

WAYLAND HIGH SCHOOL

Student Handbook

2023-2024



*Personal and civic responsibility,
love of learning, and empathy for others.*

This handbook was updated in August 2023. As indicated in M.G.L. Chapter 71, Section 37H, the school council meets to review the handbook and make policy changes each spring, but may consider policy changes at any time during the school year.

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Mission and Expectations

Wayland High School's Mission Statement:

Personal and civic responsibility, love of learning, and empathy for others: are the qualities that Wayland High School seeks to instill in its students. At its core, our mission is to provide a rigorous and stimulating academic environment that promotes the acquisition of knowledge and skills. Yet we deem it equally important to nurture self-confident, collaborative, and conscientious individuals. We strive to create a climate where risk-taking is safeguarded, open expression is encouraged, and free association is protected. Our goal is to advance our students' growth into principled, informed, and capable citizens who will help guide a democracy that follows humanitarian principles in the global forum, and shapes a just society where individuals may reach their full potential.

Expectations for Student Learning

<p><u>Academic Expectations</u></p> <p>Wayland High School students will:</p> <ul style="list-style-type: none">● read actively and critically● communicate effectively in both written and oral forms● understand and interpret the cultural and historical contexts of the world● use scientific and mathematical approaches to interpret information and solve problems● seek and use information effectively, creatively, and ethically to construct knowledge	<p><u>Social Expectations</u></p> <p>Wayland High School students will:</p> <ul style="list-style-type: none">● treat teachers, staff, other students, and themselves with respect● exhibit honesty and integrity in all aspects of school life (curricular, extracurricular, and social)● take responsibility for themselves within Wayland High School and the greater community● demonstrate empathy with people of different abilities, backgrounds, and cultures and appreciate the commonality and interdependence of all communities● show an ability to work collaboratively● appreciate the importance of a sound mind and body
<p><u>Civic Expectations</u></p> <p>Wayland High School students will:</p> <ul style="list-style-type: none">● serve their community and society actively through volunteerism● develop an awareness of local, national, and global issues● know their rights and responsibilities● value and respect the environment● engage in the democratic process in school and in society	

Bell Schedule & Daily Rotation

Bell 1: M, T, Th, F w/Advisory			
Block	First Lunch	Second Lunch	Third Lunch
I	8:35-9:29	8:35-9:29	8:35-9:29
II	9:34-10:28	9:34-10:28	9:34-10:28
<i>Advisory</i>	<i>10:33-10:40</i>	<i>10:33-10:40</i>	<i>10:33-10:40</i>
III	10:45-11:39	10:45-11:39	10:45-11:39
IV	Lunch 1: 11:44-12:14	Class: 11:44-12:11	Class: 11:44-12:38
	Class: 12:18-1:12	Lunch 2: 12:13-12:43	
		Class: 12:45-1:12	Lunch 3: 12:42-1:12
V	1:17-2:11	1:17-2:11	1:17-2:11
VI	2:16-3:10	2:16-3:10	2:16-3:10
Bell 2: 25-Minute Advisory & Class Meeting Days			
	First Lunch	Second Lunch	Third Lunch
I	8:35-9:26	8:35-9:26	8:35-9:26
II	9:31-10:22	9:31-10:22	9:31-10:22
<i>Advisory</i>	<i>10:27-10:52</i>	<i>10:27-10:52</i>	<i>10:27-10:52</i>
III	10:57-11:48	10:57-11:48	10:57-11:48
IV	Lunch 1: 11:53-12:23	Class: 11:53-12:18	Class: 11:53-12:44
	Class: 12:27-1:18	Lunch 2: 12:20-12:50	
		Class: 12:52-1:18	Lunch 3: 12:48-1:18
V	1:23-2:14	1:23-2:14	1:23-2:14
VI	2:19-3:10	2:19-3:10	2:19-3:10
Bell 3: Wednesdays (No Advisory)			
	First Lunch	Second Lunch	Third Lunch
I	8:35-9:24	8:35-9:24	8:35-9:24
II	9:29-10:17	9:29-10:17	9:29-10:17
III	10:22-11:10	10:22-11:10	10:22-11:10
IV	Lunch 1: 11:15-11:45	Class: 11:15-11:39	Class: 11:15-12:04
	Class: 11:49-12:38	Lunch 2: 11:41-12:11	Lunch 3: 12:08-12:38
		Class: 12:13-12:38	
V	12:43-1:31	12:43-1:31	12:43-1:31
VI	1:36-2:25	1:36-2:25	1:36-2:25

DAILY ROTATION								
Day →	A	B	C	D	E	F	G	H
Block ↓								
I	1	4	3	2	1	4	3	2
II	2	1	4	3	2	1	4	3
III	3	2	1	4	3	2	1	4
IV	5	8	7	6	5	8	7	6
V	6	5	8	7	6	5	8	7
VI	7	6	5	8	7	6	5	8
DROP:	4	3	2	1	4	3	2	1
	8	7	6	5	8	7	6	5

School Calendar: 2023-2024

Please note that this is the Wayland Public Schools district calendar. Additional information and dates should be found on our website calendar.

Date	Weekday	Event
August 30	Wednesday	All staff reports for preparation
August 31	Thursday	9th grade and new student orientation
September 4	Monday	Labor Day - NO SCHOOL
September 5	Tuesday	First Day of Classes (Wednesday schedule)
September 13	Wednesday	Early Release/No Lunch (dismissal times below)
September 25	Monday	Yom Kippur - NO SCHOOL
October 4	Wednesday	Early Release/No Lunch (dismissal times below)
October 9	Monday	Indigenous Peoples' Day - NO SCHOOL
November 10	Friday	Veterans' Day Observed - NO SCHOOL
November 15	Wednesday	Early Release/No Lunch (dismissal times below)
November 22	Wednesday	Thanksgiving Recess begins at 12:15pm (no lunch)
November 27	Monday	Classes resume
December 22	Friday	Holiday season recess begins at 12:15pm (no lunch)
January 2	Tuesday	Classes resume
January 15	Monday	Martin Luther King Day - NO SCHOOL
February 16	Friday	Winter recess (begins at close of normal school day)
February 26	Monday	Classes resume
March 29	Friday	Good Friday - NO SCHOOL
April 12	Friday	Spring recess (begins at close of normal school day)
April 22	Monday	Classes resume
May 27	Monday	Memorial Day - NO SCHOOL
June 7	Friday	W.H.S. Graduation (6:00 p.m.)
June 14*	Thursday	Tentative last day for students (Early release/no lunch) if no cancellations
June 17*	Friday	Tentative last day for teachers (if no cancellations)
June 19	Monday	Juneteenth - NO SCHOOL
June 24*	Friday	Last day for students (if 5 earlier school cancellations occur - 185 th day)
June 25*	Monday	Last day for teachers (if 5 school cancellations)*
*Tentative date-actual last day for students and teachers is subject to change due to weather-related school closures and would depend upon completion of 180 scheduled class days. Parents are asked to avoid planning prior to the 185 th school day (June 23).		

Honor Code

The Wayland High School Honor Code enables students to work together as a community. The code works because each member of the school community abides by it. If each person follows the code, there will be an atmosphere of respect, trust, and consideration. The following are the guiding principles of our honor code:

- 1. Personal - respect for individuals:** We respect all members of the Wayland High School community knowing they, in turn, agree to respect us.
- 2. Academic - respect for individual effort:** Wayland High School cannot provide an education for those who will not submit their own work. Academic dishonesty undermines the respect we deserve. We maintain honest academic behavior for the benefit of the community.
- 3. Resources - respect for physical and supportive resources:** Wayland High School is a place for personal and academic growth; the destruction of others' physical or personal resources undermines that effort. Resources include property of the school or other individuals, areas on campus, and peoples' time.

As a student at Wayland High School, I agree to the following:

- Wayland High School strives to cultivate an antiracist and inclusive learning community. All members of our community deserve to feel safe, valued and seen. To ensure that I am doing my part to promote a safe, inclusive, and collaborative learning environment I promise to respect my peers and teachers at all times.
- Wayland High School cannot provide an education for those who will not submit their own work. To enforce the Personal aspect of the Code, I will not give myself an unfair, dishonorable academic advantage (by cheating) over those trusting me to respect the community. Academic dishonesty undermines the respect I deserve. I will maintain honest academic behavior for the benefit of myself and others.
- As a part of this code, I pledge that:
 - I will not give or receive help in individual assessments;
 - I will not give or receive unpermitted aid in classwork, in the preparation of written or presented reports, or in any other work that is to be used by the teacher as the basis of grading. Unpermitted aid includes the use of reference materials not supplied, online communication between classmates, tutoring support during an assessment or in creating work that will be assessed, and any other aid that would lead to work that was not the result of my own best efforts.
 - I will not use any artificial intelligence (AI) to complete work that I am submitting as my own, or to deceive any member of the WHS community. AI programs include chatbots, content creation tools, some grammar checkers and rewording tools, video creators, image generators and any other software that generates original content. The only exception to this would be in the case where a teacher explicitly requests that students use an AI tool as part of their assignment.
- If I have questions about whether something would violate the honor code, or I do not understand what constitutes "unpermitted aid" in a given situation, I will contact my teacher

and clarify my understanding. If I do not communicate with my teacher and make the choice to accept questionable aid, I will be in violation of the honor code.

5. Further, I will do my share and take an active part in seeing to it that others uphold the spirit and letter of the Honor Code.
6. While teachers and administration alone have the right and obligation to set academic requirements, I will work with teachers to establish optimal conditions for honorable academic work.

Consequences for violating the WHS Honor Code will include academic, social, and behavioral penalties. Students who violate the honor code on an assignment should expect to receive a no credit, or a 0% grade, as a result. Other consequences could include a loss of leadership positions or privileges, and possible removal from class.

After considering these principles that ensure each student's well-being, I, of my own free will, agree to sign and abide by this document.

Signature

Date

Printed Name

Advisory

School Procedures

Lockers

Upon entering school all students are assigned a locker and they keep this locker for the duration of the time they are enrolled in the school. Care for the locker is each student's responsibility. Malfunctions or damage to lockers is to be reported in writing to the office at once. These lockers are the property of Wayland High School and the students are the caretakers of this property. As school property, these lockers are subject to periodic search by school officials.

Student Email

Each student receives a school email account. Students need to check their email accounts every day. Administrators, teachers, student leaders, and more use email to notify students of events, opportunities, and urgent communications. Teachers often use email to communicate changes in assignments. You should expect to receive email responses from each other within a reasonable amount of time, usually within two school days. Please be aware that email communications fall under our [Acceptable Use Policy](#), and are public record.

Home Access Center (HAC)

Students and caregivers are able to monitor school schedules, academic progress, and more through their HAC account. Each student has an account which should be reviewed regularly. On HAC there are academic, disciplinary, and attendance records. Home Access Center (HAC) is also used for course registration and it is the location to view quarter, semester, and final grades. Please note: report cards will not be distributed on paper at school or mailed home. To get help with your HAC account, see the following information:

- Instructions for setting up your HAC account can be found on the Wayland High School website, or by following this link: [Home Access Center Instructions](#)
- If you run into problems with your account as a parent, please use the password help link provided on the login page. If the problem persists please contact the main office.
- If you run into problems with your account as a student, you can use the password help link as well. If the problem persists, please contact the counseling office.

Field Trips

1. All participants must have a permission slip absolving the Wayland school system and the chaperones of any responsibility for any accidents, losses, etc., which may occur during the trip.
2. All school and bus company rules must be observed and will be strictly enforced.
3. Chaperones shall be extended every courtesy and must be informed of the general whereabouts of each student at all times.
4. Students must arrange for their own transportation between the high school and their home.
5. Students are expected to meet all departure times promptly.
6. No student permission will be granted by telephone.
7. Field trip organizers may exclude any student whose behavior has proven to be chronically disruptive over a period of time or whose academic grades would be undermined by taking part in the field trip. The advisor, in consultation with the administration, will make this determination.

Books And Equipment Policy

All students are responsible for all books, materials, and equipment issued to them. If the item issued to the student is misplaced, stolen, or damaged, the student will be required to pay for the item and charged the full replacement cost. Once a student has lost a book, he/she will not receive another one until payment is received for the lost book.

Students are responsible for book damage not noted at the date of issue. Books that are damaged beyond use, such as pages missing, undesirable marking, charts and diagrams altered, etc., will be charged in the same fashion as lost books. Books that can be repaired or rebound will be charged at the current price for these repairs. Seniors will not receive a diploma until all school materials are returned or paid for.

Work Permits

According to law, persons under 18 years of age who obtain employment must secure a work permit, which may be obtained at the counseling office Monday through Friday, no later than 3:30. You must bring a birth certificate, passport, or valid driver's license with you when you apply. A work permit is a privilege, which can be revoked if a student does not meet all school commitments.

Visitors

All visitors to Wayland High School must report to the administration office to obtain a visitor's pass. Students who wish to invite a guest to school must obtain permission at least forty-eight hours in advance from the administration office and from teachers whose classes they intend to visit. All guests must be of high school age and their school must not be in session on the day of the visit.

Withdrawing From School

Guardians must notify the office whenever a student is withdrawn from school. The student will obtain from the office a withdrawal form, which must be completed before departing. Withdrawing students are obligated to return all school property. Payment must be made for lost or destroyed property. Records may not be released until the school receives a withdrawal notification, signed by guardians.

Change of Personal Information

Any student, who has a change of address, phone number, guardian, or guardian name is to notify the counseling office immediately of any such change. Parents can also update personal information by going to the "Registration" tab on Home Access Center. In that section, you can use the "Edit" button in each area of personal information to update data.

Student Records

The student's personal record includes results of standardized test scores, attendance data, and report cards from previous years. If you desire to see your personal record, please schedule an appointment with your school counselor. Viewing your personal record is different from making a public records request. If you wish to make a public records request, please contact the Assistant Superintendent's office.

Student Rights Related to School Records

The following rights regarding school records 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; school-sponsored extracurricular 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 the destruction of students' temporary records. Notice in the newspaper is not sufficient. Notice should be included in graduation packets, and must also be given to a student at the time of transfer or withdrawal from the school system. (When a student leaves the system to begin homeschooling, the principal should provide written notice.)
5. School districts must keep temporary records for seven years after the submission of the annual End of Year Pupil and Financial Reports.
6. If immunizations are administered in the district, documentation must be kept for ten years following the calendar year in which the vaccine was administered.
7. The school nurse should send health records of a transferring student 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 should have access to information in or from a student record without the specific, informed written consent of the eligible student or the guardian. Exceptions include the policy of this school to forward student 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: <https://www.doe.mass.edu/lawsregs/603cmr23.html?section=all>.

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

Student Government

Student Council

The Student Council is the representative body of the students at Wayland High School independently elected, conducted, and governed by students. The Council sets an agenda of policies and issues to be reviewed, formulates positions, and works directly with the administration to effect change. In past years, the Council has accomplished significant change, including revision of school policies, and physical improvements around the school. As always, the Council cannot operate successfully without your support and input. The Council addresses issues of immediate consequence to all students; it is the one organization driven by your concerns and devoted to your rights. Its officers meet regularly with the administration.

The Wayland High School Constitution was written a number of years ago and has been extensively revised in order to clarify and delineate the rights and powers of the Student Council and the other governing bodies. Further information can be found in the [Student Council](#) section of the appendix below.

Class Government

The Class Officers and Executive Board members plan and run entertaining events to promote class spirit and unity. Traditionally, each class runs certain events, such as the Sophomore Semi-Formal, the Junior Prom, and the Senior Class Night.

Academic Procedures And Policies

Assessments:

Mid-Year and Final Examinations

At the end of each semester, a comprehensive examination is given in some subjects. The grade on a mid-year or final counts for a percentage of the end of the year grade in full-year courses. The schedule for these examinations is published in advance. During the exam period, no classes are held. Students are only required to attend school when they have an exam. Students must take their exams when scheduled. Examinations will not be administered before the exam period. For additional information about exams, see your course syllabus and communicate with your teacher.

Testing Days

In the eight-day cycle prior to the end of each marking term, departments and teachers are aware that students may have a large number of assessments as the quarter closes. As a result, they plan certain testing days for each department, and counselors work with students who have a large number of assessments. Plans for testing days will be announced to students and caregivers during the quarter.

Academic Warnings

In the middle of each marking period, students in academic trouble are notified by means of an academic warning. Every student who is receiving an "F" or "D" at this point in the term in any subject will be notified. Students who begin to fail after this point may also be notified up to and including the week before the end of the quarter.

Please note that student and guardian use of Home Access Center to monitor grades and progress is essential. While teachers make every effort to communicate concerns in a timely fashion, they do so by posting graded work online; students are responsible for monitoring their own progress by reviewing that work.

Promotion Requirements

Students may be advanced to the next grade level according to the following credit schedule:

- Grade 10 - 13 credits
- Grade 11 - 31 credits
- Grade 12 - 53 credits
- Graduation- 76 credits

In order to affect a student's grade level, credits must be recorded in the counseling office by September 1.

Alternative Grades

There are certain rare cases where normal grading procedures are not appropriate. Use of alternate grading criteria must be approved by administration in collaboration with the student and caregiver, their teacher(s), department leadership and other support providers.

I - Incomplete	Typically given to students who have missed a substantial number of days due to illness or family crises and, thus, have not completed all the
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	necessary assignments for a particular subject. The student must make up all work missed changing an incomplete to a letter grade within a time frame negotiated with the teacher (typically two weeks). Failure to complete makeup work within agreed time frame, will result in the student receiving an "F" for that quarter.
P/F - Pass/Fail	This is an extremely rare grade designation, typically only given to speakers of a second language, students interested in auditing a course, or students experiencing a long-term health or family crisis. A "Pass" indicates that full credit is to be awarded.
N - No Grade	This is an extremely rare grade designation, typically only given to new students who arrive near the end of the quarter or students experiencing serious short-term health or family crisis situations that prevent students from completing work in a timely manner. Ns may not constitute any more than 30% of a student's final grade. Ns are ignored in the calculation of final grades.
W - Withdrawal	A student will receive a "W" on his/her report card and transcript if he/she drops a course after fifty percent of the course is over.

Honor Roll

An honor roll list is processed at the end of each marking period and includes those students who have earned a 3.0-grade point average on an A = 4.0 scale in graded subjects except wellness. Students who receive an incomplete, or less than a C in any subject may not qualify. To be eligible, a student must be taking a minimum of 16 credits in graded courses. Students who earn a 3.6-grade point average and meet the requirements for the honor roll are named to the high honors list. Courses that are pass-fail are not considered graded courses.

Course Changes

To add, delete or change a course during the school year, students must obtain a "Request to Change Program" form from the counseling office. A counselor will check the master schedule to see if the change is possible and note the course name and section number on the request form. Students must get guardian approval of the change. The form should then be presented to the appropriate teachers and department heads of the courses involved for their signatures. When all information and signatures have been obtained, the form should be returned to the counselor for the final stages of the course change process. Students are not to change classes until they receive an updated schedule.

Guidelines for Making Course Changes:

1. Wayland High School's policy precludes requests for change of teacher.
2. Students may not enter a semester course after two weeks of the course have elapsed.
3. Students may not enter a year course in a different subject after four weeks of the course have elapsed.
4. Students may not change from Honors to College Prep of the same subject in which they are enrolled after the third week of the 3rd quarter.
5. Students may not change from College Prep to honors of the same subject in which they are enrolled after the first week of the 2nd quarter. This change is possible only if they have

followed all of the procedures outlined in the section entitled Honors and Advanced Placement Levels in the Program of Studies.

6. When a student changes to a lower level of a class the current cumulative average from the original class will be adjusted to reflect this move. For a student going from a honors/AP level to a college-level class or a college-level class to an introductory level class, their average grade will be adjusted 10 points up (e.g., an 82 average will become a 92).
7. A student will receive a "W" on their report card and transcript if they drop a course after fifty percent of the course is over.

Course Credit from Institutions other than WHS

1. Course credit will be awarded to students moving into Wayland High School from other accredited institutions. The number of credits to be awarded will be assessed at the time of transfer by Wayland High School staff.
2. Summer School Makeup - If a student received a final grade of "F" at Wayland High School or from a sending institution in the case of transfer students, he/she is eligible to make up the course at summer school. Courses in summer school are designated as makeup and review courses.
3. Original Credit Courses - Students may take up to eight original credits at summer school, evening school, or at local post-secondary institutions provided they have received prior permission from the principal and the department head to take such course(s) and that the course is not offered at WHS. Students should identify the course and review their course choice with their counselor and the appropriate department head prior to registration. Original credit courses will be awarded credit on the basis of the following procedures:
 - a. If a course is available to the student at Wayland High School, it may not be taken for credit at another institution.
 - b. Courses meeting for 60 hours during a semester will be awarded two credits.
 - c. Courses meeting for 30 hours during a semester will be awarded one credit
 - d. A course is open for credit review if it is meeting for less than 60 hours and more than 30 hours.

In-Home Tutoring

Tutoring will be provided by the school for a student who, in the judgment of the child's physician, will have to remain at home or in the hospital for a period of 14 or more consecutive school days. The caregiver should provide the counseling department with appropriate documentation so that early arrangements can be made for tutoring.

Students Attending Special Schools During The Academic Year

Recognizing that Wayland High School students with exceptional talent in a particular field should not be denied the opportunity to attend specialized schools during the regular academic year, but also maintaining that the guardians electing this option for their children must accept the consequences that decision has for the quality of the children's education, the following procedures will be in effect:

1. A student will be officially withdrawn from the high school while attending the special school.
2. Direct responsibility for educating the student while attending a special school rests with that school. In order to ensure curricular continuity in the student's total Wayland education, teachers of each course a student is enrolled in will provide the special school or attending tutor with curricular goals, a syllabus, and materials (where feasible). The teachers will also (if requested) consult with the school or tutor before the student begins

attending the special school. Teachers have no further responsibilities while the student attends the special school. They will not provide daily lesson plans, teaching strategies, or quizzes and tests; they will not grade any of the work the student completes at the special school.

3. The grade for the terms, term, or partial term completed at these special schools will be determined by that school or tutor. The grade will be recorded on a P/F basis on the WHS transcript.
4. When re-enrolled in Wayland, a student will take whatever quarterly, mid-term, or final exam is administered to the regular classes.

Attendance

Regular and punctual school attendance is essential for success in school. Guardians and students have the responsibility of ensuring that students attend school regularly in accordance with state law. Missing class, even for excused absences or school-approved reasons, is generally never an acceptable excuse for not completing school work.

Teachers take attendance each period at the beginning of class using eSchool, and accurate attendance can be seen through your HAC account. Students and guardians are expected to monitor their attendance and provide documentation for any missed classes with the main office, as well as address any missed instruction with their teachers.

Period and Daily Attendance

Attendance is taken in every class; this is called *period* attendance. Each class operates on its own in regard to period attendance. For example, if a student misses their second block class entirely, but attends all other classes, they have an absence in that second block class, and that will need to be addressed in that class.

Daily attendance is the record of whether a student was in school on a given day. Any student who is absent for 50% or more of his/her classes will be considered absent for the day.

Excused Absences

Students may be excused temporarily from school attendance for the following school committee-approved reasons:

1. Illness or quarantine and medical appointments,
2. Bereavement or serious illness in the family,
3. Weather so inclement as to endanger the health of the child,
4. Observance of major religious holidays,
5. Approved school-related activity, and
6. College visits (not mentioned in School Board Policy, but allowed at WHS).

A student may also be excused for other exceptional reasons with approval of the school administrator.

Guardians must notify the main office in writing or by phone (508-358-5861 or hs_attendance@waylandps.org). If a student's absence is due to a medical appointment, the student must present proof of their appointment upon return to school. Notes to excuse absences are required if verbal contact is not made and are due the day the student returns. No notes will be accepted beyond two weeks (14 calendar days) from the date of absence. The note must state the reason for absence (school committee approved) or will not be accepted. Any student who is excused from school for medical reasons for more than two consecutive days must return with a note from a doctor.

Dismissal

If a student needs to leave school before the end of the day, they must be dismissed through the main office.

1. A note from the guardian requesting dismissal from school should be presented to the main office by 9:00 A.M. Dismissal is subject to administrative approval. Guardians should remember that dismissals are to be made only for those reasons approved by the School

Committee for absences, i.e., illness, medical appointments, religious holidays, or approved school-related activity. Even if email is used, a physical note must also be provided.

2. A student granted dismissal must sign out at the main office before leaving the school grounds. If the student returns to school before the end of the school day he/she must sign in at the main office upon returning to the campus. Failure to sign out/sign in will result in disciplinary consequences. The administration has the discretion to impose consequences retroactively.
3. A student who does not abide by these rules can expect to have the missed classes counted as unexcused absences.

Emergency Dismissal

Should emergencies arise, a student may be dismissed from school in the following manner.

1. A guardian coming personally to the office and leaving a note of request.
2. A guardian calling the school and requesting the dismissal. This call will be verified by a call from the school at the time of dismissal.
3. By reporting to the health office when ill.

Absences for Events, Trips, and Other Reasons

Family trips and other non-school committee-approved absences are not School Committee approved excused absences. In rare cases, families may have extenuating circumstances that may lead to planned extended absences. Please note that in all cases, absences impact student learning and class instruction cannot be replicated by independent work. If parents choose to take their student out of school for a voluntary reason, teachers are not required to extend the same flexibility that they are required to provide a student who is absent for an unavoidable reason such as illness.

Any circumstance that may require an extended absence must be requested in writing and approved by the administration two weeks prior to the absence. Any student who is excused by a caregiver for reasons other than those approved by the School Committee will be marked as "Family Absent Excused," and students will be required to stay current on all classwork and homework during that period. Please note that teachers are unable to add additional tutoring, review sessions, or instructional time to accommodate students who are absent, and should not be requested to do so by families.

As a faculty we must stress the importance of attending school each day, and the instructional value of being with peers, in class, learning. Please do not plan vacations and trips that are avoidable during instructional time. It impacts your student's learning greatly, but also the learning of their peers, and the ability of their teacher to facilitate and lead the class.

Unexcused Absences And Cuts

A student's absence from school or class will be considered "unexcused" when;

1. The student is on the campus during school hours, but fails to attend class;
2. The student is absent from school without guardian permission; or
3. The student is absent from school or class for a reason that does not meet school-committee guidelines.

Upon the reporting of an unexcused absence from class by the classroom teacher, the Assistant Principal or their designee will speak with the student and, if necessary, the student's guardian(s). The student, guardian, and the teacher will be notified by either the Assistant Principal or Campus Supervisor if it has been determined that the student cut the class and the student's consequences.

Students who are present in school but not attending class or classes will be considered to have cut class. A student who cuts class will be assigned detention, restricted study, or lose privileges. If the student is an athlete or participates in an extracurricular activity, they will not be allowed to participate in the next meeting of that sport or activity. Repeat offenders may lose free periods and privileges. *If a student cuts class twice in one quarter, the student may receive the grade of an "F" for the quarter in which the cuts occurred. Discipline at WHS is progressive, and additional cuts will result in more extensive consequences.*

Excessive Excused Absences

In instances of chronic or irregular absence reportedly due to illness, the school administration may take the following actions:

1. Request a physician's statement certifying such absences to be warranted for credible and specific reasons. Submission of the physician's statement should be provided within one week of the request.
2. Request proof that the student is undergoing appropriate treatments (e.g., therapy, counseling, etc.). Submission of proof that the student is undergoing appropriate treatments should be provided within one week of the request.
3. Request releases of information so that appropriate school personnel may communicate with care providers.
4. Refer the student to SST (Student Study Team) for a recommendation of appropriate interventions, modifications, or accommodations.

Tuancy

A student is considered truant if they miss an entire school day without guardian or school authorization. A student who is truant may be required to bring a guardian to school when they return and can expect the following:

1. An unexcused absence for each class missed.
2. Disciplinary action including restricted study, suspension, guardian conference.
3. Home visit by the district truancy officer.

Tardiness

All students are expected to arrive to every class on time. Being on time means being in your seat, ready to begin class, when the bell rings to start the period. Any length of time after the bell is considered tardy; if a student is more than 20 minutes late to class it will be considered an absence. After three unexcused tardies, students will be assigned disciplinary consequences.

Tardy to School:

1. Students are tardy if they arrive at school after 8:35 A.M. Students arriving after 8:35 AM should report to the Main Office.
2. Students must have a note indicating a school committee-approved reason for the tardiness.

Tardy to Class:

1. Students with unexcused tardiness to class may be assigned a teacher detention. Teacher detentions must be served. If they are not, they will be referred to the administration.
2. Students tardy to class because of being detained in a preceding class should be admitted without penalty to class if proper written permission is submitted. Teachers are encouraged to minimize delaying students beyond the end of the normal class period.

Excessive tardiness may result in the assignment of additional administrative action and/or a guardian meeting. Chronic tardiness may result in loss of privileges, or suspension

Impact of Attendance on Quarter Grades

Missing class will have an unavoidable impact on student learning. Any time students miss any period of class, their learning will be impacted. Independent (make-up) work does not replicate classroom instruction and learning. Class is organized and conducted by teachers to maximize working together, being able to ask questions, introducing new material, and solidifying skills through practice and feedback.

1. Students who accumulate 2 or more *unexcused* absences in a class in a marking period, may receive an “F” in that course for that quarter. The teacher will notify the guardian and the office receives a copy of this notification.
2. If a student misses, *for any reason* (either excused or unexcused), more than 4 classes in a quarter the teacher will communicate directly with students and caregivers about missed instructional time and consequences.
3. If a student misses, *for any reason* (either excused or unexcused), 8 or more classes in a quarter the teacher will notify the guardian and may recommend a grade of an “F” based on attendance. The office receives a copy of this notification, and a meeting will be required.

Impact of Attendance On Tests And Assignments

1. Students who have an unexcused tardy or absence will receive no credit for assignments missed or due, including papers, quizzes, tests, and presentations.
2. Students who have an excused tardy or absence from class must make up the work that they missed. Students should have the same amount of time as their peers to complete work, all due dates must be arranged by the teacher.
3. Students who have an excused tardy, absence, or dismissal—but are in school for any part of that day, will be expected to submit major assignments or take the test during or after the school day unless otherwise arranged with the teacher. Otherwise, the student will receive no credit.

Attendance and Participation In Co-Curricular Activities

1. A student is required to be in school by the end of the second block if he or she intends to participate in any after-school or evening activity. This rule covers sports, club activities, class activities, rehearsals, practices, and performances; exceptions to this must have prior approval from the principal or an assistant principal.
2. If a student has an unexcused absence from a class (this is considered a cut), they will not be allowed to participate in co-curricular activities on that day or the next meeting.
3. Excessive unexcused absences will result in students being barred from participating in co-curricular activities.
4. Students who miss class due to illness will not be allowed to participate in co-curricular activities for their health’s sake.
5. Students violating these rules can expect the following penalties:
 - a. 1st Offense - No admittance to the activity or suspension for one day from the activity.
 - b. 2nd Offense - No admittance to the activity or suspension from the activity for 3 days.
 - c. 3rd Offense - Possible suspension from the activity for its duration.

Open Campus Privileges

Students who meet the criteria below are permitted to arrive on campus 10 minutes before their first scheduled class (advisory counts as a class), leave campus after their last class of the day, and leave campus when they do not have a scheduled class. Eligible students must:

- Be in 11th or 12th grade
- In good academic standing (no more than one grade D- or below)
- Have consistent attendance
- Follow the norms and expectations of our community
- Receive guardian approval
- Administrative approval
- Complete the Open Campus Privileges Form
- Complete a minimum of 30 hours of community service

Students **MUST** carry their WHS-issued school ID with their Off-Campus Privilege (OCP) approval sticker on the back of their ID at all times. Students must present this ID and sticker to any staff member who requests to see it, or they will not be allowed to leave or return to campus. These privileges will be suspended in cases of tardiness, unserved consequences, or other rule infractions. Students who violate their privileges can expect to have them revoked.

9th and 10th graders do not have open campus privileges. 9th and 10th grade students must be at school and in class, or on campus if no class is scheduled, by 8:35 a.m. and stay until 3:10 p.m. Students cannot leave early if they have a free block/study hall or come in late if they have a free block/study hall. 9th and 10th-grade students must remain on campus for the school day unless called in late by a guardian or dismissed early for a school committee-approved reason. Students who leave or come late without permission will receive three restricted studies and will impact future opportunities for open campus privileges in future years.

Community Service Requirement

Wayland High School has a long-standing commitment of encouraging community service as a powerful learning experience for our students. We realize that the vast majority of our students are already involved in numerous activities that are valuable services to both the town and the school communities. Requiring 30 hours of community service as a condition for senior privileges is the recognition that for every privilege there is a responsibility. While we realize the limitations of only doing 30 hours of service, it is our expectation and hope that performing this service will be the start of a life-long habit.

When applying for open campus permission, each student must submit a school community service form to counseling testifying that they have completed a minimum of thirty (30) hours of community service signed by the supervisor of the project and the student's guardians. A list of approved areas may be obtained from the counseling office.

If a student performs community service that is not on the approved list, they must receive approval from the principal or assistant principal prior to completing their 30 hours. Please remember that the approved list is only a partial listing of possible ideas. We encourage students to use their interest, imagination and talents towards developing the ideal community service that meets their individual needs.

Community Conduct

Student Rights and Responsibilities

At Wayland High School, we provide our students with a greater degree of freedom than many of our peer institutions. We do this because we want to provide our young adults with opportunities to practice making responsible decisions, working cooperatively, and affording one another the respect and consideration that is essential to good communication and productive human relationships.

With this relative freedom, students and staff have the responsibility to contribute to an environment that is safe, comfortable, and conducive to productive and satisfying work. In particular, we all have the responsibility to conduct ourselves in a manner that respects the following rights of other students and staff:

- the right to a safe, non-threatening, anti-bias environment
- the right to courtesy at all times
- the right to protection of private property
- the right to have a clean school
- the right to hear only acceptable language

Our school, like the larger community, needs guidelines and rules to protect these rights. The following rules and the consequences for breaking these rules are meant to provide clear guidelines for our conduct. **All rules and regulations pertaining to the general school day will be enforced during field trips and at all evening activities.**

Community Members

All members of the Wayland High School community have the same rights and responsibilities that are outlined above for our students. Those community members are responsible for upholding and adhering to these while they are taking part in school activities or on school campus. For any community member who can not adhere to these expectations, we reserve the right to limit access to our community. This may include restrictions on attending school events on campus or off, events outside of the school day, athletic events, performances, etc.

Academic Integrity

All students start the year by signing the Honor Code. Wayland High School is deeply committed to the principle that every student takes full responsibility for submitting work that they alone have prepared, and for giving due credit to sources they have used in their research. Students who violate our Academic Integrity policy will be addressed immediately by their teacher and have the opportunity to discuss the incident. They can then expect the following:

1. 1st Offense: guardian notification and conference with the teacher. Notification of the assistant principal and documentation of the offense in the student's temporary file in the student information system (eSchool). Class-based academic consequence, which could be as significant as receiving no credit for work in which either plagiarism or cheating has been found.
2. 2nd and Subsequent Offenses: in addition to the consequences outlined for 1st offenses, the Assistant Principal will join conferences. Other consequences may include (in order):

- a. Appropriate behavioral consequences including, but not limited to, loss of privileges, membership in honor societies, and/or leadership roles
- b. Different format of assessments (for example, in-school when others are completing at home)
- c. Failing the academic quarter
- d. Course removal or level change

For any offense, the teacher may require the student to retake the assessment, possibly with a change of setting (all IEP and 504 accommodations will remain in place). Violations of Academic Integrity include, but are not limited to, the following acts:

Assessments

- Looking at someone else's paper or allowing others to copy
- Using shared digital or physical documents to exchange information
- Using unapproved aids, such as written formulas, codes, and keywords
- Use of assistive technology when not permitted
- Passing on information, answers, details or format of test or quiz to another student
- Text messaging or using any other connected device during a quiz or test
- Use of any artificial intelligence (AI) aid to produce work that is presented as their own

Assignments

- Taking credit for group work when little or no contribution was made
- Letting someone copy your homework

Plagiarism

- Copying, paraphrasing, or summarizing published work as your own (e.g., books, magazine, internet materials, periodicals, etc.)
- Permitting someone else to use one's work
- Copying another's homework
- Submitting one's own previous work
- Duplication of assignments or tests
- Use of printouts or e-mail to exchange or copy assignments
- Use of Internet to buy or copy tests, quizzes, projects, papers or homework
- Submitting someone else's work, be it a friend's, a family member's or a tutor's

Theft and/or Profiteering

- Stealing, selling or giving a test or answer sheet
- Making copies of tests or assignments
- Stealing teacher editions of textbooks

Dress Code

While choosing your clothing is a personal decision and involves a combination of taste, trends, and common sense, we make a clear distinction between clothing items that are appropriate for a party or for a beach, and clothing that is appropriate for a professional setting like school. Students are expected to wear clothing suitable for a learning environment.

We consider clothing that is excessively revealing, portrays images or messages of violence, depicts or promotes prohibited substances, or promotes discrimination or objectification, to be

inappropriate for a school setting. If the administration deems that your clothing does not meet the standard for school appropriateness, you will be asked to change.

Unscheduled Time/Free Blocks/Study Hall

9th graders do not have free blocks during the first semester of their 9th grade year. They can earn free blocks in the second semester. 9th and 10th graders do not have open campus privileges. 10th graders will be assigned free blocks but cannot leave campus. 9th graders will be assigned Study Hall and attendance will be taken. 9th and 10th grade students must be at school by 8:35 a.m. and stay until 3:10 p.m. Students cannot leave early if they have a free block/study hall or come in late if they have a free block/study hall. 9th and 10th-grade students must remain on campus for the school day unless called in late by a guardian or dismissed early for a school committee-approved reason. Students who leave or come late without permission will receive three restricted studies and will impact future opportunities for open campus privileges in future years.

1. The Library Media Center (LMC) and the Student Learning Centers (SLC's) are set aside as areas for quiet study and are available to students in their free time.
2. Students wishing to use classrooms for quiet study and/or working with other students must work with a teacher to do so.
3. During unscheduled times the following areas are available for conversation: commons, the patio behind the media center, the courtyard between North and South buildings, the meadow (grass area outside of the Fine Arts hallway) and the turf/fieldhouse bleachers.
4. Students are expected to behave in a non-disruptive manner in halls, near classrooms, and areas where students and teachers are in class, studying, and/or working.
5. Students are not to congregate in bathrooms or locker rooms.
6. During lunch periods students are not to be in the building ten minutes before the end of class. They may obtain books and other materials from their locker up to 10 minutes before the end.
7. Students may go to their cars to get items, but are not to loiter in the parking lot.
8. The Field House is open for student use during the school day during designated blocks, posted on the field house door. Students' ability to use the Field House during their free time is limited to the times when it will not interfere with class activities or athletics.

The use of all common areas is a privilege and can be revoked if students do not follow our code of conduct.

All other areas of the campus, including the front tennis courts and basketball courts are off-limits. Students who are in areas of campus which are unavailable for use can expect the following penalties:

- 1st Offense - restricted study, detention, or a warning
- Subsequent Offenses – additional restricted study or detention periods, guardian conference, restrictions in privileges, and suspension

Leaving School Grounds

Wayland High School's campus is geographically defined by the fence between the meadow and the turf field, the edge of the 11th grade parking lot, the driveway leading to Old Connecticut Path until the tennis courts, and the treeline behind the South building.

The turf field is considered on campus, but subject to the following rules:

- No food or drink on the turf

- No congregating under the bleachers
- No access to the press box, concession stand, or outside bathrooms

Unless they have off campus privilege, have been dismissed, or have been given specific permission by the administration, no unaccompanied student is allowed to leave school grounds during the school day, for any reason. Students leaving school grounds during the school day without permission can expect:

- 1st Offense - restricted study or detention
- Subsequent Offenses – additional restricted study or detention periods, restricted privileges, guardian conference, and suspension

To maintain the safety of students and staff, students in unauthorized areas, or leave campus without permission, or fail to follow proper procedures, will be subject to search. Any food or drink purchased while off-campus without permission will be confiscated.

Student Parking

1. Students must register their car and/or motorcycle with the main office for an annual fee of \$220.00. Students must provide a copy of their license with their parking registration form.
2. Students must follow the guidelines of the driving contract.
3. No student cars are to be parked in the fire lane at any time.
4. Students must park their vehicles in the designated student parking lots. Failure to follow the school rules relative to this area will result in the loss of parking privileges.
5. Students cannot park in the pool lot, tennis and basketball court parking lot.
6. All unregistered cars are subject to booting or towing at the owner's expense.

Student parking privileges may be revoked if a student is excessively tardy to school or classes, or for failure to comply with school rules.

School Transportation

1. Good behavior on buses is required. Any act which distracts the bus driver endangers the lives of the riders. Smoking (including any electronic cigarette or vaping device) is not permitted. Failure to comply with good behavior rules will result in the loss of bus privileges.
2. Seat Belt Policy –Use of seat belts is encouraged. However, a student's use of seat belts is neither guaranteed nor compulsory.

Food

1. In accordance with state health regulations, all food must be consumed in the commons or other specifically designated eating space.
2. Outside food vendor deliveries for students are not permitted (this includes UberEats, Grubhub, etc.). Violations of this rule will result in confiscation of food and additional disciplinary action. Parents if you are dropping off food to your student, please bring it to the main office.

Use Of Personal Electronic Devices (Cell Phones)

The inappropriate use of personal listening devices, cell phones, iPads, watches or other personal electronic devices etc. during the school day is forbidden in academic spaces unless specifically authorized by a staff member. ***Inappropriate behavior includes any activity disruptive to the learning environment.***

Allowed Use

- Personal electronic devices may be used during non-class time outside of (and away from) active classes and in the commons.
- While in class, students should not have earbuds or headphones in/on unless explicitly directed by a teacher.
- Students may use personal listening devices (headphones) in the Media Center or study hall if used at a low volume so as not to distract others.
- Teachers have the right and responsibility to establish cell phone policies that protect the learning environment in which they are working with students, and promote a safe culture.
 - Teachers may explicitly allow some additional use during class time for educational purposes only.
 - Teachers have the right to confiscate a cell phone due to inappropriate use or possession during class. Any refusal to give a teacher or any staff member their phone constitutes defiance and will result in consequences.
 - Teachers may, at any time in the year, adjust their policy with verbal notice to students.
 - ***If a teacher has not explicitly stated that personal electronic devices are allowed, they are not permitted in class and students should not make any assumptions to that effect.***

Prohibited Use

- ***Students should not under any circumstances photograph, film, or audio record other students or faculty on campus during the school day or at school related events with a personal or school-owned device.***
- During school or class assemblies, cell phone use is prohibited unless instructed to do so by a teacher or administrator.

Consequences for Inappropriate Use of Electronic Device

- Students who violate these expectations can expect to receive consequences such as detention, restricted study hours, and devices confiscation.
- *If you take a picture or record someone without their consent, you are violating their right to a safe learning environment. This could also be considered harassment and bullying, and would lead to an investigation.*
- School staff and administrators have a right to confiscate student phones if 1) the student has not followed expectations on campus or in class, 2) the staff member has a reasonable suspicion that the student is using the electronic device to violate school policies, 3) if it is clear to the staff or administrator that the device presents a significant disruption to the student's learning, and 4) prior to a search, all student's personal electronic devices will be confiscated immediately.
- Additional consequences may follow for repeated violations of these expectations, including detention, restricted study hours, guardian conference, loss of privileges, and suspension.

Failure to Follow Directions of a Staff Member

To ensure the safety of everyone on campus, it is important that directions of staff are followed. Students must follow all directions issued by a staff member. Failure to do so will result in the following:

- Immediate removal from the environment
- Notification of guardian

- Loss of privileges
- Additional consequences including restricted study, detention, or suspension

Public Displays Of Affection

Public displays of affection are inappropriate in the school setting. Those engaging in such behaviors will be asked to stop. Failure to do so will be brought to the attention of the administration for disciplinary action.

Gambling

Gambling in any form is forbidden on the campus. Students found gambling can expect guardian conference and additional disciplinary consequences including restricted study, detention, or suspension.

Theft and Vandalism

Any student involved in the act of vandalizing any part of the school or individual property, or stealing or in possession of school or stolen property can expect the following penalties:

1. Restricted Study
2. Notification of guardians
3. Return or restitution of property
4. Notification of police
5. Suspension from school.

Vaping and Nicotine Policy

Students who have been found to have used, or have been suspected of using, or are in possession of, nicotine vaping devices of any type on school grounds can expect the following:

- 1st Offense - Removal for the remainder of the day and guardian meeting.
- 2nd Offense - Suspension, nicotine cessation support, and guardian meeting.
- Subsequent Offenses - Multiple day suspension, removal of privileges, meeting with guardians, and referral to diversion program.

Any student found to be in possession of nicotine paraphernalia (such as a lighter, charger, etc.) on school property can expect the following:

- 1st Offense – Guardian notification and detention
- 2nd Offense – Increased restricted study and guardian meeting
- 3rd and Subsequent Offenses – suspension

Drug and Alcohol Use

Students shall not, regardless of quantity, possess, use, consume, buy/sell, or give away any beverage containing alcohol; any nicotine product; marijuana; steroids; drug paraphernalia, or any controlled substance. This policy includes products such as "NA or near beer." Students may not be in possession of any drug, even if it is prescribed for the student's own use by their doctor. Prescribed medication must be controlled by the school nurse.

A student who is found to be in possession, or under the influence of drugs or alcohol on school grounds or at school functions may receive the following consequences:

- Notification of guardians
- Notification of police
- Removal from school (suspension or expulsion)

- Conference with student, guardians and principal or assistant principal
- Referral to Diversion Program

In addition to these guidelines, Wayland High School adheres to all related school committee and state policies available here: [School Committee Policy Manual - Students](#)

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 will be subject to suspension or expulsion from the school or school district by the principal. This applies to any student on their way to or from school until they reach home or another destination. Wayland High School follows the guidelines set forward in [M.G.L. Chapter 71, Section 37H](#).

Fighting

Students whose behavior is threatening or detrimental to the physical safety of others can expect the following penalties. Depending on the severity of the situation, they may happen at the same time or in a different order:

- Detention
- Restricted study
- Restorative conference or mediation
- Guardian conference
- Suspension

Assault of Staff

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 suspension or expulsion from the school or school district by the principal. Wayland High School follows the guidelines set forward in [M.G.L. Chapter 71, Section 37H](#).

Bullying and Cyberbullying

Wayland Public Schools strives to provide a learning environment that is free from bullying and cyber-bullying. 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 themselves, or of damage to their 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.

It is a violation of this policy for any student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, to engage in bullying or cyber-bullying, or for an employee of the Wayland Public Schools to condone or fail to report acts of bullying or cyber-bullying that they witness or become aware of:

- (i) on school grounds and property immediately adjacent to school grounds.

- (ii) at school-sponsored or school-related activities, functions or programs, whether on or off school grounds
- (iii) at school bus stops
- (iv) on school buses or other vehicles owned, leased or used by the school district, or
- (v) through the use of technology or an electronic device owned, leased or used by the school district.

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

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

See complete school committee bullying policy available here:

[School Committee Policy Manual](#)

Hazing

Wayland High School will not tolerate 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. ([School Committee Policy Manual](#)).

Students who engage in hazing can expect:

1. Suspension from school for a period not to exceed five days
2. Additional penalties as required by state law, including police notification

Discrimination

Every student will be given equal opportunity in school admission, admissions to courses, access to learning, course content, discipline procedures, guidance, and extracurricular and athletic activities regardless of race, color, sex, religion, national origin, sexual orientation, gender identity, or physical differences. If you feel you have been discriminated against, please contact an administrator or counselor in person or use the Confidential Safety Reporting Form on the WHS home page. The formal discrimination complaint procedure is outlined in the Appendix.

Harassment

Respect for the dignity of all individuals is an essential part of Wayland High School's educational commitment. Behaviors which show disrespect for any individual are unacceptable in the Wayland High School community. Fostering mutual respect requires a shared understanding of what behaviors are acceptable, and a process by which we can support individuals who experience harassment and educate individuals whose actions are unacceptable.

Harassment is any verbal, electronic, or physical action by one person toward another, which has the purpose or effect of creating an intimidating, hostile, or offensive environment. Harassment includes verbal or physical conduct which may or does unreasonably offend, denigrate, or belittle any individual because of any of the characteristics described below. 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, gender identity, or disabled individual groups. ([School Committee Policy Manual](#)).

Harassment on the basis of race, color, national origin, religion, age, sex, sexual orientation, gender identity, and disability for any reason or in any form is prohibited and will not be tolerated. Targets of harassment should seek the help of an adult in the school community whom they trust. That person will immediately inform the administration and where specific names and offenses are stated, due action will be taken.

To report harassment, see the [Procedures for Resolving Complaints of Harassment](#)

Sexual Harassment and Assault

Sexual harassment is any unwanted sexual attention, physical or verbal. This attention may include spreading sexual gossip, unwanted sexual comments, pressure for sexual activity and/or unwanted physical contact. Sexual assault is defined as offensive, unwanted touch that is forced upon someone.

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.

Sexual harassment or assault is a form of discrimination and is a violation of Title IX if it occurs on school grounds or during a school activity.

Dating Violence

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

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

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

Reporting Harassment, Assault, and Bullying:

If you or someone you know has been the victim of harassment, assault, bullying, dating violence, hazing, discrimination, or any other concerning situations, it is important that you reach out to report the situation and get support for everyone involved. The first step is to go to a trusted adult at Wayland High School. Everyone on the faculty is trained in how to respond to reports of this nature and can guide students to understand their options and next steps.

When reports are made, it typically begins with 1) a consultation with a trained individual who can provide informal support and guidance on issues of harassment. This person may connect people with resources, provide advice on how to proceed, and offer personal support. The next level of intervention and support would be 2) an informal complaint resolution, which may include mediation, support in communication between parties, and restorative dialogue. This may or may not entail a face to face meeting. The next level of intervention and support would be 3) a formal complaint and resolution. Depending on the nature of the complaint, a specific process will take place, which may result in disciplinary action.

In the case of sexual harassment, assault or dating violence that occurs on campus or at a school related activity, the school and district will follow the [Title IX procedures outlined in the appendix below and linked here.](#)

Other instances of harassment and discrimination follow the [specific procedures for resolving complaints of harassment outlined in the appendix and linked here.](#)

HAVE YOU EXPERIENCED SEXUAL ASSAULT/ HARASSMENT, DATING ABUSE, ETC.?

If you or a friend have had an intimate experience where something happened without consent, the school wants you to know your options.

Share your story with a trusted adult
(ex. counselor, a teacher, or any staff member)

1-800-841-8371

Boston Area
Rape Crisis
Hotline

1-800-899-4000
REACH Beyond
Domestic
Violence Hotline

Meet to discuss next steps

with an administrator. In most cases, you will have control over how to proceed, but in some cases the school will have to report.

Formal Investigation

Through Title IX, a law prohibiting sex-based discrimination in schools

Make a formal complaint
that stays confidential to the people involved

An investigation begins
and the school will support you!

Conclusion/Consequences
If the other person has violated the law or school policy, they will receive appropriate consequences and resolution.

Other Support

The situation can sometimes be addressed informally:

- Schedule changes
- Support from staff
- Counseling support

You can *always* decide to start a formal process later.

SCAN the QR Code for more resources!



SCAN ME



**We are here to help you
regain control of your story.
We believe you and are here
to support you.**

Created by
the Wayland Healthy Relationships Task Force

Interventions and Consequences for Violating the Code of Conduct

When addressing poor student conduct, we strive to:

- Repair and prevent further harm to the community
- Promote learning and reflection
- Reduce the likelihood that the choice will be repeated
- Minimize learning disruption

Wayland High School has a progression of disciplinary measures ranging from warnings and teacher assigned detentions through suspension and expulsion from school. Each is to be taken seriously as a deterrent and corrective measure. We will not permit students to disrupt the learning environment or to behave in ways which are harmful or hurtful to other students or staff.

For details regarding the [Discipline of Students on IEP or 504 Plans](#), please refer to the appendix linked here.

Restorative Practices and Mediation

We are committed to an inclusive and supportive learning community, and we know that we have the responsibility to build both academic skills, and the capacity for problem solving, cooperation, and conflict resolution. We make every effort to avoid exclusion, and encourage healing. Restorative practices and mediation, including peer mediation, are two cornerstone practices of our response to student conflict and violation of community norms.

Peer Mediation & Mediation

When students are in conflict they will be referred to, and required to attend, peer mediation when appropriate. Peer mediators work with a professional mediator to facilitate a dialogue that is neutral, confidential, and voluntary to complete. The students in conflict will have the opportunity to share their perspective and listen to the other side in a safe and respectful way. Depending on the nature of the conflict and the students' willingness to complete the process, they may also come to a resolution or make written agreements about how to move forward.

Most mediations are done with peers and faculty supervision, but some conflicts will not be appropriate for peer mediation. In those cases, trained faculty mediators will conduct the mediation.

Restorative Practices

The term "Restorative Practices" refers to a particular approach to student intervention that includes mediation, but also includes other interventions, such as a restorative conference, community circle, or community service actions. The goal of restorative practices is to repair harm done to the community, rather than exclude community members. It involves people who have done harm to others taking responsibility for their actions and addressing the needs of people in the community they may have harmed. Students may be required to take part in restorative practices as a part of their reentry into the community, or as a condition of avoiding suspension or expulsion.

Consequences for Infractions

Below are some possible consequences for behavior that violates our code of conduct:

Intervention	Definition	When it is Implemented	Who is Involved
Conference with administrator, and possibly caregiver and teacher	Meeting where the infraction is discussed, including impacts on the community and next steps.	With most infractions, this is implemented first.	Student, administrator, and other parties; parents are not always involved.
Communication home	Administrator communicates with home regarding student behavior.	At the discretion of the administrator	Administrator, student, and parent
Loss of free blocks	Student loses free blocks, will need to attend Study Hall and/or administrator will arrange supervision for student.	Unexcused absence from class and violation of community norms	Student, study hall monitor
Detention	Student spends time at school prior to classes, or outside of school hours, and may be required to complete additional reflection on the incident	This can be implemented for any disciplinary infraction	Student, detention monitor
Probation	Students on probation lose all privileges for a period of time. These include, but not limited to, the following: parking, open campus, rehearsals and performances, club activities, class activities, free blocks, some school field trips, and sports practices or games	May be implemented when students have accumulated many other consequences and need a higher level of intervention over a period of time	Student, caregivers, administrators and other school personnel involved in student life
Removal of privileges	Students who lose privileges can lose their ability to access areas of the campus, park on campus, access open campus, technology privileges, or other privileges that WHS students have on campus.	This is implemented as a response to specific community norm infraction	Student, caregivers, administrators and other school personnel involved in student life
Restriction from extracurricular activities and events	Students cannot attend any extracurricular activities and events.	This is implemented as a response to specific community norm infraction	Student, caregivers, administrators and other school personnel involved in student life
Loss of transportation	Students are unable to use school buses/transportation (this could include athletic buses)	If the infraction occurs on school transportation and further participation poses a risk to others	Student, caregiver and transportation personnel
Diversion	For some infractions, in lieu of suspension or expulsion students may be asked to complete a school implemented diversion	For initial infractions that could rise to expulsion or suspension,	Student, caregivers, administrators and other school

	<p>program. Which could consist of psycho-education, community service, or referral to Wayland Youth and Families and other programs.</p> <p><i>Note that many of the consequences in this chart could be included in a diversion plan</i></p>	administrators may offer diversion.	personnel involved in student life
Removal from a class	Student is removed from class	In cases of harassment, bullying, and excessive academic dishonesty.	Student, teacher, caregivers (informed), administrators
Restorative conference	A mediated conversation where a student accepts responsibility and makes amends for wrongdoing with the community	Used primarily when behavior has significantly disrupted the learning community	Student, administrator, other members of the learning community as appropriate
Community service	Students complete service on campus or with an approved organization	This can be implemented for any disciplinary infraction	Student, administrators and other school personnel involved in student life
Mediation	Students in conflict participate in a facilitated conversation with trained mediators, and establish agreements about how to interact with each other	Most student conflicts require mediation, it is essential to our response to unkindness or aggression	Student, mediator(s), and caregivers (informed)
Protective Measures such as boundary agreements and behavior contracts	To reestablish safety and protect the learning environment, students agree through written or verbal contracts, to avoid contact, stay out of certain areas of school, or follow specific behavior expectations with clear consequences	Any form of harassment, bullying, or aggression may result in protective measures	Student, administrator, and caregivers
Loss of leadership or athletic privilege	Students are removed from leadership roles, or from an athletic team. If a student violates norms they lose their opportunity to represent their peers	When students repeatedly violate norms, or violate them significantly	Student, administrator, supervisor of activity being restricted
Restricted Study	Rather than have a free period, students must report to the lecture hall or other designated location and remain there for the entire period. No cell phone use is allowed.	Unexcused absence from class and violation of community norms	Student, study hall monitor

This list is not intended to describe every possible consequence, or attach specific consequences to specific behaviors only. If students violate the code of conduct or behave in a way that is inappropriate, they will earn a consequence in keeping with their actions. For example, if they violate our community norms at a sporting event, the consequences may be related to attending sporting events in the future.

Even if it is not cited in this handbook, behavior that is malicious, disruptive, dangerous, or intentionally damaging to our community is punishable. In ordinary circumstances, consequences are progressive in nature. That is, second offenses are generally treated more harshly than first offenses. If a student continually violates school rules and expectations the administration may take more serious action than is specifically prescribed in this code. These rules apply at school, on school transportation, and all school sponsored events.

Further Explanation of Specific Consequences:

Restricted Study: Students who violate our code of conduct may earn restricted study hours, which will be documented and tracked in eSchool. Each restricted study is equal to one block in the Lecture Hall or other designated room. Students are expected to serve their restricted study assignments starting the day following notification and continue attending restricted study until all assigned restricted study blocks have been served. Failure to serve restricted study may result in a doubling of assigned restricted blocks, assigned in-school community service, after school detention, and/or in-school suspension. Unserved restricted study hours carry over to, and double, the next year. Students must serve restricted studies in order to access other methods of restricted study reduction. Additionally, students must not have accumulated restricted studies in order to attend school social functions such as Prom, Sophomore Semi-formal or Senior Activities. All restricted study hours must be served before graduation.

Probation and Accumulation Of Excessive Consequences: Students who accumulate excessive restricted study hours or detentions will be put on probationary status as described below. Students on probation lose all privileges starting on the date of notification. The administration reserves the right to exercise discretion as necessary to accommodate individual situations that arise. Being on probation impacts all student privileges including, but not limited to the following:

- parking
- late arrival, early dismissal
- open campus
- drama rehearsals and performances
- club activities
- class activities such as trips, dances (including, but not limited to, semi-formals, the junior prom), class night, senior cruise, and graduation.
- the right to free blocks
- some school field trips
- sports practices

Suspension & Expulsion

Removing a student from our community is not taken lightly; if a student is removed/suspended, it has been deemed necessary in order to preserve the learning environment. 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. Suspension is one of the most serious disciplinary measures taken. Suspension also impacts students' participation in other school activities, as outlined below. Suspension may be served in one of two ways:

- **In School:** Student attends school but is assigned to a room for the day. Students are allowed a 20 minute lunch period and may *not* participate in any after school activities.
- **Out of School:** Students are not allowed to come to school for a specified time period. Students may not participate in any after school activities.

All students who are suspended are required to take part in a reentry meeting with any appropriate school personnel before attending classes.

Due Process for Suspension and Expulsion

Due process refers to the rights of a pupil to a hearing when being suspended or expelled from school. At Wayland we believe students also have due process rights in cases of other extreme disciplinary actions (e.g., long-term suspension from athletics, exclusion from special events, etc.).

1. Before suspension, the principal or designee will 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.
2. In the case where administration 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.
3. 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.
4. Any student who is charged with weapon, drug, or assault violations 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.
5. See [Acts \(2012\) Chapter 222](#) for additional information on students' rights to due process.

Certain actions lead immediately to the consideration of suspension or expulsion. These instances are described below and in [M.G.L. Chapter 71, Section 37H](#).

Suspension/Expulsion as a Result of Assault, Weapons or Controlled Substances (M.G.L. Chapter 71, Section 37H)

For offenses involving drugs, assault on a staff member, or the possession of weapons, the student will be emergency removed and guardians will be notified in writing explaining the reason for removal and their due process rights. There will be an investigation conducted by an administrator and a disciplinary hearing with administrators will be offered. Students have the right to appeal the hearing decision to the Superintendent within ten days. The student will remain under suspension pending the appeal. An Educational Service Plan will be created for all students suspended for more than ten days.

Suspension/Expulsion for Felony Charge (M.G.L. Chapter 71, Section 37H 1/2)

If a student has been issued a criminal complaint charging that student with a felony, the administration may suspend such student for a time deemed appropriate if the student's presence is determined to have a substantial detrimental effect on the general welfare of the school. Students charged with felonies have all rights of due process outlined above. An Educational Service Plan will be developed for students who are suspended pending the resolution of a felony charge. Any student convicted of a felony may be expelled. An Educational Service Plan will be developed for expelled students.

Other Long-term Suspensions/Expulsions (M.G.L. Chapter 71, Section 37H 3/4)

Students who commit other very serious offenses which pose a significant threat or danger to the school community will be suspended pending a hearing. Such students may be excluded from the community for an appropriate period of time, not exceeding 90 days. Such students have all rights of due process outlined above. An Educational Service Plan will be created for all students suspended for more than ten days.

Wayland High School Education Service Plan for Suspended Students:

For Short Term Suspension (<10 days): Students will stay up to date on curriculum through Google classroom, email, or other methods of communication with the teacher. The student's counselor, administrator, or teacher will facilitate that process.

For Long Term Suspension (>10 days): The student's support team will design and implement a plan for the student to make academic progress. That plan may include one of the following:

- Tutoring in alternate location
- Alternate placement in another school or program
- Participation in an on-line learning program
- If the student has a small number of credits remaining to graduate, the plan will prioritize the completion of those credits and may mean that the student is withdrawn from non-essential classes.

Impact of Infractions on Student Life:

Privilege of Leadership Positions: Officers and captains are generally elected by members of the organization or team and are expected to conduct themselves in an exemplary manner both inside and outside of school. Students suspended for offenses related to drugs, alcohol, weapons, or criminal conduct will lose the privilege to serve in a leadership position for any school-sponsored group or team for the period of one calendar year. Students suspended for other reasons may lose the privilege to serve in a leadership position, depending on the severity and number of offense(s).

End Of Year/Class Events: A senior, who in the final days of the school year commits a serious act against the school, the faculty or a fellow student, may be suspended from school and excluded from the remaining school events, including class night, awards assembly, cruise and the graduation exercise.

Extracurricular Activities, Events & Athletics: Students who miss school due to a disciplinary consequence (suspension) cannot participate in extracurricular activities (club meetings, rehearsals), events (dances, class events), and Athletics (games, practices). Additional consequences may apply based on the policies of the organization.

Disciplinary Records

Student disciplinary information shall be temporarily maintained in the student's record in accordance with state and federal laws and regulations and must be destroyed no later than seven years after graduation. Students' disciplinary records will be maintained in eSchool, guardians and students will be able to access this record through their personal HAC accounts. In addition, a number of college application forms include a question asking whether the student has been suspended, and if so, they request information. In response to disciplinary action taken against a student, Wayland High School may refuse to recommend and/or may withdraw its recommendation of a student's college application. Notice of such action will be given to the student and their guardian(s). Students have a right to expect that disciplinary matters and decisions will be treated with discretion.

Search And Seizure

School officials may search a student when they have **reasonable grounds** for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Searches may include, but are not limited to clothing, bags, lockers, personal computers, school issued computers, cell phones, school issued network accounts, school-issued email accounts, and vehicles parked on school grounds.

- Administrators will confiscate all student electronic devices before the search
- Members of the administrative team or their designee (e.g., school nurse) will be responsible for conducting all searches
- Evidence and items found during the search may be held by the school until turned over to the police or returned to the student or a guardian
- A warrant is not required for searches of students suspected of violating a school rule or committing a crime
- Following any search, guardians will be notified. Please note, guardians may not be contacted prior to a search
- Students who refuse a search will be suspended pending a meeting with their guardian

Student Services

Academic Center

Any student who attends WHS can utilize the services at the Academic Center. The Academic Center is a place where students can drop in for occasional academic assistance, set up a regular tutorial schedule in any subject, get help with an English paper, borrow materials, do research, use a computer, work on a project, study with a group, study individually, and learn study skills. Special evening programs for help with midterms/finals studying, along with other programs addressing student needs will come up throughout the school year and are posted on the counseling website and will be announced at school. The Academic Center is staffed by one full time teacher, volunteer tutors (students and community volunteers), and National Honor Society tutors. Anyone can refer a student for academic assistance; it can be a guardian, teacher, counselor, administrator, or the student themselves. During Ninth Grade Orientation, all freshmen are introduced to the Academic Center and are given a workshop on study skills and organization. Community members interested in volunteering at the WHS Academic Center should contact Ms. Aimee Lima at 508-358-4823. The Academic Center is open from Monday - Thursday 8:00 a.m. until 3:30 PM & Fridays 8:00 – 3:15 p.m.

Library Media Center

The Library Media Center opens for students at 8:35 a.m. each morning and closes at 3:10 p.m. each afternoon except on Wednesday when it closes at 2:25 p.m. Each student's name is entered into the circulation database. Students may sign out up to five books at one time. Most materials circulate for a period of two weeks. Overdue fines accumulate at the rate of five cents per day. Students are responsible for paying for all fines and any lost books or any damaged or lost equipment before they graduate. Students may use the facilities whenever they are free during the center's hours of operation. An environment suitable for quiet study is to be maintained at all times.

Advisory Program

The Advisory Program was developed to positively impact school culture through constructive, small-group discussion and activities on relevant, meaningful topics. Two faculty members facilitate each Advisory group, comprised of 15-18 students. Students will meet in their advisory groups daily for 7 minutes between 2nd and 3rd blocks, except on Wednesdays, when Advisory does not meet. Periodically, longer advisory sessions are scheduled for more in-depth conversations. Attendance is mandatory and earnest participation and engagement are expected.

Health Services

School health services are provided to protect and improve your health thus enabling you to gain the greatest benefit from your school experience. Services include first aid for accident and illness; vision and hearing testing; counseling; tuberculosis screening; promotion of regular health supervision by family physician; adjustment of academic program when required by illness or handicap, and provision of a safe school environment.

School Nurse & First Aid

The health room is located in the administration building and is open during school hours. The school nurse will be in the health room throughout the school day and will administer any necessary first aid for accidents and/or illnesses. When necessary, arrangements will be made for dismissal from school.

Students coming to the health room must get a pass from their teacher unless they are free or if their visit is an emergency. Any student who is ill and wants to go home must be dismissed from the health room. It is the guardian's responsibility to provide transportation.

Only medication that is considered absolutely necessary by the prescribing physician will be administered during school hours. This medication will be administered according to the procedures outlined by the medication policy which is posted in the health room.

Required Physical Exams

- In order for students to participate in competitive athletics, they must have a WHS physical examination form completed and signed by the student's physician that extends through the end of the competitive sport.
- For transfer students. (A previous physical exam within the school year of transfer is acceptable only if a copy of it is presented to the public health nurse.)
- For students who have not had a physical exam within the last three years. State Law (Chapter 71, section 57) requires that students undergo a physical exam every three years.

METCO Program

The METCO Program is a desegregation program which provides an opportunity for urban and suburban students to experience diversity, learn to respect human differences and celebrate the richness of the multi-cultural educational setting. The program has reciprocal benefit to countless urban and suburban families because of the opportunity it offers to dispel racial, ethnic, and socio-economic stereotypes and promote understanding within the context of the public school setting. Annually, since the early 1970's the district has enrolled approximately 125 Boston students in grades K-12.

Learning Resource Team

The Learning Resource Team (LRT) is composed of a group of teachers who provide resource room instruction, liaison with classroom teachers, and support services. The resource instruction is individualized, and includes assistance in the following areas: basic language arts, basic mathematics, reading, spelling, composition, handwriting, study skills, research skills, occupational awareness. LRT academic support is only available to those students whose educational plan calls for such services.

Counseling Services

Students are assigned a counselor upon entering the high school and remain with that counselor until graduation. Counselors and teachers work together closely to make the high school experience a rich and rewarding one for each student. Counselors work with students and guardians separately and together on developmental issues, academic planning and course selection, orientation, transition, testing, academic and personal issues and the college selection process.

Grade 9:

Our freshman seminar program begins in September and runs through the first term. Each freshman student is part of a small group of 8-10 students who meet once during the eight-day cycle with their School Counselor and several Peer Mentors. Our curriculum addresses the major issues of transition and adjustment to high school and to the "tasks" of adolescence. In addition, we focus on academic requirements, expectations and the realities of our high school programs time management, stress management and setting priorities is addressed. Discussions also focus on resources in the high school and how to access them - from academic assistance to extracurricular involvement.

9th graders are encouraged to meet individually with their School Counselor to discuss any questions, concerns or topics more appropriate for a private conversation. Throughout the high school years, the student's counselor gets copies of all progress reports, disciplinary actions and report cards. Counselors monitor the progress of their freshmen particularly closely.

Grade 10

Prior to preliminary course selection in February, the school counselors meet with all sophomores in small groups to discuss program planning for junior and senior years and to present an overview of the post-secondary planning process that commences formally in the junior year.

In addition, tenth graders meet with their counselors for more individual course and future planning in the early spring. This is the time to review diploma requirements and to develop a more definite plan for junior and senior year.

Grade 11

The major focus of the junior year, particularly after the first semester, is the beginning of the post-secondary decision-making process. Late February and early March we meet with all juniors in groups of 25 for our half-day College Decision-Making Workshops. In addition, juniors are encouraged to meet individually with their guidance counselor to discuss their post-secondary options.

Grade 12

The major focus of the senior year is post-secondary planning. It is important to remember that, as in all other areas of development, students approach this task in many different ways. As is true of the rest of our counseling, we provide a highly individualized focus for each of our students. Counselors are involved with their students throughout the entire process, assisting them with developing a college list, giving mock interviews, providing feedback on essays and personal statements, advising them regarding teacher recommendations, and the college admissions testing program, counseling after the college decisions come in and helping with transition issues.

Co-Curricular Activities

Wayland High School provides a wide variety of stimulating and worthwhile co-curricular activities. These activities make it possible for pupils to share their interests with others and to become informed of professional opportunities in various areas. In addition, some activities will help young people to become more aware of other cultural groups different from their own. Several activities, academic in nature, encourage pupils to acquire broader knowledge in specific fields. Pupils are urged to take an active part in activities. The following activities are available at Wayland High School and are supervised by faculty advisors:

2023-2024 Clubs

Clubs at Wayland High School are actively encouraged and are being developed every year. Students and/or faculty wishing to start a club must apply for club status and school recognition. All clubs are open to all students. Some clubs last many years, but others last for one academic year or less. All clubs are overseen by the Administration. Events and fundraising must be coordinated through them. A club fair is held at the beginning of each year.

Each academic year an updated list of clubs and advisors is published and maintained by the school. Clubs that are active at the start of this school year include:

- Alliance
- Amnesty International
- Anime Club
- Art Club
- Asian Club
- AV Club
- Book Club
- Chess Club
- Christian Club
- Climate Committee
- Coding Club (Computer Science Club)
- Community Service Club
- Cooking for a Cause
- Debate Team
- ESports
- Family Promise Club
- Future Business Leaders of America
- Fishing Club
- Green Team
- Improv Club
- Lunch Bunch
- Math Team
- Mock Trial
- Model UN
- Muslim Student Association
- Outdoorsman Club
- Paws Club
- Philanthropy Club
- Power Club
- Robotics
- Russian Club
- SADD
- Science Olympiad
- Sewing Club
- Sneaker Club
- Sports Management
- Student Corps
- Ultimate Frisbee
- Water Warriors
- Weightlifting
- WHS Theater Ensemble
- Window Dance Ensemble
- Women's Empowerment Club
- World Language Club
- WSPN
- Yearbook Club

APPENDIX

Instructional Technology

The Wayland Public School District (WPS) believes that the use of computers and networked services, including the Internet, have become, if used appropriately, an integral part of the educational program. To this end, WPS provides both computers and network access for educational purposes, which includes the preparation and completion of classroom lessons and assignments; use of online educational resources; independent research; and other pertinent school business. This policy is intended to comply with the Children's Internet Protection Act (CIPA, NCIPA), and the Protecting Children in the 21st Century Act.

WPS expects all students, teachers, staff, and families to work together in creating a safe and secure learning environment when using technology. In support of this, WPS takes several steps to accomplish this goal, including educating students about appropriate online behavior in social networking and being aware of cyberbullying and responses to it. In addition, WPS implements both network filtering and monitoring to help encourage and supervise appropriate behavior.

WPS expects that guardians will supervise their child(ren) when using technologies from home. It is the responsibility of all computer users to make sure they comply with providing a safe and secure learning environment when using technology.

WPS has implemented the LARK framework, which provides general principles and guidelines that we expect our students to follow:

LARK: Legal, Appropriate, Responsible, and Kind

Legal: Respect copyright laws by copying text, pictures, music and videos only with permission, and by citing where the materials was found. Permission must be obtained before taking pictures or videos of others. Illegally copied or downloaded software, files, pictures, music or games may not be used on any WPS computer, nor may the computers or networks be used for any illegal purpose.

Appropriate: School technology is to be 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. The guidelines set forth in the Acceptable Use and Internet Safety policy should be followed at all times.

Responsible: Diligent care should be 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 should be kept private.

Kind: Using computers does not change our obligations to be kind to one another. Do not use the computer to tread on the rights or feelings of others when communicating online. Be polite and kind when using online communications, and tell an adult if you observe misuse of online communication that might be harmful to you or to others.

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.

Staff and students are to act responsibly in following our Acceptable Use/Internet Safety Policy for educational purposes only.

Acceptable Use/Internet Safety Policy

Wayland Public Schools provides access to many kinds of equipment and networked resources. Members of the WPS community are encouraged to use the computers, peripheral hardware, 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. Access to WPS computing resources, including the laptop provided, is a privilege, and certain responsibilities accompany that privilege, including those described in this policy. WPS users are expected to demonstrate the same level of ethical and professional behavior as that of face-to-face or written communications.

General Principles

1. Follow the LARK principles at all times when using school computers or networks, regardless of location or device.
2. Do not attempt to damage, subvert, or bypass the WPS network (including firewalls and network filtering), WPS computers, or equipment belonging to others.
3. Do not attempt to modify the computing hardware provided by WPS.
4. WPS recognizes that the Internet has become a focal point for entertainment, business, and social uses as well as education. Therefore, students may use their school computers for personal purposes at home, as long as such use is consistent with family or household rules and does not interfere with school work.
5. Any information contained on any device purchased or leased by WPS is considered to be the property of Wayland Public Schools. WPS reserves the right to inspect any data, including email and other messages, stored on WPS devices or transmitted on WPS networks at any time, in order to retrieve WPS information and records, engage in routine computer maintenance and housekeeping, carry out internal investigations, check Internet access history, provide data or files to law enforcement authorities, or for other purposes related to school business. WPS staff may take immediate action as needed when a problem has been detected, including disconnecting systems from the network and blocking email messages or other uses that threaten the security, integrity, or functionality of the network.
6. 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 digitally.

Use of the Network

1. The school network is to be used for educational purposes, that is for the purpose of work pertaining to your WHS class work only.
2. Students are not allowed to bring in their own computing devices.
3. Student laptops must use the student network ONLY.
4. Streaming media for entertainment, (such as YouTube, Netflix, Hulu, Vimeo, HBO Go, Pandora, Spotify, and others) is not permitted on the WHS network. Streaming is allowed for educational purposes. Non-educational use IS NOT ALLOWED as it can overload the network, interfering with the educational work of others.
5. Overloading the network, bypassing or otherwise interfering with the network infrastructure (including firewalls, network filters, and network monitors), attempting to

subvert the security of other computer systems, or using the network to interfere with the work of other students, teachers, and staff, IS NOT permitted.

6. Playing computer games IS NOT permitted in the library media center, or in any situation which interferes with the network use or educational work by other students.

Examples of Inappropriate or Unacceptable Use

1. Laptops are not allowed in the Commons during lunch block and should be left in a secure place such as your locker or a locked classroom.
2. Forging, reading, deleting, copying, or modifying of electronic mail messages of other users is prohibited.
3. The creation, propagation and/or use of computer viruses are prohibited.
4. Deleting, examining, copying, or modifying files or other data belonging to other users is prohibited.
5. Unauthorized copying or installation of software belonging to the school is prohibited.
6. The hardware or software shall not be altered, mishandled, or abused in any way, aside from normal software customization.
7. Gambling activities are prohibited.
8. Accessing proxy sites, installing software or plugins to use proxy services, or other attempts to bypass the security or other network filtering of the WHS network is prohibited.
9. Intentionally destroying, deleting, or disabling WPS-installed software on any WPS computer is prohibited.
10. Vandalism, including (but not limited to) any attempt to harm or destroy the data of another user; to harm the network or any networks or sites connected to the network or Internet; or to breach security codes or passwords is prohibited.
11. Illegally copied or downloaded software, files, pictures, music or games may not be used on any WPS computer, nor may the computers or networks be used for any illegal purpose.

Violations of the AUP

Violating the AUP may result in a loss of access as well as other disciplinary or legal action.

Consequences may include, at the discretion of school staff:

- Confiscation of the WPS computer or other device
- Loss of access to the network
- Restricted Study or Detention
- Revocation of privileges, athletic participation, or extracurricular participation
- Guardian meeting
- Suspension

Because of the importance of computing within the WHS curriculum, WHS prefers not to take computers away from students. However, if you break the AUP, it will be taken away and in cases of repeated violation of this policy, WPS reserves the right to take it away for any period of time up to and including the remainder of the school year.

WHS Online AUP/ISP Agreement Form

All WHS students must complete the WHS Online AUP/ISP Agreement Form. The form includes a statement that the student has read and agrees to this policy. The statements in the online form are expressly incorporated as part of this policy. Before receiving a laptop, students must complete that form, and both students and guardians must read and sign the Computer Maintenance and Support Agreement, which incorporates this policy as well.

As part of the laptop distribution process, students and caregivers sign an agreement that incorporates this policy as part of the terms and conditions. WPS expects that both students and guardians have read both this policy and the laptop agreement before signing. The decision of WPS regarding inappropriate use of the technology or telecommunication resources is final. In situations requiring repair or replacement of equipment, WPS may seek monetary compensation for such costs.

Wayland Public School reserves the right to amend or revoke this policy.

WHS Student Council

Article I: Purpose, Scope, and Jurisdiction

Section 1: Student Council shall create a consistent, direct line of communication between the student body of WHS and the administration.

Section 2: The Student Council shall provide support to other clubs/organizations at WHS. The support will include the following:

- A. Organizing a club fair to allow for the student body to access all clubs
- B. Help organize and run elections for Student Council and class officers
- C. Create a line of communication with the club/organization and administration, when necessary

Section 3: The Student Council shall unite the student body at WHS through a variety of organized events. These may include:

- A. After school events hosted by Student Council for the student body
- B. Open forums to allow conversations and opinions of the student body to be shared with Student Council
- C. A leadership presence in the school, as well as the community of Wayland

Section 4: The Student Council shall create a connection between the student body of WHS and the larger Wayland community, when necessary. This may be as small as contacting local businesses for donations, or as big as developing community service events.

Section 5: The Student Council shall have the ability to create and organize Advisory Report videos. This power may include:

- A. Creating advisory report videos or other ways to reach entire student body
- B. Developing conversations regarding morale at WHS
- C. Connecting with other clubs/organizations who would like to create content and/or advisory reports

Article II: Membership

Section 1: The Student Council shall be composed of: President, Vice President, Treasurer, Secretary (Communication Liaison), two reps from each class, up to four at-large representatives to be selected by advisor/administration

Section 2: There shall be at least one faculty member, appointed by the principal of WHS, who shall serve as the advisor to the Student Council.

Article III: Elections and Tenure of Office

Section 1: All students returning in the following school year shall be eligible to run for SC officer positions/membership.

Section 2: All candidates for officer positions shall meet (at one time) with the faculty advisor and present officers before election takes place

Section 3: All candidates for representative positions shall meet (at one time) with advisor and present officers before election takes place

Section 4: Prior to the Student Council elections, there will be an opportunity for officers to address entire student body in either a speech or video

Section 5: Elections for officers will be held in May/June of school year prior to position being held

Section 6: Elections for representatives will be held in September of the school year in which the positions will be held

Section 7: All election results shall be announced/posted for entire student body to be made aware of the Student Council representatives

Section 8: Organization of elections will be discussed with E-Boards and Student Council. The execution of all elections will then be agreed upon by all parties involved.

Section 9: Potential President-VPs must run for election on same ballot

Article IV: Organization and Meetings

Section 1: Student Council shall be made into an Advisory group, organized after election of all representatives

Section 2: Student Council shall organize and host open forums for voices of non-member student body members to be heard

Section 3: When necessary, subcommittees formed from members of Student Council for activities/planning purposes.

Section 4: All voices of Student Council members will have the opportunity to be heard and will be treated with respect. When necessary, a voting process can be applied to help form decisions.

Section 5: If there is a vacant Student Council position, the student who received the next highest votes in the election will be invited to fill the position. If the position is an at-large position, the advisor and administration will discuss a possible replacement, if it is deemed necessary.

Article V: Powers and Responsibilities of the Members

Section 1: President

- A. To execute all decisions passed by the Student Council
- B. To be the spokesperson for the student body, especially as it relates to conversations with administration
- C. To prepare for and preside over all Student Council meetings and functions
- D. To organize membership roles and responsibilities
- E. To keep Student Council members accountable for their responsibilities
- F. Set an example of leadership, acceptance, and unity for all students in WHS

Section 2: Vice President

- A. To assume presidential power, when president is unable

- B. To assist President in all functions of Student Council
- C. To help establish roles for members of Student Council
- D. Set an example of leadership, acceptance, and unity for all students in WHS

Section 3: Treasurer

- A. To keep accurate financial record
- B. To communicate with front office assistants as it relates to finances and Student Council
- C. To fill out and keep records of all fundraising forms
- D. Set an example of leadership, acceptance, and unity for all students in WHS

Section 4: Secretary (Communication Liaison)

- A. To take minutes of Student Council meetings
- B. To help summarize minutes for either WSPN, Advisory Report, or other forms of communication with entire student body
- C. To keep open lines of communication with entire student body (Facebook, email, etc.)
- D. Set an example of leadership, acceptance, and unity for all students in WHS

Section 5: Representatives

- A. To keep open lines of communication between class E-Boards and other clubs/organizations assigned to
- B. To fulfill other responsibilities determined by President, VP, and Student Council as a whole
- C. Set an example of leadership, acceptance, and unity for all students in WHS

Article VI: Attendance

Section 1: Advisory Meetings

- A. All members will be required to attend advisory
- B. Two unexcused absences in a quarter will result in removal from position. After removal, members will return to their original advisory assignment

Section 2: Student Council Sponsored Events

- A. All members will be required to attend and execute Student Council functions
- B. Failure to attend/assist will first result in conversation with officers and the member who has neglected their responsibilities
- C. Continuation of failure to attend/assist will result in conversation with advisor and the member who has neglected their responsibilities
- D. Continuation of failure to attend/assist will result in removal from position. After removal, members will return to their original advisory assignment

Article VII: Student Discipline

Section 1: WHS Student Council members are leaders amongst our student body, and WHS expects that members observe the standards of conduct set forth in WHS' Mission, Vision, and Values. It is expected that all members observe these standards of personal conduct that will lead to creating meaningful relationships both inside and outside the classroom.

Section 2: Restrictive Studies/Other Disciplinary Actions: Any and all disciplinary actions will be reviewed by the School Council Advisor. If a student has recurring disciplinary issues the advisor has the right to remove or suspend the student from Student Council.

Section 3: In School and Out of School Suspensions: If a student council member is suspended from school, they will be automatically removed from Student Council.

Section 4: The Student Council Advisor has the right to remove or suspend a member of the Student Council based on any disciplinary issue.

Section 5: If a member in a leadership position has a disciplinary action, they will be removed from their position.

Admin and other affected clubs/organizations shall have the right to read, respond, and vote on the acceptance of this constitution.

Additional Student Government Bodies

Regional Advisory Council

Article I; Purpose, Scope, and Jurisdiction

Section 1: By state law, every Massachusetts high school student body must elect two student representatives to the Greater Boston Regional Advisory Council, a statewide organization of high school students which meets monthly in Boston during school hours. The Regional Advisory Council advises the Commissioner of Education and has voting representation on the State Board of Education. RAC members represent the needs and concerns of the students in their school by working on task forces such as: The Grievance and Social Issues Task Forces and the School Improvement Council. A member usually spends an additional day each month working on RAC projects. [Student Advisory Council Functions and Role Responsibilities]

Section 2: The power to represent the student body of Wayland High School before the Greater Boston Regional Advisory Council shall be vested in two Regional Advisory Council representatives.

Section 3: The two Regional Advisory Council representatives shall be voting members of the Student Council.

Article II: Membership

The student body of Wayland High School shall elect two Regional Advisory Council representatives.

Article III: Elections and Tenure of Office

Section 1: All students of Wayland High School who have been residents of the Commonwealth of Massachusetts for six months shall be eligible for election to the Regional Advisory Council. [Article III, Election Procedures for Student Membership on the Massachusetts Board of Education].

Section 2: All candidates for Regional Advisory Council must obtain 50 signatures from any freshmen, sophomore, and junior students in order to be placed on the ballot. Nomination papers must be returned to the Student Council before the previously announced deadline.

Section 3: Elections for Regional Advisory Council shall be held in March and shall be subject to the rules and recommendations of the Greater Boston Regional Advisory Council and to the election rules of the Student Council [Article III]. All freshmen, sophomores and juniors shall be eligible to vote for Regional Advisory Council candidates.

Section 4: The term of the two Regional Advisory Council representatives shall begin immediately after election results have been tabulated and posted, and end one year later or when the terms of their successors begin.

Class Executive Boards

Article I: Purpose, Scope, and Jurisdiction

Section 1: Class government and control shall be vested in class executive boards, each class having one.

Section 2: Class executive boards shall have the power to coordinate all class activities and functions and raise appropriate funds for the operation thereof.

Article II: Membership

Each class executive board shall be composed of a president, vice president, treasurer, secretary and ten representatives, elected by the students of each class.

Article III: Elections and Tenure of Office

Section 1: Candidates for the office of representative must obtain twenty-five signatures and candidates for president, vice president, treasurer and secretary must obtain 50 signatures in order to be placed on the ballot. Candidates for all executive board positions must obtain signatures from students in their respective class. All nomination papers must be returned to the Student Council before the previously announced deadline.

Section 2: All candidates for the four offices of president, vice president, treasurer and secretary shall be given the opportunity to make speeches before their respective class prior to the election. The names of the candidates for representatives shall be announced to their respective class.

Section 3: General class executive board elections shall be held in May, after the Student Council election in May; the freshmen class executive board election shall be held at the same time as the Freshmen student council election in 8th grade.

Section 4: The term of all class executive board members shall begin immediately after election results have been tabulated and posted, and end one year later or when the terms of their successors begin.

Article IV: Powers and Responsibilities of the Members

Section 1: President

- A. To execute all decisions passed by the executive board;
- B. To be the spokesman for the class;
- C. To preside over all executive board and class meetings.

Section 2: Vice President

- A. To fill in for the president and assume presidential duties in the case that the president is unable to fulfill them.

Section 3: Treasurer

- A. To keep written financial records of all monetary transactions.

Section 4: Secretary

- A. To keep a written record of class business;
- B. To handle class correspondence.

All members of the executive board shall have a vote except for the president, who shall vote only to resolve a tie.

Social & Emotional Support Resources & Hotlines

We hope that this resource page is helpful to the students and families of Wayland. Although there are a number of wonderful resources and hotlines below, please remember that in an emergency, you should call the Wayland Police Department directly by dialing 911. Their office contact information is below as well.

Wayland Police Department:

38 Cochituate Road

Wayland, MA 01778

Office: 508-358-4721

Emergency: 911

Wayland Police Department Anonymous Hotline: 508-358-1726

Counseling for All Wayland Residents and Wayland Public School Students:

Wayland Youth and Family Services:

Phone: 508-358-4293

Office open: Monday – Friday 8:30-4:30pm

Suicide and Depression

1. Suicide and Crisis Hotlines - Toll-Free/24 Hours/7 Days a Week: 1.800.SUICIDE (784-2433) and 1.800.273.TALK (8255) and <http://www.suicidehotlines.com>
2. Samaritans – Boston: 3pm – 9pm on weekdays and 9am – 9pm on weekends (Teen to Teen)
All other hours: calls are answered by an adult: 1.800.252.TEEN (8336) and <http://www.samaritanshop.org>

Bullying/Cyberbullying

1. <http://www.elizabethenglander.com>
2. http://www.webhost.bridgew.edu/marc/marc_research.html

Sexual Assault

- Beth Israel Hospital Rape Crisis Service, Boston: 617.667.8141
<http://www.bidmc.org/violenceprevention>
- Boston Area Rape Crisis Center, Cambridge: 1.800.841.8371 (24 hour hotline)
- MGH Rape Emergency Unit, Boston: 617.726.2000
- Center for Sexual Abuse Counseling, Wellesley: 781.237.9110
- Rape Crisis Hotline: 800.870.5905 or 800.223.5001 (Spanish)
<http://www.rapecrisiscenter.org>

Dating Violence:

- REACH Beyond Domestic Violence: 800.899.4000 and <http://www.reachma.org/>
- Violence Against Women: 508.626.8686 and <http://www.smoc.org/index.asp?pgid=45>
- Teen Dating Violence DOVE Youth Hotline, Boston: 617.773.4878 and <http://www.doveinc.info/ourservices.html>

Domestic Violence

- Waltham Battered Women's Support Committee, Waltham: 617.899.8676
- Women's Protective Services, Metrowest: 800.593.1125 or 805.626.8686

- Bridge Over Troubled Waters, Boston: 617.423.9575 (M-F daytime only, or emergency assistance 24/7 at <http://www.bridgeotw.org>)

Substance Abuse

- Wayland Youth and Family Services, Monday – Friday 8:30-4:30pm: 508-358-4293
- Al-Anon/Alateen, Monday – Friday, 9:00am – 4:00pm: 999.425.2666, or for meeting schedule: 508.366.0556 and <http://www.al-anon.alateen.org>
- Drug and Teen Alcohol, National 24-Hour Hotline: 800.252.6465
- Statewide Substance Abuse Information Line: 800.ALCOHOL, 800.COCAINE and <http://www.800alcohol.com>

Eating Disorders

- MEDA: <http://www.medainc.org>
- Walden Behavioral Care, Waltham: 781.647.6727 and <http://www.waldenbehavioralcare.com>
- Newton-Wellesley Eating Disorders and Behavioral Medicine: 617.332.2700, x2 and <http://www.nwedbmed.com>
- Klarman Eating Disorders Center @ McLean Hospital: 617.855.3410 and <http://www.mclean.harvard.edu/patient/child/edc.php>

LGBTQ Resources

- Gay, Lesbian, Bisexual, Transgender- LGBT Helpline: 888.340.4528 and <http://www.glnh.org>
- Boston Gay & Lesbian Adolescent Social Services, Boston: 617.266.3349 and <http://www.jri.org/glass>
- Peer Listening Line, Boston: 617.267.2535 or 800.399.PEER (7337) Monday – Friday, 4:00pm – 10:00pm
- Same Sex Dating Violence, Fenway Community Health Violence Recovery Program: 800.834.3242 and http://www.fenwayhealth.org/site/PageServer?pagename=FCHC_srv_services_violence

Grief/Bereavement

- Jeff's Place: <http://www.jeffsplacemetrowest.org>
- Good Grief Program: 617.414.4005 or 617.921.4008 and <http://www.bmc.org/pediatrics-goodgrief.htm>

Other Adolescent Services

- Human Relations Services (HRS) 11 Chapel Place, Wellesley, MA 02481: 781-235-4950 and <http://www.hrshehelps.org/>
- Psychiatric Emergency Services: Psychiatric Emergency Services is a division of Advocates Inc. and serves as their 24-hour hot line service for adolescents in crisis:
 - Framingham: 508.872.3333 / 800.640.5432 (24-hour)
 - Waltham: 781.893.2003 / 800.540.5806 (24-hour)
- Advocates, Inc: 508.628.6300 and <http://www.advocatesinc.org/HowtoAccessServices>
- Covenant House Nineline, 24-Hour, toll-free crisis hotline, which provides: crisis intervention, referral and information services to homeless, runaway and other troubled youth and their families: 800.999.9999 <http://www.nineline.org>
- Best Team, 24-Hour crisis team available to evaluate adults and children in a psychiatric emergency. Serves those in the Greater Boston area who are not insured or have

MassHealth. They are able to provide consultation and referrals to others calling in a crisis situation: 800.981.4357

- National Alliance on Mental Illness, MA Branch: 781.938.4048

Athletics Handbook

A. PURPOSE OF ATHLETICS

The purpose of athletics is both educational and recreational. Pupils who participate in co-curricular athletic programs should benefit through opportunities to grow and to develop physically, socially and intellectually. Interscholastic sports provide lifelong and life quality learning experiences to students while enhancing their achievement of educational goals.

B. GOVERNANCE

Members of all teams representing Wayland High School are subject to all regulations of the Massachusetts Interscholastic Athletic Association, the Dual County League, and Wayland High School.

The athletic director is responsible for the ongoing conduct and supervision of the athletic program. The principal is ultimately responsible for all athletic programs at Wayland High School. Pupils participating on a team are immediately responsible to the coach of that team.

C. REQUIREMENTS FOR PARTICIPATION

1. *Physical Examination:*

All students must pass a physical examination within thirteen months of the start of each season. The MIAA efforts to maintain compliance with the Department of Health has stated that physical exams must cover an entire sports season. The original MIAA Rule: *(Rule 56.1 Student Eligibility/School Requirements: Physical Examinations/Medical Coverage/Concussions)* which requires a physical exam within 13 months of the start of each season, but allows a student “who meet[s] this criterion at the start of the season will remain eligible for that season. **The modification of this rule now states that if a physical exam (PE) becomes expired DURING an athletic season the athlete must provide an updated physical exam in order to continue participation in their respective sport.**

To comply with DPH regulations, schools have the option to choose to adopt a policy that requires examinations within 12 or 13 months of the student’s last physical. Wayland will honor the 13 month period.

A duly registered Physician, Physician’s Assistant or Nurse Practitioner must perform physical examinations. The Sports Medicine Committee recommended physical examination form is in the MIAA White Book. This certificate must be on file with the school nurse prior to the start of tryouts. Students who are medically excused from Physical education classes may not participate in the athletic program for the duration of the excuse.

2. *Academic Eligibility:*

Student/athletes must be enrolled in a minimum of 4 major subjects or the equivalent. A student/athlete must also have secured a passing grade in at least 4 major subjects, or equivalent, during the marking period preceding the athletic contest. Wayland High School follows MIAA rules and regulations when determining our students’ athletic eligibility. All courses for which we offer credit toward graduation will be counted toward eligibility except for the following:

- a. Wellness
- b. Independent study

c. LRT unless it is taken as a 5th major and 4 credits are awarded for successful completion of the course.

Secondary students who have been identified as "special students" (502.2) may be declared academically eligible by their principal for all interscholastic athletics provided that all other eligibility requirements are met. The principal of their school shall ascertain the scholastic eligibility of these students.

3. Chemical Health/Substance Abuse Agreement:

Signed by both the athlete and the guardian (hard copy) or signed by individual 18 years or older (online).

4. Emergency Medical Agreement:

Each athlete's guardian must complete the Emergency Medical Form. This form will be forwarded to the Athletic Trainer and will be kept in the medical kit for availability at all practices and contests.

5. Athletic Participation Permission Agreement:

All athletes and guardians must realize the risk of serious injury, which may be a result of athletic participation. guardians and athletes must read and sign the Permission to Participate in Interscholastic Athletics form. Signed by both the athlete and the guardian (hard copy) or signed by individual 18 years or older (online).

6. Media Release Agreement:

Signed by both the athlete and the guardian (hard copy) or signed by individual 18 years or older (online).

7. Hazing Law Agreement:

guardian and athlete will agree to abide by the Massachusetts Commonwealth Hazing Law. Signed by both the athlete and the guardian (hard copy) or signed by individual 18 years or older (online).

8. State Law Regarding Sports Related Head Injury & Concussions Agreement:

Signed by both the athlete and the guardian (hard copy) or signed by individual 18 years or older (online).

9. Bona Fide Team Rule Agreement:

Signed by both the athlete and the guardian (hard copy) or signed by individual 18 years or older (online).

10. The Commonwealth of Massachusetts Pre-Participation Head Injury/Concussion Reporting Form For Extracurricular Activities:

This form **MUST** be completed by family if an athlete obtains any head injury or diagnosed concussion prior to their upcoming sports season.

Location of form:

This form can be found in "**HEAD INJURIES AND CONCUSSION – Traumatic Head Injury**" section of the online format.

If family completes hard copy of athletic registration packet, the family must fill out **The Commonwealth of Massachusetts Pre-Participation Head Injury/Concussion Reporting Form For Extracurricular Activities** form. This can be found on the athletics website under –

“Concussion Forms & Resources”

D. TIME ALLOWED FOR PARTICIPATION

A student shall be eligible for interscholastic competition for no more than 12 consecutive athletic seasons beyond the 8th grade. In no case may a student be eligible to participate in more than four of each of the three annual athletic seasons.

E. LOYALTY TO THE HIGH SCHOOL TEAM

MIAA RULE 45 Bona Fide Team Rule - Athletes on all teams must comply with the Bona Fide Team Rule. Bona Fide members of a school team are precluded from missing a high school practice or competition in order to practice with an out-of-school team. Violations of the above rules will result in a 2-week suspension and the athlete will be ineligible for the MIAA State Tournament

F. PROCEDURE TO MEET NEEDS OF THE EXCEPTIONAL ATHLETE

From time to time, a pupil with very unusual athletic talent becomes a ranked athlete in state or national competition. There are times when regional or national competition may conflict with WHS athletic team schedules. When an exception to athletic policy is to be considered, the decision will be rendered as a result of a meeting with the athletic director, coach, and student/athlete (and guardians, if desired) involved. This should be accomplished well in advance of the season. Only state or nationally ranked athletes will be afforded this consideration.

G. ATTENDANCE

1. Students absent due to illness or an unexcused absence from school on the day of a practice or a game will not be permitted to participate in the practice or game.
2. Students must be signed in by third block and must remain in attendance for the remainder of the school day.
3. Excessive unexcused absences will result in athletes being barred from participation in athletics.
4. A player who is absent on the day of a contest without good and just cause may be suspended from the team.
5. Attendance at practice is absolutely required to maximize personal coordination and team play. Such attendance is necessary to minimize the risk of injury to self or teammates. An unexcused absence from practice may result in dismissal from the team. Exception: Students needing extra help should so inform their coach prior to missing a practice.
6. Any request to be late or to miss practice for good cause must be approved by the coach prior to the practice.

H. TRANSPORTATION

Transportation to and from all away games or scrimmages will only be by school bus or other school provided transportation.

Athletic Transportation Policy - Due to emergency or extenuating circumstances, guardians may transport their own son or daughter to or from away games provided that prior approval shall have been received by athletic director (principal/assistant principal/dean of students in her absence) by noon of the day of the game. guardians who are unable to attend a game may designate by name a guardian to whom the student may be released after the game provided that prior approval shall have been received as outlined above. Under no circumstances will a pupil be allowed to drive. Coaches cannot make exceptions to this rule.

I. GENERAL TRAINING RULES FOR ALL SPORTS

It is the overwhelming opinion of health educators and coaches that athletes perform best when they follow training rules which include prohibitions on the use of tobacco, alcohol and other drugs. Medical research clearly substantiates the fact that use of tobacco, alcohol or any type of mood modifying substances produce harmful effects on the human body.

The administrators, faculty and coaches of the Wayland Public Schools, concerned with the health habits of the students of this community, believe that athletics and the use of these substances are not compatible. Athletes should clearly understand that the rules and regulations listed below apply to all student-athletes **AT ALL TIMES DURING THE SCHOOL YEAR**, whether or not they are in season, whether or not they are on school property and whether or not they are at a school function.

Note Carefully - These are firm rules that apply to every sport, every team, every pupil athlete. They were developed after careful study the Massachusetts Interscholastic Athletic Association (MIAA). Coaches are required to enforce them strictly and the athletic director and school administration will see that the rules are upheld.

J. DRUG AND ALCOHOL POLICY

The Wayland Public Schools, as a member of the Massachusetts Interscholastic Athletic Association (MIAA), has expanded on the association's chemical health rule (#62, page 48 of MIAA Handbook) to encompass the entire school year, seven days a week, 24 hours a day.

During the entire school year, a student shall not, regardless of quantity, use or consume, possess buy/sell or give away any beverage containing alcohol; any tobacco product; marijuana; steroids; or any controlled substance. This policy includes products such as "NA or near beer". It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student's own use by his/her doctors.

The minimum PENALTIES are:

First Violation: When the principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contest totaling 25% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 25% of the season.

Second and Subsequent Violations: When the principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contest totaling 60% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 60% of the season. If after the second or subsequent violations the student of his/her own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events. The director or a counselor of a chemical dependency treatment center must issue such certification. All decimal part of an event will be truncated i.e. All fractional part of an event will be dropped when calculating the 40% of the season.

Penalties shall be cumulative each academic year, but a penalty period will extend into the next academic year, (e.g., if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year).

Additional Penalties: Forfeiture of captaincy and possible ineligibility for school awards.

The MIAA has informed member schools that this rule is in effect 24 hours per day, 7 days a week. The Wayland Student Handbook states that this policy will be enforced during the entire school year (including Fall pre-season).

Any student who is alleged to have violated this rule will be accorded the right to due process.

Possession of, use of, or being under the influence of any controlled substance while representing the Wayland Public Schools (practices, games, football camp, overnight athletic trips, etc.) may result in immediate dismissal from the team.

If you have any questions regarding this rule, please contact the Athletic Office at (508) 358-7488.

K. INJURY

Pupils are to report all injuries to the trainer and coach immediately. The trainer has final authority to determine when and under what conditions a player shall be allowed to return to active participation on the team. Failure to report an injury may result in suspension from the team.

L. CODE OF CONDUCT

Each coach prior to the respective start of the season will provide an expectation sheet to the student-athlete to be signed by that athlete and his/her guardian. Within that expectation sheet are rules and regulations that all parties agree to prior to the start of the season. In the event of a rules violation or a student not meeting the expectations stated in said sheet or the WHS Student Handbook, the student may be suspended or removed from the team by the coach after consultation with the director of athletics.

M. ATHLETIC PROGRAM CONFLICT RESOLUTION PROCESS

Athletic involvement, while fun and exciting, can be very emotional and time consuming. Because of this, conflicts and issues between a student and his/her coach may arise. It is imperative that any conflict and/or issue be addressed immediately, and as directly as possible, so that it can be resolved promptly. Students and guardians should use the following process as a guideline when seeking resolution to conflicts and/or issues between a coach and an athlete.

First Step: Personal Student-Coach Contact

The athlete should present the conflict/issue as soon as possible to the coach. If personal contact is not practical, a student may ask his/her team captain to approach the coach. If contact by the captain is not practical either, then the athlete's guardian may make contact at an appropriate time. In order for this conversation to be as productive as possible, times to be avoided are:

- either immediately prior to or right after a contest
- during an active practice session
- during a time when other students are present or when the discussion is readily visible to others

- when it is apparent that there is not sufficient time to allow for a complete discussion

The best solution is to set up an appointment with the coach. A guardian or student may leave a note for a coach in the athletic office, or speak to him/her in person, or by phone.

Second Step: Student-Athletic Director Contact

If a satisfactory resolution is not reached through direct contact with the coach, the student and/or guardian should contact the athletic director. The coach should be informed that this contact is going to be made. If this discussion does not result in a satisfactory conclusion, a meeting will be scheduled involving all concerned parties in an attempt to reach a satisfactory resolution. As this process can be time consuming, and, since athletic seasons are relatively short, there should be no time delay in airing concerns. It is important that students and their guardians trust that any comments, concerns, or issues raised to the athletic director will be addressed. guardians and students may also expect to hear from the athletic director regarding the outcome of their concerns. Issues concerning coaching personnel may not be publicly communicated. While there is no guarantee that all parties will agree with all resolutions or findings, a thorough, respectful airing of different perceptions and experiences can lead to more productive relationships and clearer understandings in the future.

Third Step: Student-Superintendent/Principal Contact

If a satisfactory resolution has not yet been reached, the student or guardian should contact the high school superintendent/principal. The athletic director should be informed that this contact is going to be made.

"Retribution"

On occasion, there is a perception by members of the Wayland community that voicing an opinion or concern about a coach, or about the athletic department, carries with it the risk of "retribution" towards the athlete either by the coach or by other staff members within the department. The athletic director and coaches are committed to insuring that there be no "retribution" in any form, within the athletic department at Wayland High School, for raising an issue or concern (of course, students who violate team, department or school rules will continue to face consequences).

Using the aforementioned process to voice a concern is strongly encouraged. If at any time, a student or his/her guardian's suspect that some form of "retribution" is surfacing as a result of voicing a concern, the athletic director should be immediately informed.

N. ATHLETIC AWARDS POLICY

Certificates of participation and varsity letters will be awarded based on the following general criteria. These awards are presented at the end-of season Booster Banquets.

General Criteria

1. It is expected that the athlete be present at all practices and games unless excused by the coach.
2. Athletes must realize that they are representing Wayland High School and should conduct themselves accordingly. The highest standards of sportsmanship and fair play will be observed at all times.
3. All athletes must successfully complete the season:
 - a) Athletes dismissed from a team for disciplinary reasons will not be eligible to receive a varsity letter.
 - b) An athlete must be a member of the squad at the end of the regular season, including post-season tournament play.

- c) Injured athletes will be considered on an individual basis by the coach and athletic director.
 - d) All post season obligations must be satisfactorily completed, i.e. equipment and uniform turned into the coach.
4. An athlete must be academically eligible.
 5. Criteria established by the coach must be achieved.
 6. The varsity coach's recommendation is required for all letter awards.
 7. Under special circumstances, as determined by the coach and the athletic director, a non-player (i.e. statistician, manager) may be awarded a varsity letter.

Requirements for a jacket – Jackets are awarded annually by the Wayland High School Boosters Association. Requirements for a jacket are as follows:

1. Two varsity letters in a sport or combination of sports.
2. Four years in one sport.
3. Managers must earn three varsity letters.

Any exceptions to these 3 requirements would be made with the approval of the athletic director and principal.

O. EQUIPMENT

- All athletic equipment not returned by a student will be billed at full replacement cost. Athletes who have failed to meet their financial obligations will not be allowed to participate in any capacity in any sport.
- Any student who does not return (or pay for) a uniform equipment issued by the school within one week of their final practice/game will not gain clearance to participate in the next sport and the administration will be notified.
- Seniors who advance in the spring tournaments must submit an equipment deposit check (amount to be determined by equipment manager) prior to being signed out for graduation or they will not be allowed to participate in tourney. The deposit check will be returned upon receipt of all issued equipment.

P. PROGRAM OFFERINGS

The following is a list of sports currently sponsored by Wayland High School. The fall season can begin two weeks prior to Labor Day. The winter season begins the Monday after Thanksgiving. The spring season begins the third Monday in March.

Fall

- Crew Boys and Girls (Varsity and Novice)
- Cross Country Boys and Girls (Varsity & JV)
- Cheerleading (Varsity)
- Field Hockey (Varsity, JV, Freshmen)
- Football (Varsity, JV, Freshmen)
- Golf (Varsity)
- Soccer Boys and Girls (Varsity, JV, Freshman)
- Volleyball Girls (Varsity & JV)

Winter

- Basketball Boys and Girls (Varsity, JV, Freshman)
- Cheerleading (Varsity - Basketball)
- Wrestling (Varsity & JV)

- Ice Hockey Boys and Girls (Varsity)
- Indoor Track Boys and Girls (Varsity)
- Skiing, Alpine and Nordic Boys and Girls (Varsity)
- Swimming and Diving Boys and Girls (Varsity)

Spring

- Baseball (Varsity, JV, Freshmen)
- Crew Boys and Girls (Varsity & Novice)
- Lacrosse Boys and Girls (Varsity, JV, Freshmen)
- Outdoor Track Boys and Girls (Varsity)
- Tennis Boys and Girls (Varsity & JV)
- Sailing (Varsity)
- Softball (Varsity & JV)
- Volleyball Boys (Varsity 0& JV)

Q. THE FUNDAMENTALS OF SPORTSMANSHIP

As Wayland High School spectators we are reflections of our team, our school, and our community. In demonstrating the fundamentals of good sportsmanship, we must:

1. Show respect for opponents at all times. Opponents are often our guests and should be treated with dignity and consideration.
2. Show respect for officials. They are impartial arbiters trained in their work. We must be willing to accept and abide by their decisions.
3. Maintain self control at all times. Control your actions and your words. You are being observed and heard.
4. Recognize and appreciate skill in performance. The ability to recognize quality in performance and the willingness to acknowledge it without regard to team membership is commendable.
5. Remember that good spectator sportsmanship is the "GOLDEN RULE IN ACTION".

State Laws and School Committee Policies

Attendance:

1. The laws of the Commonwealth of Massachusetts require that persons under the age of sixteen attend school "during the entire time the public schools are in session."
2. Anyone who induces or attempts to induce a minor to absent himself unlawfully from school, or unlawfully employs him or harbors a minor who, while school is in session, is absent unlawfully there from, shall be punished by a fine of not more than two hundred dollars. Amended by St. 1969, C543
3. Persons sixteen years of age or older come under Mass. General Law Chapter 76, Section 5 and it provides that every person shall have the right to attend public school in the town where he or she resides.
4. The Wayland School Committee Policy Manual relative to all registered students states, "Students shall be required to attend school every day that school is in session unless they are excused for illness, medical appointments, religious holidays or for an approved school-related activity (e.g., college interviews).
 - a. Extraordinary circumstances, (court appearances, bereavements and family emergencies) may result in approval of the absence by the administration and should, where possible, be approved in advance.
 - b. Family trips and other non-school committee approved absences must be approved by the administration. Two weeks before a family vacation, student must obtain a family vacation form in the main office.

Discrimination:

Both State and Federal laws prohibit discrimination in the public schools. 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, sexual orientation, gender identity, national origin, or handicap. No school may exclude a child from any course, activity, service or resource available in that public school on account of race, color, sex, religion, sexual orientation, gender identity, national origin, or handicap.

If you have any questions or complaints regarding Chapter 622, Title IX, Title VI or Section 504, please do not hesitate to contact the principal. Copies of these laws and the regulations can be obtained from the superintendent's office or from the Bureau of Equal Opportunity, 31 James Avenue, Boston, MA 02116.

Deborah Dixson has been appointed as the coordinator of Chapter 622, Title IX, Title VI and Section 504 programs for the Wayland Public Schools. If after contacting the principal relative to these programs, you have further questions or concerns, you may contact Dr. Cataldo at the Office of the Superintendent of Schools, 41 Cochituate Road, Wayland, MA 01778.

Discrimination Complaint Procedure:

Introduction: The purpose of this procedure is to set forth the steps which will be followed in order to resolve complaints related to the school department's compliance with Chapter 622, Title IX and/or Section 504 of the Rehabilitation Act of 1973.

Complaint Procedure: This procedure may be used by any student, guardian and/or employee.

Level 1: Anyone with a complaint shall bring it to the attention of the principal as soon as possible. The principal will investigate the complaint and respond in writing within seven days. Complaints may also be filed with any member of the Advisory Committee.

	District	High School
Title I (Income)	Betsy Gavron	Allyson Mizoguchi
Title II (Special Education)	Deborah Dixson	Allyson Mizoguchi
Title VI (Race, Color, National Origin)	Betsy Gavron	Allyson Mizoguchi Ben Buffa
Title IX (Gender)	Deborah Dixson	Allyson Mizoguchi
MGL. Ch. 76 (Attendance)	Betsy Gavron	Allyson Mizoguchi
Section 504 (Disability)	Deborah Dixson	Benjamin Buffa
Contact Information: Betsy Gavron: 508-358-3772 Deborah Dixson: 508-358-3756 Allyson Mizoguchi: 508-358-7746 Ben Buffa: 508-358-3707		

Level II: If the complaint is not satisfactorily resolved, it may be forwarded to the superintendent or his designee who will investigate the complaint and respond in writing within fourteen days.

Level III: If the complaint is not satisfactorily resolved within fourteen days, it may be forwarded to the school committee. The school committee will review and act on all complaints within thirty days. The school committee will communicate its action in writing to the complainant and will inform the bureau of its decision.

Additional Information:

- Dr. Deborah Dixson is the Coordinator for Chapter 622, Title IX, Title VI and Section 504 of the Rehabilitation Act and may be contacted at the Superintendent's Office at 358-7728.
- Inquiries regarding Chapter 622 may be made at the Bureau of Equal Educational Opportunity, Department of Education, Commonwealth of Massachusetts, 31 St. James Street, Boston, Massachusetts 02116, (617) 727-5880.
- Information regarding Title IX, Title VI and Section 504 of the Rehabilitation Act may be obtained from the Office of Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20201.

Sexual Harassment

Sexual harassment is any unwanted sexual attention, physical or verbal. This attention may include spreading sexual gossip, unwanted sexual comments, pressure for sexual activity and/or unwanted physical contact.

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.

Racial, Ethnic, or Religious Harassment

Racial, ethnic, or religious harassment is any unwanted physical or verbal attention, directed toward any racial, ethnic, or religious group that makes a person feel inferior or uncomfortable. This attention may include racial, ethnic, or religious comments, name calling, jokes, and/or graffiti.

Reporting Harassment

In the event that any individual at Wayland High School experiences or witnesses a behavior which they believe to be harassment, they should seek an adult in the school community whom they trust. That person will inform the administration and where specific names and offenses are stated, due action will be taken. This may include:

1. Mediation
2. Suspension
3. guardian conference
4. Additional disciplinary action

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

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 Betsy Gavron, Assistant Superintendent, Title I, and Title VI Coordinator (358-3772) or Deborah Dixson, Director of Student Services, Title IX, and Section 504 Coordinator (358-3756).

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

Individual Consultation

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

Informal Complaint Resolution

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

Formal Complaint Resolution

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

Procedures and 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**

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

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:
 - i. discuss a specific situation or incident;
 - ii. learn about Wayland Public Schools **Procedure for Resolving Complaints of Sexual Harassment**;
 - iii. learn about support services and resources;
 - iv. get personal support and advice on how to proceed, and

- v. 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:

- vi. **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.
- vii. **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 solutions are

- Betsy Gavron, Assistant Superintendent
- Deborah Dixson, Director of Student Services
- Allyson Mizoguchi, High School Principal

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

Throughout the Informal Complaint Resolution process, the complainant and respondent may each be accompanied by the support person from the individual

consultation stage, another adviser, or another support person from the school community.

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

Please consult the Wayland Public Schools Administrative Procedures: Complaints Regarding Personnel.

Resources

- Middlesex District Attorney Victim/Witness Bureau: (617) 494-4430
- Town of Wayland Youth and Family Services: (508) 358-7701 x 126.
- Wayland Public Schools contacts for information and advice include the following Title VI, Title IX, and Section 504 building representatives:
 - High School: Allyson Mizoguchi, Principal: 358-3700
Mr. Ben Buffa, Counseling Director: 358-3706
Mr. James Girard, School Counselor: 358-3710
 - Central Office: Betsy Gavron, Asst. Superintendent: 358-3772
Deborah Dixson, Dir. Of Stud. Ser: 358-3756

Substance Abuse Prevention Policy

Philosophy

The Wayland High School community is dedicated to providing a safe, healthy, productive learning environment free from alcohol, tobacco, and illegal substances. Accomplishing this goal requires a cooperative effort among school staff, students, guardians, law enforcement, and organizations concerned with the healthy development of all students.

The Wayland High School community is committed to developing and implementing programs related to the use and abuse of controlled and other illegal substances. It is imperative that we engage in a variety of activities and strategies designed to promote and/or model positive behaviors while educating all—students, faculty, and staff—as to the adverse consequences associated with the inappropriate or illegal use of such substances.

The Wayland High School community actively promotes safety and wellness throughout our school system. We will assist students and guardians to become more knowledgeable about the dangers associated with the use of various substances. To promote a quality learning environment, the system endorses an approach to (1) prevent, discourage, and eliminate drug and alcohol use by students by addressing prevention through education, (2) intervene with an emphasis on assessment and treatment, and (3) deter youth alcohol and drug use through disciplinary measures.

Expectations:

The Wayland High School community promotes healthy living and good decision-making. We recognize that we achieve a healthy community only when we seek resources when we need help

and when we look out for one another. Therefore, self-reporting is strongly encouraged, as is assisting each other when in need. Students who are not under the influence of a controlled substance, and who are in the presence of a controlled substance, **will not be punished** if they are in a supportive role in the situation. This means:

- Assisting a fellow student with immediate health concerns; and/or
- Notifying someone (police, emergency medical technician, guardians) who can provide the student(s) in question with assistance.

Students should not, under any circumstances, leave a student who is under the influence of a controlled substance or alcohol.

Drug and Alcohol Policy

All Wayland High students shall not, regardless of the quantity, possess, use, consume, buy, sell, or give away alcohol, marijuana, steroids, illegal drugs, drug paraphernalia, or any controlled substance. This includes products such as "NA" or "near beer." Further, no student shall voluntarily be in the presence of nor voluntarily attend a function where drugs and/or alcohol are being used illegally. This policy is in effect for ALL students during the school year on or off campus, from the beginning of the athletic pre-season in August, to the last day of school or tournament play, whichever ends latest.

An objective of this policy is to prevent all illegal substance use in regard to the students of the Wayland Public School District, but not to extend the policy beyond common sense to innocent attendance and law-abiding participation at an event such as a religious service or a wedding/wedding reception.

Any student who violates the WHS Substance Abuse Prevention Policy can expect the following:

- The student will be assigned a case manager from the Student Services Team.
- The student will be assigned a consequence, including possible removal from school, as described in the student handbook.
- The student may lose open-campus privileges or be banned from participation in school-sponsored extra-curricular activities.

Appeals

Any student deemed in violation of the "voluntarily in the presence of illegal drugs, controlled substances and/or alcohol" clause shall receive a warning on the first offense. Subsequent offences will result in assigned consequences. Students have the right to appeal a decision to a three person review board. The board shall consist of three school administrators. The matters discussed therein shall be kept confidential. The Review Board's decision is final. All appeals will be scheduled and heard within five schools days from the date of the allegation.

Possession

Staff members or students who have reason to believe that a student is in possession of illegal drugs, controlled substances or alcohol, on school grounds or at a school function will immediately report the student to an administrator or school resource officer. The administrator will investigate the matter, may involve the police, and, if appropriate, shall take the following steps:

- The guardian(s) will be notified and a hearing will be conducted. The student **may be suspended for a minimum of five days.**
- If there is probable cause, the student will be searched.

- The student may be denied participation in school-sponsored extracurricular activities, lose open campus privileges, and may be subject to suspension from school by the principal.

Use

Staff members or students who have reason to believe that a student is under the influence of illegal drugs, controlled substances or alcohol on school grounds or at a school function will immediately report the student to an administrator or the school resource officer. The administrator will investigate the matter and, if appropriate, shall take the following steps:

- Notify the guardian(s) and have them arrange to have the student taken home or released to police custody.
- If there is probable cause, the student will be searched.
- A disciplinary hearing will be conducted and the student may be **suspended for a minimum of five days.**
- The student may be denied participation in school-sponsored extracurricular activities, lose open campus privileges, and is subject to suspension from school by the principal.

Sale or Transfer

Staff members or students who have reason to believe that they have witnessed the sale or transfer of drugs or alcohol on school grounds or at a school function shall report this immediately to an administrator or to the school resource officer. The student(s) will be requested to turn over contraband to the administrator, and also may be searched. All contraband will then be turned over to the police department.

The principal or designated administrator will hold a disciplinary hearing. He or she shall determine if sufficient cause exists, and, if so, notify the school resource officer or the police department. The principal or designated administrator, in consultation with the police department, will determine whether to file charges. In addition to the above, the following consequences shall prevail:

- The student, guardian, and administrator shall meet with the principal where disciplinary action, including suspension, will be considered.
- The student will lose open campus privileges, and may be denied participation in school-sponsored extracurricular activities.

What follows are the response and protocols enacted when a student violates the chemical health policy and he/she is involved in an extracurricular activity. The MIAA sets forth minimum response for violations involving student-athletes. WHS has adopted a parallel policy for students involved in non-athletic activities. All should note that there might likely be multiple consequences for the same offense.

Substance Abuse Policy for Athletics

When students participate in athletics, they are representing Wayland High School to the community. Any violation of community alcohol and drug policy is inconsistent with the wellness values supported by the school and department. The protocol described below includes counseling and educational services to support a student's successful return to Wayland High School extracurriculars.

The MIAA has informed member schools that the following rules are in effect 24 hours per day, seven days a week. The Wayland Student Handbook states that this policy will be enforced during the entire school year (including fall pre-season).

Response for violations of the Wayland High School Substance Prevention Abuse Policy:

First Violation:

When the principal or his/her designee confirms, following an opportunity for the student to be heard, that a violation occurred, the following will take place:

- The student will lose eligibility for the next consecutive interscholastic contest totaling 25% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs. No exception is permitted for a student who becomes a participant in a treatment program. The student will be allowed to remain at practice for the purpose of rehabilitation. Any decimal part of an event will be truncated, i.e., any fractional part of an event will be dropped when calculating the 25% of the season. The student will also forfeit his/her captaincy, if applicable. He/she is ineligible to serve in this capacity for the remainder of the school year in which the infraction occurs. He/she will be ineligible for athletic awards during the season in which the infraction occurs (Excluding the 12 Season Award).
- Before the student reengages in competitive play, he/she must attend a re-entry conference with the athletic director, the coach, and an administrator to determine his/her readiness to resume participation.

Second Violation:

When the principal or his/her designee confirms, following an opportunity for the student to be heard, that a violation occurred, the following will take place:

- The student shall lose eligibility for the next consecutive interscholastic contest totaling 60% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs. All decimal part of an event will be truncated i.e., all fractional part of an event will be dropped when calculating the 60% of the season. The student will also forfeit his/her captaincy, if applicable. He/she is ineligible to serve in this capacity for one calendar year. He/she will be ineligible for athletic awards during the season in which the infraction occurs.
- If after the second violation, the student becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events. The director or a counselor of a chemical dependency treatment center must issue such certification. All decimal part of an event will be truncated i.e., all fractional part of an event will be dropped when calculating the 40% of the season.
- Before the student reengages in competitive play, he/she must attend a re-entry conference with the athletic director, the coach, and an administrator.

Third Violation:

When the principal or his/her designee confirms, following an opportunity for the student to be heard, that a violation occurred, the following will take place:

- A student who is found responsible for a third violation in 12 consecutive months is ineligible to participate in interscholastic competition for 12 consecutive months. He/she is ineligible to serve as captain during this period.

First and second penalties shall be cumulative each academic year, but a penalty period will extend into the next academic year, (e.g., if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year).

Substance Abuse Policy For All Non-Athletic Activities:

When students take part in a non-athletic extracurricular activity, they are representing Wayland High School. Any violation of community alcohol and drug policy is inconsistent with the wellness values supported by the school. The protocol described below is designed to include counseling and educational services to support a student's successful return to non-athletic extracurricular activities.

First Violation:

When the principal or his/her designee confirms, following an opportunity for the student to be heard, that a violation occurred, the following will take place:

- The student will be prohibited from participation in any extra-curricular activity for 25% of the remaining duration of the activity. This includes year-long activities. Should any performances or competitions take place during this period of time, the student is not allowed to participate. Further, the student is ineligible to serve in a leadership capacity for the remainder of the school year. Membership is still permitted.
- Before a student reengages with the extracurricular activity, he/she must attend a reentry conference with the advisor/director and an administrator to determine his/her readiness to resume participation.

Second Violation:

When the principal or his/her designee confirms, following an opportunity for the student to be heard, that a violation occurred, the following will take place:

- The student will be prohibited from participation in any extra-curricular activity for 60% of the remaining duration of the activity. This includes year-long activities. Should any performances or competitions take place during this period of time, the student is not allowed to participate. Further, the student is ineligible to serve in a leadership capacity for one calendar year. Membership is still permitted.
- If after the second violation, the student becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in the activity after a minimum of 40% of the duration of the activity. The director or a counselor of a chemical dependency treatment center must issue such certification.
- Before a student reengages with the extracurricular activity, he/she must attend a reentry conference with the advisor/director and an administrator to determine his/her readiness to resume participation.

Third Violation:

When the principal or his/her designee confirms, following an opportunity for the student to be heard, that a violation occurred, the following will take place:

- Students who are found responsible for a third violation in one calendar year are ineligible to participate in any formal extracurricular events, performances, or productions for one calendar year. Further, the student is ineligible to serve in a leadership capacity for one calendar year. Membership is still permitted.

First and second penalties shall be cumulative each academic year, but a penalty period will extend into the next academic year; i.e., if the penalty period is not completed during the academic year in which the violation takes place, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year.

Discipline of Students with IEP and 504 Plans:

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

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

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

Disciplinary Procedures For Students with IEP and 504 Plans

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

In general, students may be excluded from their programs, just as any other student can be, for up to ten school days per year. However, when a student is excluded from his/her program for more than ten school days in the school year, school staff will be required to provide alternative educational services for the student. In addition, in many instances, the student's Team must convene to determine whether the student's behavior was caused by or had a direct and substantial relationship to his/her disability (a "manifestation determination"). If the Team determines the behavior was not caused by the disability, the school may discipline the student according to the school's code of student conduct except that the district must continue to provide the student with educational services during the period of suspension or expulsion. However, if the Team determines

that the behavior was caused by the disability, the student may not be excluded from the current educational placement (except in the case of weapons, drugs, or serious bodily injury) until the Team develops, and the guardian consents, to a new Individualized Education Program. The Team must also conduct a functional behavioral assessment and develop or revise a behavioral plan for the student.

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

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

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

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

For additional information regarding the procedural protections for students with disabilities, please contact Deborah Dixon, Director of Student Services.

Chapter 222 of the Acts Of 2012

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

Definitions:

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

PROCEDURES FOR AN SHORT TERM IN-SCHOOL SUSPENSION

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

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

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

PROCEDURES FOR SHORT-TERM, OUT-OF- SCHOOL SUSPENSION
(exclusion of a student from school premises and regular classroom activities for a specified period of not more than ten school days.)

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

1. Oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;
 - ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;
 - iv. The opportunity to have a hearing with the Principal and the guardian concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - v. The date, time, and location of the hearing;
 - vi. The right of the guardian and student to interpreter services at the hearing; and
 - vii. If the student may be placed on a long-term suspension following the hearing with the principal:
 1. The rights set forth under the "Procedures for Long-Term Suspension"; and
 2. The right to appeal the principal's decision to the superintendent.
2. At the hearing, if the student and/or guardian elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The Principal shall make reasonable efforts to notify the guardian orally of the opportunity to attend the hearing. To conduct the hearing without the guardian, the Principal must be able to document reasonable efforts to include the guardian. The Principal is presumed to have made reasonable efforts if the Principal sent written notice and has documented at least two (2)

attempts to contact the guardian in the manner specified by the guardian for emergency notification.

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

PROCEDURES FOR EMERGENCY REMOVAL

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

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

PROCEDURES FOR LONG-TERM SUSPENSION

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

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

1. In the event of a long term suspension or expulsion, the student will be provided oral and written notice of the charges in English and the primary language of the home if other than English. This notice shall include:
 - i. The disciplinary offense;
 - ii. The basis for the charge;
 - iii. The potential consequences, including the potential length of the suspension;

- iv. The opportunity to have a hearing with the Principal and the guardian concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident;
 - v. The date, time, and location of the hearing; and
 - vi. The right of the guardian and student to interpreter services at the hearing.
5. The Principal shall make reasonable efforts to notify the guardian orally of the opportunity to attend the hearing. To conduct the hearing without the guardian, the Principal must be able to document reasonable efforts to include the guardian. The Principal is presumed to have made reasonable efforts if the Principal sent written notice and has documented at least two (2) attempts to contact the guardian in the manner specified by the guardian for emergency notification.
 2. In advance of the hearing, the student shall have the right to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student.
 3. The student shall also have the right to be represented by counsel or a lay person at the choice and expense of the student/guardian.
 4. At the hearing, if the student and/or guardian elects to attend, the student shall have the opportunity to present his/her version of the relevant facts and any mitigating circumstances. The student shall also have the right to produce witnesses and the right to cross-examine witnesses presented by the school. The student may request that the hearing be audio recorded by the Principal and may request a copy of the recording. All parties must be made aware that the hearing is recorded in advance of the hearing.
 5. The guardian, if present, shall have the opportunity to discuss the student's conduct and other information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.
 6. The Principal shall make a determination as to whether the student committed the disciplinary offences and what consequences shall be imposed. The Principal shall notice the student and guardian in writing of his/her decision, including the following information:
 - i. The disciplinary offence, the date on which the hearing took place, and the participants in the hearing;
 - ii. The key facts and conclusions reached by the principal;
 - iii. The length and effective date of the suspension and the date of return to school;
 - iv. The notice the student's opportunity to receive education services to make academic progress during the suspension;
 - v. The student's right to appeal the principal's decision to the superintendent or his/her designee if a long-term suspension has been imposed. This notice of appeal shall include the process for appealing the decision, which requires the guardian or student to file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension.
 - a. The superintendent shall hold the hearing within three (3) school days of the student's request, unless an extension is mutually agreed to.
 - b. The superintendent shall make a good-faith effort to include the guardian in the hearing.
 - c. The hearing shall be conducted to determine whether the student committed the disciplinary offense and, if so, what the consequence shall be. The hearing shall be audio recorded and a copy of the recording shall be provided to the student or guardian upon request.
 - d. All the same rights as are afforded in the above long-term suspension principal's hearing shall apply to the student in a superintendent's hearing.

- e. The superintendent shall issue a written decision within five (5) calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or lesser consequence than the principal.
- f. The decision of the superintendent shall be the final decision of the school district.
- vi. If the student is in grades K-3, the Principal shall send a copy of the written determination to the superintendent and explain the reasons for the suspension before the suspension takes effect.

XIII. HEAD INJURY AND CONCUSSIONS IN EXTRACURRICULAR ATHLETIC ACTIVITIES POLICY

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

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

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

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

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

1 Extracurricular Athletic Activity means an organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, athletic director or marching band leader including, but not limited to, Alpine and Nordic skiing and snowboarding, baseball, basketball, cheer leading, cross country, track and field, fencing, field hockey, football, golf, gymnastics, horseback riding, ice hockey, lacrosse, marching band, rifle, rugby, soccer, skating, softball, squash, swimming and diving, tennis, ultimate frisbee, volleyball, water polo, and wrestling. All interscholastic athletics are deemed to be extracurricular athletic activities.

XIV. POLICY ON SEXUAL DISCRIMINATION, INCLUDING SEXUAL HARASSMENT, AGAINST STUDENTS

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

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

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

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

- Degrading, demeaning, insulting, or abusive verbal or written statements;
- Taking personal belongings, taunting, teasing, name-calling, or spreading rumors;
- Drawing or writing graffiti, slogans, visual displays, or symbols on school or another's property;

- Telling degrading or offensive jokes
- Requests for sexual favors;
- Unwanted physical contact of any kind;
- Physical violence, threats of bodily harm, physical intimidation, or stalking;
- Threatening letters, emails, instant messages, or websites that come within the scope of the District's disciplinary authority

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

Designated Officials for Addressing Sexual Discrimination and Harassment Complaints: In each school building, the Principal is responsible for receiving reports and complaints of violations of this Policy at the school level. Individuals may file a report or complaint of sexual discrimination, including harassment, with the Principal. A report or complaint of a violation involving the Principal should be filed with the Title IX Coordinator. Individuals may also file complaints directly with the District's Title IX Coordinator: Director of Student Services, 41 Cochituate Road, Wayland, MA. (508) 358-3756.

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

Title IX Grievance Procedure

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 Coordinator, Deborah Dixon, Director of Student Services, at 41 Cochituate Road, Wayland, MA, (508) 358-3756.

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 Coordinator 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 Coordinator 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
<http://www.ed.gov>

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

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

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

XVI. WAYLAND PUBLIC SCHOOLS BULLYING AND CYBERBULLYING POLICY

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

It is a violation of this policy for any student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, to engage in bullying or cyber-bullying, or for an employee of the Wayland Public Schools to condone or fail to report acts of bullying or cyber-bullying that they witness or become aware of:

- (vi) on school grounds and property immediately adjacent to school grounds.
- (vii) at school-sponsored or school-related activities, functions or programs, whether on or off school grounds
- (viii) at school bus stops
- (ix) on school buses or other vehicles owned, leased or used by the school district, or
- (x) through the use of technology or an electronic device owned, leased or used by the school district.

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

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

“Bullying” is defined as the repeated use one or more students and/or staff of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a victim that:

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

“Cyber-bullying” is defined as bullying through the use of technology or any electronic communication, which includes but is not limited to any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by such things as electronic mail, internet communications, instant messages or facsimile. Cyber-bullying includes:

- (i) the creation of a web page or blog in which the creator assumes the identity of another person or
- (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation is a violation under the law. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on

an electronic medium that may be accessed by one or more persons, if the distribution or posting is a violation of the law.

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

Reports of bullying or cyber-bullying will be promptly investigated. If the school principal or designee determines that bullying or retaliation has occurred, the school principal or designee will

- (i) notify the police if the principal or designee believes that criminal charges may be pursued against the perpetrator
- (ii) take appropriate disciplinary action
- (iii) notify the guardians or guardians of the perpetrator, and
- (iv) notify the guardians or guardians of the victim, and to the extent consistent with state and federal law, notify them of the action taken to prevent any further acts of bullying or retaliation.

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

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

See the Wayland Bullying Prevention and Intervention Plan on the WPS Website under "District Information."

XVII. Prevention of Physical Restraint and Requirements - Procedures

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

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 guardian 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 guardians

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 guardian(s) or DESE upon request.

The principal or designee shall make reasonable efforts to inform the guardian(s) of the restraint within 24 hours of the event, and shall notify the guardian(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 guardian(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.

guardian Engagement

In accordance with the regulations, the Wayland Public Schools shall engage guardians 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 guardians and school is important to facilitate family support
- *School Staff*- staff should inform students and guardians 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. counseling 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 guardians of enrolled students.