

The Field School  
Weston, Massachusetts

Student-Parent Handbook



**Weston Public Schools is committed to non-tolerance for harassment or discrimination on the basis of race, gender, gender identity, color, religion, sexual orientation, ethnicity/national origin, age or disability.**

## TRANSLATION DIRECTIONS

### English

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### Arabic

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### Farsi

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### Gujarati

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### Hindi

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### Korean

본 정보를 번역하기 원하시면, 구글 번역에 복사, 붙여 넣기 하십시오. 구글 번역 링크는 다음과 같습니다: <http://translate.google.com/>

### **Mandarin**

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### **Urdu**

اگر آپ کو اس معلومات کے ترجمہ کی ضرورت ہو تو، برائے مہربانی اسے نقل کر کے گوگل ٹرانسلیٹ میں پیسٹ کریں۔ گوگل ٹرانسلیٹ کی نقل یہ ہے <http://translate.google.com/>

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## **FIELD SCHOOL MISSION**

Our mission is to best prepare every student at Field School for individual academic and personal success through intellectual challenge, honest and respectful dialogue, and collaboration between teachers, students, families and the community. There are four main elements of this mission:

- Provide outstanding and appropriately differentiated curriculum
- Focus on the development of each child as a confident learner and productive public member of the greater community
- Prepare students and their support networks to manage transitions in the education process
- Acquire and maintain critical building-wide infrastructure and technology

# WESTON

## PUBLIC SCHOOLS

WESTON, MASSACHUSETTS 02493

TEL 781-786-5500

FAX 781-786-5509

THE FIELD SCHOOL

16 ALPHABET LANE

WESTON, MA 02493

## WELCOME TO FIELD SCHOOL

Dear Field School Students:

This handbook was created to help you understand what you need to know to be a happy and successful student at Field School. Please read it through with an adult at home. It will also be available as a classroom reference.

Because Field School is an upper elementary school, we want to find ways to encourage you to take responsibility for what you do, to set high standards for yourself, to help each other solve problems, and to understand that “mistakes help you learn.” We also want you to find joy in learning and feel connected to the Field School community!

Please remember, we are here to help you. You should also feel very comfortable coming to any of us to help you solve a problem or ask advice, just as you would from an adult at home who cares a great deal about you and your feelings. We have these conversations with students all the time. It is another way for us to share being part of the “Field School family.”

The Field School Faculty and Staff

# **CONTACT INFORMATION**

***All email addresses are the person's last name then first name initial @weston.org***

***For example, Superintendent Midge Connolly's email is:  
connollym@weston.org***

## **Case House**

### **Superintendent of Schools**

Dr. Marguerite (Midge) Connolly  
(781) 786-5210

### **Asst. Supt. for Curriculum & Instruction**

Dr. J. Kimo Carter  
(781) 786- 5220

### **Asst. Supt. for Finance and Operations**

Sheri Matthews  
(781) 786-5230

### **Director of Student Services**

Martha Bakken  
(781) 786-5245

### **Director of Technology**

Dr. Lee McCanne  
(781) 786-5250

### **Transportation**

Darlene Frappier  
(781) 786-5280

### **Director of Athletics**

Michael McGrath  
(781) 786-5840

## **Field School**

### **Principal**

Dr. Daniel Green  
(781) 786-5500

### **Nurse**

Dr. Jamy Gaynor, RN  
(781) 786-5265

### **District Psychologist**

Madeline Steinberg  
(781) 786-5521

### **School Adjustment Counselor**

Cecelia Small  
(781) 786-5520

### **Special Education, Team Chair**

Jennifer Nolan  
(781) 786-5546

### **METCO Liaison**

Theresa Dryden  
(781) 786-5511

### **Library**

Emma Kwon  
(781) 786-5415

# **FIELD SCHOOL ABSENCE REPORTING PROCEDURES**

## **ABSENCE LINE**

### **781-786-5500**

We ask that all parents of students in grades 4 and 5 notify us when their children will be absent or late for school. When your child will be absent or late, please call our **ABSENCE LINE:** **781-786-5500.**

You may leave a message anytime. Shortly after the children have arrived at school, we will begin to match the names of children who are absent with those for whom parents left messages. We will telephone the parents of all children who are not accounted for. If, for any reason, the answering machine is not working, please call Field School directly. In your message:

- Identify yourself
- Give your child's name, grade and homeroom teacher
- Give the reason for your child's absence

Even if you have sent a note, or mentioned the absence to a teacher, please call the line.

Please include in your message any information we may need about your child's health condition. If you have confidential or urgent information, also mention that you would like to speak to your child's teacher, our School Nurse, School Counselor; or Principal. If you are uncertain as to whether to send your child to school, the health information in our handbook is a useful guide. Children who are absent from school should bring a note explaining the absence to the homeroom teacher. The purpose of the note is to keep us alerted to the spread of communicable disease.

Tardiness not only affects your child's schedule, but also has an impact on the learning and "beginning of the day" routines for the entire class. Children should not be dropped off prior to 8:00 am. Students arriving at school after 8:20 a.m. must sign in at the front office.

Thank you for your cooperation in fulfilling our mutual responsibility for our children's safety.

# **THE SCHOOL DAY**

## **School Hours**

Homeroom begins at 8:00 AM and ends at 2:20 PM. Attendance is taken at 8:10 AM; students are marked tardy after that time.

## **First Wednesdays**

On multiple first Wednesdays throughout the year, the day ends at 11:30 AM. There are no after school student activities on these days; students must go home at 11:30 AM. There is no lunch served on these days.

## **Arrival and Dismissal**

Because there is limited space near our school for traffic and parking, arrival and dismissal times are much safer when children ride school buses to and from school. We ask parents who may occasionally drive their children to school in the morning or pick them up in the afternoon to proceed with caution near the schools; to follow the required traffic patterns; and to observe traffic laws having to do with school buses.

**Arrival -** No supervision is provided before 8:00 AM. Multiple staff members are on duty beginning at 8:00 AM.

**Dismissal –** Students being picked up will wait outside of the building until they are dismissed with adult supervision. Students riding the bus line up in the gym and cafeteria by class. They are dismissed with adult supervision as each bus arrives at the school. Students staying for after school activities may ride the late bus which arrives at 3:20 PM.

## FIELD SCHOOL DROP-OFF and PICK-UP

- Students must enter vehicles from the driver's side
- Cars must remain in single file, even after students have been boarded
- Cars may not be left unattended
- If a driver waiting for a child holds up the efficient movement of the line, the driver will be instructed by a member of staff to pull aside or go around the dismissal route again
- Buses have the right of way. Cars exiting after student pick up must yield to the exiting buses
- The 3:20 dismissal for after school activities also follows the 2:20 pattern

## SCHOOL ATTENDANCE AND TRUANCY

There is no doubt that a known indicator of academic achievement is good attendance. Consistent participation in school and school-based activities is important for making a successful transition from youth to adulthood. Student tardiness and truancy are challenges that confront many communities in Middlesex and across the state. Often, these behaviors are the first indicators that a student may be experiencing stress or other difficulties in his or her life.

The following is a summary of some of the Massachusetts General Laws pertaining to attendance:

### **School Attendance:**

Chapter 76, section 1 of the Massachusetts General Laws states that all children between the ages of six and sixteen must attend school. **A school district may excuse up to seven day sessions or fourteen half day sessions in any period of six months.** In addition to this law, each school may have its own attendance policy with which parents/guardians should be familiar.

### *Notification and Contact Information:*

Chapter 76, section 1A of the Massachusetts General Laws states that parents/guardians must be provided each year with the instructions for calling a designated phone number at a designated time to inform the school of the absence of a student and the reason for the absence. In addition, parents/guardians must provide the school with a home, work or other emergency telephone number so that they may be contacted during the school day so the school may call and inquire about said absence.

### *Who is a Supervisor of Attendance?*

Chapter 76, section 19 of the Massachusetts General Laws states that each school committee must employ a supervisor of attendance. A supervisor of attendance has the power to apprehend and take to school any child who is truant and is required to investigate all cases where a child in the district fails to attend school.

### *What is a CRA?*

A "CRA" (Child Requiring Assistance) petition may be filed in court by a supervisor of attendance if a child between the ages of six and sixteen persistently and willfully fails to attend school or persistently violates lawful and reasonable regulations of his or her school. The Court's authority

pursuant to a CRA petition includes the power to place the child in the custody of the state agency known as the Department of Social Services.

#### *What is a 51A?*

A 51A is a report of suspected child abuse or neglect that is filed with the Department of Social Services. Under Chapter 119, section 51A of the Massachusetts General Laws, a report can be filed on behalf of a child under the age of eighteen for educational neglect if a child is not attending school on a regular basis.

#### *Parental Responsibility:*

Parents or guardians are legally responsible for ensuring that a child under their control attends school daily. It is a crime for a responsible parent or guardian not to cause such a child to attend school. If a child fails to attend school for seven day sessions or fourteen half day sessions within any six month period, the supervisor of attendance may file a criminal complaint in court against the responsible parent/guardian.

#### *Inducing Absences:*

It is a crime to induce or attempt to induce a minor to miss school, or unlawfully to employ or to harbor a minor who should be in school.

#### **Tardiness**

Students should report to the main office to sign in if they arrive after 8:10 AM.

If a student is absent and/or tardy 10 times or more by mid-year, a letter will be sent home to the family highlighting the importance of attending and arriving to school on time. If a student continues a pattern of absence or tardiness, the family will be invited to a meeting with the principal to develop a plan to improve attendance and/or on time arrival.

#### **Family Vacations**

Vacations outside traditional school vacation periods are discouraged. Classroom instruction, activities, and experiences cannot be replicated and it is not incumbent of teachers to do so for such absence. Families should notify the main office regarding any extended absences and students need to inform teachers as soon as possible prior to an anticipated absence. The school is not obligated to provide work to be completed during the vacation. A copy of the current school calendar can be found on the district website. Please try to plan your vacations accordingly.

**As a district, Weston Public Schools will not provide homework assignments prior to a family vacation.**

#### **Religious Absence**

In recognition that certain holidays occur during the school year, the Weston School Committee hereby adopts the following policy to ensure fair and sensitive treatment for all students.

1. The exercise of conscience is a personal matter and should be a matter of public discussion.
2. Long-term reports or special project which are due on one of the major religious days are to be submitted to the teacher at a mutually agreed upon pre-arranged date following the pupil's return to school, with no penalty for late submission.
3. Teachers are expected to exercise sound judgment in presenting new work when some students may be absent because of a religious holiday. Provisions should be made for students who expect to be absent because of a religious holiday. Provisions should be made for students who expect to be absent to get assignments ahead of time and to have class work reviewed by the teacher. In no situation should a student be made uncomfortable

because he or she chooses to exercise his or her religious convictions. Because many religious observances often involve family activities, students should not be expected to complete homework, study for tests, nor do other school work during their absence.

## **TRANSPORTATION**

### **Bus Dismissal**

At the 2:20 dismissal bell, all bus riders will be directed to proceed to the gym or cafeteria. A team of teachers is always on duty. Teachers on bus duty will dismiss the students. Teachers supervise students being picked up at the front of the school.

If a child misses the bus, he/she must call a parent or guardian for pick-up.

### **Parent Pick-Up Procedure**

In order for all students to be dismissed safely and in a timely manner, and for the Field School community to be in compliance with Weston Police Department requests, it is important that families follow the plan that has been put into place (see FIELD SCHOOL DROP OFF AND PICK UP), and make certain all people authorized to pick up your child are aware in advance of the routine.

### **Bus Routes**

All elementary school bus routes are published on the district transportation website. In order to ensure the safety of all children, students are expected to honor the bus conduct code of good behavior. It is important for parents to discuss with children proper bus behavior.

### **Late Bus Information and Regulations**

Between 3:20 and 3:30 p.m., the “late bus” leaves Field School. It is more likely that the drop off point for students will be within walking distance of the child’s home rather than the bus stop he/she uses in the morning. It is important to review this information with your child. Copies of the “late bus” routes are posted in the school office.

### **METCO Late Bus**

Monday through Thursday, there is an additional late bus that leaves Field School and goes directly to Boston.

When children participate in any after-school activity, the school will provide supervision until 3:20 p.m. No special permission is needed to ride the “late bus” for these purposes.

# **BUS CODE OF CONDUCT**

## **Seating**

Students will remain seated until the bus comes to a complete stop and the door opens.

## **Getting Off The Bus At School**

- Students in the front exit first.
- Departing students will rise only when the door opens, after the bus has stopped.
- Students will not leave their seats until the students ahead have left their seats.
- Students will walk directly to a SAFE AREA at least 10 feet from the bus.

## **Getting Off The Bus At Your Stop**

- Students in front seats only will stand up, after bus has stopped and door has opened, and get off at the bus stop.
- They will walk to a SAFE AREA at least 10 feet from the bus.
- **NOTE:** Any student who must cross the street, will do so in this manner:
  - Walk 10 steps ahead of the bus.
  - Look for the bus driver to signal (yes, nod of head),
  - Proceed to a point where you can see up and down street,
  - Look both ways and walk directly across the street to a SAFE AREA
- Students for the next bus stop will rise after the bus has stopped and the door has opened. They will then proceed to available seats as close to the front as possible, and sit down before the door closes.

## **Behavior**

- Students will remain in their seats at all times.
- Students will sit in seats as intended; there is no kneeling or turning around.
- Keep heads, hands, feet and all items inside the bus at all times.
- Use windows only with permission of the bus driver.
- No gum chewing is allowed on the bus.
- Noise level on the bus should be kept reasonable, so there is a safe driving environment.
- No eating or drinking is allowed due to allergy concerns.

## **Instructions**

Pay strict attention to any instructions given by the driver. Remember, failure to listen to the bus driver's instructions, or to follow the rules of safe bus riding, will result in you being written up on a bus report that goes to the principal.

## **Litter**

All litter will be deposited in the garbage basket/bag found in the front of the bus, upon departure.

## **Emergency Exit**

The emergency door will be used for emergencies only. Students should be familiar with Emergency Evacuation Drills.

## **Parents**

Please take the time to introduce yourself to your child's bus driver. He/she is an important part of your child's day.

## **DISCIPLINARY ACTION FOR INFRACTION OF RULES\*:**

- 1<sup>st</sup> major offense and all other minor offenses: pupil spoken to by principal.
- 2<sup>nd</sup> offense of a serious nature: parent notified and pupil spoken to by principal
- 3<sup>rd</sup> offense of a serious nature: parent notified and privilege to ride bus denied for three days \*
- 4<sup>th</sup> offense of a serious nature: parent notified and privileges to ride bus denied for one week \*
- 5<sup>th</sup> offense of a serious nature: parent notified and privilege to ride bus denied until the school principal and transportation director are convinced that good behavior and safety are assured.

\* A significant offense (e.g., fighting, destruction of property, particularly cruel behavior to others, etc.) may result in immediate suspension from the bus.

## **GENERAL BUILDING SAFETY AND SECURITY**

1. We ask all parents and visitors to please sign-in at the front office. To ensure building security, adults are asked to drop off materials in the office rather than delivering them directly to a classroom. Enter a classroom only when the teacher is expecting you and after you have checked in at the front office.
2. If you are picking up your child at a time other than at dismissal, he/she will be required to sign out and wait in the lobby. Please check in at the front desk and someone will call your child's classroom if they are not waiting at the designated time.
3. Parents and visitors should enter and exit by the main lobby doors only.
4. Doors in each wing will be used only at dismissal or other designated times. Doors will be locked and checked periodically by staff and custodians.

5. No child may be called to a car to receive anything from anyone in a vehicle.
6. No adults should approach students on the playground to talk to students or to escort them off the playground. Visitors will be asked by the staff on duty to report to the main office to check in. Suspicious persons or cars will be reported to the principal or a staff member. Police will be called immediately, if necessary.
7. Parents should notify the office if there are any changes or special circumstances regarding persons unauthorized to pick up or be in contact with their child. This information should be in writing. If you must call our office, please do so before 1:00 p.m. so we can be certain this information will reach your child's teacher.
8. Please call before 1:00 p.m. if dismissal plans for your child will change. Students may not make "last minute arrangements" to go on another bus with a friend or anywhere other than so designated by a parent or guardian.
9. Please send a note to school with your child when any of the following situations occur.
  1. Change in dismissal information – including if you or another authorized person plan to pick up your child.
  2. Change of address or telephone number.
  3. Change of emergency contact telephone number.
  4. Absence.
  5. Unusual circumstances, i.e., parents are out of town, illness in the family, new baby or other significant event.
10. No students are allowed in the building during recess without permission from the classroom teacher and/or a pass. If a child needs to go to the nurse, one student may accompany him/her. This helper then returns outside. In the event of serious injury, a lunch monitor will accompany the child to the nurse's office.

## FIELD SCHOOL CONDUCT

### **Overview (Also see Student Safety under General Information)**

We strive to make our schools positive, nurturing environments where students are valued members of our community. Expectations and rules at Field School are based on "Respect for Learning, Respect for Self, Respect for Others and Respect for Property."

### **Every student must feel that they can work and play in a safe environment.**

1. Classroom and building rules are posted in each classroom.
2. Students participate in the development of these and other rules based on our Responsive Classroom curriculum.
3. Strategies for respectful behavior and conflict resolution are discussed in homeroom morning meetings, at class meetings when needed, and at team and building levels, both formally and informally, using a common vocabulary that emphasizes **personal and community responsibility and respect**. As a Responsive Classroom School, we ask students to:
  - a) Take care of themselves

- b) Take care of others
- c) Take care of their community

In all cases, students are encouraged to find ways to prevent problems from continuing. We believe improving interpersonal skills is an important part of every student's social development. All adults in the Field School community take responsibility for modeling and reinforcing school rules and expectations.

A referral to our adjustment counselor may be made at any time by the principal, a teacher, or parent (or a self-referral by a student) for assistance and/or problem solving.

### **Lobby and Halls**

Students will walk quietly at all times in order to respect the learning of others, keeping to the right side of the hallway and stairs, especially in doorways, so that passing is safe and orderly. Balls and other equipment are not to be used inside the building.

### **Respect For Property**

Students should not take or use the property of others without permission. Disrespect for school property will result in parent notification and appropriate consequences.

### **Student Solicitations**

No items or services may be bought or sold by students on school property.

### **Before School/After School**

#### **Students Who Are Driven to School Should Not Arrive Before 8:00 A.M.**

This is an important safety precaution, as there is no supervision in the building until 8:00 A.M.

**Children not in classrooms at 8:20 a.m. are considered tardy, unless buses are late.**

### **Policy on "WALKERS" and "BIKERS"**

1. A written note must be sent from a parent or guardian. If a child's routine is the same every day or a specified day each week, one note for the year is sufficient. If this changes, a parent must send in a written note to notify us of the change.
2. Walkers/bikers will wait in the lobby until buses have left to ensure traffic/pedestrian safety. If a child needs to go to Woodland or Country, he/she may ride one of our buses in our first dismissal cluster, if there is a note from a parent.

### **Students Returning to the Building**

On occasion, a parent, family member or babysitter will bring a child back to school in the late afternoon to pick up a forgotten book or item. For safety and security reasons, an adult must accompany any student returning after school hours. Please do not send a student inside while you wait in the car. Classroom doors will be locked after 4:00 p.m. Custodians are not allowed to open classroom doors.

### **Field Trip Policy**

The opportunity for students to participate in field trips, either day or extended, is contingent upon responsible behavior. Students who are not able to demonstrate consistently responsible behavior may be ineligible for the trip.

### **Field Lunch Rules**

1. Everyone eats outside or in the dining hall. The only exceptions will be those children who are going to the Guidance Office, Nurse's Office or Main Office.
2. Lunch monitors may give permission to go to the bathrooms or nurse's office.
3. Students have approximately 20 minutes for lunch and 20 minutes for recess.
4. Children should always be respectful of the lunch monitors and other adults who provide supervision and safety for them during lunch and recess.
5. Children should properly dispose of their garbage and maintain a clean dining hall.

### **Field School Recess Rules**

1. Most days will be "outside recess" days. For indoor recess, students remain in the dining hall, gym or classroom with a book or other appropriate materials.
2. All children will go out except those children with a written excuse from parents for medical reasons, or those children who remain in under the supervision of a teacher.
3. Children may not go to the Guidance Office or the Nurse's Office during lunch or recess without an adult's permission.
4. All children should line up immediately after the lunch monitor blows the whistle.
5. Children should not go near the road, beyond the set boundaries, or up the hill.
6. All children are expected to bring and wear appropriate cold weather outdoor attire (long pants, jacket, hats, mittens, boots).

If a student does not wear appropriate apparel in winter, they may be required to either stay on the blacktop or be excluded from outside recess. Students are expected to play responsibly and not get their school clothes wet or muddy.

7. Dangerous behavior is not allowed.

## **COMMUNICATION**

### **Home/School**

There are many opportunities for parent/teacher communication. While situations will determine the need and method of communication, it is safe to say that in all cases the educational process is better served by having home and school in agreement. Some of the paths available for communications are formal, others are less formal.

#### **Formal**

1. Back-to-School Night
2. Fall Conferences (parent & teacher goal planning)
3. Open Forums

#### **Informal**

1. Notes
2. Phone calls
3. Student papers/projects/rubrics

- 4. Progress Reports (Feb. & June)
- 5. Principal's Coffees

- 4. Additional Parent/Teacher meetings

### **General Parent-Teacher Communication**

As partners in the education of students, families should feel comfortable to contact the school with specific questions or concerns. Individual teachers will inform parents about how best to reach them or leave messages for them. Email for all school staff consists of last name first initial @weston.org. Please remember that teachers' priority during the school day is working with children, thus they check email sporadically during the school day. Parent-teacher conferences occur in the Fall and are arranged with the child's homeroom teacher.

### **Back-To-School Night**

Back-to-School nights are an opportunity for parents/guardians to tour the building and to be introduced to the staff and curriculum. Dates for Back-to-School nights are posted on the Field School website calendar.

### **School Calendar**

A general school calendar will be available beginning in August on the school district website at <http://www.westonschools.org>. More specific listings of events and scheduled activities appear in the Principal Newsletter, PTO Calendar, *Westword*, the school website, and other school notices and publications.

### **Progress Reports**

Progress reports are mailed to parents in February and June. Parents can also access Progress Report information through Infinite Campus.

### **School Notices**

Information is shared in four ways, printed hard copies via backpack, MyGrapevine, via Twitter and posted on the web site. School notices are printed frequently and supply information to parents concerning bus dismissal, calendar reminders, field trip notices and parent permission slips. Your child is expected to bring home copies of all school publications and notices.

### **Westword**

*Westword* is a weekly emailed bulletin that is published by the PTO. It contains school announcements and schedules of after-school activities for all grade levels.

## **WESTON PUBLIC SCHOOLS HOME/SCHOOL COMMUNICATIONS GUIDELINES**

### **Background**

Effective communication between home and school is an essential component of a successful school program. In Weston, we recognize that there must be multiple methods for communication, including, but not limited to: informational meetings, forums, parent-teacher conferences, newsletters, phone calls, meetings, personal letters, email and listserv messages, and website information. In addition, we have a responsibility to develop in our students, parents and teachers the capacities to communicate meaningfully about their experiences within our school communities.

During the spring of 2002, a committee formed by the Superintendent of Schools, consisting of teachers, parents, and administrators, met to discuss issues related to home-school communication and to propose some positive directions on this matter. The findings of this group are summarized in this document, which serves as an overview of set of guidelines for effective communication within our school system.

### **The Challenge**

The challenge for both parents and teachers is to communicate respectfully while maintaining a balance between realistic expectations and reasonable demands. Understanding that parents and teachers are allies in the education of children is critical for this collaboration. Trust cannot be assumed, but it can flourish in a climate of honest, productive and clear communication.

### **Communications**

Respectful discourse between and among adults provides a model which students can follow in their own interactions with adults. Children emulate what they see and hear from the authority figures in their lives. How teachers and parents respond to one another, and how they talk about school and home, influence the attitudes and behavior of students. Effective discourse is a goal which not only will enhance communication, but which will reap tangible benefits for our children.

### **Expectations**

Parents and teachers have appropriately high expectations for the Weston schools. Many families move to Weston because of the schools and assume (with good reason), that the schools will produce the outcomes they expect. The expectations of both parents and teachers are often met or surpassed. This is evident in the regular flow of communication between home and school through newsletters, special reports, emails, telephone calls, and conferences. Additionally, parents willingly volunteer to work on special projects, contribute generously to the Weston Educational Enrichment Fund Committee (WEEFC), and support school budget initiatives.

Discussing and clarifying reasonable expectations becomes ever more critical in light of the increased volume of information, time constraints and technological change. Clear and respectful communications between home and school, not necessarily more communication is the goal.

### **Implementation**

These system-wide guidelines represent a set of principles and practices for effective home-school communication throughout the Weston Public Schools.

Specific practices at each school will continue to evolve from these guidelines at the direction of the school principal.

The Superintendent's Communication Advisory Committee is unanimous in its belief that parents and teachers will benefit from coordinated and ongoing training to support positive communication. To that end, workshops are recommended to implement these guidelines. Topics may include: strategies for exchanging negative and positive information; pressures experienced by parents, teachers and students about grades; student progress; social change and the Weston community; transition issues for students, teachers, and parents; and resources available for problem solving.

The pressure of time as well as lack of information or misinterpretation can sabotage the goal of positive communication between home and school. The key principle that parents and teachers need to be on the "same page" and that they are allied in a common purpose may be forgotten in a moment of frustration or defensiveness.

When teachers and parents communicate respectfully and effectively, students are the beneficiaries. It is a goal worthy of our efforts.

### **Guidelines for Effective Communication**

Parents and teachers, working together, can maximize effective communication when:

1. Schools welcome parents as partners in the educational process.
2. Schools share general information so that parents are informed on a regular basis and know whom to contact with questions or concerns. Such information should be reasonable for the reader to digest and should be available in several formats (paper and electronic).
3. Parents become familiar with information distributed by the school or school system. Teachers convey their preferred communication form (phone, email, etc.).
4. Parents who seek information about their child's progress speak directly with the student's teacher or guidance counselor, first. This usually leads to more satisfactory outcomes.
5. Principals and teachers are open to parent concerns and offer opportunity for respectful discussions.
6. Parents and school staff act respectfully at meetings and forums and are considerate of speakers in asking questions and making comments. These gatherings are important vehicles for sharing information and creating conversation between home and school.
7. Parents and school staff acknowledge the volume of information that circulate each day and are respectful of time demands. For example, it may not be possible for a parent or staff member to respond immediately to a phone call unless it is an emergency.
8. The school system maintains a system of phone communication, which enables general ease of use and reasonable message sharing.

## **SCHOOL SAFETY**

Safety programs are presented by the classroom teachers, the Safety Officer of the Weston Police Department and a representative of the Weston Fire Department. Programs include School Bus Safety, Halloween Safety, Winter and Pedestrian Safety, and Fire Safety.

Country, Woodland and Field School all use the Safe and Sounds Schools; a developmentally appropriate approach to teaching stay safe choices regarding school safety. The program includes 3 safety lessons taught throughout the year, empowering students with "Stay Safe" choices at school.

A voluntary fingerprinting program is available at the Weston Police Station.

The Weston Fire Department conducts two annual fire drills as required by law.

### **School Cancellation**

No School Announcements posted on district website: [www.westonschools.org](http://www.westonschools.org)

Parents will also receive email, text and/or phone notification via the Weston Bulletin (RAVE SYSTEM)

Radio Announcements over: WBZ (AM 1030), WCRB (FM 102.5), WHDH (AM 850)  
School Information Line : 781-786-5202.

## **Emergency Dismissal**

In the event of an emergency dismissal that requires the closing of school before the scheduled dismissal time, we shall dismiss children according to the following scheme:

1. Both an automated phone message from the Central Office and an email via My Grapevine are sent to all parents/guardians.
2. Please review with your child the plans you have made in case of an emergency dismissal (i.e., come home with/without a call; go to a designated neighbor or friend's house, etc.).
3. Please remember that in case of an emergency dismissal we will disregard any notes sent in that day. All regularly scheduled after school activities will also be canceled. In this case, we will use the EMERGENCY DISMISSAL PLAN unless the school is specifically notified to do otherwise.
4. The phone lines to the school are usually very busy at this time, so we advise you to try to contact your room parent or check the Weston web site.
5. **It is imperative that you update your emergency information immediately if your address, phone numbers (h) (w), cell phone or contact person changes.**

## **SUPPORT SERVICES**

### **Overview**

Our school offers a complete program of Support Services to promote a child's educational and emotional growth through a staff that includes a School Adjustment Counselor, a School Psychologist, Special Educators, a Speech and Language Therapist, Occupational Therapist, Physical Therapist, an Academic Liaison for the METCO program and the School Nurse.

The school adjustment counselor is available to teachers, parents and children to help all students make a smooth adjustment to school. The counselor is also available to work with parents and children on a regular basis. Small groups often meet during lunch and/or snack to explore friendship and other school adjustment concerns.

If you have any concerns about your child, you should first contact the classroom teacher. No services will be provided without a parent's informed consent.

### **Special Education**

Special Education offers support to those students who have educational needs as determined by the criteria set in the Massachusetts Special Education Laws and Regulations. In the Weston Public Schools, special education is considered to be an integral part of the regular education program. Collaboratively, regular and special educators accommodate a student's development by providing a rich and diverse curriculum with instructional practices geared to individual needs.

Following a comprehensive assessment of a student and a determination of special needs, an individualized education plan is developed that addresses the unique needs of that student and provides the necessary services within the least restrictive environment. A continuum of services is

provided and can include occupational therapy, physical therapy, speech/language therapy, and other support from special educators inside and outside the regular education classroom setting.

Further information may be obtained by calling the Office of Special Education at 781-786-5240.

### **Homeless Students**

Field School makes every effort to comply with the Federal McKinney-Vento Act, which requires every school district to designate a staff person as a liaison for students in homeless situations. The Director of Student Services is Weston's liaison and can be contacted at 781-786-5240.

## **STUDENT ACTIVITIES**

### **Student Council**

Twice a year, two representatives are elected from each homeroom in Grades 4 and 5. Student Council members represent their classmates, plan and execute activities. Two teachers serve as advisors. Student Council activities at Field School also involve many other students in various activities throughout the year. Community Service is an important focus for council activities.

### **School Newspaper**

Our school newspaper, "The Field Flyer", is published several times a year. It presents the activities and interest of the school from the students' viewpoint. The paper promotes school spirit, provides an opportunity for students to write for a publication and increases student and community awareness. Twice a year, students are selected to be a homeroom reporter.

**Note:** Students may serve on the Student Council or on Field Flyer **once** during their time at Field to allow as many students as possible to participate.

### **Instrumental Music**

Instruction is offered in both band and orchestra instruments to all 4<sup>th</sup> and 5<sup>th</sup> grade students. Instrumental classes are held once a week during the school day for a half hour. In addition to these classes, the students meet with their respective performing groups for one hour after school each week. Participation in both the instrumental class and the after school rehearsal is required for all students in the program.

After seeing an in-school presentation about the various band and orchestra instruments offered in Weston, students will receive information on enrolling in the program here at school. Please read the letter carefully. An application form will be included, which must be filled out and returned to school by the date noted in the letter. Continuing students are also required to fill out an application form. Instrument Rental Night will be held at Field School for students who need to rent an instrument. Please refer to the PTO calendar for the exact date and time. If you have any questions, please contact the Director of Music, at 781-786-5945.

## **AFTER SCHOOL ACTIVITIES**

All Field School students are welcome to stay after school for any of the following activities. Written permission from a parent is required.

Please send a note at the beginning of each activity and/or change of a scheduled activity to the homeroom teacher. **Any change in plans, (i.e. going home with a friend), must be accompanied by a note for the day. Students may not call home to change plans.** Students may stay after school for other reasons, only if it is a prearranged agreement with a teacher.

### **After School Instrumental Music Schedule**

(Please be advised that this schedule may be modified)

<u>Day</u>	<u>Group</u>
Monday	Intermediate Orchestra
Tuesday	Advanced Orchestra
Tuesday	Advanced Band
Wednesday	Beginning Band (choose Wed. or Thurs.)
Thursday	Beginning Band (choose Wed. or Thurs.)

### **Chorus**

For students who take a special interest in vocal music, there is a 4<sup>th</sup> & 5<sup>th</sup> grade chorus which meets after school. At least twice a year, these musical groups will present programs open to the public.

### **After School Chorus Schedule**

<u>Day</u>	<u>Group</u>
Monday	5 <sup>th</sup> Grade Chorus
Thursday	4 <sup>th</sup> Grade Chorus

### **Sports**

After School Sports are available to all 4<sup>th</sup> and 5<sup>th</sup> grade students on a one-day per week basis (4<sup>th</sup>, Tuesday; 5<sup>th</sup>, Wednesday). Activities vary by season and include lead-up games, traditional team sports, and large group events.

All students are encouraged to participate regardless of their athletic ability and are not required to attend all sessions.

Any questions or concerns regarding the After School Sports Program should be directed to the Physical Education teacher at Field School or P.E./Health Director at 781-786-5955.

### **Other Field School Clubs**

Other Field School After School Programs may include: Science Club, Spanish Club, Art Club, Math Club, Math Olympiad, Chess or Cribbage, and Green Leadership Club. Specific information will be sent home regarding days and the number of sessions that will be offered to both 4th and 5<sup>th</sup> graders.

### **Community After School Activities**

There are many other after school activities offered by the Weston Recreation Department and various community organizations. Information about these activities is available in school notices, *Westword*, and the Town Crier. Field School is not responsible for students attending these programs.

# SCHOOL AFFILIATED ORGANIZATIONS

## The Weston METCO Program

Since 1967, Weston has participated in METCO, a state-funded-voluntary desegregation program that services urban and suburban children. The program's goals are:

1. *To provide a quality, integrated education for urban children of color in suburban schools, and*
2. *To lessen the racial isolation of suburban children.*

The Weston-METCO Family Friends Organization helps to expand the program beyond the walls of the classroom by providing opportunities for Boston and Weston families to get together and share their urban and suburban experiences. For more information about METCO or the Family Friends program, contact LaToya Rivers at the Weston-METCO office at 786-5850 or Theresa Dryden, Field School academic liaison at 781-786-5511.

## SEPAC

In 1978, the Weston School Committee established the Parent Advisory Council or what is commonly referred to as WESPAC (Weston Special Education Parent Advisory Council—now called SEPAC). This decision was in response to regulations set forth in the 1972 Massachusetts act known as Chapter 766. In an effort to adhere to the rights and responsibilities of all involved in the educational process of a child with special needs, Chapter 766 stipulated that Parent Advisory Councils (PACs) “may participate in the planning, development and evaluation of the school committee’s special education programs.”

Parents of children with special needs together with administrators, teachers, school committee members, and concerned parents can advise and support each other in shared aims, responsibilities and challenges of providing the most enriching educational experience possible. For further information contact the Special Education Office at 786-5240.

## The Weston Education Enrichment Fund Committee

**WEEFC** is a permanent subcommittee of the School Committee, created by Town Meeting. Its purpose is to augment and enrich the Weston Public Schools by receiving tax-deductible donations. It provides a convenient vehicle for supplementing educational opportunities. **WEEFC** selects projects which are not part of the regular school budget, and which add richness and excitement to the classroom. Mini-grants are cash awards enabling teachers to carry out innovative classroom projects, which complement the regular program. For over a decade, **WEEFC** has funded over 500 projects. We continue to be extremely appreciative of all the time, effort, talents and resources **WEEFC** gives to our elementary community.

## Parent-Teacher Organization

The **PTO** encourages every parent to join and support the organization. Each year the **PTO** publishes the school calendar and the weekly bulletin *Westword*. The **PTO** funds the *Creative Arts Council*, which brings enrichment programs to our school. There are various grade-specific parent meetings sponsored by the **PTO** throughout the year along with open forums offering speakers and discussions on school-related topics.

The **PTO** coordinates the Room Parent volunteer programs with the principal to assist the classroom teachers throughout the year with field trips, Principal's coffees, parties and special projects. In addition, parent volunteers are involved at the elementary schools through other **PTO**

programs including Looking at Art, Creative Arts, Library, Creative Science and other special curriculum and enrichment projects.

The Field **PTO** chairperson and assistant chairperson sit on the K-12 **PTO** Board which meets monthly. They also join our School Council meetings.

### **The School Advisory Council (Field School Council)**

The Educational Reform Act of 1993 called for the establishment of a School Council at every school. Membership includes the principal, elected teachers and elected parents and community members who are not parents or teachers at the school. The Council advises the principal, reviews the school budget, and formulates a school improvement plan. Council meetings are open and anyone is welcome to attend. They are usually on the first Monday afternoon of every month. Check our school website for information.

## **HEALTH**

### **Health Services Information**

The Field School Health Office is located in room A114, adjacent to the main office. Care beyond First Aid is not administered by the school and is the responsibility of the parent/guardian.

### **Immunizations**

Under the School Immunization Law, Chapter 76, Section 15 of the General Laws of Massachusetts, no child will be admitted to school except upon presentation of a physician's certificate showing the dates (months and years) that the child has been successfully immunized against *diphtheria, tetanus, pertussis (whooping cough), polio, measles, mumps, and rubella*. All children born on or after January 1, 1992 should have three (3) doses of Hepatitis B. A report of a lead screening blood test is also required before entrance to kindergarten. Exceptions may be granted for medical or religious reasons.

### **Physical Examination**

Each child entering kindergarten or newly entering Weston Public Schools must have had a physical exam by his or her primary care provider within six months prior to entering school. Physical exams are also required before entering grades 4, 7, and 10.

### **Required Screenings During School**

Vision screenings are done annually in the fall for all Field school students. Height/weight and BMI is done in 4<sup>th</sup> grade and postural screening is done in 5<sup>th</sup> grade. Parents are notified if their child does not meet the screening standards. Screenings may also be requested by a teacher, a parent, or a student by contacting the school nurse.

### **First Aid**

The school nurse, or a member of the school staff under the nurse's direction, administers first aid. First aid is defined as immediate, temporary care given in case of injury or sudden illness. If it is necessary to send a child home, the parents are notified at once. Please fill out both sides of the form entitled **Information for the Nurse** accurately and update it whenever changes occur during the school year. This form must be completed annually at the start of school. The Field School nurse is on call during school hours and can be reached by telephone at 781-786-5507.

### **Medication**

The only medications administered during school hours are those that are used to treat chronic or long-term health problems. Medication must be delivered to the school in a prescriptive container along with a signed physician's order stating the student's diagnosis, type of medication, dosage, route of administration, and times to be administered. Signed parental permission is also required. The Massachusetts Nurse Practice Act requires that a registered nurse have a written physician's order to administer over-the-counter drugs as well. With written parental permission, *Tylenol* and *Benadryl* may be administered by the school nurse, per the school physician's order. If the student requires other over the counter medications, a written order from his/her primary care provider is required.

### **Communicable Diseases**

If your child shows signs of illness, **PLEASE KEEP HIM/HER HOME**. Parents know their children and are usually able to tell when a child is exhibiting signs of illness, such as: *poor appetite, sore throat, headache, diarrhea, earache, swollen glands, nausea, vomiting, increased temperature, rashes, irritability, fatigue, coughing, sneezing, runny nose, etc.* A written note explaining your child's absence is required upon his/her return to school.

The following diseases are reportable to the Board of Health: *chicken pox, scarlet fever, hepatitis, tuberculosis and Lyme disease*. If a child is diagnosed as having a disease for which he/she was immunized, it is also required by law to be reported to the Board of Health.

Common communicable conditions often seen in the school population include: *ringworm (tinea), conjunctivitis, head lice, pin worms, athlete's foot and plantar warts*. Children with these conditions need to be under treatment by their primary care provider in order to attend school.

### **Dismissal From School**

Students may be dismissed from school for:

1. A temperature over 100 degrees
2. Active vomiting, and or diarrhea
3. Undiagnosed skin lesions
4. Untreated conjunctivitis (may return to school after diagnosis and initiation of treatment)
5. Head lice (may return to school after treatment and removal of all nits)

In order for a student to be dismissed for illness or injury, the school nurse will evaluate and then call the parent. The student must wait in the nurse's office until the parent comes into school and signs out their child.

### **Fifth Grade Notification Laws (Regarding human sexuality curriculum units)**

In accordance with General Laws Chapter 71, section 32A, the Weston School Committee adopted a policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexuality education. Parents will be able to exempt their child from any portion of a curriculum on human sexuality without penalty to the student and be able to inspect and review program materials prior to the course or unit.

Curriculum outlines and any parent notification letters for this course will be available in the high school library and town library. Those who wish to preview any curriculum materials or videos used should contact Cecilia Small, Adjustment Counselor.

As in past years, times for parent previews are arranged in school, closer to the date the unit is taught. Information will be sent to every parent at this time.

## GENERAL INFORMATION

### **Homework Policy**

At Field School we have spent much time in careful thought and discussion about our homework focus. We recognize the importance of homework; it is a piece of our rigorous academic program.

#### **The purpose of homework at Field School is:**

- To allow children to independently practice recently acquired skills,
- To provide feedback which accurately reflects to teachers, the students' understanding of concepts currently being taught, and
- To develop good study habits.

#### **What does homework “look like” at Field School?**

- Homework is given each day Monday through Thursday.
- Each student at Field School is to read independently for a minimum of thirty minutes daily.
- Each student has an additional  $\frac{1}{2}$  hour of math or other content area homework daily.

#### **Why is independent reading the cornerstone of our homework policy homework at Field School?**

Reading/literacy is the critical component of the homework that Field School students receive. We have seen that when reading is an integral part of our homework plan, it not only develops thinking skills, but also fosters a genuine love of reading in our students, which they take with them into the future.

When sustaining silent reading for at least one half hour a day, students exercise critical thinking, increase vocabulary, improve spelling, and gain language skills. Reading for 30 minutes per night should be the primary focus of daily homework completion. Reading a minimum of 25 “just right” books is a requirement for 4<sup>th</sup> and 5<sup>th</sup> graders, and this nightly attention will help children not only achieve and surpass this minimum reading goal, but also develop a love of reading.

Choice is important to readers' enjoyment. At Field School we focus on helping children make good selections, vary their choices, start to control their own development as a reader, and evaluate their choices. Part of this selection process focuses on how to select a book that is not too easy or too challenging for the student; it will be “just right”.

#### **What is a “just right” book?**

“Just right books are those you understand well and enjoy. You read the book smoothly and have only a few places where you need to slow down to figure out a word or think more about the meaning. These are the books that will help you become a better reader each time you read.”  
(p. 146, Guiding Readers and Writers, Fountas & Pinnell, 2001).

Many teachers use a “5 Finger Test” to determine a book’s difficulty. To perform this self-test, a student reads a page near the middle of the book. Starting with five fingers up in the air, the student puts down a finger each time he/she encounters a word that is unfamiliar or difficult. If all five fingers are down by the end of the page, the “fist” says the book may be too frustrating. Save challenging books until they are just right for you.

### **What about Math?**

- Math homework should not exceed 30 minutes. If there are several kinds of questions to the assignment and time becomes an issue, have your child complete a few of each kind of problem so he/she has some practice with each.
- Keep in mind that often math concepts take several lessons to master.
- Our math program often involves games as part of the homework to help children apply new concepts. Use these as a way to both connect to your child and to help him/her with his/her homework.

### **How is homework assigned?**

Homework assignments are given/reviewed daily, Monday – Thursday. Teachers post homework prominently in the classroom, and students are reminded to copy assignments and write any other notes in their school-issued agenda. Additionally, teachers may give students materials such as graphic organizers, information sheets, rubrics, or manipulatives to assist in the completion of assignments. Long term assignments often have a few steps, and teachers offer check-in dates prior to the final due date, to allow children to progress effectively.

### **How does my child learn study skills?**

Teachers provide guidance to students through lessons specifically designed to explain how and what to study for specific units, and to bolster their study skills, in general.

### **What can parents do to help?**

- Help your child determine a time and place to do homework free from distractions. Make sure all the supplies that your child will need are readily available.
- Help your child stay within time guidelines. When your child has reached the time limit, please stop work and write a note on the assignment and sign it. (Exception: more independent reading is encouraged, *if all other homework is completed.*)
- Your child may take slightly less or slightly more time to complete assignments than the half hour intended. Teachers may make modifications to requirements for students based on individual needs. If your child varies significantly from the intended homework time frame, please call his/her teacher.
- Your child should work on homework assignments *independently*. It is important that your child’s work accurately reflect his or her own efforts.
- Homework should be a positive learning experience for each child. It is our intent to avoid homework anxiety, and therefore encourage parents to be in contact with teachers. If a child is experiencing difficulty with homework or taking an excessively long time to complete assignments, please let teachers know immediately if you have concerns.

- Use the agenda as a guide for homework. If your child is not utilizing the agendas correctly, please let the teacher know.

### **What about homework during vacations?**

We discourage students from taking vacations when school is in session. Teachers are not expected nor required to assemble a homework packet for children on vacation. The Field School standard vacation assignment is:

1. Read for 30 minutes daily.
2. Keep a journal of your vacation experiences.
3. Review and complete any math which will be missed.

### **Lunch**

Students have the choice of buying school lunch or bringing lunch from home. Online payments may be made using the MySchoolBucks On-Line System, [MySchoolBucks.com](http://MySchoolBucks.com).

### **Lost Clothing**

Field School maintains a lost and found in the lobby. We ask parents to please check the box periodically for lost items. Clothing not claimed is given to charity.

### **Telephone**

Children who need to call home may be given permission to use a classroom or office phone when absolutely necessary.

**Incoming phone calls:** Students are not allowed to receive calls while in class. We urge plans for the day to be made in advance, thus reducing the number of “message to student” calls received.

### **Birthdays**

Please note non-curricular food (including cake, ice cream, etc.) is prohibited by school committee allergy policy.

### **Finding Information**

Most questions can be answered by your child’s teacher, team aide, grade leader, counselor, the principal’s administrative assistant, or the principal. They are with your child every school day and know him or her the best. When you have exhausted those possibilities, the list below may help.

1. To locate a bus: Transportation Coordinator, (781)786-5285
2. To locate a child who has not come home:
  - a) Call the school,
  - b) Call the Business Office, (781)786-5230 or (781)786-5231

Superintendent: (781)786-5210

Business Office: (781)786-5230/31

High School: (781)786-5800/02

Middle School: (781)786-5600/02

Woodland School: (781)786-5300/01

Country School: (781)786-5400/01

**Field School: (781)786-5500/01/02**

Special Education: (781)786-5240

High School Athletics: (781)786-5840/41

Transportation Office: (781)786-5280

1. If there is no school (snow, etc.), the announcement will be posted on the website ***westonschools.org***, an email message and a message from the district's emergency notification system will be sent.

To avoid interfering with emergency calls, do NOT call the school night numbers, the Transportation Office or the Weston Police or Fire Department.

2. Information about school calendar (vacations, workshop days, meetings, etc.). Call the Business Office at (781)786-5230. For the School Committee agenda, call the Office of the Superintendent (781)786-5210. All are posted on the district website.
3. To register a child for school: at Country, Woodland and Field, call the school office; at Middle School and High School, call the respective guidance office.
4. To find a private music teacher: Call the Director of Music, (781)786-5940.
5. Lunch information: Check the website or call: (a) the school; (b) Director of Food Services, (781)786-5295; (c) Assistant Superintendent for Finance & Operations, (781)786-5230.
6. To become a volunteer at our school, call the school office at (781)786-5500 or notify the P.T.O. All volunteers must have a CORI check.
7. Questions about METCO: call the METCO Coordinator, (781)786-5850.
8. To inquire about the Special Education Program, to hire a tutor, or to ask about Massachusetts Special Education Laws and Regulations, call the Student Services Director, (781)786-5240. To inquire about these services for a particular child, call the school counselor. For 504 information, call the Director of Student Services, (781)786-5240.
9. Questions about curriculum planning, academic testing, researchers from universities, summer workshops, outside speakers, call the Assistant Superintendent for Curriculum & Instruction, (781)786-5220.
10. Weston Recreation Commission, (781)786-6265, Green Power/Land's Sake Farm, (781)893-1162;

### **Private School Recommendations**

In order to accommodate all requests in a timely manner, we have outlined the following process:

1. All recommendation forms and transcript requests must be submitted to the School Counselor or Principals Office, and requests for classroom teachers should be delivered to the respective teachers directly, a minimum of one month prior to the application deadline. Whenever possible, please submit requests as early as possible so that the proper attention and time may be given to the recommendations. Any requests received less than one month before the deadline cannot be guaranteed to reach the school before the specified due date.

2. We are aware that now many/most schools use an online portal to manage their application process. Please reach out to the School Counselor or Principal before sending electronic forms so they can be aware of your intent and be on alert for any email communications from schools. All recommendation forms that must be sent via US Mail must be accompanied with appropriate postage (2 stamps) and an addressed envelope for each school to which records and recommendations are to be mailed. All recommendations will be mailed directly to the schools and not given to parents or students.

Please be assured that your attention to each step in the process will ensure a timely, quality processing of your child's application to private school.

#### **Access To Student Records**

As of 1998 Massachusetts law (General Laws Chapter 71, section 34H) specifies detailed procedures that govern access to student records by parents who do not have physical custody of their children. For more information, please contact the school principal.

## **STUDENT APPROPRIATE USE POLICY OF INFORMATION TECHNOLOGY RESOURCES**

#### **Services Provided to Students**

- The Weston Public Schools provides all students with a network account and password for the purpose of facilitating education.
- Students may access printers and print when given permission by the local authority.
- Students have file storage space on WPS servers.
- Students have access to online collaboration tools and online file storage via my.weston (GoogleDocs).
- Students have access to applications remotely (as required for academic use).
- Students have access to online course resources (if currently deployed by his/her teachers).

Note these services and resources are not the same as a private home Internet and e-mail accounts and therefore all actions including information stored, accessed, viewed, written, or actions performed are logged, and accessible by the Administration. These actions are also legally discoverable and could be subpoenaed by a court of law. Therefore, the Weston Public Schools has the right to monitor, quarantine, backup, move, archive and/or delete, and access all electronic files, local or remote, on systems managed by the Weston Public Schools. Students should have no expectation of privacy.

In accordance with law, the Weston Public Schools filter Internet content to prevent access to pornography and material that is otherwise inappropriate for minors. However, it is recognized that this and any filter alone is no guarantee that users will not be able to access Internet resources which are profane, offensive, obscene, or otherwise objectionable. Students should report accidental or inappropriate sites to a teacher or administrator for blocking. Internet usage is logged and monitored for use consistent with educational mission of the WPS.

Each member of the Weston Public Schools community is expected to adhere to policies for appropriate use. Students of the Weston Public Schools shall:

*Respect and protect the integrity, availability, and security of all electronic resources.*

- Our network systems provide important access to educational resources. The destruction, vandalism, hacking, or damaging of data, networks, hardware, software, backend systems, or disruption of this or other resources used by the Weston Public Schools is prohibited and may result in disciplinary and/or legal actions.
- Network and account security is the responsibility of all members of the Weston School community. Any security risks should be reported to a teacher or network administrator.
- Resources shall be used in a manner consistent with the mission of the Weston Public Schools. Computers, electronic resources, and network bandwidth are shared limited resources and should be conserved and protected, as such.
- Devices not owned and managed by the Weston Public Schools may not be connected to the Weston Public Schools network without specific permission. Devices that disrupt the educational process or operation of the WPS are prohibited, will be removed, may be held and searched, and may result in disciplinary and/or legal actions.
- Students or guests may use the “Open” wireless network unless otherwise instructed. Please note, any device deemed as directly or indirectly disrupting the educational processes of the school or students may be held and searched until such time that the disruption is discovered, understood, and resolved.

*Respect and protect the intellectual property of others.*

- Do not infringe copyrights. You may not make illegal copies of music, games, movies, software, or other materials under copyright.
- Do not plagiarize other people’s work.
- Do not audio or video record lectures or school activities without permission from the faculty and/or students involved.
- Do not post pictures, audio, or video of lectures or school activities to the Internet without the permission of faculty and the parents of all student's involved.

*Respect and protect the privacy of yourself and others.*

- Only use the network account assigned to you and do not give your WPS network credentials to anyone other than your parents.
- Do not view, use, copy passwords, data, or access networks to which you are not authorized.
- Protect your privacy when using the Internet; do not distribute private information about yourself, or others, without your teachers or parents’ knowledge and approval.
- Be authentic; do not pretend to be someone else online.

*Respect and practice the principles of community.*

- Communicate only in ways that are kind and respectful. Remember that anything you write online may be discoverable forever.
- Report threatening or discomforting communication or materials to a teacher and/or parent.
- Do not intentionally access, transmit, copy, or create material that violates the school's respectful climate such as messages that are threatening, rude, discriminatory, or meant to harass, as these may result in disciplinary and/or legal action.
- Do not intentionally transmit or implant computer viruses, macros, or any type of malicious code within the WPS network or hardware. Do not use any type of hardware device, network device, or software application designed to covertly capture data
- Do not intentionally access, transmit, copy, or create material that is illegal, such as obscenity, pornography, stolen materials, illegal copies of copyrighted works, or use School resources to further other acts that are criminal, as these may result in disciplinary and/or legal action.
- Do not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.

**Consequences for Violation.** Violation of any portion of this policy may result in disciplinary measures up to and including suspension and/or legal actions.

## **LEGAL INFORMATION**

### **Clear Exits**

The Town of Weston fire code requires that stairwells and main corridors be kept clear for emergency exits.

### **Hearing For Exclusion By Principal**

Under General Law Chapter 71, Sections 37A and 37H1\2 any student who is charged with a violation of the provisions of the *Weapons, Illegal Substances, Assault or Felony* paragraphs shall be notified in writing of an opportunity for a hearing, provided, however, that the student may have representation along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, the principal may, in his/her discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated the provisions of *Weapons, Illegal Substances Assault or Felony* laws.

### **Appeal of Exclusion By Principal**

Under General Law Chapter 71, Sections 37A and 37H1\2 any student who has been expelled for *Weapons, Illegal Substances, Assault or Felony* violations from a school district shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his/her appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section. When a student is expelled under the provisions of this section, no school or school district within the Commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

### **Section 37H3/4: Suspension or expulsion on grounds other than those set forth in Secs. 37H or 37H1/2**

Section 37H3/4. (a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37H3-4>

### **Discipline of Special Needs Students**

1. DISCIPLINE PROVISIONS FOR STUDENTS WITH DISABILITIES Procedures for suspension(s) not exceeding 10 school days

- Any student with a disability may be suspended for up to ten (10) school days during a school year. Disciplinary decisions are the same as for students without disabilities and in accordance with the due process procedures in this handbook.
- The school provides additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year. Procedures for suspension of students with a disability when suspension exceeds 10 school days:
  - If your child is suspended for more than 10 school days in a school year, this removal is considered a “change of placement”. A change of placement invokes certain procedural protections under federal special education law and Section 504.
  - Prior to any removal that constitutes a change of placement, the school may convene a Team meeting to develop a plan for conducting a functional behavioral assessment (FBA) that will be used as the basis for developing specific strategies to address your child’s problematic behavior.
  - Prior to any removal that constitutes a change in placement, the school must inform you that the law requires the school district consider whether or not the behavior that forms the basis of the disciplinary action is related to your child’s disability. This consideration is called a “manifestation determination”. Parents have a right to participate in this process. All relevant information will be considered including the IEP or Section 504 Plan, teacher observations, and evaluations reports.
    - At a manifestation determination meeting, the Team will consider: Did the student’s disability cause or have a direct and substantial relationship to the conduct in question? Was the conduct a direct result of the district’s failure to implement the IEP?
    - If the manifestation determination decision is that the disciplinary action was related to the disability, then your child may not be removed from the current educational placement (unless under the special circumstances or parents agree). The Team will review the IEP or Section 504 Plan and any behavioral intervention plans and may amend those plans as appropriate. The Team will complete a functional behavior assessment and behavior intervention plan if it has not already done so.
    - If the manifestation determination decision is that the disciplinary action was not related to the disability, then the school may suspend or otherwise discipline your child according the school’s code of conduct. The Team may, as appropriate, complete a functional behavioral assessment and behavioral intervention services and modification, to address the behavior so that it does not recur. For students with IEPs, during the period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to continue to make educational progress. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension under federal law, however, state law does provide all students with the rights to receive educational services during periods of suspensions lasting longer than ten days.

### **Special circumstances for exclusion**

Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school sponsored event; carries a weapon to school or a school-sponsored event; or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, the principal may place your child in an interim alternate educational setting (IAES) for up to 45 school days. Your child may remain in this IAES for a period of time not to exceed 45 school days. Thereafter, your child will return to the previously agreed-upon placement unless a hearing officer has ordered another placement, or you and the school agree to another placement. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension

under federal law, however, state law does provide all students with the rights to receive educational services during periods of suspensions lasting longer than ten days.

School personnel will provide Parent's Notice of Procedural Safeguards (Special Education) or Notice of Parent and Student Rights Under Section 504 for students with disabilities prior to any suspension exceeding 10 school days in one school year. These notices will provide an explanation of the process should there be disagreement regarding the manifestation determination or any placement decision. Parent, guardian and/or student may petition Bureau of Special Education Appeals for a hearing or the Office of Civil Rights (Section 504). Procedural requirements applied to students not yet determined to be eligible for Special Education or a 504 Plan:

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
  - a. The parent had expressed concern in writing; or
  - b. The parent had requested an evaluation; or
  - c. District staff had expressed directly to the special education director or other supervisory personnel
  - d. specific concerns about a pattern of behavior demonstrated by the student.
  - e. The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.
2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.
3. If the student is found eligible for an IEP or 504 Plan, then he/she receives all procedural protections subsequent to the finding of eligibility.

### **Procedural Requirements Applied to Students Not Yet Determined to be Eligible For Special Education**

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
  - a. The parent had expressed concern in writing; or
  - b. The parent had requested an evaluation; or
  - c. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.

The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.
3. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

## **Investigative Procedures**

When the school receives a complaint of harassment, discrimination, physical conflict or information of inappropriate conduct by a student, the principal, or other designated staff member may conduct an investigation. Except in extraordinary circumstances, the parent(s), or guardian(s) of the student(s) being investigated will not be contacted by the school, until the investigation is complete. Generally, the school will contact parents only if it has decided to impose discipline. During the course of the investigation, school personnel may talk to witnesses, may search students, students' lockers or possessions and take other appropriate investigative steps. The student(s) being investigated may be removed from class for all or part of the school day during the investigation.

## **Due Process**

Except as provided in the sections herein dealing with Weapons, Illegal Substances, Assault and Felony violations, standard due process requires that school rules be reasonably related to valid educational objectives. It also requires that rules be reasonably applied and, in most instances, that a hearing be held prior to disciplinary action.

Pursuant to "The Individuals with Disabilities Education Act of 2004", a student who has not yet been determined to be eligible for special education and related services (i.e. 504) may be eligible for special consideration if the school had a basis of knowledge that the child is a child with a disability before the behavior that precipitated the disciplinary action occurred ( see 34 CFR, 300.534).

Except as provided below, prior to the imposition of disciplinary action up to and including 10 days of suspension, the student will receive the following:

- Oral or written notice of the charges against him/her (with telephone notice and copy of such charges mailed to the student's parent(s) or guardian(s);
- An explanation of the basis for the accusations; and
- An opportunity to present his/her side of the story.

## **Conflict**

Whenever members of the school community find themselves to be in conflict, they are expected to resolve their differences in a non-violent manner without resorting to abusive behavior, either physical or verbal. Students who initiate physical conflict are subject to suspension as well as students who accept the challenge based upon the investigative procedures documented above.

## **Hazing**

Under Chapter 536 of the laws of the Commonwealth of Massachusetts, it is a crime to "haze" a student, that is, to participate in "any conduct or initiation in to any student organization...which willfully or recklessly endangers the physical or mental health of any student or other person."

## **Harassment**

In accordance with MGL76, Section 5, the Weston Public Schools expect all members of the school community to conduct themselves in an appropriate manner and with mutual respect and concern. Any harassment, including, but not limited to, harassment on the basis of color, national origin, religion, race, age, gender, gender identity, body type, disability or sexual orientation, will not be

tolerated in any form, including offensive language – spoken or written – and offensive visual images and symbols.

Unwelcome conduct or communication which has the purpose or effect of unreasonably interfering with an individual's work or educational performance, or which creates an environment which is intimidating, hostile or offensive, will be regarded as harassment and may be treated as a disciplinary issue.

Please bring your concerns to any administrator, faculty or staff member. All incidences will be investigated.

### **Weapons**

Any student who is found on school premises or buses, or at school sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife, may be subject to expulsion from the school or school district by the principal. Scissors, compasses, carving tools and other objects may be considered weapons if used in an inappropriate manner. The Legislature, in the Acts of 1987, Chapter 150, has established a law which prohibits the carrying of firearms, loaded or unloaded, in any building or on the grounds of any secondary school without the written authorization of the board or officer in charge of that school.

Punishment will be a fine of not more than \$1,000 or imprisonment for not more than one year, or both. "Firearm:" is defined as "any pistol, revolver, rifle, or smoothbore arm from which a shot, bullet, or pellet can be discharged by whatever means." Any student bringing weapons to school is also subject to suspension and/or expulsion from school under Chapter 71, Sections 37A and 37H1/2.

### **Assault**

Any student who assaults a principal, assistant to the principal, teacher, teacher's aide or other school staff, on school premises or buses, or at a school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

### **Felony**

Under General Law Chapter 71, Section 37H1/2, the principal may suspend a student charged with a felony committed outside of school and off school premises if, in the principal's judgment, the student's continued presence in the school would have a substantial detrimental effect on the welfare of the school.

In addition, the principal may expel a student who has been convicted, adjudicated or has admitted guilt with respect to a felony or felony delinquency if, as above, the principal deems the student's presence in the school would have a substantial detrimental effect on the welfare of the institution.

### **Illegal Substances**

Any student who is found on school premises on buses, at school-sponsored events, including athletic events, in possession of, or under the influence of, a controlled substance as defined in Chapter 94C, including, but not limited to, marijuana, steroids, cocaine, crack, heroin, or other controlled substances, may be subject to expulsion from the school or school district by the principal. Under Chapter 277 of the laws of the Commonwealth of Massachusetts, persons

convicted of selling drugs within 1000 feet of school property will receive a minimum mandatory two-year jail sentence and a fine of up to \$10,000.00.

### **Alcohol**

A student shall not be in possession of or under the influence of any beverage containing alcohol. Massachusetts General Law Chapter 272, Section 40 A prohibits the selling, delivering or possession of any alcohol, except for medicinal purposes, in any public school building, or any premises used for public school purposes, under the charge of a school committee or other public board or officer. Punishment for such offenses is imprisonment for not more than thirty days or a fine of not more than one hundred dollars, or both.

### **Tobacco Use**

Section 36 of the Educational Reform Act of 1993 prohibits the use of tobacco products within the school building, the school facilities, on the school grounds or on school buses by any individual. Tobacco use is a public health issue, affecting others as well as the primary users.

### **Fire Extinguishers And Fire Protective Equipment**

Students should respect fire safety equipment including, but not limited to, fire extinguishers, deluge showers for chemicals and blankets in science labs. Tampering with or using without cause, fire equipment or alarms is subject to a fine of \$700-\$1,000.

### **Graffiti**

“Tagging” is against the law. Anyone who paints, marks, mars, places a sticker on or destroys personal or public property is subject to Mass. General Laws Chapter 266, Sections 126A and B. A police officer may arrest any person without a warrant in or out of his/her presence or on probable cause. Convicted persons may be fined or imprisoned from up to 3 years.

### **Approved Posters**

Material may not be posted in the corridors or other public areas without prior approval of the principal. This is to ensure fair and equal access to posting to prevent harassment and inappropriate advertising and to maintain public standards of taste. Teachers have the same authority to determine all postings within their classrooms. Posters should not be posted to painted surfaces.

### **Logical Consequences**

Consequences are usually related to the inappropriate action or behavior. For example: loss of recess when a problem occurs at lunch or on the playground. Consequences usually include student writing, based on the *Statement of Respect*, which is sent home to be signed by a parent and/or adjustment teacher, adjustment counselor or principal, and returned. Written and/or verbal apologies are also part of the problem-solving process.

More serious school-based consequences may include but are not limited to:

\*A “**day(s) without privileges**” is when a student remains in school and completes assignments in a supervised setting but is not part of the classroom community for all or part of a day.

\***A student may also be sent home** immediately or remain home for the following day(s) depending on the seriousness of the action, because the student engaged in repeated infractions which have continued despite prior interventions, or because the student demonstrated a level of disruptive behavior that impeded the learning and safety of other students. Should these occur, we ask parents or authorized adults, who have been called, to respond as quickly as possible.

\*There are times when a serious issue requires following **specific legal procedures** for investigation and formal consequences (e.g. suspension). Parents/Guardians and the student are informed of the processes involved. See our handbook section under *Legal Procedures*.

If such difficult situations arise, our school and system's commitment for respectful and positive School-Home Communications for solving a problem (short term and long term) and working closely and productively with a child (or children) becomes even more significant. We ask for your cooperation and support. A helpful reference is *The Weston Public Schools Home/School Communications Guidelines* pamphlet. (see appendix)

## **CHAPTER 76, Section 5**

Place of Attendance; Discrimination

Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. No person shall be excluded from or discriminated against in admission to a public school or any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation. *Amended by St.1971, c.622, c.1; St.1973, c925, s.9A; St.1993, c.282; St.2004, c352, s.33; St.2011, c.199, s.4, Effective July 1, 2012.*

Homeless Liaison for Weston Public Schools: Assistant Superintendent (781) 786-5220

## **TITLE VI - Discrimination**

“No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Complaint Manager for the Weston Public Schools: Assistant Superintendent (781) 786-5220

## **TITLE IX – Gender Bias**

“No person in the U.S. shall, on the basis of sex be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal aid.”

Complaint Manager for the Weston Public Schools: Assistant Superintendent (781) 786-5220.

## **TITLE II - Americans With Disabilities Act**

“No qualified individual with a disability shall, on the basis of that disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity.”

Complaint manager for Weston Public Schools: Assistant Superintendent (781) 786-5220

## **SECTION 504 - Disabilities**

No “otherwise qualified handicapped individual” shall be excluded from participation in programs or activity receiving federal financial assistance.

An individual with a disability is a person who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded

as having such impairment. Major life activities include walking, seeing, hearing, speaking, breathing, learning, and working.

School systems have a responsibility to provide a free and appropriate public education (FAPE). An “appropriate” education means an education comparable to that provided to students without disabilities. Parents have the right to due process.

Section 504 Coordinator: Assistant Superintendent (781) 786-5220

### **The Bullying Prevention Law of 2010**

In 2010, Weston successfully completed and submitted its Bullying Prevention and Intervention Plan to the Massachusetts Department of Elementary and Secondary Education in compliance with the Massachusetts Anti-bullying law as mandated by M.G.L. c. 71, § 15. Every two years, we update our Bullying and Prevention Plan. You can find the updated plan on the district’s website.

As the implementation of this law plays out, there will likely be edits and addenda to this Student Handbook. Please understand this book is constantly evolving, and changes go into effect as soon as the School Committee approves them. Please keep up with the current version on the school web site.

For the time being, the following terms and their definitions – taken directly from the legislation – are included:

#### **Bullying**

Bullying is the repeated use by one or more students or adults of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to himself/herself or damage to his/her property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process of the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

#### **School Behavior – Physical Restraint**

Please refer to the MA Law Chapter 31/Section 37G regarding physical restraint  
<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37G>

#### **Cyber-Bullying**

Cyber-bullying is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in (i) to (v) in the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in (i) to (v) of the definition of bullying.

### **Bullying at School and Elsewhere**

Bullying shall be prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school and (ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions, or programs.

### **Retaliation**

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

## **FIELD SCHOOL RECESS RULES**

(By kids, for kids)

- Listen to and respect ALL the adults in charge.
- If you believe something is happening to make any student feel unsafe or not respected, find a way to tell an adult.
- No fighting.
- Use respectful language. No name calling, taunting, hurtful language.
- Agree on the rules of the game in advance.
- Go around people's games, not through them.
- Leave snow, ice, rocks, etc. on the ground.
- When the whistle blows, line up immediately and quietly. Keep hands to yourself.
- Swing safely and take turns.

- Play safely on structure. Use as intended.
- “One handed” touch football only.
- No dangerous or destructive behavior.

## FREQUENTLY ASKED QUESTIONS

### 1. What are things I should not bring to school?

Anything that is valuable, anything that is dangerous or could hurt someone, any electronic equipment or games, or anything that could distract you or others from learning and playing appropriately, are not allowed. If you are not certain if something is appropriate, check with a teacher before you bring it.

### 2. Are cell phones allowed in school?

Cell phones are not to be used in school. Classroom phones and the office phones are available if a student needs to call you.

### 3. Can I bring personal play equipment (balls, bats, etc.) to use at recess?

Only school equipment is allowed. Under special circumstances students should check with their homeroom teacher or team leader before bringing any play equipment to school to be used during recess. We want to make certain everyone has access to the equipment and can play together fairly and cooperatively. We also do not want anyone’s personal equipment to get lost or damaged.

### 4. May I chew gum in school? Do I bring a snack to school? What kind?

Gum chewing is never allowed in school, at recess or on the bus. Students have snack every day. It is important for you to bring healthy snacks and drinks. Discuss good food choices with your parents.

Also, remember, some members of your class may have **food allergies**. Please be respectful of their needs. You will be notified if a classroom has a food restriction.

### 5. Does Field School have a dress code? May I wear a hat in school?

There is no formal dress code, but we expect students to dress appropriately and respectfully. If someone is dressed inappropriately, your classroom teacher will let you know privately. Hats are for outside only. Remember that all students need to wear sneakers on gym days.

### 6. Do I have to go outside for recess?

Yes. All students are expected to go outside every day, weather and temperature permitting, and to dress appropriately. This includes bringing coats, boots, mittens, snow pants, etc. daily in cold weather. If you are not dressed appropriately you will have to stay on the hardtop. No students are allowed in the building unless they have a pass or a written note from their homeroom teacher. If you have permission to work in your classroom, a teacher is present.

### 7. What happens when we have indoor recess?

Students and teachers are alerted to the decision in advance which is made by the principal, the nurse and/or team leaders. It is based on temperature and the condition of the blacktop and the playfields. Sometimes, students may go out but must stay on the blacktop. During indoor recess students, are allowed to bring games, drawing materials, books (or other appropriate materials) to the dining hall. When possible, monitors will allow students who wish to read or talk quietly to go to a classroom. Students are always supervised in these areas. You may not return to your classroom to get an activity.

#### **8. Are there rules for recess?**

The best rule is, of course, to play safely, fairly, and cooperatively. However, the student council has created a list of rules “by kids, for kids”. They are included in this handbook.

#### **9. What are the consequences when students do not follow the rules?**

It is very important for everyone to feel safe and to have fun during recess. Sometimes, students have difficulty playing well in team sports. At Field School, we want you to learn to take responsibility for solving such problems, but adults are available to help you. Any time anyone is involved in physical fighting or verbal abuse (i.e. dangerous or destructive behavior), it will be referred immediately to his or her teacher, team leader and/or the principal.

There are different kinds and levels of consequences (after a warning):

- The first person to be involved is your classroom teacher.
- If there is a problem involving students from different classrooms out at recess, then grade level team leaders will be involved.
- Sometimes our principal or our school adjustment counselor will be involved.
- **Examples of consequences may include:**
  1. Missing part of recess.
  2. Letter of apology (depending on the infraction)
  3. Missing all of recess for one or more days.
  4. Calling home to discuss with adult.
  5. Meeting with the principal.

When a very serious problem occurs, parents, teacher, student and principal meet together and an appropriate consequence is given. This can include a “day without privileges” where you are in school doing your work, but not in your classroom or suspension from school.

#### **10. Why are tables assigned in the dining hall?**

Our goal in the dining hall is for everyone to sit and eat their lunch in an orderly, efficient and respectful environment. Because of the large number of students, assigning tables is a fair way to make certain everyone has a seat and the maximum time to eat. It also makes certain no one is excluded from a group.

#### **11. Can I change my plans for after-school activities during the day?**

No. If your plans are different from what you do on a daily basis, you must bring in a written note from a parent and give it to your classroom teacher in the morning. If there is a special reason for your plans to change, a parent or guardian must call the office before 1p.m. and speak directly to an adult. If you are being picked up at dismissal, you may not exit the building until an adult is on duty.

**12. If something happens that makes me feel unsafe or uncomfortable (i.e. dangerous or destructive), what should I do?**

If YOU feel unsafe or uncomfortable, or if you see someone else feeling that way, reporting to an adult is not tattling. This is being a responsible citizen and student. Whether it is in school or out at recess, you should find an adult to talk to. At school, your teacher will help you solve the problem or you may ask to talk to another adult, such as your adjustment counselor, your team's grade leader, your nurse or principal.

**13. How does Field School handle food allergies?**

At the beginning of the school year our school nurse identifies those students with life threatening food allergies. She meets with the parents of those students and also with their classroom teacher. All of the teachers are instructed in how to use an epi pen auto injector. If the classroom is designated a "nut restricted" (or other allergen) room, letters are sent home to parents requesting they not send in snacks with the offending allergen. We ask for everybody's (teachers, students, parents) help in keeping classmates with food allergies safe.

In the cafeteria, children with allergies sit at a designated table surrounded by children not eating their allergens. The custodian cleans this table between each lunch period.

Emergency plans and medications are sent with teachers on field trips. Epi pen administration is reviewed with the teacher prior to each field trip.