

Elementary School Handbook

2020 - 2021

The administration and faculty have compiled this handbook in an effort to acquaint students and their parents with elementary school policies. We urge you to read it carefully and discuss it at home so that you may be familiar with the rules, procedures, and regulations which are in effect in elementary school. We ask that you keep the handbook for future reference. In addition to information, the handbook contains the code of discipline for the elementary schools in Waltham, MA, as required by law.

MISSION STATEMENT

The mission of the elementary school community is to develop and maintain an educational program which is appropriate and responsive to the unique intellectual, physical, emotional and social needs of each emerging adolescent. The elementary school program will promote active learning and foster creativity and self-esteem in an atmosphere which encourages students to acquire the skills and knowledge essential for continued school success and life-long learning, as well as promote the development of self-awareness, self-management, social awareness, relationship skills and responsible decision making skills.

The goals of the Waltham Public Schools include building strong learning communities to improve student performance. Our mission is to create high performing elementary schools that are academically excellent, responsive to the unique developmental needs of our students and provide every student with highly qualified teachers, resources, learning opportunities and supports. We will incorporate these six key elements to collectively support student performance:

- A safe and healthy school climate
- Innovative use of technology to support curriculum, instruction and assessment
- Strong links among family, school and community
- Ongoing professional development of staff
- Rigorous and developmentally responsive curriculum, instruction and assessment
- Collaborative leadership

TABLE of CONTENTS

<u>Topic</u>	<u>Page</u>
COMMUNICATION	
• Absences	5
• Dismissals	5
• Important Notices and Documents	5
• School Hours & School Year	7
SCHOOL DAY INFORMATION	
• Discipline	8
• Dress and Appearance	14
• Educational Technology	16
• Electronic Equipment	17
• Food Service	18
• Homework	18
• Library Media Center	19
• Mathematics	19
• Movie Viewing in the Classroom	20
• Reading/Language Arts	20
• Specialists	20
• Security in the Schools	21
• School Resource Officers (SRO)	22
• Volunteers	22
SPECIAL PROGRAMS	
• English Language Learners	22
• Parent Information Center	23
• Special Education	23
• Special Needs Discipline	24
• Title I	26
HEALTH AND WELLNESS	
• Acquired Immune Deficiency Syndrome (AIDS)	26
• Student Records	26
• Health Services	28
• Life Threatening Allergies	30
• Tutoring	31
IMPORTANT POLICIES AND PROCEDURES	
• Abuse/Neglect Referral	33
• Attendance	33
• Bullying Policy	35
• Criminal Offender Records Checks (CORI)	36
• Drugs & Alcohol	39
• Fingerprinting	40
• Gifts-Ethics Commission	40

- Hazing.....41
- Homeless Student Education41
- Non-Discrimination Policy42
- Promotion Guidelines.....45
- Safe School Environment, Physical Restraint.....45
- School Bus Transportation57
- Seat Belts on Buses.....58
- School Property58
- Sexual Harassment.....58
- Smoking.....59
- Student Travel/Field Trips61
- Wellness Policy62
- Bereavement Support66
- Notice of Rights Under FERPA & 603 CMR 23.0067
- Device Guidelines70

*This handbook serves as a guide for everyone
working with Waltham's elementary school students.*

Non-Discrimination Notice: Waltham Public Schools does not discriminate on the basis of race, color, religion, disability, national origin, gender, gender identity, homelessness or sexual orientation.

INTRODUCTION

Elementary education is most effective if a partnership is achieved among students, parents, teachers and administrators. This partnership must be built on a belief in the importance of respect: Respecting ourselves, respecting each other and respecting our environment. In addition to teaching and modeling and living this respect in our school community, the following criteria also lead to a positive partnership.

- Students:**
- strive to perform at their best on in-school and homework assignments
 - take pride in their work and conduct
 - adhere to school rules and regulations
 - accept responsibility for their learning and their behavior
- Teachers:**
- guide students to achieve their full potential
 - demonstrate knowledge of standards and benchmarks by employing them in their daily practice
 - maintain a caring, supportive learning environment
 - model life-long learning through their own professional development
 - communicate in a timely and effective manner with parents and administrators
 - implement school department rules and regulations
- Parents:**
- encourage students to be responsible learners
 - teach children to respect authority by following school rules and regulations
 - encourage children to be the best they can be in all areas
 - maintain open lines of communication with school
 - participate actively in the school community
- Administrators:**
- provide instructional leadership that supports attainment of standards and benchmarks
 - provide administrative leadership that works toward the maintenance of respect, safety, and achievement in the schools
 - model life-long learning through their own professional development.
 - observe and evaluate teacher performance
 - implement school department rules and regulations
 - foster open communication lines among stakeholders in the school community
 - reach out to the general community

COMMUNICATION

When parents are interested in contacting a child's teacher to arrange a conference or to speak about an academic or classroom concern, they are encouraged to contact the teacher by sending a written message or by voice mail. There are three steps in the voice mail process.

1. Dial 781-314-3093
2. Dial teacher's name or extension
3. Leave a message.

When parents need to contact the school about an absence, to change address or telephone information, or to deliver an emergency message, they should contact the office number.

Dual Language School	781-314-5701	Plympton Elementary	781-314-5760
Fitzgerald Elementary	781-314-5680	Stanley Elementary	781-314-5620
Northeast Elementary	781-314-5740	Whittemore Elementary	781-314-5780
MacArthur Elementary	781-314-5720		

Parents are reminded that they are not allowed to telephone their child(ren) during the school day unless there is an emergency. Messages will not be taken for children unless it is an emergency. Please be sure that your child knows his/her after-school plans before they leave for school in the morning. **In order to ensure the safety of the child, there will be no change in dismissal arrangements without written permission from a parent or guardian.** Children are only allowed to use the phone in emergencies.

ABSENCES

Whenever a student is absent due to illness or for some other excusable reason, the following procedure is to be followed:

1. A parent/guardian is expected to phone the school on the morning of the absence. If the school does not hear from the parent, an EdConnect call will be sent.
2. Upon return to school, a note is to be brought from home if a parent/guardian has not called.
3. After three (3) consecutive days, a student must report to the school nurse to be re-admitted.

DISMISSALS

Early dismissal from school should be rare and for important reasons only. Please send a signed note stating the reason, the time of dismissal, and who will be responsible for picking up the child. Contact the school directly in the event of an emergency. Dismissals before 11:00 a.m., and arrivals after 11:00 a.m. will be considered an absence. For the safety of children, all dismissals must be made from the office. No student will be dismissed without an accompanying adult.

IMPORTANT NOTICES and DOCUMENTS

During each school year, various important notices and documents are sent home via the students for parental completion. The majority of these forms are sent home during the first two months of the school year. We ask that parents and students work as a team to get these forms

home, completed, and returned to school so that the collation and recording of required information can begin at the earliest possible time. Parents should expect and look for the following:

- ☐ emergency form sent home first or second day of school
- ☐ free or reduced lunch form sent home second or third week of school
- ☐ student accident Insurance sent home second or third week of school
- ☐ medical forms or notices sent home throughout the school year as needed
- ☐ special permission forms sent home throughout the school year as needed

NO SCHOOL ANNOUNCEMENT

When there is a possibility that school sessions may be canceled due to stormy or inclement weather, parents will be informed through the use of the EdConnect system. Parents are encouraged to make sure that the school has the most up-to-date contact information. In addition, these announcements will be made on the following media stations:

Television	-	Channel 4; Channel 5; Channel 7; Channel 25; WE-TV
Radio - AM	-	WBZ; WRKO
Social Media	-	City of Waltham website and Twitter

In the event of unexpected early dismissal due to a storm or other emergency situations, schools will use the Parent Portal system. Please be sure that your child knows where to go as an alternative location in the event that you cannot be reached.

PARENT INVOLVEMENT

The Waltham Public Schools are committed to the active involvement of all members of the Waltham community. We encourage families and other members of the Waltham community to become actively involved.

Parents and guardians of Waltham students are encouraged to participate in the learning process at home to help students achieve the standards established for learning and social development at school.

The Waltham Public Schools invite parents and citizens to visit during American Education Week and on other days that may be set aside for that purpose.

The Waltham Public Schools encourage the recruitment of volunteers to participate in partnership with the schools in activities such as the following:

1. membership on school councils
2. membership on school PTO's (Parent Teacher Organization)
3. membership on Title I, Bilingual, and Special Education PAC (Parent Advisory Council)

A strong partnership between home and school is essential to meeting the goal of a high performing elementary school. Parents and guardians provide the stability, encouragement, support and structure that elementary students need to succeed.

It would be helpful, too, if you would:

- Visit your child's school periodically and, when possible, meet with the teacher or principal to discuss progress
- Encourage reading for pleasure
- Involve your child in "real life" experiences related to selected curriculum such as: charting height and weight, estimating walks in the park or community, shopping, cooking, telling/remembering stories and creating art
- Identify a "study area" at home for doing homework or preparing for tests
- Encourage your child to eat breakfast before attending school. Breakfast fuels the mind and body to help your child feel well and work to his/her potential.
- REMEMBER: Your involvement in your child's school experiences helps to improve his/her school attendance, academic performance and social behavior.

REPORT CARDS

The report card is intended to be used in addition to the parent-teacher conference as a means of keeping parents informed about their child's progress in school. Report cards are issued as follows:

Kindergarten and Grade One
Grades 2-5

Report cards in February and June
Report cards in December, March, and June

Report cards are designed to indicate evidence of a child's total growth and development. Questions or concerns regarding report cards should be directed to the classroom teacher or principal. Cards should be signed by the parents and returned to the school after each marking period. Parents may keep their child's card at the end of the school year.

SCHOOL HOURS

Pre-K Integrated	9:15 a.m. to 11:40 a.m. and 1:05 p.m. to 3:30 p.m. (Tues-Fri only)
Pre-K Intensive	9:15 a.m. to 2:30 p.m.
Pre-K PDD	8:42 a.m. to 2:45 p.m.
Elementary Schools	8:42 a.m. to 3:00 p.m.

SCHOOL YEAR

The school year for students is 180 days. The school calendar may contain additional days to be utilized if storm cancellations occur. In the spring, the final day of the school year will be announced by school principals. The final day will be the 180th day of the actual school calendar, exclusive of storm cancellation days. The school calendar may also contain partial student release days for staff training purposes.

TARDINESS

Students must be in their classrooms by 8:42 a.m. When a student is tardy, he/she must report to the office before reporting to class. A parental note, acceptable to the office, will excuse the tardiness.

Tardiness and absenteeism has the potential to become a serious problem that can affect learning and overall success. Students develop life-long habits and attitudes at elementary

school. We expect all students to be on time to school. Multiple tardies may result in a meeting with school administrators.

SCHOOL DAY INFORMATION

DISCIPLINE

Teachers and administrators are committed to providing an academic program for the children that will enrich their minds and offer them the basic skills necessary to become productive citizens.

Recognizing that optimum learning takes place in a pleasant environment and further recognizing our moral and legal responsibility (MGL Ch. 71, §1) to “teach good behavior”, we offer the guidelines in this handbook to students and parents.

In most cases, instances of misconduct are handled by the classroom teacher. The administration and support personnel are available to work with parents and teachers to help resolve continued cases of misconduct. We believe a team approach is fundamental to our success. Disciplinary actions that may take place could include any of the following:

- Loss of certain school privileges (messenger, patrol, school helper, field trips, etc.).
- Completing assigned work in administrator’s office or designated area.
- Remaining after school. Parent will be contacted in advance concerning this arrangement.
- Any other measure determined reasonable, fair, or logical.

At the discretion of the principal, suspension may be considered for any of the infractions listed below.

- physical assault
- defiant behavior, disrespect, insubordination, or insolence
- threats of violence
- use of obscenity, profanity, vulgarity, gestures, etc.
- spoken or written insult based on race, ethnicity, religion, disability, gender, gender identity, or sexual orientation
- violation of the Waltham Public Schools policies on non-discrimination
- violation of the Waltham Public Schools’ anti-bullying policy
- truancy
- willful defacing and/or destruction of school property
- smoking
- possession of dangerous articles
- leaving the school without permission
- forgery
- being under the influence of alcoholic beverages, drugs, or controlled substances
- tampering with firefighting equipment and/or emergency alarm system
- tampering with any other school facilities or equipment
- any other acts of misconduct that pose danger to self or others, or interfere with the educational process.

Some disciplinary infractions are so serious that the Principal may long term suspend or expel a student under the provisions of M.G.L. c. 71, §37H and 37H ½. These include:

- Possession of a dangerous weapon while on school grounds or at a school-sponsored event
- Possession of a controlled substance while on school grounds or at a school-sponsored event
- An assault on a School Administrator, teacher, teacher's aide, or other staff person.
- A felony charge or conviction

Other violations of the code of conduct will subject a student to disciplinary action up to and including suspension under the provisions of M.G.L. chapter 71, §37H 3/4.

Consequences

The Principal has the authority to exercise discretion in deciding the consequences for a student who has violated disciplinary rules. The Principal shall first consider ways to re-engage the student offender in the learning process, and shall avoid using long-term suspension until other remedies and consequences have been employed.

If it is determined that a student is responsible for damage to school property or equipment, the central administrative office will be informed, and the student and/or parent/s or legal guardian/s of the student will be held liable for restitution in the amount necessary to restore the property or equipment to its original condition. Additionally, the matter may be submitted to the police or fire department for appropriate action.

Student Suspensions

A suspension is a short term or long term removal from regular classroom activities.

Short term suspension is the removal of a student from the school premises and regular classroom activities for 10 consecutive days or less.

Long term suspension means the removal of a student from the school premises and regular classroom activities for more than 10 consecutive days, or for more than 10 days cumulatively for multiple disciplinary offenses in any school year.

A suspended student is restricted from entering the school buildings, or coming onto school grounds; and a suspended student may not participate in any school sponsored activities or functions during the suspension period. It is also recommended that parents restrict the activities of a student during the suspension period to reinforce the importance of the disciplinary consequence and to demonstrate cooperation between the school and family.

The Principal or his/her designee has the sole responsibility for determining who is suspended. The suspended student may not be permitted to return to school until a parental conference has been held.

In school suspension

At the discretion of the Principal, in-school suspension may also be imposed where a student is determined to have committed a suspendable offense. In-school suspension means the student is removed from regular classroom activities, but not from the school premises, for no more than 10 consecutive school days. Students will be subject to limitations on their movements and

activities as determined by the Principal. In-school suspension for less than 10 days shall not be considered a short-term suspension. An in-school suspension of more than 10 days shall be deemed a long-term suspension.

For an in-school suspension, the principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offense, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal, if such meeting has not already occurred. The principal shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the principal and the parent.

Opportunity for Academic Progress During Suspension/Expulsion

Any student receiving in-school suspension, short-term suspension, or long-term suspension shall have the opportunity to make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal from the classroom or school. Any student who is expelled or suspended from school for more than 10 consecutive days shall have an opportunity to receive educational services that will enable the student to make academic progress toward meeting state and local requirements through the school-wide educational services plan.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Student due process rights

In administering discipline, school officials will be careful to observe the right to due process under the law for each student. The nature of the violation determines the due process that school officials follow.

1. DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH POSSESSION OF A DANGEROUS WEAPON, POSSESSION OF A CONTROLLED SUBSTANCE, ASSAULT

ON SCHOOL STAFF AND/OR STUDENTS WHO HAVE BEEN CHARGED WITH OR CONVICTED OF A FELONY (M.G.L. c. 71, §37H and M.G.L. c. 71, §37H ½).

Short Term Disciplinary Sanctions: Prior to the imposition of any disciplinary sanction that might result in a student's suspension from school for ten (10) consecutive school days or less, the student will be given oral notice of the offense with which he/she is charged and an opportunity to respond. In the event that the Principal or designee determines that the student will be suspended from school, the student's parent(s)/guardian(s) will be notified by telephone and in writing.

Long Term Disciplinary Sanctions: Prior to the imposition of any disciplinary sanction that might result in the student's suspension from school for more than ten (10) consecutive school days or expulsion, the parents/guardians will be given written notice of a hearing at which they may be represented by an attorney at their expense and may examine and present witnesses and documentary evidence. Following this hearing, a written decision will be issued. The parent(s)/guardian(s) will have the right to appeal any decision imposing a long term suspension or expulsion from school to the Superintendent. Where the student is excluded in accordance with M.G.L. c. 71, §37H, the student shall have ten (10) days from the effective date of the exclusion to file a written appeal with the Superintendent of Schools. For exclusions imposed pursuant to M.G.L. c. 71, §37H ½, the student shall have five (5) days from the effective date of the exclusion to file a written appeal with the Superintendent. For exclusions imposed by the School Committee in accordance with M.G.L. c. 76, §17, the student shall have the right to file a written request for reconsideration by the committee within ten (10) days of the effective date of the exclusion. Pending the outcome of any such appeal, the disciplinary sanction imposed shall remain in effect. M.G.L. c. 76, §17, M.G.L. c. 71, §37H and M.G.L. c. 71, §37H ½.

2. DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH OTHER VIOLATIONS (M.G.L. c. 71, §37H ¾)

Notice and principal's meeting:

For any suspension under this section, the principal or a designee shall provide notice of the charges and the reason for the suspension or expulsion to the parent(s)/guardian(s) in English and the primary language spoken in the student's home. The student shall receive written notice of the charges and the opportunity to meet with the principal or designee to discuss charges and reasons for the suspension and/or exclusion prior to suspension/exclusion taking effect.

The principal or designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. The meeting may take place without the student's parent(s)/guardian(s) so long as if the principal has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

The purpose of the principal's hearing is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

The principal shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense.

a. Short-term Suspension

The principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the principal should consider in determining whether other remedies and consequences may be appropriate. The principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal should consider in determining consequences for the student.

Based on the available information, including mitigating circumstances, the principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

b. Long Term Suspension

In addition to the rights afforded a student in a short-term suspension hearing, the student shall also have the opportunity to review the student's record and the documents upon which the principal may rely in making a determination to suspend the student or not; the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; the right to cross-examine witnesses presented by the school district; the right to request that the hearing be recorded by the principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

If present, the Parent shall have an opportunity to discuss the student's conduct and offer information, including mitigating circumstances that the principal should consider in determining consequences for the student.

Based on the evidence, the principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence

will be imposed, in place of or in addition to a long-term suspension. The principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and the parent.

If the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the superintendent and explain the reasons for imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

If the student is suspended for more than 10 days for a single infraction or for more than 10 days cumulatively for multiple infractions in any school year, the notice will include written notification of the right to appeal to the Superintendent and the process for appealing in English and the primary language spoken in the student's home. No student will be suspended for greater than 90 days, beginning on the first day the student is removed from the building.

Emergency Removal:

The principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption. The principal shall immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal.

In the event of an emergency removal, the principal shall make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal. The principal shall provide written notice to the student and parent as provided above, and provide the student an opportunity for a hearing with the principal as provided above, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student, and parent.

The principal shall render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements as described above. In the event of an emergency removal from school, the principal will not release the student until adequate provisions have been made for the student's safety and transportation.

Superintendent's hearing:

The parent(s)/guardian(s) shall have 5 calendar days following the effective date of the suspension or expulsion to submit a written request for an appeal to the Superintendent but may be granted an extension of time of up to 7 calendar days. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent will hold a hearing with the student and the parent(s)/guardian(s) within 3 school days of the student's request for an appeal. The time may be extended up to 7 calendar days if requested by the parent(s)/guardian(s). The Superintendent's hearing may proceed without the parent(s)/guardian(s) if a good faith effort was made to include parent(s)/guardian(s). The superintendent shall be presumed to have made a

good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

At the hearing, the superintendent shall determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. Students shall have all of the rights afforded to students at the principal's hearing for long-term suspension. The Superintendent will issue a written decision within 5 calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision. The Superintendent's decision is the final decision of the district.

DRESS and APPEARANCE

Dress Code Philosophy

The Waltham Public School student dress code supports equitable educational access. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization of any group based on race, sex, disability status, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size or any protected category.

As a school system our values are:

- All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement and are expected to raise any student dress code violations with a school administrator who will address.
- Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.
- School leaders have a responsibility to promote reasonable standards of healthy, (psychological) safety, cleanliness and to ensure indecent, obscene, lewd messages and/or clothing that causes a "substantial disruption" in school or school-related activities are prohibited.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.

- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, disability, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Dress Code

The Waltham Public Schools expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should respect the district's intent to sustain a community that is inclusive of a diverse community. The primary responsibility for a student's attire resides with the student and their family. The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, body type/size or any protected class. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

Dress and appearance must not present health or safety problems related to the educational process.

It is **acceptable** to wear shorts (during appropriate times of the year), tee shirts, open toe shoes other than sandals are encouraged.

It is **not acceptable** to wear hats or other head coverings unless they are worn for religious or cultural purposes. Clothing that advertises alcohol, tobacco, weapons or drugs, and/or violence are also not appropriate for school. Clothing which contains sexual or violent overtones, hate speech, pornography, or profanity is not acceptable. Accessories that could be considered dangerous or used as a weapon is not allowed to be work in school.

Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, school administrators shall enforce the dress code consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

If a school administrator decides that an article of clothing compromises the safety, security, and/or could create disruption in the school the administrator will enforce the dress code violation in the following ways.

- Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.

- Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
- If necessary, students' family members/emergency contact(s) may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
- No student should be affected by dress code enforcement because of racial identity, gender identity or expression, sexual orientation, ethnicity, disability status, cultural or religious identity, household income, body size/type, or body maturity.
- School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:
 - kneeling or bending over to check attire fit;
 - measuring straps or skirt length;
 - asking students to account for their attire in the classroom or in hallways in front of others;
 - calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and,
 - accusing students of "distracting" other students with their clothing.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as graduation ceremonies, dances and prom.

Students who feel they have been subject to discriminatory enforcement of the dress code should contact the School Principal, Administrator of Pupil Personnel Services and/or Superintendent.

Inspired, in part, by the thinking of the Waltham Student Handbook Committee, which included students, parents/guardians, teachers, school administrators. It is also inspired by the principles outlined in the Oregon NOW Model Dress Code and the Evanston Township (IL) Public School dress code.

Guidance on attire for PE classes: Expectations are that students will have gym shorts or sweatpants and footwear that is appropriate to move (and we ask for students to wear sneakers). PE teachers will make determinations about attire that is unsafe or hazardous for student participation.

EDUCATIONAL TECHNOLOGY (or Instructional Technology)

Instructional Technology Specialists

Each elementary school has an instructional technology specialist. They possess an Instructional Technology certification from the Massachusetts Department of Education.

Instructional Technology Program

Our philosophy is that instructional technology must be integrated into the educational program. The integration of instructional technology strengthens the teaching/learning process so that students can develop skills necessary to use technology for learning. The instructional technology specialist supports teachers who are focused on teaching the state curriculum frameworks. They also provide students with opportunities to acquire technology skills.

Instructional technology includes a broad range of hardware, software, networking capabilities, writing tools, graphing calculators, camcorders, LCD projectors, scanners, and digital cameras.

The instructional technology specialist works with teachers to support their efforts to achieve technology competency and to integrate technology into the curriculum.

Planning between the instructional technology specialist and the classroom teacher is the means that makes this integrated instructional technology program work. The teacher brings to the planning process a knowledge of subject content and student needs.

The instructional technology specialist contributes a broad knowledge of technology, an understanding of teaching methods, and a wide range of strategies that may be employed to help students learn technology skills.

Massachusetts Recommended Instructional Technology Standards have been developed to support and advance Massachusetts's educational reform in learning and teaching for learning. The *Recommended Instructional Technology Standards* fall under three broad categories:

- Demonstrate proficiency in the use of computers and applications as well as an understanding of concepts underlying hardware, software, and connectivity.
- Demonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media.
- Demonstrate ability to use technology for research, problem-solving, and communication. Students locate, evaluate, collect, and process information from a variety of electronic sources. Students use telecommunications and other media to interact or collaborate with peers, experts, and other audiences.

Internet Access

The Internet is an electronic highway connecting computers all over the world and individual subscribers. Students are provided access to the Internet that is monitored by the classroom teacher, library teacher, or technology specialist. Students are expected to use the Internet properly, adhering to strict guidelines. These guidelines are on file in the principal's office.

ELECTRONIC EQUIPMENT

Students are not permitted to bring radios, headsets, video games, or similar equipment to school. If students bring cell phones to school for communication purposes, they are to be put away and not shared or used at school. The first such offense will lead to confiscation of the equipment for the day. Repeat offenses may lead to confiscation until the end of the school year.

FOOD SERVICE

Breakfast (\$1.00/\$0.30 reduced) and Lunch (\$2.00/\$0.40 reduced) are served daily. All lunches include choice of milk and choice of fruit. Alternate lunches are available daily and milk is available a la carte. Menus are sent home each month and are subject to change.

If a student is delinquent by more than \$10.00 on lunch payments to the cafeteria supervisor, the principal or designee will contact the parent. Children will receive a regular school lunch while allowing the parent an opportunity to resolve the payment. Information on Free/Reduced lunch is available at each school.

HOMEWORK

Homework assignments can vary widely. They can consist of library research study, reading, computing, or writing. They can be short term or long term. In addition to reinforcing material already covered, they also can involve new material. In addition, the length and difficulty of assignments will vary according to the student's individual needs.

Educational research indicates that the more children read the more proficient they become. It is suggested that students read twenty minutes per day at home in addition to their homework assignment.

Parents are encouraged to contact classroom teachers if questions arise regarding homework.

Recommended

Grades 4 - 5 up to 1 hour per evening
Grades 2 - 3 up to $\frac{3}{4}$ hour per evening
Grade 1 up to $\frac{1}{2}$ hour per evening
Grade K..... Short assignments may be given at the
discretion of the homeroom teacher

All assigned homework shall be appropriate to the student's grade level. Teachers shall discuss and evaluate all homework and projects with the students. The purposes of home study include but are not limited to:

- * giving practice.
- * developing skills in research.
- * helping to develop a student's sense of responsibility.
- * helping the student to take part in classroom work.
- * evaluating the degree to which the student has grasped the concepts presented by the teacher.

School vacations are opportunities for students, families and staff to enjoy time with families and friends. As a result, no homework should be assigned nor should any assignments be due immediately after the following school vacations:

- December Holiday
- February Vacation
- April Vacation

It is possible that students will need to work on long-term projects over a vacation, but we encourage our students and families to manage their time to account for vacation so the downtime can be enjoyed without the added pressure of finishing assignments.

LIBRARY MEDIA CENTER

Library Teachers

Each elementary school has a full-time library teacher. Library teachers hold a Library Media certification from the Massachusetts Department of Education.

Library Media Program

Waltham's philosophy advocates that the library media program must be integrated into the educational program. The integration of the library media program strengthens the teaching/learning process so that students can develop skills necessary to locate, analyze, evaluate, interpret, and communicate information and ideas. In this model the library teacher becomes a partner in learning. The library media center is an extension of the classroom. Information skills are taught and learned within the context of the classroom curriculum. The wide range of resources, technologies, and services needed to meet students' learning and information needs are readily available in a cost-effective manner.

Students and teachers come to the library media center throughout the day to use information sources, to read for pleasure, and to meet and work with other students and teachers.

Planning between the library teacher and the classroom teacher, which encourages both scheduled and informal visits, is the catalyst that makes this integrated library program work. The teacher brings to the planning process a knowledge of subject content and student needs. The library teacher contributes a broad knowledge of resources and technology, an understanding of teaching methods, and a wide range of strategies that may be employed to help students learn information skills.

Cooperative planning by the teacher and library teacher results in the development of assignments that encourage open inquiry, and appropriate use of available materials.

MATHEMATICS

The MA 2011 Standards, which incorporate the common core, include the following Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

These standards will be addressed throughout all of our students' years as mathematics learners in the Waltham Public Schools.

“...evidence clearly suggests that for most students, mastery and understanding come **through**, not after, meaningful interaction with ideas.”

Carol Ann Tomlinson and Jay McTighe

Integrating Differentiated Instruction and Understanding by Design, 2006

Engaging one-self with mathematics requires frequent opportunities to make sense of it, to experience the rewards of making sense of it, and to recognize the benefits of perseverance. As we build our mathematical proficiency, we become more confident of our ability to learn mathematics and to use it. The more mathematical concepts we understand, the more sensible the whole subject becomes. Those who are proficient in mathematics believe that they can solve problems, develop understanding, and learn procedures through **hard work**, and that becoming mathematically proficient is worthwhile for them.

We are going to try to do our part to build a mathematics learning community where contributing and helping are valued. Both are facilitated by work and immersion in the content and context. Both are enhanced by the ability to clearly express ones thoughts. We are going to work on that by discussing but also by writing about mathematics. Students will become accustomed to writing and talking about their thinking. We hope our students will discover how discussing their ideas and strategies and writing about them can clarify and enhance their thinking and give them a better sense of what they do and do not understand.

MOVIE VIEWING IN THE CLASSROOM

Teachers are encouraged to use multimedia resources to support their instruction of students in Waltham Public Schools curricula. Movies, one multimedia resource, can help to engage students in all content areas. All movies that are shown to students at the elementary level are to be “G” rated. Movies as a form of entertainment are not allowed during instructional times.

READING/LANGUAGE ARTS

Reading provides the foundation for lifelong learning. The Waltham Public Schools elementary reading program includes a balanced approach to literacy including: phonemic awareness, phonics, fluency, comprehension, word study and writing. This model is designed to provide many opportunities for reading and writing in the child centered classroom.

Children read and write every day independently and in a group setting both large and small. Classrooms focus on different types of reading and writing experiences, some of which include; Guided Reading, Literature Circles, Writers’ Workshop, Read Aloud, or Independent Writing.

Each of our elementary schools has a literacy closet with a wide range of multi level books incorporating a range of themes and genres.

Each school has a licensed reading specialist who supports students who need additional targeted instruction. In addition, every school has a literacy coach who provides ongoing embedded professional development and support to teachers in all aspects of literacy instruction.

SPECIALISTS

Your child has the following specialist once a week: Art, Drama, Music and Physical Education. Students in Kindergarten see the Library Teacher each week and students in Grades 1 – 5 see the Science specialist.

All specialist teachers are licensed teachers in their area of expertise. Specialist teachers are encouraged to work closely with classroom teachers in order to integrate Art, Music, Drama and Physical Education with the content area subjects.

- **Art:** Art is taught in all grades by an art specialist who is a practicing artist and has a background in one or more media. The art curriculum is skill-based and follows the developmental abilities of the child. The goal of the curriculum at this level is to promote original thinking and to encourage creative solutions to image-making activities. Art teachers work closely with classroom teachers to integrate with class themes while focusing on each child's unique product. Exhibitions of student artwork in the buildings and in the community reinforce the importance of each child's contribution to the enhancement of the visual environment and the uniqueness of their own personal vision.
- **Drama:** The drama program is designed to support the academic curriculum at each of the grade levels. Through storytelling, mime, acting, improvisation, playmaking, playwriting, and puppetry, the drama specialists design lessons, which enable students to integrate their learning, particularly in science, reading, social studies, and language arts. In addition, the activities are designed to support and stimulate problem solving, creativity, speaking and writing skills, and reading comprehension. In the process of working with the drama specialist and their classmates, students gain self-confidence, learn to respect the work of their classmates, and explore their relationships to others.
- **Music:** The music curriculum is designed to be an integral part of the classroom curricula. Emphasis is placed on listening, singing, playing classroom instruments, movement, and reading musical notation. In the 5th grade students who join the chorus have the opportunity for increased choral and performance experiences with in school opportunities and an all-city concert. Instrumental lessons are provided in the schools for 3rd, 4th and 5th grade students. There are class lessons given weekly during school hours under the supervision of an instrumental music specialist. There are all-city elementary band and string orchestra ensembles which rehearse periodically throughout the school year. Concerts by these groups are performed annually.
- **Physical Education:** Physical education is required by state law. The physical education program contributes to a child's general educational development. Besides growth in the motor areas through a safe progression of skills, the student's self-image and social development are enhanced. Students should come to physical education appropriately dressed in sneakers, and loose fitting pants and shirts, for comfort and freedom of movement. Children should bring a note to school if for some reason they cannot participate that day, or if they are restricted in any way. A doctor's note is expected if a student cannot take physical education for an extended length of time.
- **Science:** Science is taught in grades 1 - 5 weekly by science specialists. In addition, the classroom teacher uses follow-up and complementary material with students. Our science curriculum has been developed to use student-based "hands-on" activities that encourage student participation and enjoyment of science.

SECURITY in the SCHOOLS

In order to enhance security measures designed to protect students in the schools, security personnel are employed at all schools. **All visitors and parents** will sign in, show identification and be assigned ID badges before going anywhere else in the school. This protocol is intended to prevent trespassing and intrusion into the schools by uninvited visitors.

A.L.I.C.E. PROGRAM

The Waltham Public Schools has rolled out the A.L.I.C.E Program to all schools in the district. The A.L.I.C.E. Program provides additional protocols for staff and students to use in case there is ever an intruder in one of our school buildings. All staff and students have participated in A.L.I.C.E. training. All schools will participate in A.L.I.C.E. drills two times per year.

School Resource Officers (SRO)

The SROs contribute to the safety of Waltham Public School by ensuring a safe and secure campus, educating students about law-related topics, and mentoring students. The SROs are a valuable resource to our students and staff. A memorandum of understanding is on file in the principal's office.

VOLUNTEERS

Volunteers may assist in the Library/Media Center, classrooms, and office. Adults wishing to become volunteers should contact their neighborhood elementary school principal. Volunteers perform a variety of tasks including listening to children read, tutoring students, reading stories, and sharing special talents with youngsters. Volunteers are required to pass CORI checks (Criminal Offender Record Information). Parents/guardians who have direct and unmonitored contact with students, including those who intend to chaperone day or overnight field trips are required to be fingerprinted.

SPECIAL PROGRAMS

ENGLISH LANGUAGE LEARNERS EDUCATION

ELL education for limited English proficient students is provided, according to law and regulation, by a program designed to effect the mainstreaming of these pupils into regular education programs as they attain English fluency. ELL students in Kindergarten through Grade 5 attend their home schools.

Sheltered English immersion classes taught by licensed elementary ELL staff are offered to limited English proficient students. In addition, ELL support is provided in all schools for former limited English proficient students. Progress is monitored through the annual World-Class Instructional Design and Assessment (WIDA) of English skills as required by state regulations.

ELE (English Language Education) is provided in accordance with MGL Chapter 71A. The program is designed to ensure that students, who are limited English proficient, receive both English-as-a-Second Language instruction and sheltered content area instruction. The goal of the program is to mainstream students into the regular education program, when they attain sufficient fluency in the English language, as demonstrated by the state MEPA examinations, teacher recommendations, and other pertinent classroom data.

"In accordance with Section 5 of Massachusetts General Law Chapter 71A, individual students may be provided with waivers of placement in the English Language Learners Program under certain conditions if the parent annually applies for the waiver by visiting the student's school and providing written informed consent. For students under age ten, the law allows waivers under the following conditions: (a) the student has been placed in an English language classroom for at least thirty days before the parent applies for the waiver; (b) documentation by school officials in no less than 250 words that the student's special and individual physical or psychological needs, separate from lack of English proficiency, makes an alternative course of

educational study better suited to the student's overall educational development and rapid acquisition of English; (c) inclusion of such documentation in the student's permanent school record; and (d) authorizing signatures on the waiver application of both the school superintendent and the school principal. For students age 10 and older, the law allows waivers when it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the student's overall educational progress and rapid acquisition of English." The Director of English Language Learner Programs, as the designee of the Superintendent, will oversee the waiver process. Placement decisions of the Director of ELL shall be in accordance with the statute and shall be final. For more information on waivers, contact the English Language Learners office at 781-314-5499.

PARENT INFORMATION CENTER

Building a Partnership between Schools & Families

Phone: 781-314-5672

Email: pic@walthampublicschools.org

Website: <http://www.walthampublicschools.org/parents/student-registration/>

The Parent Information Center (PIC) is an organization within the Waltham Public Schools that serves as a support system for all families in the district. One of its primary functions is to be a central location for new registrations for all students entering preschool through grade twelve.

The PIC makes information about the schools more accessible to families and can assist with many question topics such as: new student registrations, in-district transfers, student work permits, school transportation, school district boundaries and redistricting, busing and walk boundaries, before and after-school programs, summer programs, child-care and preschool providers, parent involvement in schools and community resources.

The PIC provides translation services in Spanish, Portuguese and Haitian Creole to schools and interpreting services in Spanish, Portuguese and Haitian Creole to assist families in communicating with their children's schools. Referrals can be given for other language resources.

The PIC is located at Waltham High School, 617 Lexington Street. Enter through the main entrance, located at the flag pole, and ring the doorbell. You will be required to check in with the front desk personnel and a member of the PIC staff will escort you to the office.

SPECIAL EDUCATION

The Waltham Public Schools, through the Special Education Department, is committed to carrying out both letter and spirit of all laws and regulations concerning the education of students with special needs between the ages of three (3) and twenty-one (21). The department seeks to provide the most appropriate programs in the least restrictive setting for each student who is identified as having special needs. Decisions regarding programs and services involve the cooperative effort of parents, regular education staff, special education staff, and administrators, but are based on the child's identified needs.

The specific needs of special education students are met in a variety of settings and utilize specialists based on individual needs. The in-school programs may include:

1. Learning Centers which provide students with support services and specialized assistance in the least restrictive environments.

2. Resource Rooms are substantially separate programs where students who have been identified as having more severe needs can obtain services. Students in this setting have access to the general education curriculum along with supports according to their abilities. All special education programs, including significantly separate classrooms are considered partial pull-out programs and are part of the team decision in meeting the best setting for the least restrictive environment that is needed for the child to meet with success.
3. Pre-Kindergarten programs which offer a variety of special services to three and four-year-old children with significant disabilities who otherwise would not be eligible for public school services because of their young age.
4. Related services: These are supportive services that are required to assist a child with special needs in order for them to benefit from special education. Related services include, but are not limited to, specialists trained in speech, hearing, vision, occupational and physical therapies.

When appropriate services cannot be provided otherwise, the school department may contract with other school systems, collaboratives, state agencies, and private day and residential schools approved by the Massachusetts Department of Education.

In each school, the Evaluation Team Leader (ETL) coordinates the special education initial evaluation process and services as the chairperson for initial evaluation meetings. Children evaluated must be found to be eligible for special education services and have an IEP developed prior to receiving the services.

The services of the elementary school adjustment counselor are available to parents and children. The School Adjustment Counselor possesses training in social work, psychology, and counseling. Counselor services are extended to referred students whose emotional complexities or circumstances are interfering with their learning process. In collaboration with teachers and parents, School Adjustment Counselors set up either individual or group counseling sessions to assist these students to develop better self-management skills both inside and out of school.

Discipline of Students with Disabilities [Includes students currently on 504 accommodation plans or Individual Educational Programs.]

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act and related regulations require that additional provisions be made for students who have been found eligible for special education services, students who are in the course of being evaluated for special education eligibility, or students who the school district knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities:

1. The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student's individual needs.
2. Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a

student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or ten (10) cumulative school days in a given school year, building administrators, the parents/guardians and relevant members of the student's IEP or 504 team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination). During disciplinary exclusions exceeding ten (10) school days in a single school year, the student shall have the right to receive services identified as necessary to provide him/her with a free appropriate public education during the period of exclusion.

3. If building administrators, the parents/guardians and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. The student's IEP team or 504 Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or where appropriate, conduct a functional behavioral assessment.
 4. If building administrators, the parents/guardians, and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parent/guardians consent to, a new placement, or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The Student's Team shall also review the student's IEP, and modify as appropriate, any existing behavioral intervention plan or arrange for a functional behavioral assessment.
 5. If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may place the student in an interim alternative educational placement (IAES) for up to forty-five (45) school days. A court or BSEA hearing officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.
5. Procedural requirements applied to students not yet determined to be eligible for special education.
- A. If prior to the disciplinary action, a district had knowledge that the student may be a student with 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:
 1. The parent/guardian had expressed concern in writing: or
 2. The parent/guardian had requested an evaluation: or
 3. School district staff had expressed concern that the student had a disability.
 - B. If the district had no reason to consider the student disabled, and the parent/guardian requests an evaluation subsequent to the disciplinary action, the district must have procedures to conduct an evaluation to determine

- eligibility. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.
- C. The school district has developed procedures consistent with the federal requirements to expedite evaluations.

TITLE I

The continuing objective of Title I services and programs is to assist eligible students in reaching high standards. This is a requirement of federal law and with the Massachusetts Education Reform Act.

Parents and guardians are welcome to participate in the many workshops and activities sponsored by Title I in the hope of building a strong family/school connection. This is an important component of Title I.

HEALTH AND WELLNESS

AIDS/HIV POLICY

Students with AIDS/HIV infection have the same right to attend classes or participate in school programs and activities as any other student.

Confidentiality: The student's parent(s)/guardian(s) are the gatekeepers of information relating to the student's AIDS/HIV status. The parent(s)/guardian(s) are not obliged to disclose this information to school personnel.

A student who is diagnosed with AIDS or presents evidence of being immunocompromised is at greater risk of contracting infections. This means there may be good reasons to inform the school nurse or school physician of a student's AIDS diagnosis or HIV infection status. This student's parent(s)/guardian(s) could benefit from information from the school nurse or school physician about the occurrence of threatening contagious diseases (such as chicken pox, influenza, etc.) when making a decision regarding school attendance. The school nurse or school physician may also be able to attend to the particular needs of HIV-infected students regarding immunization schedules and medications.

If the parent(s)/guardians(s) so choose to share information on a student's HIV/AIDS status, the following guidelines are recommended:

1. The student's parent(s)/guardian(s) may inform the school nurse or school physician directly.
2. Alternatively, the student's parent(s)/guardian(s) may request that their primary care physician make the disclosure. In this case, specific, informed consent of the student's parent(s)/guardian(s) is required.
3. Further disclosure of a student's HIV status by the school nurse or school physician to other personnel **requires** the specific, informed, written consent of the student's parent(s)/guardian(s).

Student Records

All students have an academic record that includes information not contained in the transcript but important to the educational process. The transcript contains the student's name, phone number, and birth date. It lists course titles, grades, grade level completed, and year of graduation. The temporary record consists of all information in the student record other than the transcript. Such information may include standardized test results, evaluations by teachers or other school staff, and other materials. Seniors receive and sign for this record just prior to graduation. Unclaimed records

must be destroyed seven years after the student graduates or leaves the school system. Transcripts are maintained for sixty (60) years.

Parents/guardians shall have access to their student's record. Upon reaching fourteen years of age, a student may inspect his/her student record. These records consist of the transcript and temporary file. The parent/eligible student may add information, comments, data, or other relevant written information to the student record. If a parent and/or eligible student wishes to amend his/her records in any way, he/she must submit the request to the principal. In the event that any decisions of the Principal or his designee is not satisfactory in the whole or in part, the student shall have the right to appeal to the Superintendent of Schools to have the decision changed.

With a few exceptions, no third party may inspect any records without the written authorization of the other two parties. These exceptions are set forth in a federal statute "FERPA", 20 USC §1232g and 34 CFR Part 99, and in Massachusetts regulations, 603 CMR 23.00. The Waltham Public Schools may provide access to authorized school personnel of a school to which a student seeks or intends to transfer provided the Waltham Public Schools gives notice to the student and his or her parents or legal guardian that it forwards student records to schools in which the student seeks or intends to enroll.

The request to see a record must be submitted to the Director of Student Support Services and access will be provided within ten (10) days after the initial request. After leaving school, or upon reaching age eighteen, a student may decide whether or not he/she wishes to continue to extend the right for his/her parents to inspect the records.

State law requires that non-custodial parents follow procedures set forth in Massachusetts General Law chapter 71, §34H and 603 CMR 23.07 (5). Non-custodial parents (those that do not have physical custody of their child) must submit a written request to the school principal annually in order to obtain a copy and/or access their child's record.

Medical guidelines regarding students who bleed uncontrollably in a school setting

A number of serious infectious diseases are spread by contact with human blood. Among these blood-borne infections are the Hepatitis B virus and HIV (the virus that causes AIDS). Consequently, students who bleed uncontrollably should not have routine contact with other individuals in school settings.

As a public health measure, students who exhibit the following conditions should be advised not to attend school until such time as these conditions are resolved:

1. If a student has a weeping or bloody skin or mouth sores that cannot be successfully covered or controlled with medications;
 2. If the student exhibits biting of a frequency or severity that would be accompanied by actual transfer of blood from the biter, as might happen from a student with chronically bloody gums or mouth;
 3. If the student exhibits bloody diarrhea.
- These conditions are grounds for the exclusion of any student from a school setting, regardless of whether he/she is known or suspected to harbor a blood-borne infection.

Universal Precautions

The Waltham Public Schools shall follow the ten most current recommendations from the Massachusetts Department of Public Health and the Centers for Disease Control (CDC). As prescribed by CDC guidelines, training about techniques for preventing the spread of infectious diseases shall be comprehensive and shall be provided for all staff annually.

Disposal of Blood/Body Fluids

Any spills of blood/body fluids must be cleaned using gloves as a barrier, and must always be followed by good hand washing. It is essential to disinfect any exposed surfaces such as floors and furniture. Mops should be rinsed in a bleach solution to be disinfected. Annual update of the guidelines should be made after reviewing the most current recommendations from the Massachusetts Board of Health and the CDC.

AIDS/HIV Prevention Education

AIDS/HIV prevention education is included in the comprehensive health education curriculum and is in alignment with the Massachusetts Curriculum Health Frameworks.

Adapted from AIDS/HIV Infection Policies for Early Childhood and School Settings, Massachusetts Department of Public Health (1993), and the Massachusetts Comprehensive School Health Manual (1995)

Adopted: January 1995
Amended: January 2002

Health Services

The Waltham Public Schools' Health Services Department School Nurses are Registered Nurses, certified by the Massachusetts Department of Elementary and Secondary Education, and have expertise in pediatrics, public health, and community health. The School Nurses work under the direction of the Director of Nursing, the building Principal and the district's Medical Director to deliver quality comprehensive health services to our students. *Please see the last page of this handbook for contact information for the School Nurses.*

The nurse will provide support for children who become sick during the day, who are injured at school and/or need medications administered while at school. The School Nurse is also available as a resource for students and families regarding a wide variety of chronic or acute medical and psychosocial needs. Please update the School Nurse if there are changes in your child's health throughout the school year.

Immunizations: Massachusetts General Law requires students be fully immunized to enroll in school. Students who do not have the required immunizations (except those with a valid exemption) will be excluded from school until they present their updated immunization record. When a case of vaccine-preventable disease emerges, those students who are not vaccinated (including those with medical or religious exemptions) will be excluded for the appropriate time periods as stated in the DPH regulations: Reportable Disease, Surveillance and Isolation and Quarantine Requirements (105 CMR 300.000). Immunization requirements are published annually by the MA Department of Public Health and may be found on the district's website, under Services for Students/ Health Services and Nursing.

Physical Exams: Massachusetts General Law requires periodic exams for all students within one year prior to entrance to school or within 30 days after entry, and at intervals of 3-4 years thereafter. It is recommended that this be completed by a MA primary care provider. A student transferring from another school district shall be examined as an entering student. It is encouraged that each time your child has a physical exam, a copy be submitted to your School Nurse so that the school health record remains current.

Waltham Public Schools requires that the student's parent/guardian submit written documentation of immunizations and physical exams at the intervals required by Massachusetts laws and regulations, or their child will be excluded from school until such documentation has been provided. Parents are responsible for providing a copy of the original exam and record of immunizations. Those families who are not in compliance with this procedure will be notified of the required documentation well in advance of the date of possible exclusion from school.

Screenings: Massachusetts General Law requires routine health screenings for all students. Waltham's schedule for these mandated screenings is as follows:

Screenings	Elementary	Middle	High School
Hearing	PreK-3	Grade 7	Grade 10
Vision	PreK-5	Grade 7	Grade 10
Height/Weight/BMI	Grades 1 & 4	Grade 7	Grade 10
Postural (Scoliosis)	Grade 5	Grades 6, 7 & 8	Grade 10
SBIRT* (Screening, Brief Intervention, & Referral to Treatment)		Grade 7	Grade 9

* A pupil's parent or guardian may opt out of the screening by written notification at any time prior to or during the screening.

Screenings are a tool used for referral for further care and should not be considered diagnostic. Parents/guardians will be notified of results that need further follow-up by the PCP (primary care provider) or specialist as allowed by law. All completed referral results must be returned to the School Nurse. BMI data is available by parent request to the nurse.

For a student to be excused from any screening, the parent/guardian must make a request in writing to the School Nurse annually. For postural screening exclusion requests, documentation of screening within the past year by a medical professional must also be provided.

Student Illnesses: The spread of germs is a reality in any group of young children. Please do not send your child to school when they are ill. Students should be fever free for 24 hours (without the use of fever-reducing medications such as Tylenol, Motrin, etc.) prior to returning to school. This applies even if the underlying cause is non-infectious, such as an ear infection or urinary tract infection. Children with a fever do not usually feel well enough to participate and attend school activities. Some guidelines to help you decide if your child should stay home are:

- Fever greater than 100 degrees F (orally).
- Earache with a high fever.
- Redness on the white part of the eye with colored drainage/pus in the morning.
- Persistent cough.
- Sore throat with high fever.
- Skin rash that is new and unusual.

Speak to your School Nurse directly with any questions or concerns. Students should not call their parents/guardians directly concerning illness and dismissal, but work with the School Nurse to contact the parent/guardian. Please note that a child who exhibits symptoms of illness (with or without a fever) may be sent home if the nurse feels that it is in the best interest of the child and/or the child's classmates.

Administration of Medication: All medications, both prescription and over the counter (OTC), require written permission from the parent/guardian and primary care provider each school year. **NO** medications can be given without signed permission. The Authorization for Administering Medication in School form is available from the School Nurse, and may be found on the WPS website under Health Services. The OTC form is on the reverse side of the Emergency Contact information sheet. Any other OTC medications require a physician's order.

All medications **MUST BE** in the original, pharmacy labeled container with a valid expiration date. Those medications to be given throughout the school year, such as a rescue inhaler, epinephrine or daily medications, require the Authorization for Administering Medication in School form to be completed each school year. All Medication Orders expire at the end of each school year. A 30-day supply of controlled substances is the maximum amount allowed to be held in the nursing office. All forms and valid medications must be provided the first day of school and picked up by parent/guardian the last day of school. Any medication that is not picked up will be destroyed.

Students may carry their own inhalers and emergency medications if the parent/guardian, School Nurse and Primary Care Provider feel they are safe and developmentally able. Please contact your School Nurse about this.

Life Threatening Allergies: Students with a diagnosed Life Threatening Allergy (LTA) must have a Physician's Order and Allergy Action Plan for the administration of epinephrine by an auto-injector. Parents/guardians must also sign the Authorization for Administering Medication in School form. Parents/guardians must send in the required valid medication, with the original pharmacy labeled box, at the beginning of each school year.

Volunteer staff are trained annually on the signs and symptoms of allergic reactions and how to give an epinephrine auto-injector to a student with a diagnosed LTA who is experiencing symptoms of anaphylaxis. School Nurses have stock epinephrine for those students, staff, or visitor who has an undiagnosed anaphylactic reaction. If epinephrine is given, 911 will be called and the student, staff or visitor will be transported to the local Emergency Room.

The Waltham Public School policy does not ban peanuts, nuts or other foods; however, we request that parents/guardians avoid sending foods that contain peanuts/nuts for the safety of all students. Depending on the severity of the allergy, individual classrooms may be peanut/nut free. If there is a student with a known peanut/nut allergy, the School Nurse will inform elementary parent/guardians and request that they avoid sending in peanut/nut products for snack. Parents should inform bus drivers of any LTA or medical condition that may warrant attention during transport.

Students with potentially life threatening allergies should carry an epinephrine auto-injector in their backpack for quick access when away from the school supply. The medication should be stored in the front zipper section of the backpack. The epinephrine auto-injector must have the original pharmacy label on it for student safety and for emergency administration. All students with a LTA must have an Individual Health Care Plan and an Emergency Action Plan that is developed by the parents/guardians, school nurse, student and Primary Care Provider. The plans must be

reviewed and updated at least yearly. Some students with LTA may be evaluated for eligibility for a Section 504 plan.

Environmental Allergies: WPS will reasonably accommodate students with seasonal and environmental allergies. Parents/guardians should speak directly with their School Nurse to develop an Individual Health Care Plan to provide for the student's safety and comfort.

Health Records: All students will have a Massachusetts School Health Record. The Department of Education considers these records to be temporary and will be destroyed seven years after a student graduates or leaves the school system if they have not been previously delivered to the student or parent on the student's last day of school.

Doctor's Notes: A note/order from the Primary Care Provider must be given to the School Nurse/Front Office when a student:

- Has been absent for more than three days due to illness.
- Needs to be excused from physical education and/or recess.
- Requires the use of crutches, wheelchair or elevator.
- Requires transportation or handicap accessibility.
- Requires home tutoring.
- Requires daily administration of medication.

TUTORING - For Students Unable to Attend School for Medical Reasons

Guidelines for Accessing Home/Hospital Services Parents/Students (Updated 9/2018)

What is Home/Hospital Education?

A: Home/hospital services are temporary educational services for students physically unable to attend school. Tutoring services are intended to be short term and cannot replace or duplicate school based instruction. Home/Hospital instruction is not a remediation program or a home school alternative. The goal is to keep students current with classroom instruction and facilitate a return to school when appropriate.

Who is eligible?

A: A student with a documented medical problem enrolled in a Waltham public school, local charter school, or any other approved placement such as a special education collaborative or approved special education school. All medical information is verified before the service is approved. Suspended or excluded students and students waiting placement in another educational program may also be eligible. Pregnant students are eligible for six (6) weeks post-partum of home instruction after the delivery date.

How do I request services?

A: If your child is unable to attend school for a medical reason, you should contact the school nurse. The guidance counselor, principal or classroom teacher may also be able to help direct you. The parent is responsible for obtaining the form from the school, then having the student's physician complete and submit it to the school nurse. The form is the *Physician's Affirmation of Need for Temporary Home or Hospital Education for Medically Necessary Reasons* and can be found at:

https://www.marbleheadschoools.org/sites/marbleheadmaps/files/uploads/physicianstatement_home_hospital_placement_0.pdf

Where does tutoring take place?

A: Tutoring takes place in a location such as a library or site deemed accessible and safe by the family, teacher and Department of Special Education. Instruction in the home is determined on a case by case basis depending on the medical needs of the student and the availability of service providers. The district reserves the right to reassign the location when the conditions of the home preclude his/her benefit from instruction.

Must a parent/guardian or responsible adult be present?

A: Yes, a parent/guardian or responsible adult over 18 years of age must be present regardless of the location.

Who provides the instruction and material?

A: Instruction is provided by a teacher licensed in a curriculum area. Although the teacher often provides support in more than one subject area, he/she is not required to be licensed in all areas. Teaching materials are provided by the student's classroom teacher and follows the curriculum provided in the classroom.

Will a high school student receive grades and credit?

A: It depends. Since grades are given, it depends on the quality and amount of work completed as well as test scores and grades earned for any assigned project. School administrators along with the teachers make the final decision.

What is the schedule?

A: Instruction is scheduled at a mutually convenient time for the teacher, student and parent. Since the tutors tend to be teachers from Waltham schools, instruction is often scheduled later in the day. Tutors follow the school calendar, so there is no service during school vacations, holidays or summer vacation.

How much time each week is provided?

A: The amount of time is determined by the school, but typically it is 4 hours per week. Instruction focuses on the priority needs of the student and is not intended to duplicate all services or hours that would be available in the school setting. This is especially important to remember if your student is on an IEP.

What is expected of parents?

A: Since only a portion of the student's studies are completed under the supervision of the tutor, the parent/ guardian is responsible for supervising independent work. So, make every effort to see that homework assignments are completed. Make sure the student attends, is on time and ready for the teacher. If instruction takes place in the home, provide an uninterrupted, quiet, clean, properly lighted, consistent space. The space must be smoke free. Ensure that pets are confined prior to the arrival of the teacher. Make sure that the student has pens, pencil and a place to store books and materials.

Who do I call if there is a problem?

A: If there is any problem or concerns with instruction, contact a Home/Hospital Liaison: Assistant Director of Special Education, Elementary (PK-5 students) at 781-314-5587 or Assistant Director of Special Education, Secondary (6 – 12 students) at 781-314-5429 between the hours of 8:00 AM and 3:30 PM.

What if I need to cancel?

A: Please notify the teacher at least 24 hours before the session to be cancelled. If you need to cancel at the last minute, and it is before the Special Education Office closes please call the Home/Hospital Liaison (Assistant Director of Special Education, Elementary for Grade PK-5 students at 781-314-5587 or Assistant Director of Special Education, Secondary for Grade 6 – 12 students at 781-314-5429) who will contact the tutor. Failure to attend sessions and/or frequent cancellation might result in suspension of services.

IMPORTANT POLICIES AND PROCEDURES

ABUSE/NEGLECT REFERRALS

Employee Responsibility

According to MGL c.119, § 51A all WPS employees are mandated reporters. Massachusetts law requires mandated reporters to immediately make an oral report to the Department of Children and Families when, in their professional capacity, they have reasonable cause to believe that a child under the age of 18 years is suffering from abuse, neglect or injury.

A copy of the law relating to child abuse (Chapter 119, §51A) is available in the principal's office.

Attendance Department

The completed Form 51A will be delivered by the Supervisor of Attendance to the Department of Children and Families. A copy of the form will be sent to the physician in charge of medical service in the schools.

Protective Service Investigation and Decision Making

The Department of Children and Families investigates the situation through a home visit, interview with parents, and discussions with others involved in the case. They make the actual decision regarding the existence of the child neglect and/or abuse.

Follow-up Services

Treatment, not punishment, is the goal. Depending on the parent's involvement and the nature of the individual situation, several different agencies and school staff members could be involved in helping the family.

ATTENDANCE

The Waltham School Committee believes that school attendance greatly influences student success in school. The importance of punctuality is also essential to a child's development of responsibility. We ask that parents help instill this value in their child by helping him/her to be punctual for school. The School Committee strongly urges parents of students not to schedule vacations or family business during periods of time when students are in school. Long-term absences are disruptive to the teaching/learning process. It is now essential that no student miss school when it can be avoided. It is the responsibility of both parents and school personnel to communicate with each other about a child's absence from school.

- Teachers will take daily attendance and maintain attendance records.
- Parents/guardians will be notified if a student has missed 5 or more school days unexcused in a school year.
- Parents/guardians will be notified of a student absence if the school has not received notification of the absence from the parent/guardian within three days of the absence.

- Upon reaching the fifth absence in a school year, parents/guardians will be notified. Students will be required to develop an action plan for student's attendance with the Principal or designee, Guidance Counselor and their parents/guardians. The principal or designee, or Guidance Counselor shall make a reasonable effort to meet with the parent or guardian of a student who has 5 or more unexcused absences.
- Excused absences include:
 - Student illness with a doctor's note
 - Student medical appointment with a doctor's note
 - Observance of Religious holiday
 - Student attends a funeral
 - Authorized school field trip
 - Student is required to appear in court

In accordance with Massachusetts General Laws (MGL), Chapter 76, section 1, it is unlawful for a parent/guardian to absent a child between the ages of 6 and 16 for more than 6 days in a six-month period, and it is unlawful for anyone to induce a minor to absent him/herself from school. Such incidents will be reported by the principal to the attendance officer who will take appropriate action. In cases of truancy, excessive absences and/or continued tardiness, the attendance officer will seek to help the family reverse this pattern. Under Chapter 119, section 51A of the MGL, if a child is not attending school on a regular basis, a report can be filed on behalf of a child under the age of sixteen for educational neglect, and the court will be asked to intervene if necessary. In the event of chronic absences or long-term illness, documentation from a physician may be requested.

Teachers at all grade levels are not responsible for preparing long-term work or assignments prior to students leaving for a vacation trip. If a family vacation or family business causes a student to miss school, teachers are also under no obligation upon the student's return to prepare or assess missed work. In such cases of avoidable absences from school, students are not relieved of their responsibility to keep up with the material covered while they were missing school. The loss of real-time instruction with teacher and classmates cannot be replicated and may impair the absent student's academic progress. Therefore, parents and/or guardians and students should make every effort to prevent any and all intentional absences from school.

At the Elementary level, at the discretion of the Principal, excessive unexcused absences will prompt a review panel to discuss the student's promotion to the next grade.

In the event that a student does not report to school for more than fifteen (15) consecutive days, and the principal has inquired about the student and determined that the student is no longer residing in Waltham, the student may be removed from the school register. Should a parent/guardian wish to re-enroll his or her child, the parent/guardian will need to contact the Parent Information Center. Readmission to the school system will require proof of residency, proof of physical/medical examination, immunization records, birth certificate, proof of legal guardianship and tuberculosis testing may be required.

No person shall be excluded from or discriminated against in admission to a public school, 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, in accordance with Chapter 76, Section 5 of the General Laws of Massachusetts. Students have the right to attend the public schools of the community where they actually reside. No school committee is required to enroll a non-resident unless said enrollment is authorized by law or by the school committee.

Anyone who violates or assists in the violation of this provision may be required to remit full restitution to the community of the improperly-attended public schools.

BULLYING POLICY

The Waltham Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying or cyber-bullying. This plan applies to students and members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus driver, athletic coaches, advisors to an extracurricular activity and paraprofessionals.

“Bullying” is the repeated use by one or more students *or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional*, of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

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

“Cyber-bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writings, 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 the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

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

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

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

Bullying is prohibited:

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

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Waltham Public School district if the act or acts in question:

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

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

Perpetrator – a student or member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying, cyber-bullying, or retaliation.

As stated in MGL c. 71, §370, nothing in this policy requires the Waltham Public Schools to staff any non-school related activities, functions, or programs.

Additional information regarding the District's prevention plan, as well as reporting forms, may be found on the Waltham Public Schools website: <http://www.walthampublicschools.org/index.cfm/>

Adopted: April 2004
Amended: December 2010

Amended: June 2014

CRIMINAL OFFENDER RECORDS INFORMATION CHECKS POLICY

Agencies such as the Waltham Public Schools which provide educational, athletic or similar instructional training may receive criminal offender record information (hereinafter, "CORI") pertaining to conviction and pending criminal case data for the purpose of screening current or otherwise qualified prospective employees and other individuals who have the potential for direct and unmonitored access to children. The purpose of CORI checks is to ensure the protection of our students. In accordance with Mass. G.L. c. 71, Section 38R and Mass. G.L. c. 6, Section 172I, CORI checks of all current and prospective employees; volunteers; those who regularly provide school related transportation services to students; any subcontractor or laborer commissioned by the School Committee to perform work on school grounds; employees of taxicab companies that have contracted to provide transportation of pupils pursuant to section 7A of Mass. G. L. c. 71; and any other individuals who may have direct and unmonitored contact with children (hereinafter, collectively referred to as "applicant(s)" or "individuals") will be performed by the Waltham Public Schools (hereinafter, the "District") in accordance with the following practices and procedures:

- I. CORI checks will only be conducted as authorized by the MA Department of Criminal Justice Information Services (hereinafter, the "DCJIS"). If requested, the employee, applicant, volunteer, transportation provider, or other person on whom the CORI check is being conducted will be provided with a copy of the CORI policy.
- II. Individuals for whom CORI checks will be sought shall be notified in writing and asked to sign a Request Form each time such a CORI check is to be conducted. Such individuals shall also be required to verify identity through government issued photographic identification. If no such government issued form of photographic identification is available, verification of the information on the CORI Request Form shall be accomplished through the use of either a birth certificate or social security card. If the subject of the CORI request is not available to appear in person for verification prior to submission of the CORI Request Form, the District shall take the necessary steps to verify identification in person prior to or simultaneously with the applicant beginning or receiving any employment. In appropriate cases, the District will submit an ID Theft Index PIN Number with the CORI Request Form. The CORI checks shall be repeated for each individual no less than every three (3) years.
- III. An informed review of a criminal record requires adequate training. Accordingly, all personnel authorized to review CORI in the decision-making process will be thoroughly familiar with the educational materials made available by the DCJIS. Upon initial and renewal CORI certification, such authorized personnel shall attend CORI training as a condition of certification.
- IV. CORI records will be kept in a secure location, separate from personnel records or files maintained by the School District, for no more than three (3) years. Upon receipt of updated CORI records regarding an individual, older CORI records relating to that individual shall be destroyed. Access to CORI information shall be limited to those employees designated by the Superintendent and who have filed an Individual Agreement of Non-Disclosure and Statement of CORI Certification Compliance with the DCJIS.
- V. CORI information shall be handled with the utmost confidentiality and there shall be no unauthorized dissemination of the information. CORI information is not subject to the public records law and may not be disseminated to unauthorized persons or for any purpose other than to further the protection of children. CORI information may be shared with the individual to whom it pertains. In addition to providing a copy of the CORI results to the subject of the inquiry, the District shall also provide the subject of the CORI request with copies of the DCJIS' *Information Concerning the Process for Correcting a Criminal Record* and the DCJIS' *Information on How to Establish Yourself as a Victim of Identity Theft for CORI Purposes*.
- VI. The Superintendent or his designee will be responsible for determining whether or not a specific staff or volunteer position entails direct and unmonitored contact with children. However, since direct and unmonitored access may occur in many school

settings, any and all individuals may be subjected to CORI checks in accordance with this policy.

- VII. Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on CORI checks will be made consistent with this policy and any applicable law or regulations.
- VIII. If a criminal record is received from DCJIS, the authorized individual will closely compare the record provided by DCJIS with the information on the CORI request form and any other identifying information provided by the applicant, to ensure the record relates to the applicant.
- IX. If the Waltham Public Schools is inclined to make an adverse decision based on the results of the CORI check, the applicant will be notified immediately. The applicant shall be provided with a copy of the criminal record and the organization's CORI policy, advised of the part(s) of the record that make the individual unsuitable for the position or license, and given an opportunity to dispute the accuracy and relevance of the CORI record.
- X. Applicants challenging the accuracy of the record shall be provided a copy of DCJIS' Information Concerning the Process in Correcting a Criminal Record. If the CORI record provided does not exactly match the identification information provided by the applicant, the Waltham Public Schools will make a determination based on a comparison of the CORI record and documents provided by the applicant. The Waltham Public Schools may contact DCJIS and request a detailed search consistent with DCJIS policy.
- XI. If the Waltham Public Schools reasonably believes the record belongs to the applicant and is accurate, based on the information provided in section VIII of this policy, then the determination of suitability for the position will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to the following:
 - a. Relevance of the crime to the position sought;
 - b. The nature of the work to be performed;
 - c. Time since the conviction;
 - d. Age of the candidate at the time of the offense;
 - e. Seriousness and specific circumstances of the offense;
 - f. The number of offenses;
 - g. Whether the applicant has pending charges;
 - h. Any relevant evidence of rehabilitation or lack thereof;
 - i. Any other relevant information, including information submitted by the candidate or requested by the hiring authority.

The District may also take into account unique factors such as the school environment, the student population, health and safety needs, and other relevant district policies and procedures when it makes decisions based on CORI.

- XII. The Waltham Public Schools will notify the applicant of the decision and the basis of the decision in a timely manner.
- XIII. In the event that an employee refuses to sign the required CORI Request Form, disciplinary action in accordance with due process shall follow. All collective bargaining units will be informed of this requirement. In addition, job applications will contain the CORI requirement. Any applicant or potential volunteer whose position may involve direct and unmonitored contact with children who refuses to sign a CORI request form shall be deemed ineligible for employment or to perform volunteer services. Job applications and volunteer forms will contain this requirement.

Adopted: June 2003 Amended: May 2009 Amended: May 2012

DRUGS and ALCOHOL

When a student **voluntarily** confides a drug or alcohol problem to a teacher or staff member:

- * The teacher or staff member should refer the student to designated school personnel. Community programs should be identified. Students should be encouraged to confide in parents and receive counseling.
- * No police involvement is indicated.
- * The teacher should advise the student that there is no confidentiality protection under the law.

When a student is **suspected** of being under the influence of drugs or alcohol but no contraband is found:

- * Ideally, parents should be notified by the principal and medical evaluation is advisable if possible. The student should be sent home under parent supervision. The principal, student, parent, and nurse should meet the next day to determine the facts and develop treatment options if necessary.
- * There is no formal police involvement required under the law for such situations. However, an informal notification process should be established between the school and the police as part of the school drug policy.
- * Programs available to help the student and families should be identified, and the school should arrange for follow-up.

When a student is **found, or admits** to being under the influence of drugs or alcohol, and no contraband is found:

- * The same procedure as is listed above for students **suspected** should be followed.
- * School discipline consistent with the code of conduct should be imposed and, if the student and/or parent(s) fail to cooperate, A CHINS or Care and Protection complaint should be filed by the school.
- * School discipline involving removal from the classroom and, if possible, in-school suspension may be indicated.

FINGERPRINTING

In January 2013 Massachusetts signed into law Chapter 77 of the Acts of 2013, "An Act Relative to Background Checks." This law expands on what we as public schools already do with Criminal Offender Record Information (CORI) checks. Specifically, it requires a fingerprint-based state and national criminal record check for all school employees. The State Applicant Fingerprint Identification System (SAFIS) Morpho Trust USA IdentGo has been created for this purpose. There are several locations throughout the state.

Parents/guardians who have direct and unmonitored contact with students, including those **who intend to chaperone day or overnight field trips are required to be fingerprinted.** To register go online at <http://www.identogo.com/FP/Massachusetts.aspx> , select Online Scheduling or register by phone at (866) 349-8130. There is a fee of \$35.00 for fingerprinting. You will be required to provide **Waltham Public Schools ESE Organization Code: 03080000**

GIFTS-ETHICS COMMISSION-MA GENERAL LAWS

Chapter 268A: Section 3. Gifts, offers or promises for acts performed or to be performed; corruption of witnesses; solicitation of gifts; witness fees; regulations

Section 3. (a) Whoever knowingly, otherwise than as provided by law for the proper discharge of official duty, directly or indirectly, gives, offers or promises anything of substantial value to any present or former state, county or municipal employee or to any member of the judiciary, or to any person selected to be such an employee or member of the judiciary: (i) for or because of any official act performed or to be performed by such an employee or member of the judiciary or person selected to be such an employee or member of the judiciary; or (ii) to influence, or attempt to influence, an official action of the state, county or municipal employee or to any member of the judiciary; or

(b) Whoever knowingly, being a present or former state, county or municipal employee or member of the judiciary, or person selected to be such an employee or member of the judiciary, otherwise than as provided by law for the proper discharge of official duty, directly or indirectly, asks, demands, exacts, solicits, seeks, accepts, receives or agrees to receive anything of substantial value: (i) for himself for or because of any official act or act within his official responsibility performed or to be performed by him; or (ii) to influence, or attempt to influence, him in an official act taken; or

(c) Whoever knowingly, directly or indirectly, gives, offers or promises anything of substantial value to any person, for or because of testimony under oath or affirmation given or to be given by such person or any other person as a witness upon a trial, hearing or other proceeding, before any court, any committee of either house or both houses of the general court, or any agency, commission or officer authorized by the laws of the commonwealth to hear evidence or take testimony or for or because of his absence therefrom; or

(d) Whoever knowingly, directly or indirectly, asks, demands, exacts, solicits, seeks, accepts, receives or agrees to receive anything of substantial value for himself for or because of the testimony under oath or affirmation given or to be given by him or any other person as a witness upon any such trial, hearing or other proceeding, or for or because of his absence therefrom; shall be punished by a fine of not more than \$50,000, or by imprisonment in the state prison for not more than 5 years, or in a jail or house of correction for not more than 2 1/2 years, or both.

(e) Clauses (c) and (d) shall not prohibit the payment or receipt of witness fees provided by law or the payment by the party upon whose behalf a witness is called and receipt by a witness of the reasonable cost of travel and subsistence incurred and the reasonable value of time lost in attendance at any such trial, hearing or proceeding, or, in the case of expert witnesses, involving

a technical or professional opinion, a reasonable fee for time spent in the preparation of such opinion, in appearing or testifying.

(f) The state ethics commission shall adopt regulations: (i) defining "substantial value," ; provided, however, that "substantial value" shall not be less than \$50; (ii) establishing exclusions for ceremonial gifts; (iii) establishing exclusions for gifts given solely because of family or friendship; and (iv) establishing additional exclusions for other situations that do not present a genuine risk of a conflict or the appearance of a conflict of interest.

HAZING

The crime of hazing is governed by Chapter 269, Section 17 of the General Laws of Massachusetts. Hazing shall mean any conduct or method of initiation into any student organization, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which subjects such student or other person to extreme mental stress, including deprivation of sleep or rest or extended isolation, which is likely to adversely affect the physical health or safety of any such student or other person. Consent shall not be available as a defense to any prosecution under this action. Organizers and/or participants in the crime of hazing shall be punished by a fine of not more than \$3,000 or by imprisonment in a house of correction for not more than one year, or both.

In accordance with Chapter 269, Section 18 of the General Laws of Massachusetts, failure to report one's knowledge that another person is the victim of hazing by someone who is at the scene of the crime, to the extent that such person can do so without danger or peril to himself/herself or others shall be punished by a fine of not more than \$1,000.

HOMELESS STUDENT EDUCATION

The Waltham Public Schools adhere to the requirements of the McKinney-Vento Homeless Education Act and other relevant statutes and regulations governing the education of homeless students.

The Waltham Public Schools will immediately enroll homeless students in school, even if he/she is unable to produce records usually required for enrollment, such as previous academic records, medical records, or proof of residency.

- homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing;
- students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing;
- Homeless Education Liaisons must assist students who arrive without records by contacting the previously attended school system to obtain the required records.
- School enrollments and offerings will ensure that the homeless students are neither isolated nor stigmatized. They will not be segregated in a separate program within a school.
- Homeless students are entitled to full participation in all school sponsored events and programs.
- Homeless students will be enrolled immediately in the free lunch program (and breakfast if offered)

If a dispute arises over school selection or enrollment, the Waltham Public Schools will immediately enroll the homeless student in the school in which enrollment is sought – pending resolution of the dispute – and shall provide the parent, guardian or unaccompanied youth with both a written statement of the school placement decision and a notice of the right to appeal the decision. The Waltham Public Schools shall refer the unaccompanied youth, parent or guardian to the Homeless Education Liaison, who will expeditiously carry out the dispute resolution process. The final decision in such a situation resides with Massachusetts Commissioner of Education.

The Waltham Public Schools shall ensure that transportation is provided, at the request of the parent, guardian or unaccompanied youth, to and from the school of origin, a one hour guideline will be followed. Transportation may include:

- if the homeless student continues to live in the area served by the district in which the school of origin is located, that district must provide or arrange transportation;
- if the homeless student moves to an area served by another district, though continuing his or her education at the school of origin, the district of origin and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin; and
- if the districts cannot agree upon such a method, the responsibility and costs must be shared equally.

NON-DISCRIMINATION POLICY

Equal Education Opportunity Law

In accordance with Massachusetts General Law Chapter 76, section 5, and 603 CMR 26.00, the Waltham Public Schools does not tolerate harassment nor discrimination including that based upon race, color, sex, religion, gender identity, national origin or sexual orientation. Complaints alleging discrimination or harassment may be made in accordance with the following Discrimination/Harassment Complaint Procedure.

Discrimination/Harassment Complaint Procedure

I. WHERE TO FILE A COMPLAINT

Any student or employee or third party who believes that the Waltham Public Schools, or a member of the school community, has discriminated against or harassed them because of their race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaint with the Office of the Superintendent, or his/her designee, who will serve as the grievance officer in such matters.

II. CONTENTS OF COMPLAINTS AND TIMELINES FOR FILING

Complaints under this procedure must be filed within twenty (20) days of the alleged discrimination or harassment. The complaint must be in writing. The complainant may select another person to help with the filing of the complaint. The written complaint should include the following information:

1. The name and grade level (or address and telephone number if not a student or employee) of the complainant;
2. The name (or address and telephone number if not a student or employee) of the complainant's representative, if any;
3. The name of the person(s) alleged to have committed or caused the discriminatory or harassing action, or event (respondent);
4. A description, in as much detail as possible, of the alleged discrimination or harassment;
5. The date(s), time, and location of the alleged discrimination or harassment;

6. The name of all persons who have knowledge about the alleged discrimination or harassment (witness) as can be reasonably determined; and
7. A description, in as much detail as possible, of how the complainant wishes to see the matter resolved.

III. INVESTIGATIONS AND RESOLUTION OF THE COMPLAINT

Complaints will be investigated promptly and resolved as quickly as possible. (Any person who alleges discrimination on the basis of a disability relative to the identification, evaluation, or educational placement of a person, who becomes of a disability or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, Massachusetts General Law chapter 71B, and/or the Individuals with Disabilities Education Act, may use the procedure outlined in the Massachusetts Department of Education's Parents' Rights Brochure, rather than this procedure. Information on this alternative process may be obtained from the Director of Student Services for the Waltham Public Schools.) Respondents will be informed of the charges as soon as the grievance officer deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated. The grievance officer will interview witnesses who are deemed to be necessary and appropriate to determine the facts relevant to the complaint, and will gather other pertinent information. Interviews of students will be conducted in such a way as to reflect the age and emotional condition of the student. The Complainant shall have the opportunity to present witnesses and other evidence. Such interviews and gathering of information will be completed within fifteen (15) school days of the receipt of the complaint.

Within twenty (20) school days of receiving the complaint, the grievance officer will meet with the complainant and/or his/her representative to review information gathered and, if appropriate, to propose a resolution designed to stop the discrimination or harassment, prevent its recurrence and to correct its effect.

Within ten (10) school days of the meeting with the complainant and/or representative, the grievance officer will provide written disposition of the complaint to the complainant and/or his/her representative and to the respondent(s). Where the grievance officer finds that discrimination has occurred, Waltham Public Schools will take steps that are reasonably calculated to end discrimination that has been found; prevent recurrence of any discrimination, and correct its discriminatory effects on the complainant and others, if appropriate. Where the grievance officer finds that there has been on-going discrimination or retaliation, Waltham Public Schools will determine whether additional supportive measures are needed, and so advise the complainant.

Notwithstanding the above, it is understood that in the event a resolution contemplated by the grievance officer involves disciplinary action against an individual, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (e.g., a directive to "stay away" from the complainant, as might occur as a result of a complaint of harassment). Any disciplinary action imposed upon an individual will be subject to applicable procedural requirements. All the timelines indicated above will be implemented as specified, unless the nature of the investigation or exigent circumstances prevent such implementation in which case the matter will be completed as quickly as practicable. If the timelines specified above are not met, the reason(s) for not meeting them must be clearly documented. In addition, it should be noted that in the event the respondent is subject to a collective bargaining agreement which sets forth a specific timeline for notice and/or investigation, such timelines will be followed.

Confidentiality of complainants/respondents and witnesses will be maintained, to the extent consistent with the obligations of the Waltham Public Schools relating to the investigation of complaints and the due process rights of individuals affected.

IV. RETALIATION PROHIBITED

Retaliation against someone because he/she has filed a complaint under this procedure is strictly forbidden. Retaliation against someone who has participated in an investigation is strictly prohibited. Waltham Public Schools will take appropriate steps as necessary to prevent retaliation. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

Upon request, the grievance officer will provide the complainant with the names and addresses of those state and federal agencies which handle discrimination and harassment matters.

NON-DISCRIMINATION ON THE BASIS OF DISABILITY

Americans with Disabilities Act

Title II of the Americans with Disabilities Act of 1992, as well as Section 504 of the Rehabilitation Act of 1973, prohibit discrimination on the basis of disability. The ADA requires public schools districts to provide reasonable accommodations to persons with disabilities and imposes accessibility requirements at school facilities. The district/school shall make reasonable accommodations when necessary to avoid discrimination on the basis of disability, unless the district/school can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

A detailed explanation of the rights of individuals with disabilities under Federal Law has been given to each department and each house office. These rights are also available in our school medical department as well as our Student Support Services department.

Complaints alleging discrimination or harassment may be made in accordance with the Discrimination/Harassment Complaint Procedure described above

Section 504 of the Rehabilitation Act of 1973

Section 504 is a federal statute that prohibits discrimination based upon a disability. It provides that no qualified individual with a disability shall, solely by reason of his or her disability, be excluded from participation or denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance. The statute covers students who have a mental or physical impairment which substantially limits major life activity, has a record of such impairment or is regarded as having such an impairment.

Each school has a Section 504 team, under the direction of the principal, which meets to discuss needs of individuals referred for Section 504 consideration. Please contact your principal for more information. A 504 referral form may be secured by contacting any of the following individuals: classroom teacher, guidance counselor, SAC counselor, nurse, or administrator. Upon receipt of the referral, the principal will appoint a team of individuals knowledgeable about the student who will determine eligibility. If so indicated, the team will submit a written plan as needed. This process will be completed in a timely manner.

Complaints alleging discrimination or harassment may be made in accordance with the Discrimination/Harassment Complaint Procedure described above.

The Waltham Public Schools' 504 Coordinator is George Frost, Administrator of Human Resources, or his/her designee at 781-314-5406.

Any person who alleges discrimination on the basis of a disability relative to the identification, evaluation, or educational placement of a person, who becomes of a disability or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, Massachusetts General Law chapter 71B, and/or the Individuals with Disabilities Education Act, may use the procedure outlined in the Massachusetts Department of Education's Parents' Rights Brochure, rather than this procedure. Information on this alternative process may be obtained from the Director of Student Services for the Waltham Public Schools.

NON-DISCRIMINATION ON THE BASIS OF SEX

The Waltham Public Schools does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of sex in accordance with Title IX of the Education Amendments of 1972, and Massachusetts General Laws chapter 76, section 5.

Complaints alleging discrimination or harassment may be made in accordance with the Discrimination/Harassment Complaint Procedure described above.

The Waltham Public Schools' Title IX Coordinator is George Frost, Administrator of Human Resources, or his/her designee at 781-314-5406.

PROMOTION GUIDELINES

School personnel and parents must carefully consider the academic, social, and emotional readiness of children in all grade levels before making decisions regarding promotion. The policy of the Waltham School Committee is to provide opportunities for each student to develop his/her potential to the utmost.

Whenever a child experiences academic difficulties, parents, school staff, appropriate support staff, and administrators will meet to discuss the problem and make recommendations relating to the child's school program. As the year progresses, the team will monitor the child's school progress, and if the question of promotion needs to be considered, the team will reconvene.

Decisions regarding non-promotion will be made on a case by case basis with the awareness that investing another year may offer the child the opportunity to maximize his/her potential.

The final team decision, always in the best interest of the child, may be made by considering the following information: formal and informal classroom teacher assessment, academic progress, and parent and teacher input.

SAFE SCHOOL ENVIRONMENT

PHYSICAL RESTRAINT PREVENTION AND BEHAVIOR SUPPORT POLICY AND PROCEDURES

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

I. GENERAL INFORMATION (46.01)

Waltham Public Schools shall abide by the provisions of 603 CMR [46.00](#), which regulates the use of physical restraint on students in publicly funded elementary and secondary education programs. Waltham Public Schools has developed restraint prevention and behavior support procedures, in compliance with 603 CMR 46.04, which shall be annually reviewed, provided to school staff, and made available to parents.

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

1. To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
2. To prevent or minimize any harm to the student as a result of the use of physical restraint.

603 C.M.R. [46.01](#)(3)(a) & (b).

Further nothing in 603 C.M.R. [46.00](#), Waltham Public Schools Physical Restraint Policy and/or Administrative Procedures and Guidelines shall be construed to limit the protection afforded to publicly funded students under other federal and state laws, including those laws that provide for the rights of students who have been found eligible to receive special education services. Additionally, nothing in 603 C.M.R. [46.00](#), Waltham Public Schools Policy and/or Administrative Procedures and Guidelines precludes any teacher, employee or agent of a public education program from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm. 603C.M.R. [46.01](#)(4).

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

II. DEFINITIONS (46.02)

As used in 603 CMR 46.00, the following terms shall have the following meanings:

Commissioner shall mean the commissioner of the Department of Elementary and Secondary Education appointed in accordance with G.L. c.15, §1F, or his or her designee.

Consent shall mean agreement by a parent who has been fully informed of all information relevant to the activity for which agreement is sought, in his or her native language or other mode of communication, that the parent understands and agrees in writing to carrying out of the activity, and understands that the agreement is voluntary and may be revoked at any time. The agreement describes the activity and lists the records (if any) which will be released and to whom. In seeking parental consent, a public education program shall not condition admission or continued enrollment upon agreement to the proposed use of any restraint.

Department shall mean the Department of Elementary and Secondary Education.

Mechanical restraint shall mean the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a

moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

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

Parent shall mean a student's father, mother, or legal guardian or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.

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

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

Principal shall mean the instructional leader or headmaster of a public education school program or his or her designee. The board of directors of a charter school or virtual school, or special education school or program approved under 603 CMR 28.09, shall designate in the restraint prevention and behavior support policy who will serve as principal for purposes of 603 CMR 46.00.

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

Public education programs shall mean public schools, including charter schools, virtual schools, collaborative education programs, and the school day of special education schools approved under 603 CMR 28.09, as provided in 603 CMR 18.05(5)(h), and school events and activities sponsored by such programs. The term "programs" may be used in 603 CMR 46.00 to refer to "public education programs." For purposes of 603 CMR 46.00, public education programs shall not include the educational services provided within Department of Youth Services, Department of Mental Health, Department of Public Health, and County Houses of Correction operated or contracted facilities.

School Working Day shall mean a day or partial day that students are in attendance at the public education program for instructional purposes.

Seclusion shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02.

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

III. USE OF RESTRAINT (46.03)

A. In all buildings/programs of the Waltham Public Schools:

1. Mechanical restraint, medication restraint, and seclusion are prohibited;
2. Prone restraint is prohibited;
3. Physical restraint shall be considered an emergency procedure of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and

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

4. All physical restraints are administered in compliance with 603 CMR 46.05.
- B. In all buildings/programs of the Waltham Public Schools, physical restraint is not used:
1. As a means of discipline or punishment;
 2. When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
 3. As a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
 4. As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.
- C. Physical restraint in the Waltham Public Schools shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.
- D. Nothing in these regulations prohibits:
1. The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
 2. Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or
 3. The exercise of an individual's responsibilities as a mandated reporter pursuant to G.L. c. 119, § 51A. 603 CMR 46.00 shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

IV. USE OF RESTRAINT (46.04)

A. Proactive Measures

Physical Restraint is only used as a last resort and in the event that a student is presenting behaviors that put him/her/themselves or others at imminent, serious physical harm.

The most important work is done prior to the display of risk behaviors.

The Waltham Public Schools offers opportunities for professional development that is focused on identifying and preventing student violence, self-injurious behavior and suicide, including individual behavior crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

There are a wide range of support services for students, families and teachers. These services are provided by guidance counselors, school adjustment counselors, school psychologists, school nurses and board certified behavior analysts/licensed applied

behavior analysts. Each school utilizes these educators to address the needs of students whose behavior and health may interfere with learning. In addition, occupational therapists, physical therapists, speech and language therapists and special educators provide educator consultation, classroom observation of students, and informal screening for students. Special education teachers also provide counsel and advice to teachers who are making curricular accommodations and modifications to meet student needs.

Student Teacher Assistance Teams (STAT) provide opportunities for teachers to come together to seek advice and support from their colleagues. These teams are made up of teachers, administrators, school counselors and or school psychologists, and special education staff who work with the student's teacher to review the learning needs of the student and work as a team to develop and implement supportive interventions that reviewed on a regular basis.

There are many potential behavioral and social emotional interventions that can be used as interventions. They can include making changes to the classroom environment, using classroom or individual behavior management plans, providing specialized counseling groups, observing the student in different settings throughout the school day, providing regular movement breaks, and accessing a social skills group.

Other options, though not an exhaustive list, can be found at:

- <https://www.pbisworld.com/>
- <https://www.interventioncentral.org/behavioral-interventions/challenging-students/teacher-behavioral-strategies-menu>
- <https://www.pacer.org/parent/php/php-c215b.pdf>

Each school has a Crisis Team who work together to respond to crisis situations. Staff are trained in Crisis Prevention Intervention or CALM (for students in our Autism program).

The district has a Safety/Risk Assessment Protocol that spells out steps to take in situations where students are exhibiting risk behaviors such as self-harm, suicidal ideation, bolting and making threats. The Safety/Risk Assessment Protocol includes contracts that can be used to externally support students who are struggling with risk behaviors.

Students with histories of significant emotional or behavior including at risk behavior (harm to self and/or others) and/or a student who required a physical restraint have access to a Behavior Intervention Plan that can include, depending on the individual student, specific antecedent modifications, de-escalation strategies, interaction and response strategies, rewards, incentives.

B. Connecting with the School Community about Restraint Prevention and the Use of Restraint as a Last Resort

Each building principal provides families and students with information about behavioral supports and restraint prevention efforts that are utilized within their school on a regular basis as they communicate at PTO and School Council meetings and through their newsletters.

Principals, or his/her/their designee, connect with the families of students who may be at risk of restraint to discuss prevention strategies. If a student is restrained, the Principal follows district and state guidelines with respect to engaging the student and their family

about the use of the restraint, the report regarding the restraint, any disciplinary sanctions that may be imposed and/or any other related matters. Additionally, the school counselor or special educator, depending on student, follows up with the student and their family regarding behavioral supports.

C. Alternatives to Physical Restraint and Methods of Restraint in Emergency Situations

While Section A (above) speaks to proactive measures that when put in place and monitored can support students in developing more effective and appropriate ways to respond in challenging behaviors, we also need to be prepared to respond when a student begins to exhibit anxious and/or defensive behaviors. It is important to use these strategies to de-escalate behavior so that potentially dangerous situations are averted. Physical restraints only should be used as a last resort in emergency situations after these other less intrusive alternatives have failed or been deemed inappropriate.

Steps for staff to take to respond to students with escalating behavior include, but are not limited to:

- Assess student's behavior and adapt your response, thinking about how your behavior can impact the situation;
- Use personal space, body language and communication through touch (when appropriate) to demonstrate respect, maintain safety and appear nonthreatening and nonchallenging;
- Monitor your own paraverbals – the tone, volume and cadence of your speech – so that you are communicating appropriately with the student;
- Stay close enough to student to be able to interact but far enough away so that you are not in the student's personal space;
- Answer questions that the student might have rationally
- Set simple/clear, reasonable and enforceable limits
- Use empathic listening
- Allow venting, listening to the message
- Remove the audience, if possible.
- If grabbed, use disengagement skills that include movements with biomechanical benefits that are designed to create a release while minimizing injury or harm.
- Use a physical escort (temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder or back) or physical redirection (temporarily placing one hand on each of the student's shoulders) to support a student who is agitated to walk to a safe location.
- Time-Out/Quiet Room: a behavioral support strategy in which a student temporarily separates from the learning activity or classroom, either by choice or by direction from staff, for the purpose of calming. During time-out a staff member must continuously observe a student. Staff will be with the student or immediately available to the student at all times. The space used for time-out will be clean, safe, sanitary and appropriate for the purpose of calming. Time-out shall cease as soon as the student is calmed.

- Staff who are trained in CPI will use, as a last resort and to prevent imminent harm Lower-Level, Medium-Level, or Higher-Level Seated or Standing Holds. The decision of what level of Hold to use will be decided based on the level of behavior that the student is exhibiting. Staff will use the least restrictive response possible.

In the event that the student's behavior is escalated such that he/she/they are a danger to self or others and cannot be deescalated by using above strategies, trained staff will use either the Children's Control Position or the Team Control Position.

All holds will be discontinued as soon as the student demonstrates that he/she/they have deescalated and are able to engage in a process that focuses on teaching/learning, strengthening the relations and having closure.

- For staff who are trained in CALM, in the event that the student's behavior is escalated such that he/she/they are a danger to self or others and cannot be deescalated by using above strategies, they will use either the One Person Wrap, the Two Person Wrap or the Two Person Ring

All holds will be discontinued as soon as the student demonstrates that he/she/they have deescalated and are able to engage in a process that focuses on teaching/learning, strengthening the relations and having closure.

D. The Waltham Public Schools prohibits medication, mechanical and prone restraint.

E. District Training, Reporting and Follow-up Procedures

1. Training: The Waltham Public Schools ensures that training about physical restraint (including the prevention and risks of restraints) is available to all staff. There are two levels of training for WPS educators

- a. Building principals will train their staff at the beginning of each school year on the district's restraint prevention procedure, behavior support protocol and requirements when restraint is used. For employees who are hired during the school year, the district will be responsible for providing this training within one month of hire. This training includes the following information:

- i. The role of the student, family, and staff in preventing restraint;

- ii. The Waltham Public School's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;

- iii. Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;

- iv. When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;

- v. Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and

- vi. Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.

b. In-depth training of staff in the use of physical restraint: Building principals will ensure that he/she/they have communicated who in their building have competency-based restraint training so that proper administration of physical restraint can happen, in the event that it is needed.

- i. WPS uses two models of physical restraint: CPI and CALM (for students in the TASC program). Training is offered several times a year. This training includes a full-initial training for 12 – 16 hours and an annual re-training of 4 – 6 hours.

- ii. The content of in-depth training includes:

1. Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
2. A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
3. The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
4. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
5. Demonstration by participants of proficiency in administering physical restraint; and,
6. Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

2. Reporting: It is necessary to document situations that result in physical restraint.

- a. WPS staff who administer a physical restraint will inform the building principal verbally as soon as possible and will provide a written report to the principal no later than the next school working day. If the principal is the person who has administered the restraint, he/she/they will need to prepare the report and submit it to the Administrator of Pupil Personnel Services for review. The principal will keep all reports on file in the event that a parent or DESE requests to review them.
- b. WPS staff who administer a physical restraint or the building principal or his/her/their designee will make reasonable efforts to verbally inform the student's parent of the restraint within 24 hours of the event and shall provide the parent with a written report within 3 working school days. This report will be in the parent's native language. The principal will provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.
- c. The written report will include the following elements: the name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).

The report will also include:

- A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
 - A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
 - Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
 - Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.
- d. Individual Student Review: The building principal conducts a weekly review of restraint data to identify students who have been restrained multiple times during the week. When such students are identified, the principal convenes one or more review teams to assess each student's progress and needs. During this meeting the team reviews and discusses the written reports, along with any parent a/o student input; analyze all

aspects of the circumstances that led up to the restraint and; considers factors that may have contributed to student's escalation, alternatives to restraint (including de-escalation techniques/possible prevention interventions) with the goal of eliminating the use of restraint in the future. This team will come up with a written plan of action on behalf of the student.

If the principal has been involved in the restraint, the Administrator of Pupil Personnel Services will lead the review team's discussion.

The principal will keep all reports on file in the event that a parent or DESE requests to review them.

- e. Administrative Review: The principal will conduct a monthly review of school-wide restraint data. This review will consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal will determine whether it is necessary or appropriate to modify the school's restraint prevention and management protocol, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.
 - f. The Waltham Public Schools will report any restraint-related injuries to DESE. The principal will make sure that DESE is sent a copy of the written report within 3 working school days. In the event of an injury, the principal will also include a copy of the record of physical restraint maintained by the principal for the 30-day periods prior to the reported restraint. DESE will determine if additional actions are warranted within 30 calendar days of receipt of the written report.
 - g. The District will report all restraints to DESE annually through the use of a Google Form.
3. Follow-Up: The Waltham Public Schools will thoughtfully address concerns of parent, students, staff or DESE in a time-sensitive manner.

F. Process for Filing and Responding to Complaints re: Physical Restraint

- 1. Informal Resolution of Concern about Use of Physical Restraint: Before initiating a formal complaint procedure, a student or his/her/their parent/guardian who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her/their concerns regarding a specific use of a physical restraint by raising the issue with the principal of the school. The student and/or his/her/their parent/guardian should direct their concerns regarding a specific use of a physical restraint to the principal within ten (10) days of the parent/guardian's receipt of the written report from the school detailed above. The principal shall attempt, within his/her/their authority to work with the individual to resolve the complaint fairly and expeditiously. If the student and/or his/her/their parent/guardian are not satisfied with the resolution, or if the student and/or his/her parent/guardian does not choose

informal resolution, then the student and/or his/her parent/guardian may proceed with the formal complaint process (see below).

2. Formal Resolution of Concern about Use of Physical Restraint: A student or his/her/their parent/guardian, who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her/their concerns regarding a specific use of a physical restraint by submitting a written complaint to the Office of the Superintendent. The student and/or his/her/their parent/guardian should submit this letter to the Office of the Superintendent within twenty (20) days of the parent/guardian's receipt of the written report from the school detailed in the section above. The written complaint shall include (a) the name of the student; (b) the name of the school where the physical restraint allegedly occurred; (c) the name of the individuals involved in the alleged physical restraint; (d) the basis of the complaint or concern; and (e) the corrective action being sought.

The Office of the Superintendent, through its designees, shall conduct an investigation into the complaint promptly after receiving the complaint. In the course of its investigation, the Office of the Superintendent and/or its designees shall contact those individuals that have been referred to as having pertinent information related to the complaint. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. The Office of the Superintendent and/or its designees will make sure that the complaint is handled as quickly as is feasible. After completing the formal investigation, the Office of the Superintendent shall contact the individual who filed the complaint regarding the outcome of its investigation and its determination as to whether any corrective action is warranted.

3. Other Complaint Processes also Available: It should be noted that the provisions of this section does not preclude a student from using the complaint process set forth in the districts Anti-Harassment and Sexual Harassment Policies to seek resolution of any complaints of discrimination or harassment that is based on a characteristic protected by law such as sex, race, color, gender, ancestry, national origin, ethnicity, religion, age, disability, marital status, sexual orientation, homelessness, gender identity or genetic information. It also should be noted that the provisions of this section does not preclude a student from using the complaint process set forth in the Waltham Public Schools Student Handbooks to seek resolution of any complaints regarding a student's deprivation of rights set forth in the school handbook.

- G. Use of Time Out: Time out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff will be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall end as soon as the student is calm and able to return to the learning activity or classroom.

There two ways that time out can be used:

- Inclusionary time-out: Inclusionary time-out is the practice of using time out within the classroom setting and can be considered as part of a teacher's behavior support tools. Teachers can use "Planned ignoring" or set up their classrooms to include a table or desk in the back of the room for student use. During these types of time-outs, students are physically present in the classroom and can be involved in learning.
- Exclusionary time-out: Exclusionary time-out is a time-out that visually and physically separates a student from their classmates. This should only be used when the student is exhibiting behaviors that are presenting or can potentially present an unsafe or disruptive situation in the classroom. This type of time-out should not be used for punishment for noncompliance or for incidents of misbehavior that have been resolved.

During an exclusionary time-out, the student must be continuously observed by staff; staff must be with student or immediately available to the student at all times; the space must be clean, safe, sanitary, and appropriate for the use of calming.

Exclusionary time-out ends as soon as the student presents as calm.

When a student is separated from the learning environment in an exclusionary time-out, he/she/they must be in a safe and calming environment. In the event that an exclusionary time-out lasts longer than 30 minutes, staff must seek approval from the principal for the continued use of time-out. *The principal may not routinely approve such requests but must consider the individual circumstances, specifically whether the student continues to be agitated to determine whether time-out beyond 30 minutes is justified.* If it appears that the use of exclusionary time-out worsens the student's behavior, or the continuation of the exclusionary time-out beyond 30 minutes has not helped the student to calm, then other behavioral support strategies should be attempted.

Exclusionary time-out is an intervention that should be reserved for use only when students are displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom. In such circumstances, the student may either ask to leave the classroom, or the student may be directed to a separate setting for the purpose of helping the student to calm. Unless it poses a safety risk, a staff member must be physically present with the student who is in an exclusionary time-out setting. *If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. However, in order to ensure that the student is receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can **continuously observe and communicate** with the student as appropriate to determine when the student has calmed.* Students will never be locked in a room. For students displaying self-injurious behavior, a staff member will be physically present in the same setting with the student. Exclusionary time-out ends as soon as a student demonstrates he/she/they are calm.

- H. Use of Seclusion: The Waltham Public Schools does not use seclusion. Seclusion is defined by DESE as "the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving." The Waltham Public Schools does not use seclusion.

V. PROPER ADMINISTRATION OF PHYSICAL RESTRAINT

All physical restraints are administered in compliance with 603 CMR 46.05. The Waltham Public Schools do not use prone restraints.

(1) Trained personnel. Only staff who have been trained in CPI or CALM are able to administer physical restraint on students. A team method is used during physical restraints for professionalism, safety and litigation reasons. It should be noted that the training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

(2) Use of force. A person administering a physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm.

(3) Safest method. A person administering physical restraint shall use the safest method available and appropriate to the situation subject to the safety requirements set forth in 603 CMR 46.05(5). Floor restraints, including prone restraints otherwise permitted under 603 CMR 46.03(1)(b) are prohibited in the Waltham Public Schools.

(4) Duration of restraint. All physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

(5) Safety requirements. Additional requirements for the use of physical restraint:

(a) No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.

(b) Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

(c) If a student is restrained for a period longer than 20 minutes, staff shall obtain the approval of the principal. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.

(d) Staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

(e) After the release of a student from a restraint, the student's team will implement follow-up procedures that include: reviewing the incident with the student to address the behavior that precipitated the restraint; reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow-up is appropriate for students who witnessed the incident.

Resource:

603 CMR 46.00

Physical Restraint Regulations

Effective January 1, 2016

SCHOOL BUS TRANSPORTATION

Students waiting for, transported on, or leaving the school bus, are expected to conduct themselves in accordance with proper rules of conduct. While being transported, behavior must

be such that it does not interfere with the safety of each passenger or the driver's operation of the vehicle. Students are to wait for the bus on the sidewalk at their designated pickup spot, and are not to stray onto private property. Misbehavior on the bus, such as vandalism, fighting, smoking, pushing, refusing to cooperate with the bus driver, etc., will be referred to the principal's office for disciplinary action.

Bus Infractions

Reports of misconduct while waiting for or leaving the bus will be investigated by the school principal or his/her designee. Poor conduct on school buses will result in notification from the bus company to the principal. Upon receipt of a written or verbal complaint from the bus company, the principal or designee may utilize the following procedure:

- First Offense - A letter shall be sent from the principal of the school the student attends to the parents advising the parents of the misbehavior.
- Second Offense - Bus privileges may be revoked for a two-week period and parents shall be notified of this action by the principal of the school that the student attends.
- Third Offense - Transportation privileges may be taken away from the student for the remainder of the school year, and the parents shall be notified by the principal of the school the student attends.

Any misconduct, which may endanger the safety and/or well-being of the occupants of the bus, will result in immediate loss of bus privilege. Riding the bus is a privilege. Students guilty of misconduct on a school bus may be subject to forfeiture of the privilege.

SEATBELTS ON BUSES

Waltham School Department school buses are equipped with seat belts for students' use. Such use is not required by federal or state law, nor by the School Department, and the decision to use or not use seat belts rests solely with each student and his or her parents. All parents and guardians are required to sign a statement that will release, acquit, discharge and hold harmless the Waltham School Department and the City of Waltham from any and all actions, causes of action and claims on account of or arising out of their child(ren)'s use of Waltham School Department school buses including use or failure to use a seat belt.

SCHOOL PROPERTY

Educational Materials

Children are responsible for all educational materials (books, equipment, and supplies) loaned to them. Students who lose or return any item in poor condition must pay for its replacement or repair.

Locker Policy

Lockers, desks, and cubbies are the property of the Waltham School Department, and are loaned for student use only. The school is not responsible for losses of personal property. Each enclosure is subject to inspection at any time the health or safety of the students is in question.

SEXUAL HARASSMENT

All persons, including but not necessarily limited to the administration, staff and students are expected to conduct themselves at all times so as to provide an atmosphere free from sexual

harassment. Any person who engages in sexual harassment while acting as a member of the school community will be in violation of this policy. Specifically, no person shall engage in any form of sexual harassment and no person shall retaliate in any form against any person who files a sexual harassment complaint. Under Title IX regulations, the U.S. Office for Civil Rights defines sexual harassment as verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or student, which is unwelcome, hostile or intimidating. Under state law (MGL Chapter 151C, Section 1(e)), sexual advances, requests or conduct made explicitly or implicitly a term or condition of the provision of benefits, privileges or placement services or as a basis for the evaluation of academic achievement, have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

Complaints alleging sexual discrimination/harassment may be made in accordance with the Discrimination/Harassment Complaint Procedure described above (Section entitled Non-Discrimination Policy). School principals will serve as grievance officers and are vested with the authority and responsibility of processing all sexual harassment complaints. In the event that the principal cannot serve as a grievance officer, individuals should contact the system-wide grievance officer and Title IX Coordinator, George Frost, Administrator of Human Resources at 781-314-5406. Every school employee is personally responsible for maintaining confidentiality in the investigation and resolution of complaints. Any employee found to have engaged in sexual harassment in violation of this policy is subject to disciplinary actions up to and including termination of employment." Any student found to have engaged in sexual harassment in violation of this policy may also be subject to disciplinary action.

TOBACCO/VAPOR-FREE SCHOOLS POLICY

Section I

Mission Statement

The Waltham School Committee is dedicated to providing a healthy, safe, and productive learning and recreation environment for its students, staff, and visitors. The use of tobacco or vapor products has a direct link to numerous health problems. Tobacco/vapor devices prevention and education plays a critical role in establishing life-long positive health habits for its students. The purpose of this policy is to comply with the requirements of the Massachusetts General Law, Chapter 71 Section 37H (Publication of School Committee Rules and Regulations Relative to the Conduct of Teachers and Students). It is the intention of this School Committee to prohibit the use or distribution of tobacco or vapor products within school buildings, on school grounds, on school buses, or in other school vehicles, and at any school sponsored functions by students, staff, and visitors in order to improve the health of students and all school personnel.

Section II

Authority

The Waltham School Committee, pursuant to the authority granted under the Massachusetts General Laws Chapter 71, Section 37H, hereby adopts the following policy to protect the public health of the school community.

Section III **Definitions**

Tobacco and Vape Products: Cigarettes, cigars, chewing tobacco, snuff, vaping or any other form of tobacco or vapor products.

Overnight Suspension: The student is sent home at the time of the violation. A student/parent conference with the Principal/Principal's designee the next day is required prior to readmission to school.

Staff: Encompasses all faculty and support staff employed by the Waltham Public Schools.

Section IV **Student Possession and Use of Tobacco or Vapor Products Prohibited**

No student may be in possession of a tobacco or vapor product on school property within the City of Waltham. No student may use, distribute, or be in possession of tobacco products on school property within the City of Waltham. No student may use or distribute tobacco or vapor products within school buildings, on school grounds, on school buses, or in other school vehicles, and at any school-sponsored functions.

Confiscation of Visible Tobacco or Vapor Products: Students

Visible tobacco products (as defined above) will be confiscated and returned to the parent(s) or guardian(s) upon request.

Penalties For the Use or Distribution of Tobacco or Vapor Products

Any violation of the Tobacco/Vape Free School policy by a student will be reported to the Principal and/or the Principal's designee. Penalties for the use or distribution of Tobacco or Vapor Products may include suspension, tobacco/vape education/cessation classes, and notification to parent(s)/guardian(s), student support services, sport/activity directors.

Students who fail to attend the tobacco education/cessation classes will incur the same penalty as cutting any academic class as described in the School Handbook.

A member of the Health Services Staff will offer the Tobacco Education/Cessation classes after school. The parent/guardians and the students will be notified as to specific times and dates of the programs.

Section V **Tobacco and Vapor Policy: Staff** **Staff Use of Tobacco and Vapor Products is Prohibited**

No staff member may use tobacco or vapor products on school property within the City of Waltham. No staff member may use tobacco products within school buildings, on school grounds, on school buses, or in other school vehicles, and at any school-sponsored functions.

Penalties **Tobacco and Vapor Policy: Staff**

Any violation of this policy by staff shall be referred to the appropriate supervisor. It is every staff member's responsibility to comply with this policy and violations of the policy will be handled through the usual administrative procedures.

The immediate supervisor will initially handle any violation of the policy. Any subsequent violations of the policy will be handled by the following individuals in the following order: 2nd violation: building Principal, 3rd violation: Superintendent of the Waltham Public Schools.

Section VI
Tobacco and Vapor Policy: Visitors
Visitor Use of Tobacco and Vapor Products Prohibited

No visitor may use tobacco or vapor products on school property within the City of Waltham. No visitor may use tobacco or vapor products within school buildings, on school grounds, and at any school-sponsored functions.

Section VII
Severability

If any paragraph, provision or section of this policy is found to be illegal, against public policy, or unconstitutional, said findings shall not affect the legality of any remaining paragraph(s), provision(s), or section(s) in force.

Adopted: January 1995
Amended: April 2002
Amended: August 2016

STUDENT TRAVEL/FIELD TRIPS

The School Committee recognizes that firsthand learning experiences provided by field trips are a most effective and worthwhile means of learning. It is the desire of the committee to encourage field trips as part of and directly related to the total school program and curriculum.

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve, and evaluate trips and to ensure that all reasonable steps are taken for the safety of the participants. Said guidelines and procedures should be developed by the administration and reviewed and approved by the School Committee. The use of privately owned vehicles to transport students is prohibited, as is late night or overnight travel. Companies contracted to provide student transportation must furnish evidence of driver competence/licensure, CORI checks and fingerprinting of employees, vehicle safety inspections and proper liability insurance. The use of subcontractors will not be permitted.

The Superintendent or her/his designee will ensure that the selected carrier is licensed for passenger transportation by the Federal Motor Carrier Safety Administration (FMCSA). The district will not contract with any carrier that has a safety rating of “conditional” or “unsatisfactory”.

These guidelines and appropriate administrative procedures shall ensure that all field trips have the approval of the principal and that all overnight trips and all out-of-state trips have the approval of the School Committee.

Out-of-state travel by students must be approved by the School Committee prior to any fundraising activities for that purpose. It is preferable to schedule out of state field trips so as not to interfere with regular school time. This means on weekends or during school vacations.

Overnight accommodations must be made in advance with student safety and security in mind. Trip schedulers should avoid planning student travel between the hours of midnight and 6:00 a.m.

Trip itineraries must leave enough time for drivers to rest in conformity with federal hours-of-service requirements.

Trip itineraries should take into account the likelihood of delays due to weather, traffic, stragglers, and other uncontrollable factors. The cost of trips must also take into account the means of families to afford the expenses. Every effort should be made to keep costs reasonable and to provide assistance where needed.

Staff is prohibited from soliciting for privately run, non-school sanctioned trips through the school system and our individual schools. The School Committee will only review for approval school-sanctioned trips which demonstrate educational value and offer significant educational benefits to students, which clearly justify the time and expense of the trips and are age and grade level appropriate.

Adopted: May 2004

WELLNESS POLICY

Waltham Public Schools is committed to providing a school environment that promotes and protects the health and well-being of students and staff by supporting healthy eating, physical activity, health education, and wellness programs. The goal of the Wellness Policy is to encourage and enhance the health and safety of all students and staff in order to provide a supportive learning environment. To best achieve this goal, the School Health Advisory Committee (SHAC) recommends a comprehensive approach that includes students, parents, school staff, health care providers, community organizations, and government agencies. The Wellness Policy includes on-going assessments and evaluations in order to achieve goals and meet the needs of students and staff.

SHAC meets at least quarterly during the school year and is responsible for reviewing and recommending, to the Superintendent and School Committee, district wide policies that promote student wellness. Committee membership includes, but is not limited to: the Superintendent, Director of Nursing, Food Services Director, Director of Health and Science, Athletic Director, school physician, school nurses, school counselor, students, parents, teachers, a member of the Board of Health, a School Committee member, and community members that serve youth and their families.

Nutrition Guidelines for Schools

Waltham School Nutrition Program will provide meals through the National School Lunch Program (NSLP) & National School Breakfast Program (NSBP) that:

- Meet nutrition requirements established by local, state, and federal statutes and regulations.
- Provide breakfast and lunch meals to all students on all school days.
- Are appealing and attractive to children and are served in a clean and pleasant setting.
- Eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-priced school meals.
- Provide professional development for all nutrition professionals in schools.
- Ensure all required and effective food safety and food allergy practices are applied to all foods prepared, sold, or served at school.

A La Carte and Competitive Foods:

- All food and beverages made available to students at school (sold or served in the cafeteria during the school day - this includes from midnight to 30 minutes after school) must be consistent with current USDA Smart Snacks for Schools Regulations and the

Massachusetts state guidelines of the Nutrition Standards for Competitive Foods and Beverages in Public Schools (105 CMR 225.000). Vending machines shall comply with these specific regulations at all times.

- SHAC will develop “WPS Food Guidelines” which will consist of a list of approved foods for use in schools.
- “WPS Food Guidelines” will be updated yearly by the SHAC and be used as a tool for school staff and the parent community for adherence to policy.

Food Celebrations, Fundraisers, Rewards and Food in the Classroom:

- Snacks may be brought from home for a child’s own consumption, with the understanding that some classrooms may need to restrict some types of snacks due to specific allergies that classmates or staff may have, such as nut allergies. ^(L)_(SEP)
- Parents and staff may not send or bring in any snacks to be shared because every school has children who have severe, life-threatening allergies of all kinds. No child shall be put at risk to have an allergic reaction from foods brought into school. ^(L)_(SEP)
- For all school celebrations or events, during the school day, food free parties should be enforced to align with the WPS Life Threatening Allergy Policy. If food or beverages will be offered or provided, they must meet the “WPS Food Guidelines” or be purchased through the School Nutrition Department. School building principals shall be responsible for monitoring compliance.
- All fundraising activities or school store sales involving food occurring 30 minutes before, during, and up to 30 minutes after the school day must meet the “WPS Food Guidelines.”
- If foods are used as a reward in school when specified in an IEP, 504 or behavior plan, they should meet “WPS Food Guidelines” or be authorized by the principal in coordination with the nurse.

Meal Times & Scheduling:

- Students will be allowed adequate time to eat lunch and breakfast.
- Access to hand washing or sanitizing prior to meal periods is available at all schools.
- In accordance with the WPS Life Threatening Food Allergy Policy, there is no food sharing allowed amongst students.
- Drinking water is available for students to drink at no cost throughout the day.

Nutrition Education and Promotion

Nutrition Education follows the Massachusetts Department of Elementary and Secondary Education (MA DESE) Health Education Standards:

- Promotes health.
- Promotes dietary consumption of fruits, vegetables, whole grains, low-fat, and fat-free dairy products.
- Educates students on the relationship between caloric intake and energy expenditure.
- Is integrated throughout the curriculum in subject areas such as science, health, and physical education.
- Coordinates efforts among teachers and food service personnel.
- Includes enjoyable, developmentally appropriate, participatory activities such as contests, promotions, taste testings, school gardens, and farm visits.
- Increases parental awareness of nutrition education via online resources, bulletin boards, and colorful displays in the café to guide students to make good food choices.

- Involves community partnerships at various school wide health and wellness events such as a Health and Wellness Fair (high school and middle schools), a Health and Wellness Night (elementary schools), and a Fitness Day (elementary field days).

Waltham Public Schools aims to teach, encourage, and support healthy eating among students. Through the classroom and the school meal program the district will:

- Promote fruits, vegetables, whole grain products, low and fat-free dairy products, healthy food preparation methods, and health-enhancing activities.
- Include enjoyable, developmentally appropriate, culturally relevant, participatory activities, such as contests, promotions, taste testings, farm visits, and school gardens.
- Promote sustainable practices such as composting and recycling.

Health and Wellness

Health Education Staff & Classes:

- The health curriculum follows the Massachusetts DESE Health Curriculum frameworks.
- Students will understand the growth requirements of all living things and recognize that humans must also take in the nutrients necessary for proper growth and development by the end of Grade 5.
- Students will have sufficient practice in deciding what constitutes a healthy diet by the end of Grade 5.
- The elementary science and health curriculum will complement the physical education curriculum and the efforts of the school community in enabling students to make healthy choices in nutrition and fitness.
- Students will understand the maturation process (in Grades 4 and 5).
- All students in Grades 6-8 are enrolled in a health education class that includes: nutrition education, the importance of proper nutrition in disease prevention, substance use, bullying prevention, disordered eating, human body systems, healthy relationships, sexuality, and sexual health.
- Grade 9 Wellness Course includes a semester of Health and a semester of PE. Content covers health and wellness, decision making/goal setting, risk, drug prevention, the human body systems, disease prevention, sexuality education, stress management and nutrition.
- Elective health education classes at the high school are full year classes and include offerings such as: Current Health, Honors Health, Stress Management and Violence Prevention, and Nutrition and Fitness for Life.

Physical Education

Physical Education:

- Students in Grades K - 5 have 55 minutes of PE/week.
- Students in Grades 6 - 8 have two 57 minute classes of PE over a six day cycle.
- Students in Grades 9 have a semester of PE and a semester of Health (two 57 min classes per week).
- Students in Grades 10-12 have two 57 minute classes of PE/week.
- All high school students are required to pass PE all four years.
- Teacher/student ratios for physical education classes will be similar to all other classes with 25/1 being the average.
- Students typically spend at least 50% of their physical education class time participating in moderate to vigorous physical activity.

- All students participate in either fitness tests or movement screens each year through high school

Physical Education Staff and Classes:

- Qualifications: The entire PE staff has a Professional License in Physical Education and is certified by the Massachusetts Department of Education.
- All units are standards based. Units are aligned with the Massachusetts Curriculum Health Frameworks (Standard 2) and the North American Standards for Physical Education (NASPE - Standards 1-5). The curriculum is designed to develop and challenge students mentally, physically, and socially. Students will learn to work cooperatively, communicate respectfully, while developing an array of motor skills and movement patterns. The goal is to create lifelong learners who understand the important role physical activity plays in maintaining a healthy lifestyle.

Recess/Physical Activity Breaks

- Waltham Public Schools will acknowledge the importance of physical activity and having a break from school work.
- Waltham Public Schools will encourage physical activity breaks throughout the school day at all levels.
- Recess for up to 30 minutes, is an expected part of the school day for all K-5 students at every elementary school. This recess should not be taken away as a form of punishment for student misbehavior or as a time for catch up work following an absence without notifying the principal.
- Students with disabilities, whose Individual Education Program (IEP) teams deem it appropriate, will have access to Adapted Physical Education.

Health Services

- The district will strive to have a minimum of one DESE certified nurse in every school to align with the Department of Public Health's recommendation of one nurse per every 500 students.
- School nurses promote healthy eating and healthy behaviors for all students and staff with individual and classroom education and outreach to families. This may include web resources, bulletin boards, newsletters, etc. This includes topics such as substance use, dental hygiene, handwashing, etc.
- School nurses will encourage a healthy lifestyle at school and at home, incorporating concepts of mindfulness when appropriate.
- School nurses are trained to recognize various medical/psychological/psychosocial conditions related health problems among students and refer them to their PCP and/or appropriate resources.
- School nurses will be offered the opportunity for wellness-focused professional development opportunities.
- School nurses screen students for height, weight, and BMI as directed by the Massachusetts Department of Public Health (MDPH). Data is compiled and sent to the MDPH annually.
- School nurses are responsible for monitoring immunization compliance and working with administrators to ensure students comply with MDPH immunization requirements.
- School nurses are responsible for completing annual vision, hearing, postural, and SBIRT (Screening, Brief Intervention, and Referral to Treatment) screenings according to Massachusetts General Laws and the requirements set forth by the MDPH.

School Counseling Services

- Minimum of one DESE certified school counselor per school, strive to reach recommended level of one school counselor per 250 students.
- School counselors provide social, emotional, and behavioral support for students, through individual, small group, and whole class interventions, to promote emotional well-being and increase academic performance.
- School counselors remain current on mental health issues including: anxiety, depression, separation/school phobia, divorce, grief, family conflict, physical/sexual/emotional trauma, neglect, suicide, substance abuse, teasing and/or bullying; peer relations, coping skills, etc.
- School counselors review data on student achievement and development on a continual basis and work with the faculty, students, parents, and/or administration to interpret the data.
- School counselors demonstrate the day-to-day ability to anticipate and to resolve problems and crises and consult and collaborate with staff, parents, and outside providers.

Monitoring and Compliance

- The Superintendent is the designated person charged with operational responsibility for ensuring that the schools meet the local wellness policy.
- The WPS Wellness Policy will be posted on the school webpage and in faculty and student handbooks.
- Building principals are responsible for monitoring and managing the Wellness Policy in their building.
- A survey to assess risk behaviors will be administered every 2 years to students in Grades 7-12. The data will be used to modify and improve the instructional content to meet the changing needs of the student body.
- Body Mass Index (BMI) data will be analyzed at targeted Grades (1, 4, 7, and 10) to assess the health of the student population. This information is reported to the State as required.
- Review and revisions to the Wellness Policy will be conducted every 2 years or if any state or federal law or mandated guidelines impact the policy.
- Local Wellness Policy staff training will be conducted yearly during new teacher orientation.

Adopted: August 31, 2017
Amended: June 2019

BEREAVEMENT SUPPORT

By the time children complete high school, most will experience the death of a family member or friends with 5% of children experiencing the death of a parent by 16 years of age. Nearly 40% will experience a death of a peer and 20% will have witnessed a death (<http://www.schoolcrisiscenter.org/>).

After the death is verified and family members are contacted to determine what information they would like to share, the crisis team meets to develop a plan. Teachers and staff are notified first. A note is written to send to the families of students in the homeroom, grade level or school (depending on crisis team decision) that shares information about the death and describes the next in-school steps. Students in the impacted homerooms gather in an Open Circle led by the School Adjustment Counselor, Building Administrator and Classroom teacher. During the Open

Circle students are informed of the situation and are led in a discussion of how they can support the bereaved student as well as what resources are open to them if they feel they need support.

Crisis team members work together to determine if there are any students who may be at an increased risk for anxiety and/or distress and connect with parents about providing necessary support.

Crisis team members will work with the family of the deceased to determine how the family can be supported outside of school and if an in-school memorial is appropriate. Crisis team members in conjunction with the family of the deceased, determine how to support the bereaved student during the school day and/or seek outside resources for additional support.

Notification of Rights under FERPA and 603 CMR 23.00

The Family Educational Rights and Privacy Act (FERPA) and state student record regulations (603 CMR 23.00) afford parents and students who are 14 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within ten (10) days of the initial request.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would effectively prevent the parents or eligible student from exercising their right, under federal law, to inspect and review the records.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Under state regulations, the eligible student or the parent shall have the right to add information, comments, data, or any other relevant written material to the student record. The eligible student or the parent shall also have the right to request in writing deletion or amendment of any information contained in the student record, except for information which was inserted into that record by an Evaluation Team. Such information inserted by an Evaluation Team shall not be subject to such a request until after the acceptance of the Evaluation Team Educational Plan, or, if the Evaluation Team Educational Plan is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:

(a) If such student or parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student record, either student or parent shall present the objection in writing and/or have the right to have a conference with the principal or his/her designee to make the objections known.

(b) The principal or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such student or parent a decision in writing, stating the reason or reasons for the decision. If the decision is in favor

of the student or parent, the principal or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits disclosure to school officials with legitimate educational interests. State regulations provide that subject to 603 CMR 23.00, authorized school personnel shall have access to the student records of students to whom they are providing services, when such access is required in the performance of their official duties. **Authorized school personnel** shall consist of three groups:

- (a) School administrators, teachers, counselors and other professionals who are employed by the school committee or who are providing services to the student under an agreement between the school committee and a service provider, and who are working directly with the student in an administrative, teaching counseling, and/or diagnostic capacity. Any such personnel who are not employed directly by the school committee shall have access only to the student record information that is required for them to perform their duties.

- (b) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.

- (c) The Evaluation Team which evaluates a student.

4. The right to file an appeal under 603 CMR 23.09

- (a) In the event that any decision of a principal or his/her designee regarding any of the provisions contained in 603 CMR 23.00 is not satisfactory in whole or in part to the eligible student or parent, they shall have the right of appeal to the superintendent of schools. Request for such appeal shall be in writing to the superintendent of schools.

- (b) The superintendent of schools or his/her designee shall within two weeks after being notified of such appeal (longer should the appellant request a delay) review the issues presented and render a written decision to the appellant, stating the reason or reasons for the decision. If the decision is in favor of the appellant, the superintendent of schools or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.

- (c) In the event that the decision of the superintendent of schools or his/her designee is not satisfactory to the appellant in whole or in part, the appellant shall have the right of appeal to the school committee. Request for such appeal shall be in writing to the chairperson of the school committee.

- (d) The school committee shall within four weeks after being notified of such appeal (longer should the appellant request a delay) conduct a fair hearing to decide the issues presented by the appellant.

- (i) School officials shall have the burden of proof on issues presented by the appellant.

- (ii) The appellant shall have the right to be represented by an advocate of his/her choosing, to cross-examine witnesses, to present evidence, to make a tape or

other recording of the proceedings, and to receive a written decision within two weeks after the hearing.

(iii) If the appeal concerns statements by an employee of the school committee, such person(s) shall have the right to be present and to have an advocate of his/her own choosing.

(e) Nothing in 603 CMR 23.00 shall abridge or limit any right of an eligible student or parent to seek enforcement of 603 CMR 23.00 or the statutes regarding student records, in any court or administrative agency of competent jurisdiction.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Waltham Public Schools to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

6. As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

(a) A non-custodial parent is eligible to obtain access to the student record unless:

1. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
2. the parent has been denied visitation, or
3. the parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
4. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

(b) The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).

(c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal.

(d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).

(e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

(f) Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

WALTHAM PUBLIC SCHOOLS STUDENT DEVICE GUIDELINES

Vision

All students in Waltham Public Schools will have access to high-quality technologies for rigorous and relevant learning in flexible and student-centered classrooms.

Mission

Ensure ALL students have access to technologies that enhance and reinforce their learning, preparing them to enter diverse and constantly evolving college and career settings. WPS will accomplish this mission through support of rigorous instruction, implementation of high-quality professional development for teachers and administrators, community outreach, and development of reliable networks and systems to support district goals.

1 Device Distribution and Return

- 1.1 Device Deployment and Documents to be Signed
- 1.2 Returning the device

2 Care of Your Device

- 2.1 Cases and Screen Protectors
- 2.2 Labels and Device Name
- 2.3 Security and Protection
- 2.4 General Equipment Care
- 2.5 Screen Care
- 2.6 Troubleshooting and Repairs

3 Device Use at School

- 3.1 Charging the Device
- 3.2 Devices Left at Home
- 3.3 Devices Undergoing Repair
- 3.4 Screensavers/Background Photos
- 3.5 Sound, Music, Games, Movies, and Personal Entertainment

4 Managing Files and Saving Your Work

5 Software on the device

- 5.1 Downloaded Apps
- 5.2 Procedure for Re-loading Software and Apps
- 5.3 Software Updates
- 5.4 Inspection

6 Camera Responsibilities and Use

- 6.1 Camera Responsibilities
- 6.2 Camera Use

7 Parent/Guardian Role in Device Supervision

- 7.1 Know about the Online World
- 7.2 Device Location
- 7.3 Caring for the Device

Appendix - Device Documents

Section 1: Device Distribution and Return

1.1 Device Deployment and Documents to be Signed

Devices for 6th and 9th grade students will be distributed during Device Deployment Sessions held at the start of the school year. A parent or guardian and the student must sign both the Digital Technology Acceptable Use Agreement (DTAUA) and the Device Acceptance Form before the device can be issued to the student. Students are responsible for abiding by the expectations in WPS Digital Citizenship Contract.

1.2 Returning the Device

Devices will be returned at the end of 8th grade to be replaced in 9th grade. Devices will also be returned prior to a student's graduation. WPS may request device returns at other times for service or maintenance purposes.

If a student moves out of the Waltham Public School District during the school year, the device must be returned before his/her departure.

If a student fails to return the device, that student may be subject to criminal prosecution or civil liability. Failure to return the device will result in a theft report being filed with the Waltham Police Department.

Section 2: Care of Your device

2.1 Cases and Screen Protectors

Your device will be delivered to you in a protective case or sleeve. Families are welcome to install appropriate screen protectors, but screen protectors are not provided with the device. Devices are insured against accidental damage for up to (2) damage events. Students are expected to keep their devices inside protective cases at all times.

2.2 Labels

Devices and/or cases will have labels on them. These labels identify the device as the property of the Waltham Public Schools, assigned for your use. Students are prohibited from altering or removing these labels.

2.3 Security and Protection

Do not lend your device to anyone. It is assigned to you and the responsibility for its care and protection rests solely with you.

Devices should never be left in unsupervised areas. These areas include, but are not limited to library, computer labs, bathrooms, locker rooms, gym, unlocked classrooms, and hallways.

The device should be in a secure, locked location when it is not in your possession.

Lost or stolen devices must be reported to the school. A police report is required before the device can be replaced.

Any device found in an unsupervised location will be taken to an administrator. The responsible student may be subject to disciplinary consequences.

2.4 General Equipment Care

Devices and cases must remain free of any writing, drawing, stickers, or labels that are not the property of the Waltham Public Schools.

Devices should be kept from extreme temperatures (heat or cold), direct sunlight, and damp or wet weather. Never leave the device in a vehicle.

Use care when carrying your device. Be careful when placing the device in a backpack or book bag. Do not place heavy objects on top of the device. Do not place the device in a

bag that contains liquids or any heavy or sharp objects. Never throw or set on the ground a bag containing a device.

Use care when inserting and removing cords to and from the device.

Do not use the device in the vicinity of food or beverages.

2.5 Screen Care

Use only a soft, clean cloth when cleaning the screen.

Avoid leaning on and bumping the device.

Do not use anything other than your finger or a stylus to touch the screen.

2.6 Troubleshooting and Repairs

If you have trouble with an application, try closing the application and relaunching it. If you are unable to resolve a software problem, bring your device to your school's digital learning teacher or your school's student help desk.

For repairs, bring the device to a teacher. The teacher will contact a member of the tech team. If the device requires a lengthy repair, a loaner device may be available for temporary use.

Section 3: Device Use at School

3.1 Charging the Device

Devices must be brought to school fully charged. The device should be charged nightly using the school supplied charger and a wall outlet. There are very few extra chargers and outlets, so charging at school may not be possible.

If a student does not have enough charge to complete required class work, the student will be responsible for completing the coursework.

3.2 Devices Left at Home

If a student leaves their device at home, they are responsible for completing the coursework for the day.

If a student repeatedly leaves the device at home, he or she may be subject to disciplinary consequences.

3.3 Devices Undergoing Repair

A loaner device may be available to a student whose device requires a repair. Availability of loaner devices will depend on the number of devices undergoing repairs.

Repairs will be completed as quickly as possible.

3.4 Screensavers/Background Photos

Inappropriate material that displays obscene, sexually suggestive, illegal, intentionally harassing, bigoted remarks or symbols, or that is disruptive, or that encourages gang affiliation, drinking, drug use, sex, or tobacco, as stated in the student handbook, is not allowed as a screensaver or background photo.

3.5 Sound, Music, Games, Movies, and Personal Entertainment

During the school day, sound must be muted on the device unless a teacher has given explicit permission for it to be turned on.

Appropriate music should only be used for school purposes and with permission.

Students may not play games, watch movies, or engage in other personal entertainment during instruction or without the consent of a teacher.

Only media required or permitted for school use is allowed for use on the device.

Section 4: Managing Files and Saving your Work

Students should save their work to Google Drive.

It is the student's responsibility to make sure that work is not lost due to mechanical failure or accidental deletion.

Device malfunctions are not an acceptable excuse for missing assignments.

Section 5: Software on the device

5.1 Account Setup

Students will use their Google accounts to logon to the device.

Students must not tamper with the Google account.

Students are prohibited from using any other Google account on the device.

5.2 Downloaded Apps

The device will have school-approved apps preloaded.

These apps must be readily available for school use.

Students are not allowed to add or remove apps, but teachers can request that specific apps be whitelisted by emailing their school's Digital Learning Teacher.

5.3 Procedure for Re-loading Software and Apps

If technical difficulties occur or unauthorized apps are discovered, the device may be restored from backup.

The school does not accept responsibility for the loss of any documents due to a re-configuration.

5.4 Software Updates

Software updates may become available for software and apps on the device.

The tech team will install and update software and apps as needed.

5.5 Inspection

At any time, a teacher, administrator, or member of the tech team may request to inspect a student's device. It is the student's responsibility to provide their device for inspection.

Section 6: Camera Responsibilities and Use

6.1 Camera Responsibilities

Students must attend a Device Camera Safety presentation in Grade 6 in order to turn on the device camera for student use.

6.2 Camera Use

Cameras on the device will not be turned on until students have received instruction on safe and proper camera use.

Use the camera for taking pictures and videos related to your schoolwork.

Students who misuse the device camera may be subject to disciplinary consequences.

Section 7: Parent/Guardian Role in Device Supervision

7.1 Know about the Online World

Review the Digital Citizenship and Responsibility Contract with your child.

You are the responsible adult away from school. Know what your child is doing on the device, and require your child to share his/her Google password with you.

Ask about assignments and apps that may be unfamiliar to you.

Ask about social networking sites, games, and apps that your child enjoys on personal electronic devices.

7.2 Device Location

Designate a safe place for your child to work on the device. This space should be away from liquids, young children, and pets.

The work space should be in a common area of the living space where activities can be easily monitored. It would be convenient if this space were located close to a wall outlet for charging.

7.3 Caring for the device

Encourage your child to care for the device.

Remind them that the care guidelines remain in effect at home.

Emphasize avoidance of liquids, screen care, maintenance of cases and screen protectors, and appropriate use of technology.

Appendix - Device Documents

[WPS Digital Citizenship Contract](#)

[WPS Digital Technology Acceptable Use Agreement](#) (DTAUA)

SCHOOL NURSE INFORMATION

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