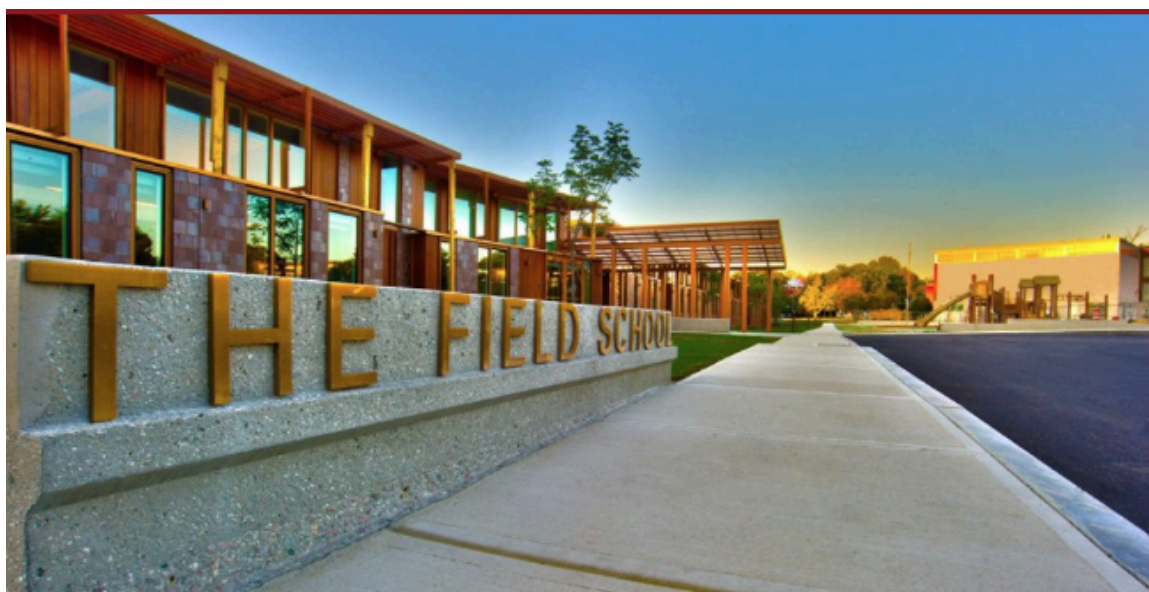


Student-Parent Handbook

The Field School
Weston, Massachusetts



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

TRANSLATION DIRECTIONS

English

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Arabic

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Gujarati

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Hindi

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Korean

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Urdu

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

Vietnamese

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FIELD SCHOOL MISSION

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

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

WESTON PUBLIC SCHOOLS
WESTON, MASSACHUSETTS 02493
TEL 781-786-5500
FAX 781-786-5509

THE FIELD SCHOOL
16 ALPHABET LANE
WESTON, MA 02493

WELCOME TO FIELD SCHOOL

Dear Field School Students and Families,

We want you to find every success at the Field School. This handbook was created to help you understand what you need to know to be a happy and successful student here, and what families need to support their students. Please read it through, adults and students, at home. It will also be available as a classroom reference.

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

Please remember, we are here to help all students. We want them to feel safe coming to any of us to help solve a problem or ask advice, just as they would from an adult at home who cares a great deal about them and their well-being. We have these conversations with students all the time. It is another way for us to share being part of the “Field School family.”

As students participate in our community, we hope they are able to positively contribute to our school environment and that they’ll leave school with a strong understanding of how to be a kind, compassionate, and productive community member.

The Field School Faculty and Staff

CONTACT INFORMATION

*All email addresses are the person's last name then first name initial @weston.org
For example, Superintendent Karen Zaleski's email is: zaleskik@weston.org*

Case House

Superintendent of Schools

Dr. Karen Zaleski
(781) 786-5210

Asst. Supt. for Curriculum & Instruction

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

Asst. Supt. of Technology & Operations

Dr. Neil Trahan
(781) 786-5250

Director of Student Services

Martha Bakken
(781) 786-5245

Transportation

Darlene Frappier
(781) 786-5280

Director of Athletics

Michael McGrath
(781) 786-5840

Field School

Principal

Lindsay Quezada
(781) 786-5500

Nurse

Jamy Gaynor
(781) 786-5265

School Adjustment Counselors

Cecilia Small
Stephanie Tesorero
(781) 786-5520

METCO Liaison

Theresa Dryden
(781) 786-5511

Special Education Team Chair

Dr. Jennifer Lipton

Library

Emma Kwon
(781) 786-5415

FIELD SCHOOL ABSENCE REPORTING PROCEDURES
ABSENCE LINE
781-786-5500

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

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

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

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

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

Tardiness not only affects your child's schedule, but also has an impact on the learning and "beginning of the day" routines for the entire class. Children should not be dropped off prior to 8:00 a.m. Students arriving at school after 8:10 a.m. must sign in at the front office and are considered tardy at that time.

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

SCHOOL ATTENDANCE AND TRUANCY

A known indicator of academic achievement and social emotional success is consistent attendance. Consistent participation in school and school-based activities is important for making a successful transition from youth to adulthood. Student tardiness and truancy are challenges that confront many communities in Middlesex and across the state. Often, these behaviors are the first indicators that a student may be experiencing stress or other difficulties in his or her life.

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

School Attendance:

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

Notification and Contact Information:

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

Who is a Supervisor of Attendance?

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

What is a CRA?

A "CRA" (Child Requiring Assistance) petition may be filed in court by a supervisor of attendance if a child between the ages of six and sixteen persistently and willfully fails to attend school or persistently violates lawful and reasonable regulations of his or her school. The Court's authority pursuant to a CRA petition includes the power to place the child in the custody of the state agency known as the Department of Social Services.

What is a 51A?

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

Parental Responsibility:

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

Inducing Absences:

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

Tardiness

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

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

Vacations/Unique Circumstances

Vacations outside traditional school vacation periods are discouraged. Classroom instruction, activities, and experiences cannot be replicated and it is not incumbent of teachers to do so for such absence. Families should notify the main office regarding any extended absences/unique circumstances and students need to inform teachers as soon as possible prior to an anticipated absence. The school is not obligated to provide work to be completed during the vacation or unique circumstances and the district's student absence and excuses policy applies. Our school calendar is located [HERE](#).

As a district, Weston Public Schools will not provide homework assignments prior to a family vacation. If you would like your child to complete work while away, the Field School standard vacation assignment is:

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

Religious Absence

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

1. The exercise of conscience is a personal matter and should be a matter of public discussion.
2. Long-term reports or special projects which are due on one of the major religious days are to be submitted to the teacher at a mutually agreed upon pre-arranged date following the pupil's return to school, with no penalty for late submission.
3. Teachers are expected to exercise sound judgment in presenting new work when some students may be absent because of a religious holiday. Provisions should be made for students who expect to be absent because of a religious holiday. Provisions should be made for students who expect to be absent to get assignments ahead of time and to have class work reviewed by the teacher. In no situation should a student be made uncomfortable because he or she chooses to exercise his or her religious convictions. Because many religious observances often involve family activities, students should not be expected to complete homework, study for tests, nor do other school work during their absence.

THE SCHOOL DAY

School Hours

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

First Wednesdays

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

Arrival and Dismissal

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

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

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

FIELD SCHOOL DROP-OFF and PICK-UP PROCEDURES

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

TRANSPORTATION

Bus Dismissal

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

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

Parent Pick-Up Procedure

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

Bus Routes

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

Late Bus Information and Regulations

Between 3:20 and 3:30 p.m., the “late bus” leaves Field School. It is more likely that the drop off point for students will be within walking distance of the child’s home rather than the bus stop they use in the morning. It is important to review this information with your child. Copies of the “late bus” routes are posted in the school office. There is also an additional late bus that leaves Field School and goes directly to Boston for any METCO students.

A sign up will be sent around before the start of new clubs, including band, chorus, and orchestra, to express interest in using the Late Bus service.

BUS CODE OF CONDUCT

Seating

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

Getting Off The Bus At School

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

Getting Off The Bus At Your Stop

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

Behavior

- School rules and rules outlined in the [Transportation Handbook](#) apply while on the bus.
- Students will remain in their seats at all times and will sit in seats as intended; there is no kneeling or turning around.
- Keep heads, hands, feet and all items inside the bus at all times and to oneself. Students will respect the physical space of other students.
- Use windows only with permission of the bus driver.
- No gum chewing is allowed; no eating or drinking is allowed due to allergy concerns.
- Noise level on the bus should be kept reasonable, so there is a safe driving environment.
- Respectful language and communication should be used at all times on the bus.
- Students may not take photographs or audio or visual record on the bus.

Instructions

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

Litter

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

Emergency Exit

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

Parents

Please take the time to introduce yourself to your child's bus driver. They are an important part of your child's day.

DISCIPLINARY ACTION FOR INFRACTION OF RULES RELATED TO BUSES*:

1st major offense and all other minor offenses: pupil spoken to by principal.

2nd offense of a serious nature: parent notified and pupil spoken to by principal

3rd offense of a serious nature: parent notified and privilege to ride bus denied for three days *

4th offense of a serious nature: parent notified and privileges to ride bus denied for one week *

5th offense of a serious nature: parent notified and privilege to ride bus denied until the school principal and transportation director are convinced that good behavior and safety are assured.

*A significant offense (e.g., fighting, destruction of property, particularly cruel behavior to others, etc.) may result in immediate suspension from the bus. The Principal has the discretion to increase the penalties listed above or otherwise adjust the penalties in individual cases.

GENERAL BUILDING SAFETY AND SECURITY

1. We ask all parents and visitors to please sign-in at the front office. To ensure building security, adults are asked to drop off materials in the office rather than delivering them directly to a classroom. Parents and visitors should only enter a classroom or walk through the hallways when a teacher is expecting you and after you have checked in at the front office. The Principal or their designee has the sole discretion to admit or deny visitors to the school.
2. If you are picking up your child at a time other than at dismissal, they will be required to sign out and wait in the lobby. Please check in at the front desk and someone will call your child's classroom if they are not waiting at the designated time.
3. Parents and visitors should enter and exit by the main lobby doors only. There is no entrance from other doorways throughout the school day.
4. Doors in each wing will be used only at dismissal or other designated times. Doors will be locked and checked periodically by staff and custodians.
5. No child may be called to a car to receive anything from anyone in a vehicle.
6. The playground is considered "closed to the public" during school hours. No adults should approach students on the playground to talk to students or to escort them off the playground. Visitors will be asked by the staff on duty to report to the main office to check in. Suspicious persons or cars will be reported to the principal or a staff member. Police will be called immediately, if necessary.
7. Parents should notify the office if there are any changes or special circumstances regarding persons unauthorized to pick up or be in contact with their child. This information should be in writing. If you must call our office, please do so before 1:00 p.m. so we can be certain this information will reach your child's teacher.
8. Please call before 1:00 p.m. if dismissal plans for your child will change. Students may not make "last minute arrangements" to go on another bus with a friend or anywhere other than so designated by a parent or guardian.
9. Please send a note to school with your child when any of the following situations occur.
 - Change in dismissal information – including if you or another authorized person plan to pick up your child.
 - Change of address or telephone number.
 - Change of emergency contact telephone number.
 - Absence.
 - Unusual circumstances, i.e., parents are out of town, illness in the family, new baby or other significant event.

10. No students are allowed in the building during recess without permission from the classroom teacher and/or a pass. If a child needs to go to the nurse, one student may accompany their/ them, but only if deemed necessary by the adults on duty. This helper then returns outside. In the event of serious injury, an adult on duty monitor will accompany the child to the nurse's office.

11. Students Who Are Driven to School Should Not Enter the Building Before 8:00 a.m. This is an important safety precaution. Please have your student remain in the car until the doors are opened at 8:00 a.m., under faculty supervision. If dropping off, please note that children not in classrooms at 8:10 a.m. are considered tardy, unless buses are late.

12. Policy on "WALKERS" and "BIKERS"

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

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

14. Field Trips- The opportunity for students to participate in field trips, either day or extended, is contingent upon responsible behavior, good attendance and being a student in good standing. Students who are not able to demonstrate consistently responsible behavior may be ineligible for the trip. All school rules apply during school field trips.

FIELD SCHOOL STUDENT CONDUCT

Overview

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

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

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

c) Take care of their community

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

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

Physical Conflict

Students are expected to resolve conflicts non-violently without physical or verbal abuse. Students may walk away or seek help from any adult in the building.

Physical fighting or contact (including punching, hitting, shoving, slapping, aggressive pinching, or poking with objects) may result in discipline, including suspension, consistent with the student code of conduct.

Language

All students are expected to use kind and respectful language at all times. Swearing, racial slurs, homophobic remarks, gender targeted phrases, or other language that elicits microaggressive messaging is prohibited and will result in consequences.

Lobby and Halls

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

Respect For Property

Students should not take or use the property of others without permission. Students will positively contribute in keeping building spaces organized and clean. Disrespect for school property will result in parent notification and appropriate consequences.

Graffiti

"Tagging is against the law." Students who damage or mark public or personal property, including bathroom walls or hallways cubbies, are subject to discipline and must pay for repairs.

Student Solicitations

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

Key Daily Expectations

Lunch

Students have the choice of getting school lunch or bringing lunch from home. All students are able to receive a free balanced lunch during the school day (half days excluded). If students would like a second lunch, they will need to have money available in their account. Online payments may be made using the MySchoolBucks On-Line System, MySchoolBucks.com. A note also needs to be written and sent in indicating the parents permission for the child to have a second lunch.

Lunch information: Check the website or call: (a) the school; (b) Director of Food Services, (781)786-5295; (c) Assistant Superintendent for Finance & Operations, (781)786-5230.

Field Lunch Rules

1. Everyone eats in the dining hall, unless otherwise noted. The only exceptions will be those children who are going to the Guidance Office, Nurse's Office or Main Office.
2. Lunch monitors may give permission to go to the nurse's office. Permission will also be given to go to the bathrooms near the lunchroom. Students are not allowed to gather in the bathrooms during lunchtime and they are not permitted to return to their classrooms during this time.
3. Students have approximately 20 minutes for lunch; they are expected to remain at their table during this time and maintain an appropriate voice level.
4. Children should always be respectful of the lunch monitors and other adults who provide supervision and safety for them during lunch and recess.
5. Children are responsible for properly disposing of their garbage, cleaning their table space (above and beneath it), and ensuring that the cafeteria is left clean for those entering next.
6. Students not adhering to these expectations are subject to follow up discipline and consequences.

Field School Recess Rules

1. Most days will be "outside recess" days. For indoor recess, students remain in the dining hall, gym or classroom with a book or other appropriate materials.
2. All children will go out except those children with a written excuse from parents for medical reasons, or those children who remain under the supervision of a teacher.
3. Children may not go to the Guidance Office or the Nurse's Office during lunch or recess without an adult's permission. For those needing to use the bathroom, they must use the one by the nurse's office, again after receiving adult permission. Students are not permitted to go back to their classrooms during this time.
4. All children should line up immediately after the lunch monitor blows the whistle.
5. Children should not go near the road, beyond the set boundaries, or up the hill.
6. We will hold outdoor recess unless temperatures reach an extreme of heat or cold (we do have a scale to monitor this), or if there is lightning or other severe weather. All children are expected to bring and wear appropriate cold weather outdoor attire including raincoats for rain and snow gear for winter. If a student does not wear appropriate apparel in winter, they may be required to either stay on the blacktop and/ or borrow clothing from the lost and found. Students are expected to play responsibly and not get their school clothes wet or muddy. Students will be excused from outdoor recess only with a note from their doctor stating the reason.
7. Dangerous behavior is not allowed including pushing, tackling, or other intentional physical contact.

8. Students not adhering to these expectations are subject to follow up discipline and consequences.

OTHER EXPECTATIONS:

Gum and Candy

Gum is not allowed on school premises at any time. Students found with gum will be asked to dispose of it immediately. Similarly, students are not permitted to eat candy during school. Repeated offenses may result in further consequences.

Birthdays

Formal birthday celebrations, including sharing food/ treats, are not permitted. Many students have allergies, and we want to maintain an inclusive environment. Students will be acknowledged on (or near their birthdays) and individual classrooms may choose to acknowledge birthdays in a manner consistent with inclusivity and respect.

Food/ Drinks

All food must be consumed in the cafeteria or classroom. At Field School, we ask that you do not send your child in with snacks or lunches containing any nut products. The cafeteria also does not sell any food containing nuts. To read more about Weston Public Schools Food Allergy Policy and Procedures, please visit www.westonschools.org.

Students are allowed to eat the lunches provided in the cafeteria or to bring in lunches that meet the guidelines above. Students are not permitted to get food delivered to the school.

Students are not permitted to have drinks served in cans or other open containers as they are easy to spill.

Weapons and Dangerous Objects

Students may not bring weapons or dangerous objects (or those resembling them) to school, including toy guns, knives, laser pointers, fireworks, chemicals, matches, lighters, or any object used inappropriately.

Possession of weapons on school property or buses may result in serious discipline. Misuse of items like scissors or compasses may also be considered weapons.

Academic Integrity

Academic work is designed to help students learn and develop skills. Students should complete their own work and give credit when using references, including ChatGPT or other AI tools, although the use of AI is prohibited unless specifically authorized by the teacher.

Unauthorized use of AI or other sources is not acceptable and may result in a temporary loss of device use.

Lost and Found

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

STUDENT USE OF PERSONAL ELECTRONIC DEVICES:

The Weston Public Schools are committed to fostering a school environment that prioritizes engaged learning, supports the development of social skills, and promotes the overall well-being of our students. As part of this effort, the district is moving toward becoming a community free of personal electronic devices. This means that personal electronic devices (with the exception of those required for specific medical use) are not used by students during school hours.

Please note that the use of personal electronic devices—including but not limited to cell phones, iPods, Kindles, gaming devices (e.g., PlayStation, Nintendo Switch), and Smartwatches—is **not permitted at any time** within the school building, unless explicitly authorized by the Principal or Assistant Principal. At the start of each school day, students must turn off their personal electronic devices and **place them in a designated storage area** (this includes smart watches). Students will re-gain access to their devices at the end of each school day.

Unauthorized devices may be **confiscated by faculty, staff, or administration** and held in the Main Office until the end of the school day.

Student Discipline

In grades 4 and 5, we believe discipline needs to be fair and appropriate while also understanding of where children are at developmentally. As such, discipline may include the following: logical consequences for their actions, education around the impact of their behaviors and opportunities to learn from the experience, and reflection and repair as they work to find meaningful resolutions with their peers.

Infractions and Consequences

When behavioral expectations are not met, consequences are determined based on the specific facts and context of the situation. School personnel consider multiple factors in making these decisions, including the severity of the infraction, the student's disciplinary history, any prior interventions, the intent or motive behind the behavior, and the impact on others or the school environment.

Staff members have the authority to manage behavior in all areas of the school—including classrooms, hallways, the library, cafeteria, and gym—and are responsible for addressing misconduct as it arises. Disciplinary responses are guided by the principle that consequences should be appropriate, fair, and, when possible, educational and restorative in nature.

COMMUNICATION

Home/School

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

Formal

1. Back-to-School Night
2. Fall Guardian/ Teacher Conferences (Oct/ Nov)
3. Open Forums
4. Progress Reports/ Report Cards (Feb. & June)
5. Principal's Coffees

Informal

1. Notes/ emails
2. Phone calls
3. Student papers/projects/rubrics
4. Additional Parent/Teacher meetings

General Parent-Teacher Communication

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

Back-To-School Night

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

School Calendar

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

Progress Reports

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

School Notices

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

Westword

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

WESTON PUBLIC SCHOOLS HOME/SCHOOL COMMUNICATIONS GUIDELINES

Background

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

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

The Challenge

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

Communications

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

Expectations

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

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

Implementation

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

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

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

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

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

Guidelines for Effective Communication

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

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

SCHOOL SAFETY

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

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

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

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

School Cancellation

“No School” Announcements are posted on district website: www.westonschools.org

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

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

Emergency Dismissal

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

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

SUPPORT SERVICES

Overview

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

The school adjustment counselors are available to teachers, parents and children to help all students make a smooth adjustment to school. They are also available to work with parents and children on a regular basis. If you have any concerns about your child, you should first contact the classroom teacher. No services will be provided without a parent's informed consent.

Weston Public Schools Curriculum Content

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Weston Public Schools, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content.

Special Education

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

Following a comprehensive assessment of a student and a determination of needs, an individualized education plan is developed for eligible students that addresses the unique needs of that student and provides the necessary services within the least restrictive environment. A continuum of services is provided and can include occupational therapy, physical therapy, speech/language therapy, and other support from special educators inside and outside the regular education classroom setting.

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

Transgender and Nonconforming Students

The Weston Public Schools prohibits discrimination (see Policy AC Harassment Non-Discrimination Policy) on the basis of race, color, sex, gender identity, religion, national origin, or sexual orientation; and ensures that all students have equal right of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study. This includes students' rights to a safe, respectful, and supportive learning environment.

Consistent with this policy and applicable laws and guidance, school staff will create and reinforce a culture where transgender and gender nonconforming students feel safe, supported, and fully included. Additional procedural guidelines to address, at minimum, the following areas will be created by the Superintendent of Schools or designee: transitions, privacy, confidentiality and student records, names, pronouns, gender markers on student records, restrooms, locker rooms and changing facilities, physical education classes, intramural and interscholastic athletic activities, dress codes, professional development, and other gender based activities, rules, policies and

practices, and trainings. [\(POLICY JBD\)](#)

Homeless Students

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

STUDENT ACTIVITIES

Student Council

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

Instrumental Music

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

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

AFTER SCHOOL ACTIVITIES

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

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

Chorus

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

Sports

After School Sports are available to all 4th and 5th grade students on a one-day per week basis (4th, Tuesday; 5th, Wednesday). Activities vary by season and include lead-up games, traditional team sports, and large group events. All students are encouraged to participate regardless of their athletic ability.

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

Other Field School Clubs

A variety of other clubs will be available throughout the school year. Signup and availability information will be sent out to families well in advance of their start dates.

SCHOOL AFFILIATED ORGANIZATIONS

The Weston METCO Program

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

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

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

SEPAC

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

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

The Weston Education Enrichment Fund Committee

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

Parent-Teacher Organization

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

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

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

The School Advisory Council (Field School Council)

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

HEALTH

Health Services Information

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

Immunizations

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

Physical Examination

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

Required Screenings During School

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

First Aid

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

Medication

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

Communicable Diseases

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

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

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

Dismissal From School

Students may be dismissed from school for:

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

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

Concussion Management Policy

Weston Public Schools (WPS), in order to protect the health and safety of students and to comply with 105 CMR 201.000 enacted in June 2011, has developed the following policy to provide standardized procedures for persons involved in the prevention, training, management and return to activity decisions regarding students who incur head injuries, whether sustained during extracurricular athletic activities, during the school day or outside of school. Head Injury, Concussion / TBI (traumatic brain injury) is defined as: A complex pathophysiological process affecting the brain, induced by traumatic biomechanical forces. TBI may be caused either by a direct blow to the head, face, neck or elsewhere on the body with an impulsive force transmitted to the head. TBI includes, but is not limited to, a concussion.

Signs and symptoms of a concussion can present right after an injury or may not appear or be noticed until hours or days after the injury. The physical symptoms that are common following a concussion may include headaches, double vision, light sensitivity, dizziness, fatigue and/or sensitivity to noise. Any of these symptoms may negatively impact a student's learning, emotion regulation, or behavioral functioning in the school setting. These symptoms usually resolve in 1–2 weeks in the majority of cases with rest and proper care. However, in some cases symptoms may linger for months. Consequently, there is a need to support all students in their return to the educational environment after sustaining a concussion. The Nurse Leader will be responsible for the implementation of these policies and procedures.

Students who participate in an extracurricular athletic activity Head injuries or suspected concussions whether sustained during extracurricular athletic activities, during the school day or outside of school, must be reported to the school nurse and/or certified athletic trainer. If TBI is suspected, the student must be removed from the activity and referred for medical Weston Public Schools evaluation. Return to play guidelines, reentry plans to school/academic activities, and any related academic accommodations shall be in accordance with the WPS "Information and Guidelines Relating to Traumatic Brain Injury" and 105 CMR 201.011. Parents and students are

responsible for completion of the Pre-participation forms including the Report of a Head Injury Form. No student athlete will be allowed to participate in athletic activities until all forms, including physical examinations, are signed, submitted and reviewed by WPS nurses annually. Information concerning a student's history of head injury and concussion, recuperation, reentry plan, academic accommodations, and authorization to return to play and resume academic activities will be shared on a need to know basis consistent with requirements of 105 CMR 201.000 and applicable federal and state law including, but not limited to, the Massachusetts Student Records Regulations, 603 CMR 23.00, and the Federal Family Educational Rights and Privacy Act Regulations, 34 CFR Part 99.

Human Growth and Development Education

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

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

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

HOMEWORK INFORMATION

Homework Policy

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

The purpose of homework at Field School is:

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

What does homework “look like” at Field School?

- Homework is given each day Monday through Thursday.
- Each student at Field School is to read independently for a minimum of thirty minutes daily.
- Each student has an additional ½ hour of math or other content area homework daily.

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

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

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

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

What is a “just right” book?

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

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

What about Math?

- Math homework should not exceed 30 minutes. If there are several kinds of questions to the assignment and time becomes an issue, have your child complete a few of each kind of

problem so they have some practice with each; keep in mind that often math concepts take several lessons to master.

- Our math program often involves games as part of the homework to help children apply new concepts. Use these as a way to both connect to your child and to help them with their homework.

How is homework assigned?

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

How does my child learn study skills?

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

What can parents do to help?

- Help your child determine a time and place to do homework free from distractions. Make sure all the supplies that your child will need are readily available.
- Help your child stay within time guidelines. When your child has reached the time limit, please stop work and write a note on the assignment and sign it. (Exception: more independent reading is encouraged, *if all other homework is completed.*)
- Your child may take slightly less or slightly more time to complete assignments than the half hour intended. Teachers may make modifications to requirements for students based on individual needs. If your child varies significantly from the intended homework time frame, please email their teacher.
- Your child should work on homework assignments *independently*. It is important that your child's work accurately reflects his or her own efforts.
- If a child is experiencing difficulty with homework or taking an excessively long time to complete assignments, please let teachers know immediately if you have concerns. It is our intent to avoid homework anxiety, and therefore encourage parents to be in contact with teachers.
- Use the agenda as a guide for homework. If your child is not utilizing the agendas correctly, please let the teacher know.

OTHER INFORMATION

Telephone

Children who need to call home may be given permission to use a classroom or office phone when absolutely necessary. **Please note: students are not allowed to contact a parent with a personal device (smart watch or phone) during the school day.**

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

How Do I...

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

Locate a bus: Transportation Coordinator, (781)786-5285

Locate a child who has not come home:

- a) Call the school: (781)786-5500/01/02
- b) Call Transportation: (781)786-5285
- c) Call the Business Office, (781)786-5230 or (781)786-5231

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

Learn about the school calendar (vacations, workshop days, meetings, etc.), call the Business Office at (781)786-5230. For the School Committee agenda, call the Office of the Superintendent (781)786-5210. All are posted on the district website.

Register a child for school, call the High School guidance office.

Find a private music teacher, call the Director of Music, (781)786-5940.

Become a volunteer at **our** school, call the school office at (781)786-5500 or notify the P.T.O. All adults participating in class/ student activities must have a CORI check.

Learn about METCO: call the METCO Coordinator, (781)786-5851.

Inquire about the Special Education Program, to hire a tutor, or to ask about Massachusetts Special Education Laws and Regulations: call the Student Services Director, (781)786-5240. To inquire about these services for a particular child, call the school counselor. For 504 information, call the Director of Student Services, (781)786-5240.

Learn about curriculum planning, academic testing, researchers from universities, summer workshops, outside speakers: call the Assistant Superintendent for Curriculum & Instruction, (781)786-5220.

Contact Weston Recreation Commission: (781)786-6265 or Green Power/Land’s Sake Farm: (781)893-1162;

Private School Recommendations

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

1. All recommendation forms and transcript requests must be submitted to the School Counselor or Principals Office, and requests for classroom teachers should be delivered to the respective teachers directly, *a minimum of one month prior to the application deadline*. Whenever possible, please submit requests as early as possible so that the proper attention and time may be given to the recommendations. Any requests received less than one month before the deadline cannot be guaranteed to reach the school before the specified due date.
2. We are aware that now many/most schools use an online portal to manage their application process. Please reach out to the School Counselor or Principal before sending electronic forms so they can be aware of your intent and be on alert for any email communications from schools. All recommendation forms that must be sent via US Mail must be accompanied with appropriate postage (2 stamps) and an addressed envelope for each school to which records and recommendations are to be mailed. All recommendations will be mailed directly to the schools and not given to parents or students.

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

Access To Student Records

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

STUDENT APPROPRIATE USE POLICY OF INFORMATION TECHNOLOGY RESOURCES

Services Provided to Students

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

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

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

Anti-Bullying and Intervention: All use of the WPS school IT resources must be in full compliance with the Weston Public schools' Anti-Bullying and Intervention Policy which amongst other things, prohibits bullying through the use of WPS's IT resources, or through any non-WPS IT resource where such bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at their school or materially and substantially disrupts the education process or the orderly operation of a WPS school.

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

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

- Our network systems provide important access to educational resources. The destruction, vandalism, hacking, or damaging of data, networks, hardware, software, backend systems, or disruption of this or other resources used by the Weston Public Schools is prohibited and may result in disciplinary and/or legal actions.
- Network and account security is the responsibility of all members of the Weston School community. Any security risks should be reported to a teacher or network administrator.
- Resources shall be used in a manner consistent with the mission of the Weston Public Schools.
- Computers, electronic resources, and network bandwidth are shared limited resources and should be conserved and protected, as such.

- Devices not owned and managed by the Weston Public Schools may not be connected to the Weston Public Schools network without specific permission. Devices that disrupt the educational process or operation of the WPS are prohibited, will be removed, may be held and searched, and may result in disciplinary and/or legal actions.
- Please note, any device deemed as directly or indirectly disrupting the educational processes of the school or students may be held and searched until such time that the disruption is discovered, understood, and resolved.

Respect and protect the intellectual property of others.

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

Respect and protect the privacy of yourself and others.

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

Respect and practice the principles of community.

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

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

School Security Cameras:

The Weston School Committee supports the limited use of video cameras on Weston Public Schools property for the purpose of enhancing school safety and security. Our goals are to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure public safety for community members who visit or use our school property, and diminish the potential for

personal and district loss or destruction of property.

Camera Placement:

Security cameras shall be installed in public areas only. These areas include grounds, parking areas, athletic areas, and exterior entrances or exits to school buildings. Restrooms, changing rooms, private offices, classrooms, nurse's offices and locker rooms are excluded from security camera use. Security camera usage is prohibited in any space where there is a reasonable expectation for privacy. No sound is to be monitored or recorded in connection with the video surveillance system.

Signage and Notification:

Appropriate signage will be posted to notify students, staff and the general public of the Weston Public Schools' use of security cameras. Students and staff will receive additional notification at the beginning of the school year regarding the use of security cameras on school grounds. Such notification will include, but not be limited to, employee handbooks and student handbooks.

Access to Video Recordings:

The Superintendent of Schools or their expressly authorized designee shall oversee video surveillance. Any video recordings made for security purposes pursuant to this policy are the sole property of the Weston Public Schools. The Weston Public Schools security cameras will be in operation throughout the year. Recorded information will be available subject to applicable law and only with the approval of the Superintendent or their expressly authorized designee for use as necessary by appropriate school officials or law enforcement personnel. There will be no monitoring of live recordings, except in the case of routine maintenance, investigation of an alarm condition, or a suspected health, safety, or security emergency. Recordings will be reviewed only when a suspected incident has occurred. Information obtained through video surveillance may only be used for identifying persons attempting to enter the school buildings, or investigating violations of student/staff conduct, suspected vandalism or other illegal activity, or any activity that may threaten the safety or security of students or staff.

Data Storage:

All video recordings are stored in a secure place to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. Recordings will be saved for a period of time consistent with state law and the Weston Public Schools' record retention policies, after which all recordings will be appropriately deleted.

LEGAL INFORMATION

Clear Exits

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

Conflict

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

Hazing

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

Harassment / Non-discrimination Policy Summary

All members of the community served by the Weston Public Schools have the right to be treated with dignity and respect. The school system is committed to the policy that all individuals associated with the schools deserve to be free from any conduct, activity or language that is demeaning, insulting, abusive or inappropriate. Therefore, insults, threats, derogatory remarks and other forms of conduct that fail to respect the rights and dignity of others will not be tolerated. All complaints involving Sexual Discrimination/Harassment will be forwarded to our Title IX Coordinator, who may be contacted at heaveyt@weston.org.

The goals of the Weston Public Schools include:

- providing equal employment, educational and participatory opportunities for all members of the school community
- preventing discrimination or harassment of any individual attending, working at, or associated with the school system
- providing a mechanism by which individuals can bring any concerns about discrimination or harassment to the Administration's attention

The Weston Public Schools are committed to maintaining an environment in which staff, students and visitors are not subjected to differential treatment because of legally protected characteristics. Therefore, the school system will not accept or tolerate any discrimination, or differential treatment, of or among members of the school community based upon race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy or related conditions, homelessness, ancestry, ethnic background, national origin, immigration status, or any other category protected by state or federal law. Not only does the school system prohibit any discriminatory treatment of or among students, staff or visitors, but it also will not tolerate harassment of any kind based on any of the above characteristics or any other personal qualities or appearances.

For our full Non-Discrimination Policy, see our on-line policy manual:

https://www.westonschools.org/section_a_foundations_and_basic_commitments/

Inquiries concerning the Weston Public Schools' policies and protocols, compliance with applicable laws, statutes, and regulations, and complaints may be directed to Dr. Kimo Carter, Assistant Superintendent, who can be contacted directly:

Case House
89 Wellesley Street
Weston, MA 02493
781-786-5220 carterk@weston.org

Weapons

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

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

Assault

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

Felony

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

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

Illegal Substances

Any student who is found on school premises on buses, at school-sponsored events, including athletic events, in possession of, or under the influence of, a controlled substance as defined in Chapter 94C, including, but not limited to, marijuana, steroids, cocaine, crack, heroin, or other controlled substances, may be subject to expulsion from the school or school district by the principal. Under Chapter 277 of the laws of the Commonwealth of Massachusetts, persons convicted of selling drugs within 1000 feet of school property will receive a minimum mandatory two-year jail sentence and a fine of up to \$10,000.00.

Alcohol

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

Tobacco Use

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

Fire Extinguishers And Fire Protective Equipment

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

Graffiti

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

Approved Posters

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

Logical Consequences

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

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

- A **“day(s) without privileges”** is when a student remains in school and completes assignments in a supervised setting but is not part of the classroom community for all or part of a day.
- A **student may also be sent home** immediately or remain home for the following day(s) depending on the seriousness of the action, because the student engaged in repeated infractions which have continued despite prior interventions, or because the student demonstrated a level of disruptive behavior that impeded the learning and safety of other students. Should these occur, we ask parents or authorized adults, who have been called, to respond as quickly as possible.

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

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

Disciplinary Procedures, Suspension, and Due Process

All discipline in Massachusetts public schools is governed by 3 statutes and related regulations: M.G.L. c. 71, §§37H, 37H 1/2, and 37H 3/4 (and 603 C.M.R. 27 53.00 et. seq.).

In-School Suspension under 603 CMR 53.10

A student may be removed from regular classroom activities, but not from the school premises, for up to ten (10) consecutive school days or up to ten (10) school days cumulatively for multiple infractions during the school year. Students who are placed in in-school suspension shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the in-school suspension.

A student who is unable to consistently adhere to acceptable classroom standards in a particular class may be removed from the class permanently and assigned to a different class at the discretion of the principal and/or their designee.

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

On the same day as the in-school suspension decision, the principal or the principal's designee 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.

On the day of the suspension, the principal or the principal's designee shall send written notice (by hand-delivery, certified mail, first class mail or email) to the student and parent including the reason and the length of the in-school suspension, and inviting the parent to a meeting if the meeting has not already occurred. The notice shall be in English and the primary language of the home if another language is identified in the home language survey, or by other means, as appropriate.

The principal or the principal's designee 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 or the principal's designee 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 decision of the principal or the principal's designee is the final decision for in-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

Emergency Removal of Student under 603 CMR 53.07

Under certain emergency circumstances, it may not be practical for the principal or the principal's designee to provide prior oral and written notice before removing a student from school. The principal or the principal's designee 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 or the principal's designee's judgment, there is no alternative available to alleviate the danger or disruption. The principal or the principal's designee will 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, during which time the principal shall:

- (a) 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 disciplinary offense, the basis for the charge, the potential consequences, including potential length of suspension, the opportunity for a hearing including the date/time/location of the hearing, the right to interpreter services, and other rights permitted for students who may be placed on long-term suspension as set forth in 603 CMR 53.08(3)(b);
- (b) Provide written notice to the student and parent, including the information described in 603 CMR 53.06(2);
- (c) Provide the student an opportunity for a hearing with the principal or the principal's designee that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, 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.
- (d) 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 of 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable.

A principal will not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Out of School Suspension Procedures under M.G.L. Chapter 71, Section 37H3/4

Any principal or person acting as a decision-maker at a student hearing, when deciding the consequences for the student, shall consider ways to re-engage the student in the learning process; and shall not suspend a student until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, and/or in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. The principal, headmaster, superintendent or person acting as a decision-maker shall also implement school- or district-wide models to re-engage students in the learning process which shall include but not be limited to: (i) positive behavioral interventions and supports models and (ii) trauma sensitive learning models; provided, however, that school- or district-wide models shall not be considered a direct response to a specific incident.

There are two types of out-of-school suspensions, Short-Term Suspensions and Long-Term Suspensions. The principal or the principal's designee 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. If the consequence may be long-term suspension from school, the principal or the principal's designee shall afford the student additional rights as described below in addition to those rights afforded to students who may face a short-term suspension from school. All students facing out-of-school suspension shall have the right to oral and written notice, as described below.

Notice for Any Out-of-School Suspension under MGL c. 71, s. 37 H3/4

Prior to suspending a student, the principal or the principal's designee will provide the student and the parent oral and written notice of the possible suspension, an opportunity for the student to have a hearing and the opportunity of the parent(s) to participate in the hearing. The notice will be in English and in the primary language of the home if other than English as identified in the home language survey, or by other means of communication where appropriate. The notice will set forth in plain language:

- (a) the disciplinary offense;
- (b) the basis for the charge;
- (c) the potential consequences, including the potential length of the student's suspension;
- (d) the opportunity for the student to have a hearing with the principal or the principal's designee concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- (e) the date, time, and location of the hearing;
- (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
- (g) if the student may be placed on long-term suspension following the hearing with the principal:
 - 1. the rights set forth in 603 CMR 53.08(3)(b) ; and
 - 2. the right to appeal the principal's decision to the superintendent.

The principal or the principal's designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. Prior to conducting a hearing without the parent present, the principal or the principal's designee will document reasonable efforts to include the parent. The principal or the principal's designee is presumed to have made reasonable efforts if the principal or the principal's designee 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.

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and parent.

Short-Term Suspension Procedures Under MGL C. 71 S. 37h^{3/4}

A Short-Term Suspension is the removal of a student from the school premises and regular classroom activities for ten (10) consecutive or ten (10) cumulative school days or less. The principal or the principal's designee may, in their discretion, allow a student to serve a short-term suspension in school. Any student facing a potential short-term suspension is entitled to a hearing with the principal or the principal's designee with the following process:

Principal Hearing - Short-term Suspension

- (a) The purpose of the hearing with the principal or the principal's designee 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. At a minimum, the principal or the principal's designee 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 or the principal's designee should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal or the principal's designee 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.
- (b) Based on the available information, including mitigating circumstances, the principal or the principal's designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.
- (c) The principal or the principal's designee 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, as provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.

(d) 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.

The decision of the principal or the principal's designee is the final decision for short-term out-of-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

Long-Term Suspension Procedures Under MGL C. 71 S. 37h $\frac{3}{4}$

A Long-Term Suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The principal or the principal's designee, may, in their discretion, allow a student to serve a long-term suspension in school. Except for students who are charged with a disciplinary offense set forth in Massachusetts General Laws Chapter 71, §37 H, or in Massachusetts General laws Chapter 71 § 37H $\frac{1}{2}$, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed. Any student facing a potential long-term suspension is entitled to a hearing with the Principal or their designee with the following process.

Principal Hearing - Long-term Suspension

(a) The purpose of the hearing with the principal or the principal's designee 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. At a minimum, the principal or the principal's designee 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 as alternatives to suspension. The principal or the principal's designee 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.

(b) In addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following additional rights:

1. In advance of the hearing, 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;
2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. 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;
4. the right to cross-examine witnesses presented by the school district;
5. 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.

(c) The principal or the principal's designee 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 when determining consequences for the student.

(d) Based on the evidence, the principal or the principal's designee 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 or the principal's designee 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 principal or the principal's designee decides to suspend the student, the written determination shall:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
5. Inform the student of the right to appeal the principal's decision to the superintendent or designee, but only if the principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English as determined by the home language survey, or other means of communication where appropriate, and shall include the following information stated in plain language:
 - i) the process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the superintendent decides to reverse the principal's determination on appeal.
 - ii) if the student is in a public preschool program or in grades K through 3, the principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the suspension takes effect.

Superintendent's Appeal Hearing under M.G.L. Chapter 71, Section 37H3/4

- (a) A student who is placed on long-term suspension following a hearing with the principal shall have the right to appeal the principal's decision to the Superintendent or the Superintendent's designee.
- (b) The student or parent shall file a notice of appeal with the Superintendent/designee within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Superintendent/designee an extension of time for filing the written notice for up to seven (7) additional calendar days. If the appeal is not timely filed, the Superintendent/designee may deny the appeal, or may allow the appeal in his or her discretion, for good cause.
- (c) The Superintendent/designee shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Superintendent/designee shall grant the extension.
- (d) The Superintendent/designee shall make a good faith effort to include the parent in the hearing. The Superintendent/designee 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/designee to participate. The Superintendent/designee shall send written notice to the parent of the date, time, and location of the hearing.
- (e) The Superintendent/designee shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent/designee shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Superintendent/designee shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- (f) The student shall have all the rights afforded the student at the principal's/designee's hearing for long-term suspension.
- (g) The Superintendent/designee shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 through 5. If the Superintendent/designee determines that the student committed the disciplinary offense, the Superintendent/designee may impose the same or a lesser consequence than the principal/designee, but shall not impose a suspension greater than that imposed by the principal's decision.
- (h) The decision of the Superintendent/designee shall be the final decision of the school district, with

regard to the suspension.

A parent conference (re-entry meeting) with the Principal or the Principal's designee is strongly encouraged before students who are suspended return to school. This conference will be used to promote the engagement of the parents or guardians in discussions of the student's misconduct and to assist the student in re-engaging with the school community.

Suspension/Expulsion Under M.G.L. Chapter 71, Section 37h

The exclusion or expulsion of a student from school will be in accordance with Massachusetts General Laws, Chapter 71, Section 37H. The grounds for exclusion or expulsion include but are not limited to the following:

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun, a knife, or their facsimile, or anything used in the commission of assault and battery; or a controlled substance as defined in Chapter 94 C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
2. Any student who assaults a principal, assistant principal, teacher, teacher's aide, or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal or designee.
3. Any student who is charged with a violation of either paragraph (a) or (b) of Section 37H shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at a hearing before the principal. After said hearing, a principal may, in their discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the Superintendent of their appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
5. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan.
6. Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal.
7. Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

Suspension/Expulsion Under M.G.L. Chapter 71, Section 37h½

Pursuant to Massachusetts General Laws Chapter 71, Section 37 H ½, the following procedures shall be implemented for students charged with or convicted of a felony:

1. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of this right to appeal and the reasons for such suspension taking effect. Upon expulsion of such student, no school or school district shall be required to provide educational services to the student shall also receive written notification of this right to appeal and the process for appealing such suspension; provided however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.
2. The student shall have the right to appeal the suspension to the Superintendent. The student shall notify the Superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the

student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the suspension.

3. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent.
4. The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the Superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The Superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town, or regional school district with regard to the expulsion.
5. Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal.
6. Any student who is suspended or expelled pursuant to this statute for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

Education Services and Academic Progress Under Sections 37h, 37h1/2 And 37h3/4:

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan. A description of the school-wide education service plan is provided below.

The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English as determined by the home language survey, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

Discipline of Students with Disabilities

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 or who the school district knows or has reason to know might be eligible for such

services. The school is deemed to have knowledge that a student is a student with a disability if before the behavior that precipitated the disciplinary action occurred: (1) the student's parent/guardian expressed concern in writing to administrative personnel, or the student's teacher/counselor, that the student is in need of special education and related services; (2) the student's parent/guardian requested an evaluation of the child; or (3) the student's teacher/counselor or other school personnel, expressed specific concerns directly to the Director of Student Services or to other supervisory personnel about a pattern of behavior demonstrated by the student. The school is not deemed to have knowledge of a disability if (1) the parent/guardian has not allowed an evaluation or refused special education and related services, or (2) the child has been evaluated and determined not to be a child with a disability. If a request for an evaluation is made during the time period in which the student is subject to disciplinary measures, the evaluation must be conducted in an expedited manner.

Students who have been found to have a disability that impacts upon a major life activity, as defined under Section 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. 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 decision is made to exclude a student with a disability from their 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, a student with an IEP shall have the right to receive services identified as necessary to provide their with a free appropriate public education during the period of exclusion.
2. 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 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. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension under federal law, however, state law does provide all students with the rights to receive educational services during periods of suspensions lasting longer than ten days.
3. 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.
4. 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.

Non-resident Students

Students who do not reside in Weston may be withdrawn from the Weston Public Schools by the school Principal for good cause. A student may appeal a decision by the Principal to the superintendent, whose decision shall be final.

Please refer to [Policies JF/JFA/JFAB/JFABB](#) of the District Policy Manual.

Reports to Police

The school department will report suspected criminal activity to the police department and will cooperate with the police in their investigations.

CHAPTER 76, Section 5

Place of Attendance; Discrimination

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

Homeless Liaison for Weston Public Schools: Director of Student Services (781) 786-5240

TITLE VI - Discrimination

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

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

TITLE IX – Gender Bias

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

Complaint Manager for the Weston Public Schools: Director of Human Resources (781) 786-5266

TITLE II - Americans With Disabilities Act

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

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

SECTION 504 - Disabilities

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

An individual with a disability is a person who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such impairment. Major life activities include walking, seeing, hearing, speaking, breathing, learning, and working.

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

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

The Bullying Prevention Law of 2010

In 2010, Weston successfully completed and submitted its Bullying Prevention and Intervention Plan to the Massachusetts Department of Elementary and Secondary Education in compliance with the Massachusetts Anti-bullying law as mandated by M.G.L. c. 71, § 37O. Every two years, we update our Bullying and Prevention Plan. You can find the updated plan on the district’s website.

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

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

Bullying

Bullying is the repeated use by one or more students or members of the school staff (including members of a school staff, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to an extracurricular activity and paraprofessionals.) of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a student victim that: (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to himself/herself or damage to their property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process of the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

School Behavior – Physical Restraint

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

Cyber-Bullying

Cyber-bullying is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person

as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in (i) to (v) in the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution of posting creates any of the conditions enumerated in (i) to (v) of the definition of bullying.

Bullying at School and Off School Grounds

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

Retaliation

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

FREQUENTLY ASKED QUESTIONS

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

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

2. Are cell phones allowed in school?

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

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

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

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

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

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

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

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

6. Do I have to go outside for recess?

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

7. What happens when we have indoor recess?

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

8. Are there rules for recess?

The best rule is, of course, to play safely, fairly, and cooperatively. However, we do maintain clear rules for recess including being inclusive not exclusive, staying in the designated areas, being respectful to adults and students, playing by the rules of individual games, no tackling during sports or games. These and other expectations will be clearly communicated in the first weeks of school.

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

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

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

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

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

10. Why are tables assigned in the dining hall?

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

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

No. If your plans are different from what you do on a daily basis, you must bring in a written note from a parent and give it to your classroom teacher in the morning. If there is a special reason for your plans to change, a parent or guardian must call the office before 1:00 p.m. and speak directly to an adult. If you are being picked up at dismissal, you may not exit the building until an adult is on duty.

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

If you feel unsafe or uncomfortable, or if you see someone else feeling that way, reporting to an adult is not tattling. This is being a responsible citizen and student. Whether it is in school or out at recess, you should find an adult to talk to. At school, your teacher will help you

solve the problem or you may ask to talk to another adult, such as your adjustment counselor, your team's grade leader, your nurse or principal.

13. How does Field School handle food allergies?

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

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

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