
</tr>
</thead>
</table>

**Name(s) of alleged aggressor(s) (If known):**

<table>
<thead>
<tr>
<th>Age</th>
<th>Grade</th>
<th>School</th>
</tr>
</thead>
</table>

**Name(s) of witness(es) (If known):**

**Where did the incident(s) happen (choose all that apply)?**

- [x] On school property
- [ ] At a school-sponsored activity or event off school property
- [x] Online/via technology
- [ ] On a school bus
- [x] On the way to/from school
- [ ] Other: _______________

**What best describes what happened (choose all that apply):**

- [x] Teasing
- [ ] Threat/Property Damage
- [ ] Stalking
- [x] Theft/Property Damage
- [ ] Social exclusion
- [x] Intimidation
- [ ] Physical violence
- [x] Public humiliation
- [ ] Retaliation
- [ ] Sexual Harassment
- [ ] Other: _______________

**What did the alleged aggressor(s) say or do?** (Include dates. Attach a separate sheet if necessary)

**Did a physical injury result from this incident?**

- [x] No
- [ ] Yes, but it did not require medical attention
- [ ] Yes, and it required medical attention

**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 __________________________ |

**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

<table>
<thead>
<tr>
<th>Investigation start date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of student and or staff member target:</td>
</tr>
<tr>
<td>Name(s) of alleged aggressor(s) (If known):</td>
</tr>
</tbody>
</table>

**Investigation**

- Review & Attach *Incident Reporting Form*
- Review students’ discipline and school records (include: IEP, 504s)
- Consult as needed with additional staff (e.g. SPED Liaison, METCO advisor, counselor, nurse). Include names here:
- Determine which additional staff, if any, needs to be present during student interviews and/or decision process. Include names here:
- Conduct students interviews
- Read back to each student a summary of his or her account to ensure accuracy of your notes.
- If physical injuries occurred, ask nurse to examine target.
- The following checked items are attached to this report
  - *Incident Reporting Form (if available)*
  - Print-outs of blog posts, social networking pages, emails, etc.
  - Copies of other evidence
  - Copies of investigator’s notes (e.g. transcripts of interviews, etc.)
  - Nurse report(s)
  - Police report(s)
  - Written statements from interviewees, reporters, etc.

**Determination:**

- Check all that apply:
  - **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)
    - 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**
- Provide brief description of the nature of the bullying (if any):

- Provide a Final determination:
  - Incidents did not meet the standard of bullying
  - Bullying has occurred and will be dealt with in-house
  - Criminal bullying has occurred and police should be notified of possible criminal charges
Wayland Public Schools
BULLYING INVESTIGATION FORM

**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:
<table>
<thead>
<tr>
<th>Wayland Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEHAVIORAL REMEDIATION AGREEMENT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Name of student and/or staff member:</th>
<th>Age:</th>
<th>Grade:</th>
<th>School:</th>
</tr>
</thead>
</table>

**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:

<table>
<thead>
<tr>
<th>Student and/or staff member Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Parent/Guardian Signature:</th>
<th>Date:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Administrator/Investigator Signature</th>
<th>Date:</th>
</tr>
</thead>
</table>
## Wayland Public Schools
### INDIVIDUAL BEHAVIORAL PLAN

<table>
<thead>
<tr>
<th>Reason for Behavior Plan:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Behavior Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Objective</td>
</tr>
<tr>
<td>2. Objective</td>
</tr>
<tr>
<td>3. Objective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Supports</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Timeline/Monitoring Of Plan And Progress Towards Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily <em>Team Contact</em>__________________________________</td>
</tr>
<tr>
<td>Weekly <em>Team Contact</em>______________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Termination From Plan</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date Of Termination:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student and/or staff member Signature: Date:</td>
</tr>
<tr>
<td>Parent/Guardian Signature: Date:</td>
</tr>
<tr>
<td>Plan Coordinator: Date:</td>
</tr>
<tr>
<td>Administrator/Investigator Signature Date:</td>
</tr>
</tbody>
</table>
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, § 37O(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?

3. 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?

4. 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)
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
    ○ main office
    ○ nurse’s office
    ○ counseling office
    ○ 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