

# WAYLAND HIGH SCHOOL



# STAFF HANDBOOK 2011-2012

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## GENERAL

### **Work Day (Teachers)**

1. Teachers are expected to be in school by 7:10 a.m. and will be permitted to leave when their professional responsibilities are fulfilled. Nevertheless, the teacher shall not leave any sooner than thirty (30) minutes after the end of the regular school day. Any teacher who must leave earlier is to seek permission from his/her department head or one of the administrators. Please notify one of the secretaries in the front office when you depart.
2. Teachers are expected to be in their own staff centers not later than 7:15 a.m.
3. If a teacher is going to be late, he/she should notify the school by 7:05 a.m. so that the necessary arrangements can be made.

### **Procedures for obtaining maintenance or custodial support**

If the maintenance problem requires immediate attention such as no heat or a toilet overflowing, contact the main office. Someone will then contact the appropriate person to handle the situation.

If the problem does not require immediate attention, such as a burned out light or a squeaky door, leave a work order request in the head custodian's mailbox. If he cannot fix the problem, he will then forward the request to our Facilities Manager, Pat Morris.

## ORDERING AND MONEY

### **Ordering materials on approval**

1. Submit a purchase order to assistant principal noting that the material is to be sent on approval.
2. When material is received, perused and accepted, the invoice is to be sent to the business office to be processed for payment.
3. If the material is to be returned, Lisa Dana must be notified in order to disencumber the charge made to your program.
3. The school system is under no obligation to pay for materials ordered without an approved purchase order.

### **Student activity account**

All money raised by various classes and clubs must be deposited in one checking account in the name of Wayland High School activities fund through Mrs. Keegan or Mr. Parseghian. The following procedure is to be used when placing money in the administration office safe:

### **Deposit procedures**

1. Obtain a deposit slip for the student activity account from Mrs. Keegan in the main office.
2. Bring completed deposit slip with name of class or club noted on it to Mrs. Keegan. All checks must be endorsed with the student activity account stamp, available from Mrs. Keegan. All cash must be counted prior to bringing the deposit to Mrs. Keegan. Mrs. Keegan will count the cash while the advisor or treasurer is present to verify the amount. Mrs. Keegan will then give a receipt to the advisor/treasurer for any cash that the deposit contains.
3. Advisors are responsible for insuring that deposits are made promptly upon receipt of money. All checks for deposit **MUST** be made out to Wayland High School. All cash will be deposited daily.

### **Reimbursement procedures**

1. Obtain a student activity requisition form from Mrs. Keegan in the main office.
2. Complete the form. The form must be signed either by the class/club advisor and the activity treasurer. Two copies of the invoice or receipt **MUST** be attached. Check requests must be submitted at least one week before payment is needed. Checks over \$1,000 need to be submitted at least two weeks in advance. Completed form should be submitted to Mrs. Keegan.
3. Checks will be written once per week. **Please avoid last minute requests.**

No cash is to be expended out of these public funds. All expenses will be properly billed and paid by check in order that all cash receipts and disbursements are a matter of record. Monthly, the internal accounts are checked and they are audited at the close of the school year.

Advisors are responsible for insuring that deposits are made promptly upon receipt of money.

### **NOTE:**

1. All checks for deposit **MUST** be made out to Wayland High School.
2. All cash will be deposited daily.
3. No faculty or staff money may be kept in this account.

## **ATTENDANCE**

For more complete information on attendance procedures please refer to student handbook.

Attendance will be taken during every period each day. A daily attendance list will be available after 3:00 PM on iPASS.

### **If a student is late to school:**

#### **Prior to 8:00 a.m.:**

*Without a note* - The student reports to his/her class and the teacher records the student as being tardy on the attendance sheet. Appropriate demerits will be assigned by the main office (**teachers must inform students they are being reported as being tardy**). If a student is frequently tardy the teacher may refuse this student admission to class and instead send the student directly to the main office. This tardy may be considered a cut from class.

*With a note* – The note is presented to the teacher. Teacher decides on validity of note:

- A valid note states a school committee – approved reason for tardiness (illness, medical appointment, college visitation, religious observations, or family emergency). If the note is deemed valid, the teacher will admit the student into class and attach the note to the attendance sheet.
- If the note is considered invalid, the teacher informs the student (s)he is tardy. The teacher records the student as being tardy on the attendance sheet and appropriate demerits will be assigned by the main office. A student who presents an invalid note on multiple occasions should be referred to the administration.

#### **After 8:00 a.m.:**

All students must report directly to main office where they will be issued a pass to class.

All students must be in school by the beginning of homeroom to be eligible to take part in athletic or extracurricular events

### **Dismissal for athletic events**

Students will be dismissed at the end of the school day for athletic events. In those rare instances in which the athletic director grants permission for students to be dismissed earlier (no more than 3 - 6 times a year, usually during tournament time) the students will be dismissed as late as possible. It is the coach's responsibility to notify the teachers of the early dismissal at least a week in advance, whenever possible. It is the **student's responsibility** to meet with the classroom teacher to discuss the class and homework assignments.

### **Managing tardies, cuts, and excessive absences**

Classroom teachers are the best positioned staff members to notice, address, and correct attendance problems. Attendance issues can and do become disciplinary matters, but they are first and foremost teaching, learning, and relationship issues.

1. **Don't just report attendance issues; talk to students!** If you are serious about reducing attendance problems, talk to individual offenders about how their attendance affects their access to learning, their peers' access to learning, and their relationship with you. Tell students every time you report an attendance violation!
2. **Model excellent attendance:** Always be early to class. Start and end class on time.
3. **Be organized and use time in your classes wisely.** Students won't be on time if they feel like "we don't do anything in class."
4. **Talk to parents:** parents can often be part of attendance dynamics, particularly the sequence of events that might lead students to be tardy to school.
5. **Be the first line of discipline.** Give students warnings and detentions, especially for tardies. Detentions are a powerful symbol by which to convey the message that tardiness affects YOU.
6. **Report attendance violations:**
  - a. Submit accurate and prompt iPass data so administrators can support your in-class efforts to curtail cuts and tardies.
  - b. Policy dictates that you notify parents when students accumulate 2 unexcused absences, 4 absences (excused or unexcused), and 8 absences (excused or unexcused). See letter on the next page.



**Wayland High School**  
Old Connecticut Path  
Wayland, MA 01778  
(508) 358 – 7746

**ATTENDANCE NOTIFICATION LETTER**

**Date:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Year of**

**Graduation:** \_\_\_\_\_

Your child has missed my class \_\_\_\_\_ times so far this quarter. This puts him/her in jeopardy of failing for the quarter.

In keeping with the high school’s attendance policies, teachers will notify parents under the following guidelines (page 15 of the Student Handbook):

1. Students who accumulate **2 or more unexcused absences** in a class in a marking period, regardless of the total number of absences, **will receive an “F”** in that course for that quarter. The teacher will notify the parent. 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 notify the parent. The office receives a copy of this notification.
3. If a student misses, for any reason (either excused or unexcused), **8 or more classes** in a quarter the teacher will notify the parent and may recommend a grade of an “F” based upon the teacher’s assessment of the level of knowledge acquired by the student for that quarter. The office receives a copy of this notification.

If you have any questions, please consult the Student Handbook or call me at the number below.

Teacher	Course	Phone #
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*Additional teacher comments:*

Cc: Guidance Counselor  
Scott Parseghian, Dean of Students (Freshman and Sophomores)  
Bayard Klimasmith, Assistant Principal (Juniors and Seniors)

## FIELD TRIPS

Field trips are an important part of instruction. Teachers are urged to be aware of valuable field trip experiences and to discuss them with department heads early in the year in order to try to fit them into the instruction in a given subject area.

In investigating a potential field trip, teachers should collect all the details as to cost needed to travel, size of group acceptable and of course the educational content of the place to be visited. Present these facts to your department head who in turn will review them with the Dean of Students before giving approval.

### Approval criteria:

Field Trips will be approved based on the following criteria:

1. All students will have parental permission;
2. The trip will be properly supervised;
3. All safety precautions will be observed;
4. The trip provides opportunities for service learning AND/OR
5. The trip contributes substantially to the educational program (i.e., it provides students access to a rigorous learning opportunity that would not be otherwise be available in a classroom setting or through regular family-led experiences).
6. The trip does not unreasonably impact student learning in other classes. Please note the following restrictions on field trips:
  - Teachers are generally limited to **one field trip** per course
  - No field trips will be permitted after the **April vacation** without consultation with an administrator.
  - No field trips will be permitted during the last **eight-day cycle of any quarter**.

Please consult with the administration about exceptions to these criteria.

### Field trip procedures

1. Check field trip calendar in main office to avoid conflicts with other trips and major school events.
2. Get approval for the field trip at least **ten school days prior to the trip** your department head and the Dean of Students.
3. When approved, post trip on field trip calendar in the main office.
4. Make transportation arrangements through Mrs. Keegan. This includes the use of the town owned buses.
5. Indicate transportation arrangements from school to home if trip will arrive back at school after 2:15 PM dismissal time.
6. Determine funding for the trip. All costs will be borne by those attending the field trip. You may also need to engage in a fund-raising activity. Funds to cover all field trip expenses must be submitted to Mrs. Keegan prior to the trip or it will be canceled.
7. Determine supervision model. We suggest a chaperone:student ratio of 1:25 for class trips and 1:10 for overnight trips. Adults must be staff members, parents, or other adults approved of by the administration.
8. Notify Staff-- **At least eight school days in advance**, distribute to all staff members and the front office a list of those students who will be going on the field trip. There must be sufficient time for faculty to review the list for any student who cannot afford the time out of class. Field trips coincide with scheduled classes. This sometimes creates a dilemma since the teacher of the scheduled class may feel that a particular

student should not miss the class. As often as is possible the teacher of the scheduled class should honor the field trip request. However, if in the judgment of the teacher, being out of the class will be seriously detrimental to a student's success in that class, then this teacher can refuse to allow the student to go on the field trip.

9. Inform parents of the details of the proposed trip (through flyer, email, etc.).
10. Distribute and collect permission slips—**At least eight school days in advance**, students should get parent permission slips signed and returned to the sponsor of the trip. Phone calls from parents are not substitutes for permission slips.
11. Arrange with your department head for necessary class coverage, as well as chaperones.
12. If your group is to be out during the lunch time period, please notify the kitchen manager (in the cafeteria) of the day and number of students to be away.
13. If you are involved in arranging trips with people not based at the high school, **please** be certain everyone is aware of these notification requirements.

### **Guidelines for international, out of state, and/or overnight trips**

All out-of-state or country trips must be approved by the school committee. If you are contemplating a trip of this magnitude, please see the Dean of Students three or four months prior to the proposed trip.

In addition to the criteria and procedures described above for regular field trips, please come prepared to discuss the following:

- Travel destination(s) and particular group being offered the trip (i.e., football team, jazz ensemble, 8<sup>th</sup> grade).
- Describe the activities at each destination and their educational value.
- Name lead teacher(s) and expertise or background as it relates to the educational component of the trip.
- Methods of fundraising.
- Provisions for scholarships or aid.
- Company or person making travel arrangements.
- Expected mode of transportation.
- Other pertinent information.

# FIELD TRIP REQUEST FORM

## INSTRUCTIONS

1. **Two copies** of the request must be received by the Dean of Students two weeks prior to trip or the trip will not be approved.
2. You will get one copy of the request back when transportation is confirmed.

---

DATE: \_\_\_\_\_

1. Teacher's Name \_\_\_\_\_
2. Date of Trip \_\_\_\_\_
3. Place \_\_\_\_\_
4. Time Leaving WHS \_\_\_\_\_ Time of Arrival at WHS at End of Trip \_\_\_\_\_
5. Group to make trip \_\_\_\_\_ Number to Attend \_\_\_\_\_
6. Nature and Educational Purpose of Trip: \_\_\_\_\_  
\_\_\_\_\_
7. Brief description of pre- and/or post- learning activities related to the trip:  
\_\_\_\_\_
8. Adults to accompany group: Number \_\_\_\_\_ Names \_\_\_\_\_  
\_\_\_\_\_
9. Will teacher(s) need coverage and when? \_\_\_\_\_
10. Kind of transportation needed \_\_\_\_\_
11. Is cost to come from Department Budget?      Yes      No      (circle one)



DEPT. HEAD APPROVAL \_\_\_\_\_

DEAN OF STUDENTS APPROVAL \_\_\_\_\_

TRANSPORTATION CONFIRMED \_\_\_\_\_

**FIELD TRIP ANNOUNCEMENT FORM**

DATE: \_\_\_\_\_

Our class is taking a trip to \_\_\_\_\_  
(insert place, building, etc.)

on \_\_\_\_\_. The trip is expected to start at

at \_\_\_\_\_ and to end at the school at approximately  
(time)

\_\_\_\_\_. The cost per pupil will be \_\_\_\_\_.  
(time) (cost)

Your child will be included in the group if you sign the approval slip at the bottom.

-----  
(Tear off along this line)

I, the undersigned student aged 18 or over, parent or lawful guardian of \_\_\_\_\_,  
*Name of student*

A minor, do hereby consent to \_\_\_\_\_ participation in \_\_\_\_\_  
*Name of student Activity*

a voluntary program offered by Wayland High School on \_\_\_\_\_ do forever  
*Date*

RELEASE, acquit, discharge, and covenant to hold harmless the Wayland Public Schools and the Town of Wayland, its officers, agents, employees and attorneys from any and all actions, causes of action, [and] claims on account of, or in any way growing out of, directly or indirectly, all known and unknown personal injuries or property damage which \_\_\_\_\_ and/or I may  
*Name of student*

now or hereafter have as the parent of said minor, and also all claims or right of action for damages which said minor has or hereafter may acquire, either before or after he/she has reached his/her majority resulting from his/her participation in the aforementioned activity sponsored by Wayland High School.

\_\_\_\_\_  
*Signature of Parent/Guardian  
Students 18 or over*

\_\_\_\_\_  
*Date*

**WAYLAND PUBLIC SCHOOLS**  
**Wayland, MA 01778**

**SCHOOL SPONSORED TRIP LETTER**

We, the parents (guardians) of \_\_\_\_\_, a student at \_\_\_\_\_, would like to give our child the opportunity to participate \_\_\_\_\_ that you are sponsoring and conducting for the benefit, education and enjoyment of students in the Wayland Public Schools on \_\_\_\_\_.

We realize that our child's participation in this program may involve some risk of personal injury to our child and damage to our property; therefore, we on behalf of our child and ourselves, hereby release the Town of Wayland, members of its School Committee, its employees, agents, and contractors from any and all claims and legal actions for any personal injury to our child and for any loss to us that results from our child's participation in this program.

We further agree to indemnify and hold harmless the Town of Wayland, members of its School Committee, its employees, agents, and contractors against all claims and legal actions for any personal injury to our child or loss to us and for any personal injury to other persons and damage to other person's property and results from our child's participation in this program.

We hereby grant the Town of Wayland, its employees, and agents full authority to take whatever actions they may consider to be warranted under the circumstances regarding the health and safety for our child and we authorize them to obtain the necessary medical services and treatment for our child, without further consent and at our expense, from a hospital or a medical doctor.

We understand that this is a supervised school program and the group standards of conduct must be observed. We will instruct our child to comply at all times with the Wayland School Committee's rules, standard and instructions for student behavior. We agree that the Town of Wayland, its employees and agents shall have the right to enforce appropriate standards of conduct and that they may, at any time, terminate our child's participation in this program for failure to behave according to these standard or for any actions or conduct which they consider to be incompatible with the interests, comfort, and welfare of other students in the program or its' supervisors. If our child's participation is terminated, we consent to his or her being sent home at our expense.

Our signatures below indicate that we have read and freely signed this agreement.

**IMPORTANT - READ ENTIRE AGREEMENT BEFORE SIGNING**

\_\_\_\_\_  
(Parent or Guardian)

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(Date)

## **EMERGENCY PROCEDURES**

### **Fire drills**

**In the event of a fire or emergency, everyone will evacuate the building immediately.**

1. Instruct students on the fire regulations to be observed in each class you teach.
2. Close all windows and doors and shut off all lights upon leaving the room.
3. Ensure that the room is completely evacuated.
4. Accompany the class to a safe designated area
5. Ensure that the students are orderly.
6. Ensure that all students are accounted for.
7. Report absent students to the assistant principal.
8. Move students from all paved areas used by emergency vehicles. Keep no less than 100 feet from the building.

### **Emergency evacuation**

A system wide crisis handbook is available that contains policies and procedures for dealing with various types of emergency situations (e.g., bomb threats, violent situations, etc.) If you have any additional questions regarding crisis intervention, please see the principal.

### **Student accidents and injuries**

In case of an accident, notify the office and/or the Health room immediately. If there is a question of structural bodily injury, **DO NOT** attempt to move the student. The health department will supervise the movement of injured students in these cases. Students too ill to be moved should be kept in the room until the nurse arrives.

All accidents involving students on the school grounds or buses must be reported to the principal. An accident form made out in duplicate by the teacher(s) witnessing an accident may be obtained in the health room.

Students making an injury claim against the school insurance company will apply for the insurance claim form at the health room office. The nurse in the health room will issue to the teacher witnessing the accident a copy of the insurance claim form and two copies of the Wayland High School report form and the front page of the insurance claim form. If the Wayland High School accident form has been completed in duplicate and is on file in the health room, the teacher need only fill out the insurance claim form for the student.

### **Teacher accidents and injuries**

If you are involved in an accident on school grounds, please report it to the office (Mrs. Gray) immediately. She will provide you with the appropriate paperwork to fill out. These forms must be filled out and returned to her no later than 24 hours from the time of the initial incident.

## **GRADING**

### **Report cards**

Report cards for quarters 1, 2, and 3 are distributed to students in homeroom approximately ten days after the end of the quarter. Fourth quarter report cards are sent home to parents. Students are evaluated on a scale from "A" to "F" academically.

### **Recording grades for report cards**

By the end of each quarter teachers are expected to record their grades in iPass and submit a grade verification report to Mrs. Keegan by the established deadline.

### **Academic warnings**

In the middle of each marking period students in academic trouble are notified by means of Academic Warnings. **Every** student receiving an "F" or "D" or who has shown a sharp reduction in grade in any subject must be notified of this situation. Students who begin to fail after this point should be notified up to and including the week before report cards are sent out. In other words, warnings may be sent out any time that a student is showing signs of being in trouble academically. Warnings should also be sent to those students who are not working up to their capabilities.

If the parents of a senior (or the senior if 18 years old) who is in danger of failing for the year do not receive an academic warning at least 10 school days prior to the last class for seniors, the student will automatically pass the course.

***Department heads are to read all reports before they are mailed.*** The original copy will be mailed home by the subject teacher. A copy will go to the guidance department for inclusion in the student's folder. The teacher will retain a copy.

The expected mailing dates for the 2011-2012 academic warnings are the weeks of: 10/10, 12/12, 3/5, 5/7 (seniors), and 5/14

### **Weight of assignments per quarter**

No one grade given during any quarter may count as much as 50% of the quarter grade.

### **Grade reduction procedures**

Teachers should have an explicit procedure for dealing with penalties for "Late Work." The procedure should not penalize a student who was legitimately absent on the due date. Work should not be penalized at a rate greater than one letter grade per school day. A teacher is not obliged to accept work after the last day of the quarter in which it is assigned.

### **Grade distribution tally**

Grade tallies are prepared at the end of each marking period. Department heads will discuss with the teachers in his/her department their grade distribution. These will also be analyzed by the department heads and administration.

### **Explanation of grades**

4.0 = A, 3.7 = A-	Credit -- work of excellent quality
3.3 = B+, 3.0 = B, 2.7 = B-	Credit -- work of good quality
2.3 = C+, 2.0 = C, 1.7 = C-	Credit -- work of satisfactory quality
1.3 = D+, 1.0 = D, 0.7 = D-	Credit -- work meets minimum requirements of the course
0.0 = F	No Credit -- work fails to meet minimum requirements of the course

## Alternative grades (I, N, W, P/F)

	Purpose	Other Applications	Application for Midterms or Finals	Restrictions	Grade value
<b>W</b>	For students who have withdrawn from a course				N/A
<b>I</b>	<b>Short-term solution</b> for temporary crises from which the student <b>will recover</b> or <b>reengage</b> adequately to complete work in a timely manner		1 <sup>st</sup> default for exams	Work usually must be completed within 2 weeks	Grade deferred until work is complete
<b>N</b>	<b>Short-term solution</b> for crises from which the student will <b>not recover</b> adequately enough to complete work in a timely manner	Late arrivals	2 <sup>nd</sup> default for exams	Once a year	No grade Grade ignored in final calculation
<b>P/F</b>	<b>Long-term solution</b> for crises from which the student may not fully recover (e.g., extended illness, onset of anxiety, ongoing grief from family death, etc.)	ESL, course audits, IEP, 504	Rarely used Requires time buffer for teachers to understand implications before student sit for exams	Students should receive a P ONLY IF the student has adequately mastered the core learning objectives for the course	P ignored for grades that are otherwise passing P averaged by teachers discretion for grades that are otherwise failing F=0 on 4.0 scale

### 1. Purpose of N, I, and Pass/Fail

- N, I, and P/F are solutions for helping students in crisis or other extenuating circumstances avoid failure and retain credits. They are occasionally also used for new students who arrive late in the quarter, some students on 504s or IEPs, and ESL students.
- I is a short-term solution for temporary medical situations or crises from which the student will recover adequately to complete work in a timely manner
- N is a *short-term solution* for partial quarters (e.g., new student arrives near end of quarter) or serious medical/mental health situations from which the student will not recover adequately enough to complete work in a timely manner
- P/F is a *long-term solution* for ESL students, students interested in auditing course, or students experiencing crises from which the student may not fully recover (e.g., onset of anxiety, ongoing grief from family death, etc.)
- These designations are NOT designed to leverage GPA. For example, once the student commits to P/F status, they should not be permitted to decide which grades get calculated as grades (i.e., C or higher) and which are treated as P (i.e., D or lower).
- Students who are inappropriately placed should be enrolled in appropriate courses. The guidelines concerning “modifications” applies: students should be enrolled in a different course at the point at which modifications substantially change the course outcomes. If the student is getting a P/F (or other grading modification) because they *generally* cannot do the work, they should be placed in a more appropriate course. That said, we offer some courses (e.g., world languages) on a P/F basis for students who struggle with language.

### 2. Are N and P/F available in all courses? For midterms and finals too?

- Yes. If available for quarter grades, they should also be available for midterms and finals. However, because P/F is a long term solution, we generally use “N” or “I” for midterms and finals.

3. **How much discretion does guidance have to promise students P/F or N?**
  - b) The SST makes most P/F/N decisions. However, because these decisions are often a response to student crises, guidance counselors plays a central role in the decision to seek P/F or N status.
  - c) However, P/F/N decisions always require approval of the Guidance Department Head and/or an administrator, ideally after consulting teachers.
4. **The timing of requests and granting of P/F or N status?**
  - a) There are no set deadlines for granting N and I status; presumably the student in crisis.
  - b) Ideally, there will be a 1-2 day buffer between the time the P/F/N/I status decision is made and when it will begin affecting student grades. This is particularly true for midterm exams, final exams, and other major assessments. For example, teachers ought to have time to clarify the ramifications of P/F/N/I status before students sit for exams.
  - c) If there is not enough time to confer with teachers, particularly if P/F/N/I status will impact EXAMS: the default option is first "I" then "N."
  - d) If a student is not already taking the entire course P/F, P/F should only be considered after student has taken one N or as a long-term alternative to N. i.e., P/F decision ought to be made more slowly than N decisions.
5. **Number of "Ns" allowed per year? Number of P/F allowed?**
  - a) Ns cannot be used more than once a year.
  - b) N or P/F can be assigned for no more than 20% of the total grade unless the student takes the whole course for P/F (i.e., once a student has taken 20% of the course for N and/or P/F, they cannot receive a grade in the course except P or F).
  - c) PROPOSAL: Make exception for 4th quarter and final?
6. **Calculation of final grades for students with P/F or N for fractions of school year?**
  - a) Ns are ignored in the final grade
  - b) The following are guidelines only; the very nature of P/F makes it difficult to perform precise calculations. However, students taking courses for P/F should receive a P ONLY IF the teacher feels that the student has adequately mastered the core learning objectives for the course (i.e., students should receive an "F" if a teacher does not feel that the student's deficits would prevent them from learning the material in the next course of the sequence).
  - c) Ps are ignored in final grades that are otherwise passing grades (i.e., like an "N") They should not be assigned a numerical value that could "pull up" a low passing grade (e.g., a student earning a D should not be allowed to "average in" a P to earn a C).
  - d) Fs are always considered in the final grade. They are averaged in as a zero on a 4 pt scale.

### **Calculating final year grades**

To provide consistency among teachers and departments when computing final grades, the GPE (grade point equivalent) scale is to be used. Quarterly grades carry double the weight of examination grades.

In exceptional cases, teachers may deviate from using this method with individual students. If so, submit to guidance in writing the reason you deviated from the formula and the grade given.

## Grade Point Equivalent (GPE) scale

Average of Quarter and Exam Grades	Final Grade
0.0 to 0.44	F
0.45 to 0.55	F or D- Teacher Discretion
0.56 to 0.84	D-
0.85 to 1.14	D
1.15 to 1.44	D+
1.45 to 1.55	D+ or C- Teacher Discretion
1.56 to 1.84	C-
1.85 to 2.14	C
2.15 to 2.44	C+
2.45 to 2.55	C+ or B- Teacher Discretion
2.56 to 2.84	B-
2.85 to 3.14	B
3.15 to 3.44	B+
3.45 to 3.55	B+ or A- Teacher Discretion
3.56 to 3.84	A-
3.85 to 4.00	A

### Sample grade calculations

#### One Semester Course/One Exam

$$1^{\text{st}} \text{ Qt. } A = 4.0 \times 2 = 8$$

$$2^{\text{nd}} \text{ Qt. } B = 3.0 \times 2 = 6$$

$$\begin{array}{r} \text{Exam } B = 3.0 \times 1 = 3 \\ \hline 5 \quad 17 \end{array}$$

$$\text{Final Grade: } 17 \div 5 = 3.4 \Rightarrow \text{B+}$$

#### All Year Course—No Exams

$$1^{\text{st}} \text{ Qt. } C = 2 \times 2 = 4$$

$$2^{\text{nd}} \text{ Qt. } B = 3 \times 2 = 6$$

$$3^{\text{rd}} \text{ Qt. } B = 3 \times 2 = 6$$

$$\begin{array}{r} 4^{\text{th}} \text{ Qt. } B = 3 \times 2 = 6 \\ \hline 8 \quad 22 \end{array}$$

$$\text{Final Grade: } 22 \div 8 = 2.75 \Rightarrow \text{B-}$$

### Rank in class

Rank in class is determined at the end of the 6th, 7th, and 8th semesters. It is a weighted average of the final marks earned with the exception that at the end of the 7th semester, the mid-year marks are used. Determination of valedictorian and salutatorian is made at the end of 7 semesters according to procedures outlined by the administration. For several years now we have operated under the current grading/ranking system which was carefully developed by a faculty committee in conjunction with students and parents. Generally speaking, this system has served us well. We

#### All Year Course—Both Exams

$$1^{\text{st}} \text{ Qt. } B- = 2.7 \times 2 = 5.4$$

$$2^{\text{nd}} \text{ Qt. } A- = 3.7 \times 2 = 7.4$$

$$\text{Mid Exam } B- = 2.7 \times 1 = 2.7$$

$$3^{\text{rd}} \text{ Qt. } C+ = 2.3 \times 2 = 4.6$$

$$4^{\text{th}} \text{ Qt. } B- = 2.7 \times 2 = 5.4$$

$$\begin{array}{r} \text{Final Exam } A- = 3.7 \times 1 = 3.7 \\ \hline 10 \quad 29.2 \end{array}$$

$$\text{Final Grade: } 29.2 \div 10 = 2.92 \Rightarrow \text{B}$$

#### All Year Course—One Exam

$$1^{\text{st}} \text{ Qt. } B = 3 \times 2 = 6$$

$$2^{\text{nd}} \text{ Qt. } C = 2 \times 2 = 4$$

$$\text{Mid-term Exam } B = 3 \times 1 = 3$$

$$3^{\text{rd}} \text{ Qt. } C = 2 \times 2 = 4$$

$$\begin{array}{r} 4^{\text{th}} \text{ Qt. } C = 2 \times 2 = 4 \\ \hline 9 \quad 21 \end{array}$$

$$\text{Final Grade: } 21 \div 9 = 2.33 \Rightarrow \text{C+}$$

encourage students to work to their full potential and to take as many electives as possible.

A weighted GPA is computed at the end of six semesters and a graph profile is provided for each student. The student's official transcript and the weighted GPA are provided to the college to which the student applies. Refer to the table of weights below to calculate a student's weighted GPA.

### **Table of Weights**

	<b>AP &amp; HON</b>	<b>INTRO. &amp; COL</b>
A	.0	4.0
A-	4.7	3.7
B+	4.3	3.3
B	4.0	3.0
B-	3.7	2.7
C+	3.3	2.3
C	3.0	2.0
C-	2.7	1.7
D+	2.3	1.3
D	2.0	1.0
D-	1.7	0.7
F	0	0

### **Grades for students with extended medical absences**

Students who are absent for 14 or more consecutive days due to documented illness are entitled to a home tutor paid for by the school district.

1. The student and his/her family will work with the guidance department to develop a plan for keeping up with academic work, if appropriate and/or possible.
2. The student will not be withdrawn from school but will continue to be carried on a separate list so that their absence is not calculated along with that of daily attendees.
3. Teachers will provide copies of text and outlines of work to be covered to the tutors once the school has approved these tutors.
4. Tutors will evaluate student work and submit grades of pass or fail in those courses agreed upon for which the student may receive credit.
5. Students will receive credit for the work done outside of the school but the grade will be noted on the transcript as a pass or a fail.
6. The final grade will be determined based upon only that work completed while at Wayland High School. With administrative approval, a student may receive an "N" for one quarter and still receive full credit and a letter grade based on work accomplished while present.
7. The pass or fail will determine the granting of credit but this will not affect the student's grade point average or his or her rank in class. Teachers will apply the grade calculation formula in the faculty handbook to determine the final grade for the student if the absence takes place during the school year but the student is able to return to take the final quarter and the final exam. If the student is not present for the final quarter and the final exam the administration will calculate that final grade based on the formula in the faculty handbook.
8. The student must be present and complete work at Wayland High School for at least half of the year (two quarters plus a midterm or final) in order to receive a letter grade. Students who are out for medically documented reasons more than 2 quarters will be graded P/F.

### **Grades for students with short term illnesses**

The above procedures do not apply in cases of short-term absence or where students are "in and out" and able, in the opinion of the teacher, to continue to follow and be graded in the regular school program. Once again, this procedure applies only to medically documented illnesses. If a student

has completed enough graded work (one half of the year or more) but cannot, in the opinion of the teacher, make up sufficient work in a given quarter to be graded with validity, the teacher may request that a grade of "N" be assigned for that quarter. This requires administrative approval. In situations where students are "in and out" over a long period of time it is the intent of this procedure to provide maximum flexibility to the teacher, as grades are determined.

### **Grades for students absent due to parental choice**

Occasionally students and their parents elect to absent their students from Wayland High School delivered curriculum and to have their children tutored or taught by sources outside of Wayland High School (e.g., "Ski School"). In such non-medical, approved situations when this program constitutes the entirety of the student's academic day, the student will be withdrawn from Wayland High School while enrolled in this alternative setting. Grades for students whose parents elect an alternative, approved, program will be assigned in the same way as those who for medical reasons do not participate in the regular school program for an extended length of time, i.e., the pass/fail option will be used for assignment of grade. This will determine the granting of credit but will not affect the student's GPA or his or her rank in class.

### **Homework procedures for students who are out ill**

1. Parents will be informed that we need at least one day's notice to collect work (e.g., if parent calls on Monday, some response from teachers is expected by 3:00 P.M. the following day).
2. We encourage parents and students to contact their teachers directly about missing assignments and homework.
3. Teachers are encouraged to post assignments online (e.g., course webpage, it's Learning, etc.)
4. School work to be sent home should be left in the main office by the end of the school day for parents to pick up.

### **Students attending institutions other than WHS**

1. **Moving to WHS**—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. **Alternative education experiences**—Alternative education experiences for credit must meet the requirements set up for work study or independent study programs and must be approved, in advance, by the principal.
4. **Original Credit Courses**—Students may take up to 8 original credits at summer school, evening school or at local post secondary institutions providing *they have received prior permission* from the principal 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 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 any other 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.

### **Deadline for making course changes**

1. Students may not enter a semester course after 2 weeks of the course have elapsed.
2. Students may not enter a year course in a different subject after 4 weeks of the course have elapsed.
3. Students may not change from Honors to College Prep of the same subject in which they are enrolled after the third week of the 3<sup>rd</sup> quarter.
4. Students may not change from College Prep to Honors of the same subject in which they are enrolled after the first week of the 2<sup>nd</sup> 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.
5. Students may not drop any course during the last two weeks of any quarter.

Parents are encouraged to contact one of the counselors to discuss the advisability and appropriateness of a course change. Wayland High School's policy precludes requests for change of teacher.

### **Testing days**

Students should expect to be tested in their various subjects at regular intervals throughout the school year. **Teachers should announce tests well in advance and take into account other tests, papers or activities that students may have.**

In the 8-day cycle prior to the end of each marking term departments will be assigned testing days that will be announced prior to the start of the cycle.

### **Student work load during winter week**

Overall the spirit of Winter Week calls for a lighter workload for students so that they may participate more fully in the special programs offered. Students should not be given tests or have papers due during the week.

### **Student work load during MCAS testing**

Given the importance and high stakes nature of this test for our freshman and sophomore students, teachers should be very cognizant of the need to significantly curtail the workload for these students.

No tests, papers or major reading assignments should be administered to 9<sup>th</sup> and 10<sup>th</sup> graders during the MCAS testing period. Any exceptions to this policy must be approved by your department head.

We realize that this may become problematic, especially in courses with mixed grades. If you have any questions regarding this policy, please consult your department head.

## HOMEWORK, ASSIGNMENTS, and TESTING

### Suggestions for effective homework and assignments

1. **When feasible, vary the assignment according to the needs of each student rather than assigning a blanket task for all.** This does not mean merely twice or three times the amount of work for the brighter student; he/she should be challenged to think, not asked to test his/her endurance.
2. **Make the assignment clear** to all the students by explaining exactly what is to be done, when it is due, and what its purpose is.
3. **Relate The Homework To Class Work.** A good assignment stems directly from preceding class work, and each student understands the relationship between what he/she is to do and what has been done in class. Assignments may also be based on suggestions by the students as they explore classroom topics.
4. **Coordinate The Assignment With The Homework Asked By Other Teachers.** When teachers communicate, overly heavy homework loads are avoided, with the result that students are better able to do justice to their homework assignments. Listen carefully to your students when they talk about their total workload.
5. **Make Sure The Students Have The Tools They Need To Do The Work Or Know Where To Get Them.** When library work is assigned for example, the teacher should check with the librarian. The librarian can make suggestions that will prevent the frustrations that result when thirty-five students seek information in the library's only copy of a specific reference book.
6. **Avoid Vague Assignments.** When a teacher says, "Turn in a paper on American History -- any length will do," he/she may be trying to give students leeway, but he/she is more likely to be confusing them.
7. **Return Assignments In A Timely Manner And Review Them With Your Students.** When students turn in an assignment, try to give them an idea about when they can expect to receive the graded results.

### Homework guidelines for long term assignments:

1. Due dates on long term assignments should be given as early as possible.
2. Students should be encouraged to see whether there will be unusual conflicts in the co-curricular activities in which they are engaged and notify the teacher of these conflicts.
3. When a student identifies him/herself as having any unusual conflict, a teacher should make special arrangements if it is at all possible.
4. Advisors and coaches should talk to students about seeing teachers when an activity is taking an inordinate amount of time.
5. Students should take the initiative at the earliest time possible to tell teachers that a conflict is going to occur.

### Proctoring tests & quizzes (including MCAS, midyear & final exams)

Cheating on tests and quizzes is an important issue to both students and teachers. Many students feel disadvantaged when teachers do not take measures to prevent cheating. It is essential, therefore, that we hold to a common set of expectations and procedures. The guidelines below were developed by department heads. It is a serious obligation of every teacher to create good testing procedures. The guidelines for proctoring are designed to prevent some forms of cheating. Teachers are expected to follow them and adapt them to their own classroom situation.

The following are guidelines for tests and quizzes:

### **Before the test or quiz begins:**

1. Arrange the seats so that rows are straight as well as spread as widely as possible.
2. Have students remove everything from their desktops except those materials needed for taking the test or quiz.
3. Collect cell phones.
4. Get the full attention of all students before making the announcements of directions. If there are corrections of typographical errors, make them before the papers are distributed. If mistakes are missed proofreading, announce corrections before the test begins, put them on the board or distribute a correction sheet.
5. Make sure that students remain silent while you distribute test materials.

### **During the test or quiz**

1. Be alert and attentive to student needs, distractions and temptation. Do not read or grade papers while students are working.
2. Move around the room checking on students' progress and making your presence as a monitor obvious.
3. Do not allow students to get out of their seats to hand in papers early, throw materials in the waste basket or to approach you for a question.
4. Do not allow early finishers to talk or disrupt or get out materials before you have collected their materials.

### **At the conclusion of the test or quiz:**

1. Make all students stop at the same time when the quiz is over. Give explicit directions such as "Put your pens or pencils down; turn your paper over; now pass them in."
2. Have students remain silent while you are collecting tests and answer sheets.
3. Instructions should come from the administration or department heads as to where individual teachers pick up their exams and where they are to be delivered at the end of the testing session.

A proctor should take all necessary precautions to prevent cheating. In the event that there is evidence of cheating by a student, the teacher should take appropriate action (it is recommended that a grade of zero be given for the paper involved) and the department head and principal should be notified. The administration, bound by due process, will support any teacher who has evidence of cheating and will notify parents in instances of cheating on tests or plagiarizing papers.

## **DISCIPLINE**

The section on discipline was developed as an aid to teachers and other staff members in carrying out their duties relative to classroom and general school control and discipline.

### **Preventing disciplinary problems**

1. **Model the behavior you wish your students to emulate:** For example: speak to student respectfully. Don't interrupt. Apologize. Admit fault. Start and end class on time. In other words, don't wield power; earn your authority.
2. **Develop Room Standards:** We have these in place for the school as outlined in the Student Handbook. Does each of us have them in place in our classroom? Be sure that the standards of behavior are within reach, that there are not too many of them and that they are well

- understood by all students. Give students help in knowing what to do as well as what not to do. Whenever possible distributing a written description of classroom rules is a useful tool.
3. **Have A Routine:** Have a routine in all classroom procedures. Routine gives a student security and establishes precedents and policies.
  4. **Give Directions Clearly:** Be sure the members of the class understand what they are to do in a class or group lesson. Check to see that the directions are clear - really clear.
  5. **Plan your classes carefully and thoroughly:** Positive and creative lessons that involve students stimulate success. Any time that you carefully plan a lesson, students become engaged. We need to be aware of the times when students will not be completely on task and plan accordingly.
  6. **Keep ALL students engaged:** For example, use small group work or cold-calling to demand and expect full engagement. Convey the belief that ALL students can learn and participate. Frequently the behavior problem in your room is a child seeking attention.
  7. **Work with Students' Parents:** Often the most effective method for preventing and enforcing a discipline problem is to call an individual student's parent. Parents are receptive to your calls and are willing to problem solve with you. Remember if you can make a positive call about a student prior to the first negative one you will see immediate benefits.
  8. **A team approach:** All members of the school community must be on board, AND each of us should enforce the school rules. No one can look the other way.
  9. **Monitor the classroom environment:** Get up and move around the room - don't feel chained to the desk, the board, and the front of the room. This is true whether teaching a lesson, supervising a test, or monitoring seatwork. When instructions are given, make sure that they are clear.
  10. **Create opportunities for success:** We must help students feel that they belong to the class. We should try to avoid situations where we create winners and losers. Genuine positive self-esteem is an important factor that affects discipline.
  11. **Be Positive and Focus on a Student's Strong Points:** Give sincere specific praise. See to it that every student has some success each day.
  12. **NEVER embarrass or shame students:** Keep away from punishments that push students further out of the group.
  13. **Teach self-discipline:** We need to let students know the rules, and we need to let them know the benefits of good behavior. We usually focus only on negative behavior and punishment; however, we need to focus on positive classroom climate and good behavior as well. Telling students that they are doing a good job creates enormous benefits. Emphasize strategies that allow students to make good decisions;
  14. **Be Consistent:** If behavior is considered unacceptable one day - this same behavior must be unacceptable every day.

### **Responding to disciplinary issues**

If you see an infraction of school rules which is serious enough to speak to a student about, you must make it a point to take action.

- **Solve Your Own Discipline Problems:** Classroom discipline is primarily your job. If your best efforts have not brought a change in the student's behavior, then brainstorm with the parents and/or report the student to your department head for assistance. The dean of students or assistant principal will become involved only if the combined effort of the department head and teacher do not bring success.
- **Implement enforcement firmly, fairly and calmly:** We must be consistent as a faculty and as individuals. Don't bluff and don't threaten something that you cannot hold to.

Enforce only what you can.

- **Discipline is graduated:** Classroom teachers should handle situations as much as possible; the teacher is the key. Department heads and parent should be the second line of defense with the dean of students or the assistant principal being used as a last resort.
- **Don't Delay:** If a telephone call or a parent conference seems advisable, arrange one as soon as possible. Don't let discipline problems drag out. See what needs to be done and take the necessary action.

#### **LEVEL ONE--Stopping something before it gets started.**

- Use humor, a quick dirty look, or a polite (private) reminder of the rule.
- If that doesn't work, a clear order to "stop it" or "cut that out," is sufficient.

#### **LEVEL TWO—Tardies, small infractions.**

- Reprimand in private: You don't appreciate being "called down" in front of your peers. Neither do students. Show them the same courtesy that you would expect.
- Provide a warning: give students a chance to save face or improve.
- Don't punish the group: Don't punish the group for misbehavior of one.

#### **LEVEL THREE—Continued misbehavior, failure to heed warnings, serious offences.**

- Confer with department head
- Report behavior to administrator
- Contact Parents
- Don't argue: If you are merely enforcing a school rule, there is no place for argument; do not be drawn into one. It is essential that you talk to the student in private. The student will want to save face in the group and will continue to argue as long as possible. The following vignette is common when a public confrontation occurs:  
Teacher: "Please stop \_\_\_\_\_."  
Student: "Why?"  
Teacher: "I don't want to discuss it here, I wish to discuss it outside/at the front office."  
Student: "I didn't do anything."  
Teacher: "I want you to come to the front office with me."
- Private conference with student (i.e., not during class time): Let the student know why you are having the conference and then relate the problem as you see it. Throughout the discussion be firm and establish the understanding that you expect to have an orderly classroom atmosphere. After you have stated the problem as you see it - ask the student to state the problem as he/she sees it. Do not allow the student to treat the situation lightly or to shrug the problem off. Make certain you really find out what the student is feeling and thinking. Arrive at a mutually agreed upon solution to the discipline problem.

**LEVEL FOUR—Report or Bring Student to the Office** (Refusal to comply, fight, vandalism, smoking, etc.) If the student will not come to the office, warn the student that refusal to come to the office may result in suspension. If this does not work, take the student's name and report him/her to the dean of students or assistant principal.

#### **Reporting disciplinary issues**

As a staff member, each of us has the obligation to deal with rule infractions when they occur. The following is a general list of areas where an infraction of school rules occurs and the personnel who get involved:

- **Student misbehavior in class:** teacher, parent, department head, dean of students, assistant principal, principal
- **Student misbehavior out of class:** teacher, dean of students, assistant principal, principal
- **Tardy to class:** teacher, parent, department head, dean of students, assistant principal, principal
- **Tardy to school:** teacher, parent, dean of students, assistant principal, principal
- **Cuts:** teacher, parent, dean of students, assistant principal, principal
- **Leaving campus:** dean of students, assistant principal, principal
- **Driving problems:** dean of students, assistant principal, principal
- **Harassment or hazing:** dean of students, assistant principal, principal
- **Substance abuse:** dean of students, assistance principal, principal
- **Substance abuse athletes:** athletic director, dean of students, assistant principal, principal
- **Fighting:** dean of students, assistant principal, principal
- **Smoking:** dean of students, assistant principal, principal
- **Vandalism:** dean of students, assistant principal, principal
- **Theft:** dean of students, assistant principal, principal

Most issues can be handled by the staff member at the time and without further difficulty. In the event a teacher gives the name of a student to the dean of students or assistant principal because the issue could not be resolved at the time, i.e. student refuses to follow a direct order or come to the office with you, etc., the dean of students or assistant principal will meet with the student and take appropriate action. Typically, if a student does not follow the clear and direct request of a staff member, swears at a staff member, refuses to give his/her name to a staff member or is a danger to themselves or others, he/she will be suspended from school.

### Specific suggestions for handling difficult situations

- **Public display of affection:** Talk to students involved and tell them their actions are inappropriate for school. This will usually stop the action at that point. If the behavior continues, ask the students to report to the front office.
- **Student(s) loitering in area where they are not allowed:** Explain to the student(s) that they cannot be in the area and tell them where they can be. If the student(s) do not move, take their name(s) and report them to the dean of students or assistant principal.
- **Fighting:** Never touch a student in an effort to get him/her to do something. Report the incident you cannot control to the dean of students, assistant principal. In the event of a fight, interject yourself verbally as an initial step. Be sure to clearly identify yourself as a teacher or staff member. In the event the fight continues, send immediately for help.

## STUDENT SUPPORT

### Guidance counselor assignments 2011-2012

COUNSELOR	2015	2014	2013	2012	
James Girard	A-C	A-Die	A-C	A-C	
Jennifer Mast	D-I	Dif-K	D-G	D-Ko	
Marybeth Sacramone	J-L		H-Le	Kp-Mc	
James Griffin	M-R	L-O	Lf-Ri	Md-R	
Sara Bodi	S-Z	P-Z	Ri-Z	S-Z	

Jennifer Sullivan—School Adjustment Counselor  
Jennifer Gavett—Stabilization Counselor  
Ms. Wolfson—Academic Center Coordinator  
Mrs. Fratto—Department Secretary

### **Guidance services**

Following is a partial list of services available to all students and their parents on a needs or self-referral basis:

1. Educational and career planning and counseling
2. Helping students develop a process which equips them to make well-informed, rational decisions
3. Personal counseling
4. Crisis intervention counseling and consultation with adjustment counselor and/or school psychologist
5. Information-sharing and consultation with parents
6. Reviewing and modifying students' schedules
7. Scheduling and orientation of new students
8. Preparation of school/work experiences after graduation
9. Information about referral to community resources and pupil personnel services
10. Utilization of all materials in the guidance office

An important focus of the guidance counselor's work is the development of a plan to achieve post-high school objectives. This includes guiding students through the array of academic courses, helping in the selection, application and choice of college or employment opportunities and supporting each pupil in his/her dealing with the pressures of adolescence.

It is important to be aware of Wayland High School's policy on course changes. Students are advised of these regulations when conferring with their counselor in assessing their academic programs.

### **Other support services**

Our **school adjustment counselors** serve as a guidance counselor to the students in the ALRT program. They also have a small caseload of other students. (A list of those students will be given to all faculty.) They also team with the other counselors to provide additional support to students regarding their social, emotional and behavioral well-being. Referrals should be made through the students' assigned guidance counselor or directly to her.

Our **school psychologist** provides clinical services to identified students (primarily in the ALRT program), administers psychological evaluations and consults to the faculty, the student study team, the guidance department and the administration.

Our **METCO coordinator** serves the 40+ Boston students who are a part of our high school community. The coordinator serves as an advisor, advocate and academic counselor as well as a liaison with all school personnel. The METCO coordinator also teaches a one-credit seminar, "Cultural Identity Groups," for all Boston students.

### **Student Study Team (SST)**

This team will continue to be the forum for pre-referral conferencing for at-risk students. The permanent members of the team traditionally consists of administrators, the department head of special needs, the head of guidance, the school adjustment counselor, the school psychologist, and

one teacher. The following procedures will be followed:

1. If you have a concern about a particular student, notify the student's guidance counselor.
2. The guidance counselor will submit the name to the SST. The team may convene a meeting with the student's teachers and the guidance counselor.
3. Concerns will be discussed, strategies developed, and a determination made as to whether options can be implemented within the regular education program, or a referral will be made to special needs. If a referral is not made, the guidance counselor will continue to monitor the student's progress.
4. If a referral is made, LRT will initiate the evaluation process.

### **The Triage Team**

This professionally trained team of high school staff, administrators and clinicians from Wayland Youth and Family Services meet twice a month to discuss and *triage* individual student substance abuse cases. Triage Team members include the principal, adjustment counselor, psychologist, alternative learning team staff, a representative of the intervention team (members rotate participation), member of the guidance department, the school nurse, dean of students, and the director of Wayland Youth and Family Services. The Wayland youth officer is a peripheral member of the team and is invited to attend meetings when police involvement is a component of a particular case that will be discussed.

Students are referred to the Triage Team through a multiple entry process (see referral chart later in this document) including referrals from: teachers, adjustment counselors, guidance counselors, staff, administration, students, police department and parents. During meetings the Triage Team reviews each presented case, assesses need for services and designates follow-through activities. It is the Triage Team's responsibility to determine if and how action will be taken.

## **CHILD ABUSE, BULLYING, SUBSTANCE ABUSE**

### **Staff procedure for reporting incidents of child abuse and neglect**

Every faculty and staff member is a mandated reporter of *suspected* and/or proven child abuse and neglect. You do not need proof, only reasonable suspicion.

- The mandated reporter must make an oral report, and within 48 hours, must make a written report (i.e., Form 51A) to the Department of Children and Families (508-424-0100). The statute requires that such a report contain, among other things, the names and addresses of the child and his/her parents, the child's age and sex, the nature and extent of his/her injuries, the name of the person making the report, and various other information.
- Usually, the mandated reporter notifies the assistant principal (or his/her designee) who shall then become responsible for making the oral and written report to the department, most often with the staff member present to clarify questions and provide details.
- Any person who is required to make such a report under the law and fails to do so is subject to a fine of not more than one thousand dollars.

## **BULLYING**

Massachusetts law gives school officials the power to investigate and discipline bullying that occurs *on or off school grounds* (e.g., cyber bullying from a home computer) if that bullying creates a hostile environment at school for the victim ("target"), infringes on the rights of the

target at school, or materially and substantially disrupts the education process or orderly operation of the school, as determined by school administrators.

### **Definition of Bullying**

(This definition is a summary of the legal definition supplied by the DESE and WPS draft “Bullying and Cyber-bullying Policy” as of June 2010):

- repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (must include at least one of the following)
- causes physical or emotional harm to the target or damage to the target’s property;
- places the target in reasonable fear of harm to himself or herself or damage to his or her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.
- *involves an imbalance of perceived or real physical or social power between victim and perpetrator(s)* (not yet part of WPS-approved definition)
- *retaliation from reporting of previous incident* (not yet part of WPS-approved definition)

### **Note regarding Technological/Cyber-bullying:**

Bullying through the use of technology or any electronic communication including, but not limited to:

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

### **Reminders to all staff responding to a report of bullying**

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

### **Bullying Reporting Procedures**

1. Review the definition of bullying (see above), ideally with the reporter (e.g., target, friend of target, parent, etc.) present.

- a. If incident does not seem to meet the definition, treat the incident with standard school disciplinary or conflict resolution procedures.
  - b. If incident meets the definition, continue to follow procedures below.
2. Notify the reporter that because this incident may constitute bullying, we have an obligation to investigate and take action in a timely manner including:
  - interview all students involved,
  - collect evidence including digital or hard copies of electronic communication, web pages, notes, etc.,
  - review previous disciplinary records of all students involved,
  - notify parent(s)/guardian(s) of all students involved,
  - notify the police if it is believed that criminal charges may be pursued against the offender,
  - apply appropriate disciplinary action,
  - notify target's parent(s)/guardian(s) of action taken to prevent further acts of bullying, to the extent consistent with state and federal confidentiality laws (note: we may not be able to share the extent of all disciplinary actions with the target's family).
3. Refer investigation to administrator or administrator's designee:
  - If time allows, complete a copy of the ***Incident Reporting Form*** (included below)

**Wayland Public Schools  
INCIDENT REPORTING FORM**

Directions: The Wayland Public Schools is committed to providing a safe environment to all members of our community. Despite our best intentions, incidents between students do occur at times. If you wish to report a disturbing incident between two or more students, complete this form and return it to the Principal at the student's school. Contact the school for additional information or assistance at any time. This form can be completed anonymously by omitting signature and name. Every reported act of bullying will be investigated. Parents of offenders and targets will be contacted in cases of confirmed bullying.

Date of report:			
Name of student target:	Age:	Grade:	School :
Name(s) of alleged offender(s) (If known):	Age:	Grade:	School :
Name(s) of witness(es) (If known):			
Where did the incident(s) happen (choose all that apply)?			
<input type="checkbox"/> On school property <input type="checkbox"/> At a school-sponsored activity or event off school property <input type="checkbox"/> Online/via technology <input type="checkbox"/> On a school bus <input type="checkbox"/> On the way to/from school <input type="checkbox"/> Other: _____			
What best describes what happened (choose all that apply):			
<input type="checkbox"/> Teasing <input type="checkbox"/> Threat/Property Damage <input type="checkbox"/> Stalking <input type="checkbox"/> Theft/Property Damage <input type="checkbox"/> Social exclusion <input type="checkbox"/> Intimidation <input type="checkbox"/> Physical violence <input type="checkbox"/> Public humiliation <input type="checkbox"/> Retaliation <input type="checkbox"/> Sexual Harassment <input type="checkbox"/> Other: _____			
What did the alleged offender(s) say or do? (Include dates. Attach a separate sheet if necessary)			
Did a physical injury result from this incident?			
<input type="checkbox"/> No <input type="checkbox"/> Yes, but it did not require medical attention <input type="checkbox"/> Yes, and it required medical attention			
Is there any additional information you would like to provide? (Attach a separate sheet if necessary)			
Name of person reporting incident (Optional):			
Telephone (optional) _____ E-mail (optional): _____			
Place an X in the appropriate box: <input type="checkbox"/> Student <input type="checkbox"/> Parent/guardian <input type="checkbox"/> Other: _____			
Signature: _____		Date: _____	
Administrative Action Taken:		Date:	
Administrator:			

## SUBSTANCE ABUSE IDENTIFICATION AND REFERRAL PROCESS

### **The Triage Team**

This professionally trained team of high school staff, administrators and clinicians from Wayland Youth and Family Services meet twice a month to discuss and *triage* individual student substance abuse cases. Triage Team members include the Principal, Adjustment Counselor, Psychologist, Alternative Learning Team Staff, a representative of the Intervention Team (members rotate participation), member of the Guidance Department, the School Nurse, Dean of Students, and the Director of Wayland Youth and Family Services. The Wayland Youth Officer is a peripheral member of the team and is invited to attend meetings when police involvement is a component of a particular case that will be discussed.

Students are referred to the Triage Team through a multiple entry process (see referral chart below) including referrals from: teachers, adjustment counselors, guidance counselors, staff, administration, students, police department and parents. During meetings the Triage Team reviews each presented case, assesses need for services and designates follow-through activities. It is the Triage Team's responsibility to determine if and how action will be taken. The Triage Team does not diagnose, treat or refer to treatment; but they may refer for a screening or an assessment for treatment.

### **Four phases of the Triage Team process:**

1. **Referral.** Anyone can refer a student to the Triage Team when they are concerned about someone's behavior -- any school staff, a student's friend, family member or community member. The students themselves can go directly to the Triage Team to ask for help. When a referral is made, the case is discussed with the Triage Team to determine what the course of action will be. If first-time referral, Triage Team initiates assessment process. If repeat referral, Triage Team determines next steps.
2. **Team Planning.** The Triage Team gathers objective information about the student's performance in school from all school personnel who have contact with the student. If the information collected clearly indicates concern, the Triage Team will coordinate a meeting with the student and parent(s) to communicate that concern. If the information collected fails to indicate a substance abuse problem or associated issue, the Triage Team works with the administration and counseling to determine any further action.
3. **Intervention and Recommendations.** During a student/parent meeting, the Triage Team presents the concern for the student and develops a plan to address the substance abuse issue and promote the student's academic and personal success. This plan may include in-school and/or community-based services and activities. The team might recommend a drug and alcohol or mental health assessment. With parent initiative and support the plan is put into action. The Triage Team assists in linking the student to in-school and/or community-based services and activities.
4. **Support and Follow-Up.** The Triage Team continues to work with and support the student and their family. Follow-up includes consulting with parents on progress and on-going monitoring with the Triage Team.

**Triage Team referral chart**

<i>Initial Referral Source</i>	<i>First Referral</i>	<i>Second or Subsequent Referral</i>	<i>Identification Process</i>	<i>Possible Interventions</i>	<i>Follow-Up</i>
1. Teacher <ul style="list-style-type: none"> <li>▪ Behaviors</li> <li>▪ Performance</li> <li>▪ Parent contact</li> <li>▪ Signs &amp; symptoms of use</li> </ul> 2. Parent Request <ul style="list-style-type: none"> <li>▪ Behavior</li> <li>▪ Suspicion or known substance use</li> </ul> 3. Administration <ul style="list-style-type: none"> <li>▪ Disciplinary action</li> <li>▪ Student contact</li> <li>▪ Parent contact</li> </ul> 4. Student Self-Referral 5. Peer Referral 6. Guidance/Adjustment Counselor <ul style="list-style-type: none"> <li>▪ Student contact</li> <li>▪ Parent contact</li> </ul> 7. Youth Officer <ul style="list-style-type: none"> <li>▪ Legal enforcement incident</li> <li>▪ Student contact</li> </ul>	Triage Team	Most appropriate of the following Triage Team Members (based on history, prior contact and relationship): <ul style="list-style-type: none"> <li>• School Psychologist</li> <li>• Adjustment Counselor</li> <li>• Guidance Counselor</li> <li>• Wayland Youth and</li> <li>• Family Services</li> <li>• Nurse</li> <li>• Administrator</li> <li>• Youth Officer</li> <li>• ALRT Representative</li> </ul>	Triage Team seeks input from staff regarding: <ul style="list-style-type: none"> <li>▪ Current classroom teacher input</li> <li>▪ Academic performance</li> <li>▪ Parent interview</li> </ul> Conference with parents <ul style="list-style-type: none"> <li>▪ Disciplinary file review</li> <li>▪ Input from Guidance Counselor</li> <li>▪ Other staff input</li> </ul>	1. Individual counseling school – based WYFS counselor 2. Parent meetings 3. Referral to outside agency 4. Disciplinary action 5. Youth Officer involvement	1. Parent contact and consulting 2. Triage Team review 3. Point person to be determined 4. Student interview

**Substance abuse procedures (Table)**

<b>Situation/Incident</b>	<b>Immediate Action</b>	<b>Investigation &amp; Administrative Action</b>	<b>Parent Notification</b>	<b>Police Notification</b>	<b>Disposition of Substance</b>	<b>Further Action</b>
<b>Student voluntarily seeks help</b> , information or advice regarding drugs or alcohol	Staff member responds confidentially. Staff member confidentially refers student to a member of the Triage Team if appropriate.	If emergency, staff member notifies administrator on duty.	Staff member notifies parent only with student's permission, unless emergency (student at risk of being harmed or harming another) or if additional support is needed.	No	NA	Triage Team to determine if appropriate.
<b>Student is suspected of using.</b> No evidence and not currently under the influence of drugs or alcohol. (Ex. A staff member overhears a student talking about weekend drug use).	Staff reports suspicion to any member of the Triage Team.	If first-time referral, Triage Team initiates assessment process. If repeat referral, Triage Team determines next steps.	Triage Team will notify parents if suspicion is confirmed.	No	NA	Triage Team to determine if appropriate.
<b>Student is suspected of being under the influence</b> of drugs or alcohol on school grounds or at school-sponsored activities.	Staff member notifies administrator. Student is taken to nurse's office for screening, assessment and monitoring.	Administrator investigates incident. This may involve a search of the student, student locker, car and/or possessions. This may lead to further disciplinary action.	Administrator notifies parent(s) by phone or email.	Administrator may, at his/her discretion, notify police.	If paraphernalia discovered, proper school procedure is followed (see below).	If confirmed, administrator refers case to Triage Team to determine further action and services; and school alcohol and drug policy and MIAA policy are enforced.
<b>School receives report from parent or police department</b> that a student has been involved with a drinking or drug use incident outside of school.	Student is referred to the Triage Team.	Administration investigates to confirm report. School drug and alcohol policy is enforced.	Administration notifies parent (s) if situation deems necessary.	Administrator may, at his/her discretion, notify police.	NA	Triage Team to determine if necessary.

<p><b>Student possesses drug-related paraphernalia</b> on school grounds or at school-sponsored activities.</p>	<p>Staff member informs administrator and may follow up with a written report. Administrator confiscates paraphernalia.</p>	<p>Administrator investigates incident. This may involve search of the student, student locker, car or possessions. This may lead to further disciplinary action.</p>	<p>Administrator informs parent(s) by phone or email.</p>	<p>Administrator may, at his/her discretion, notify police.</p>	<p>Paraphernalia is placed in sealed envelope. Description, time, date written of envelope and sealed. Envelope is kept locked up, turned over to police.</p>	<p>If confirmed, administrator refers case to Triage Team to determine further action and services; and school alcohol and drug policy and MIAA policy are enforced.</p>
<p>Student is found or admits to be <b>under the influence</b> of drugs or alcohol on school grounds or at school-sponsored activities.</p> <p>OR</p> <p>Student has medical emergency related to drugs and/or alcohol.</p>	<p>Staff member immediately informs administrator. Administrator confiscates paraphernalia. Student is escorted to school nurse for screening, assessment and monitoring.</p>	<p>Administrator investigates incident. This may involve search of student, student locker, car or possessions. This may lead to further disciplinary action. School alcohol and drug policy is enforced. Administrator documents incident.</p>	<p>Parents are called and student is released in their care.</p>	<p>Yes</p>	<p>If paraphernalia discovered, proper school procedure is followed (see above).</p>	<p>If confirmed, administrator refers case to Triage Team to determine further action and services; and school alcohol and drug policy and MIAA policy are enforced.</p>
<p><b>Student possesses drugs</b> or alcohol on school grounds or at school-sponsored activities.</p>	<p>Staff member informs administrator. School nurse is called to complete screening, assessment and monitoring. Parents and police are called. Student is released to parent (s). If parents are unavailable, student is released to designated guardian.</p>	<p>Administrator investigates incident. This may involve a search of student, student locker, car and/or possessions. Administrator documents incident.</p>	<p>Administrator notifies parent(s) by phone and follows-up in writing.</p>	<p>Yes</p>	<p>Administrator places substances and paraphernalia in envelope, seals it and writes description, time, date. Envelope is transferred to police.</p>	<p>If confirmed, administrator refers case to Triage Team to determine further action and services; and school alcohol and drug policy and MIAA policy are enforced; possible expulsion hearing.</p>
<p><b>Student distributes or sells</b> drugs and/or alcohol on school grounds or at school-sponsored activities.</p>	<p>Staff member notifies administrator and may follow up with written report. Student is held in school until released to parents after police notification.</p>	<p>Administrator investigates incident. This may involve a search of student, student locker, car and/or possessions. Administrator documents incident.</p>	<p>Administrator notifies parents immediately by phone and follows-up in writing.</p>	<p>Yes</p>	<p>Administrator places substances and paraphernalia in envelope, seals it, writes description, time, date. Transferred to police.</p>	<p>If confirmed, administrator refers case to Triage Team to determine further action and services; and school alcohol and drug policy and MIAA policy are enforced.</p>

## **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, 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, 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.

Ms. Marlene Dodyk 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 Ms. Dodyk at the Office of the Superintendent of Schools, 41 Cochituate Road, Wayland, MA 01778.

### **Discrimination Complaint Procedure**

1. **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.
2. **Complaint Procedure:** This procedure may be used by any student, parent 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
<b>Title I</b> (Income)	Brad Crozier 358-3773	Patrick Tutwiler 358-7746
<b>Title II</b> (Special Education)	Brad Crozier	Patrick Tutwiler
<b>Title VI</b> (Race, Color, National Origin)	Brad Crozier	Patrick Tutwiler Marybeth Sacramone 358-3707
<b>Title IX</b> (Gender)	Brad Crozier	Patrick Tutwiler
<b>MGL. Ch. 76</b> (Attendance)	Brad Crozier	Patrick Tutwiler
<b>Section 504</b> (Disability)	Marlene Dodyk 358-3756	Marybeth Sacramone

**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.

### 3. **Additional Information:**

- Marlene Dodyk 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.

## **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.

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

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

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

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

1. submission to such conduct or communication is made a term or condition either explicitly or implicitly to obtain or maintain employment or educational development and opportunity, or
2. submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual or,
3. such conduct or communications has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive work or educational environment, or

4. under certain circumstances, sexual harassment may constitute child abuse under Massachusetts Law, G.L.C. 119 & 51A. Wayland Public
5. Schools shall comply with Massachusetts's laws in reporting suspected cases of child abuse. Any attempt by an employee or a student to retaliate against a person who makes, or provides information regarding a claim of harassment is also strictly prohibited. No one will be reprimanded or punished in any way for initiating a good-faith inquiry or complaint.

Anyone who believes that this policy statement has been violated should follow procedures set forth in Wayland Public School's procedures for ***Resolving Complaints of Harassment***. An investigation will be conducted in a timely fashion, with appropriate attention to the legitimate interests of any individual against whom a complaint has been lodged. Following the investigation, such action as is deemed appropriate will be taken.

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

Fostering mutual respect requires:

1. A shared understanding of what behaviors are acceptable.
2. A process by which we can support individuals who experience harassment and educate individuals whose actions are unacceptable.

A shared understanding of unacceptable behaviors begins with an understanding of harassment. Harassment is any verbal or physical action by one person toward another which has the purpose or effect of creating an intimidating, hostile, or offensive environment.

Within this context, there are many kinds of harassment. These include, but are not limited to the following:

**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.

**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.

In the event that any individual at Wayland High School experiences behavior which (s) he believes to be harassment, the following steps will be taken:

The individual should seek an adult in the school community whom (s)he trusts. That person will immediately inform the administration and where specific names and offenses are stated, due action will be taken. This would include:

1. Mediation
2. Suspension
3. Parent conference

### **Procedures For Resolving Complaints Of Harassment (Including Sexual Harassment)**

## **Introduction and summary of options**

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

The Wayland Public Schools offers a range of options when someone believes that harassment has occurred. These include: (a) individual consultation, (b) informal complaint resolution, and (c) formal complaint resolution. Each is summarized below, first briefly, and then in more detail. Any member of the Wayland Public Schools community who seeks further information about these procedures is encouraged to contact Mr. Brad Crozier, Assistant Superintendent, Title VI and Title IX Coordinator (358-3773) or Marlene Dodyk, Director of Student Services, Section 504 Coordinator (358-3756).

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

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

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

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

## **Procedural guidelines**

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

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

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

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

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

### **C. Preventative Administrative Responsibility**

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

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

1. **Individual Consultation** – Wayland Public Schools has trained persons who can provide informal support and guidance to individual members of the community on issues of harassment. A complainant, respondent, or concerned member of the committee may make use of such persons in order to:
  - a. discuss a specific situation or incident;
  - b. learn about Wayland Public Schools **Procedure for Resolving Complaints of Sexual Harassment**;
  - c. learn about support services and resources;
  - d. get personal support and advice on how to proceed, and
  - e. determine a course of action.

For example, the support person may help the complainant write a letter to the respondent or suggest ways in which the complainant can approach the respondent (the support

person to one party should not, however, contact or meet with the other party). If an Informal Complaint or a Formal Complaint is lodged, the support person may accompany and assist the individual through the complaint resolution process.

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

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

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

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

3. **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.
4. **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 listed in the attachment.

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

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

5. **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.

### **E. Resources**

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

High School:      Mr. Patrick Tutwiler, Principal,: 358-3705  
                         Ms. Marybeth Sacramone, Guidance Director: 358-3706  
                         Mr. James Girard, Guidance Counselor: 358-3710

Central Office:    Mr. Brad Crozier, Asst. Superintendent: 358-3773  
                         Mrs. Marlene Dodyk, Dir. Of Stud. Ser: 358-3756

### **F. Personnel Authorized to engage in Informal Complaint Resolution**

Mr. Brad Crozier, Assistant Superintendent  
Ms. Marlene Dodyk, Director of Student Services  
Ms. Debbie Bearse, Claypit Hill Principal  
Mr. Patrick Tutwiler, High School Principal  
Mr. Jim Lee, Happy Hollow Principal