Parent and Student Handbook

School Year 2021-2022

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Parent and Student Handbook
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Overview of Willow Hill School

Mission Statement

Willow Hill School provides a supportive educational program for middle and high school students who are capable of advancing along a strong academic curriculum but have experienced frustration in earlier school settings. At Willow Hill, students come to understand and appreciate their personal learning styles and develop the skills and habits that enable them to succeed as lifelong learners and responsible members of their communities.

About Willow Hill School

Willow Hill School offers secondary level students with learning challenges the opportunity to acquire academic and social skills needed to shape their own futures. Ensuring that our students fulfill their potential is our priority. We are dedicated to attainment of academic excellence and a wide range of personal talents. Willow Hill School is a small, welcoming environment that encourages students to take risks, explore new interests and attitudes and learn to understand their own distinct learning styles. We are committed to promoting an attitude of concern for others as well as respect for the views and beliefs of others.

We are proud of our beautiful facilities, our students and teachers, and the friends who continue to support our efforts. From humble beginnings in 1970, Willow Hill School has evolved into a thriving coeducational school. Willow Hill School is a non-profit, independent day school accredited by ***The New England Association of Schools and Colleges (NEASC)*** and approved by the ***Massachusetts Department of Elementary and Secondary Education (DESE)*** under special education law to provide comprehensive services to students.

Policy of Non-Discrimination

All programs, activities and employment opportunities provide equal access to services, facilities, activities and benefits regardless of race, color, sex, gender identity, religion, national origin and/or citizenship, sexual orientation and/or disability. Willow Hill School is committed to providing a safe and secure learning and working environment for students and employees without exception.

This Policy of Equal Access includes the entire student admissions process, admission to courses of study, career and educational guidance, and the privilege of participating in extracurricular activities.

Reference: 603 CMR 26.00: Access to Equal Educational Opportunity; M.G.L. c. 76, § 5.

Parent and School Commitment, Communication, and Involvement

Students who are most successful at Willow Hill School have decided to make specific changes in their lives. Successful students invariably have parents who recognize the need for this change as well. We believe parents and an effective school work together to create and sustain successful partnerships. The principles of good practice, adapted from the National Association of Independent Schools (NAIS), describe the roles and responsibilities of parents and the School.

At Willow Hill, we stress open and honest communication. We expect parents and students to participate fully in this process, and we encourage listening and problem solving.

Parents, Working With the School Will:

- Recognize that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be reached.
- Become familiar with and support the School's policies and procedures.
- Provide a home environment that supports the development of positive learning attitudes and habits.
- Involve themselves in the life of the School.
- Seek and value the School's perspective on the student.
- Seek information directly from the School, consulting with those best able to address the concerns.
- Share with the School any religious, cultural, medical, or personal information that the School may need to best serve the student.

Faculty and Staff Working With Parents Will:

- Recognize that effective partnerships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be reached.
- Clearly and fully present its philosophy, program, and practices to parents during the admission process and encourage dialogue that clarifies parental expectations and aspirations for the student.
- Seek and value the parents' perspective on the student.
- Be accessible to parents and model candid and open dialogue.
- Keep parents well informed through systematic reports, conferences, publications, and informal conversations.
- Define clearly how it involves parents when considering major decisions that affect the School community.
- Offer and support a variety of parent education opportunities.
- Suggest effective ways for parents to support the educational process.

Opportunities for Parents to Share Concerns

Opportunities for parents to share concerns or ask questions may include:

- Emailing or calling a teacher directly regarding a specific concern or question about a class.
- Contacting your child's advisor regarding program concerns and/or personal adjustment.
- Contacting an Administrative Assistant for information.
- Contacting an Administrator if concerns are not addressed by a teacher and/or advisor.
- Contacting the Head of School.

If you have particular questions or concerns, call us as soon as you can. We have internal mechanisms for sharing information quickly and privately with faculty. Please understand that faculty at Willow Hill School cannot leave class to receive telephone calls, nor do they take class time to respond to emails. However, they will return your call or email, as soon as possible. The following information should aid in communicating effectively.

Parents are asked to understand that the sharing of information about a student's daily performance is determined by Willow Hill staff. The only exception to this is if the sharing of information will affect the health or safety of a student. We believe that students, as they mature and become independent, have a life in the School that is respected and maintained.

Procedures for Communication: Who to contact when…..

Contact your child's teacher when…
You have questions about your child's grade or assignments.
You have a question about an incident that occurred in class.
You have a question about field trip permission slips.
You want to request homework assignments for your child who has been absent from school.

Contact your child's Advisor when…
You have a question about overall performance.
Your child has reported difficulty with a teacher's subject and the teacher has not called.

Contact the School Nurse when…
Your child has a medication change.
You have a question about health records.
Your child has a medical condition that requires an adjustment in school procedures.

Call the School Counselor when…
You have a question about social skills development.
You have a question about a specific incident that included your child.
You would like the School to contact your child's therapist.
You have questions about college placement.
You have questions about post-secondary scholarships.

Call the Librarian when…
You have questions about PSATs, SATs, or ACT testing.

Call the Director of Education when…
You have questions about an attendance matter.
You have school policy questions.
You would like to schedule a meeting.
You have questions about TEAM meetings, IEPs, Progress Reports/Narratives or placement.

Call the Mason Building Administrative Assistant when…
You need to report an absence.
You have any transportation changes.
You have questions about a meeting schedule.
You have questions about mailing of IEPs or Progress Reports/Narratives
You have questions about mailing of report cards.

Call the Weeton Building Administrative Assistant when…
You have a change of address, employment place or any contact information.
You are reporting an absence if the Mason Building Administrative Assistant is not available.

Call the Chief Finance Officer when…
You have questions related to financial obligations.
You have questions about contracts.
You have questions about the facilities.

Call the Head of School when…
You need additional assistance regarding a particular situation.
You have a suggestion that may improve the School.
You have a question about school policy.
You do not know who else to call.

Concerns

Formal concerns must be submitted in writing to the Head of School. The Head of School will respond in a reasonable time either in writing or by phone. All attempts will be made to work cooperatively with parents to resolve difficulties. The following options may occur:

- Parent meeting with Head of School and relevant members of the faculty and staff as well as student.
- Fact finding and written response.
- Final Meeting.

All matters will be treated in confidence unless the content of the complaint suggests violation of school policies and procedures or law. The Chair of the Board of Trustees represents the full Board of Trustees if any matter of dispute reaches that level.

Willow Hill Parents Association (WHPA)

The goal of the Willow Hill Parents Association (WHPA) is to promote and strengthen the Willow Hill School community through active participation in the life of the School. The WHPA strives to serve as an important link between Willow Hill School families and the School administration. We believe that a dynamic parents' association enhances the Willow Hill School experience for everyone involved!

All parents of students at Willow Hill School are members in good standing. The WHPA offers opportunities for parents to share a cup of coffee and discuss a variety of topics such as recreational choices for their children, summer programs, post-secondary services and college planning. WHPA, in collaboration with administration, has sponsored family recreation events. The schedule of meetings is distributed each September. Current information is available on the School's website.

Willow Hill School Parent Advisory Group (PAG)

Consistent with Department of Elementary and Secondary Education (DESE) regulations pertaining to Special Education Parent Advisory Councils, the School supports an advisory group which meets at least one per year with the Administration. The goal is to provide an opportunity to discuss issues relevant to health, safety and education of students on an IEP. Meetings are open to all parents of students enrolled in the school.

Students at Willow Hill School

The primary goal of Willow Hill School is to provide a personalized educational environment in which students can maximize their potential for academic, personal and social growth. Our goal is to enable students to become responsible members of this community and effective contributing members of a larger society. Willow Hill School provides an environment where individuals can realize their potential for academic, personal, creative, and social growth. Mutual respect among faculty and students is fundamental. Students are encouraged to develop responsibility, clear goals and expectations, patterns of independent thinking, and sensitivity to and concern for others. Through a combination of challenges and support, students learn to take academic and personal risks and also learn to care for the setting in which they study. By making choices and exploring alternatives, students gain in self-knowledge, creative problem-solving skills, and commitment.

The faculty helps students to identify areas of strength and areas for growth. Learning is an active experience where students work at an individualized pace toward objectives they have helped define. By gaining control over their own learning, each student will acquire a better understanding of the impact they may have later as an achieving, caring, responsible adult.

Opportunities for Students

There are several opportunities for students to share their concerns. Some of these are:

- Requesting to speak to their teacher, advisor, school counselor or Director of Education,
- Meeting with the Head of School.

New Student Orientation

New students are expected to participate in an orientation program scheduled during the week before school opens. The purpose of the orientation is to assist in the transition to the School. During the orientation, students:

- Meet their Advisor,
- Review the rules and expectations for behavior,
- Review academic expectations and meet faculty,
- Tour the buildings on campus,
- Review schedules and discuss the programs, clubs and opportunities available,
- Meet other new students and have the opportunity to ask questions.

New Parent Orientation

While new students are involved in the orientation program, new parents meet with the Head of School, members of the administration and representatives from the Willow Hill Parents Association (WHPA). The purpose of the orientation is to review relevant policies and procedures related to all aspects of school life, meet the faculty, staff, and returning parents to address questions. The New Parent Orientation is an opportunity for parents to meet other new parents and share their questions and concerns in a welcoming environment. Please refer to the enclosed calendar for the date in August.

The leadership of WHPA extends a welcome to new parents. Upon acceptance and enrollment to Willow Hill School, the Head of School forwards the names and phone numbers of the new parents to the WHPA president(s) for contact. The purpose of the call is to extend the opportunity to assist in transition and share their experiences with the hope that the contact will ease parents' concerns.

Our Academic Program

At Willow Hill School we recognize that each student has their own unique needs, abilities, goals and way of learning. Willow Hill School offers a comprehensive middle and high school curriculum aligned to the Massachusetts Curriculum Frameworks. The course catalog offers college preparatory and Advanced Placement (AP) courses. The instructional approach is multisensory and designed to address the learning style of each student. Attention to organizational strategies, time management, study skills, social pragmatics and self-advocacy are integrated into the curriculum and instruction. To graduate, a student must successfully complete a course of study leading to 100 credits distributed over several curriculum areas including:

Programs

English Composition: Composition courses focus on the development of effective research and writing skills. Our students are exposed to a variety of writing forms. Learning a system of brainstorming, writing, editing and revising work is key to their success. Grammar and spelling are reinforced throughout their assignments. Graphic organizers, selected software programs and technology are incorporated into daily work and assignments. Students are instructed and assessed in accordance with their skill level.

Literature: The focus of the Literature courses is to expose students to a variety of genres representing authors from around the world. Understanding elements of fiction, non-fiction, theatre and poetry, by evaluating, analyzing and making connections is the major emphasis. Comprehension and reading fluency are also targeted areas of skill development, if appropriate.

Mathematics: Math courses focus on number sense, computation, problem solving, and reasoning skills. Courses have included Algebra I and II, Geometry, Calculus, Statistics and Financial Literacy.

Social Studies: In accordance with the Massachusetts Curriculum Frameworks, concepts of history, geography, economics, civics and government are integral parts of the curriculum. Middle school students study geography, ancient civilizations and world history. Courses that concentrate on different periods of World History and U.S. History are available for high school students. Based on student interest and needs, AP History courses are offered. Teachers incorporate map study, field trips, research and technology to promote interdisciplinary study and broaden perspective.

Science: Teachers combine textbook assignments, observation, and lab experiences to promote understanding of scientific principles. Courses have included Biology, Physical Science, STEM, Chemistry, Physics, Anatomy, Physiology, Ecology and Environmental Science. Inquiry and problem solving techniques stimulate curiosity and motivation.

Technology: Technology is a vital part of the daily life at School. In addition to a state-of-the-art technology lab, each classroom is equipped with computers for all students. Word processing and a variety of other applications are taught in daily classes. Technology is used as a research tool to support social studies and science. It is also a method to enhance the language arts program and a vehicle for artistic expression and creativity. Assistive technology programs are available to support learning.

Physical Education: The physical education program encourages a healthy respect for physical fitness, recreation and cooperation through a variety of individual and group activities designed to tap students' natural energies. Students participate in one period of physical education each week. Physical education provides adapted techniques as needed.

Project FEAT: Project FEAT is an adventure based, outdoor program designed to promote self-awareness, self-confidence, independence, problem solving skills and an appreciation of the need to be a contributing member of a group. Project FEAT activities include canoeing, backpacking, camping, rock climbing, rappelling, team-building experiences, trips to restaurants and museums and exploration of urban and suburban resources. Activities are designed to match the age and developmental levels of our students. With the support and understanding of their teachers, students are encouraged to take risks and explore new areas of interests.

Theatre/Music: The curriculum focuses on the art form as a means of communication and expression. All students are encouraged to participate regardless of experience or skill level. Students learn to work together in a non-competitive environment designed to promote creativity and risk-taking while building self-confidence.

Visual Arts: Willow Hill School believes that non-verbal expression is as important as verbal and written communication to students' growth and development. Therefore, a strong visual arts component is integrated into the academic program. Appreciation of artistic style and history is an integral component of the program. The art studio provides students opportunities to work in a variety of media including drawing, printmaking, sculpture, weaving and ceramics. The woodworking shop, equipped with hand and power tools, offers students opportunities to design, plan and construct projects. The curriculum addresses the capabilities of each student and is intended to improve his or her technical skills regardless of ability level.

Tutorial, Study Skills and Academic Support Program

Willow Hill School's Tutorial, Study Skills and Academic Support Program provides a comfortable setting that enables teachers to nurture, and at the same time, to challenge our students. The Tutorial, Study Skills and Academic Support Program is fully integrated into the educational program at Willow Hill School. The primary goal is for students to become independent learners who understand their own learning styles and who can advocate successfully for their educational needs. At Willow Hill School, we believe that students' awareness of their own learning styles is the first step in nurturing students' potential and breaking the cycle of frustration associated with school and learning. Our teachers skillfully blend classroom goals with academic support services. The program provides an additional level of support for students who have learning challenges which interfere with their ability to succeed in school. Classes focus on developing reading, writing and math skills, as well as strategies to enhance the development of executive functioning skills. In addition to small group instruction, skills and strategies are integrated into the classroom curriculum, and embedded across subject and content areas. Small tutorial and study skills groups allow teachers to address individual needs and to create a safe learning environment in which students are able to develop and practice new skills and strategies.

Learning Beyond the Classroom

We strongly embrace the belief that learning occurs in many different settings beyond the traditional classroom. Willow Hill offers programs that introduce students to a variety of exciting, stimulating and enriching experiences.

Athletics: Students are encouraged to participate in interscholastic sports. Four sports are offered: Soccer, Basketball, Track, and Ultimate Frisbee. Teams meet during their season from 3:00 pm – 4:30 pm on Mondays through Thursdays. All students who sign up for a team will be able to participate.

Clubs: Mondays through Thursdays, students can choose to stay after school and participate in clubs supervised by teachers. The following are typical of the opportunities offered to all students: Woodworking Club, Homework Club, and other clubs that meet current student interests.

School Play: Each year, students may participate in the school plays. All students can be involved in activities such as: acting, set design, costume design, and lighting and sound.

School Trips: Junior and Senior High School students are given the privilege to travel to Washington, D.C. or New York City to culminate their study of American History and Government. The destination and dates are determined each year by the faculty. Additionally, students have participated in school sponsored camping trips throughout the year.

Social and Emotional Support: Support for students' social and emotional development is inherent in the Mission Statement that provides for the structure and daily practices of the School. In addition to the behavior management system, Social Skills/Transitional Planning, Project FEAT and field trips, the School provides each student with an Advisor.

Social Skills/Transitional Planning: Middle school students are exposed to a variety of activities that teach social skills, social pragmatics, independence and problem solving strategies. High School students explore their interests, aptitudes, post-secondary choices and career awareness. The principles and practices associated with *Social Thinking and Pragmatics* are an integral part of the school program. Assistance is provided to students involved in the college search and application process. Willow Hill School does not provide a structured pre-vocational or vocational program.

The School Counselor is available to meet with students individually or in groups to facilitate resolution of difficulties or to problem solve. The School Counselor also acts as the liaison to a student's private therapist (if applicable) as well as serving as a support and consultant to teachers on issues related to behavior management.

Opportunities to build a social network and improve social interaction skills include:
The Harvest Dance, Fall Festival, Holiday Gathering, Spring Fling Dance for High School Students and off campus trips. Each year the Willow Hill Parents Association (WHPA) has organized social activities based on student interests.

Advisor/Advisee Program

The Advisor/Advisee Program provides many opportunities for students to build a supportive relationship with an individual teacher. Advisees meet in a small group with their Advisor for one period each Friday. Individual times are scheduled as needed. The typical ratio is 1:4. Parents are asked to collaborate on identifying a mutually convenient style and frequency of communication.

School Awards

We believe that school wide recognition of student accomplishment is vital to building confidence and pride. Students are formally recognized throughout the year for their success. *Summercomes*, the end of the year celebration and graduation, also recognizes student achievement. Awards represent all aspects of the curriculum and athletics.

End of Year Awards Celebration:
This celebration, held during the school day for students, faculty and staff, recognizes outstanding achievement in Art, Acting, Technical Theatre, Athletics, and Project FEAT.

The Willow, Hill, and School Monthly Awards
At intervals of school days (sometimes monthly, other times group of months), these awards are presented during an All School Lunch, with three (3) awarded to 6th to 9th graders and three (3) to 10th and 12th graders, recognizing their accomplishments during that time period represented by The Willow Award, The Hill Award, and The School Award.

- *The Willow Award recipients* demonstrate: Citizenship, Mentoring, Teamwork, School Spirit and Respect for Property.
- *The Hill Award* recipients demonstrate: Self Advocacy, Empathy, Kindness, Taking Healthy Risks, and Character.
- *The School Award* recipients demonstrate: Grades (nothing lower than a B), Attendance, Organization, Homework Excellence and Taking Initiative.

Students are presented with *Certificates of Recognition*. Pictures of the recipients are displayed on the bulletin board in the Mason Building and in the yearbook.

Graduation Requirements

A student will be recommended for graduation when he or she has demonstrated competence in the major areas of study; and has completed a minimum of 100 credits.

Credits are distributed as follows:

English: 4 years, Composition & Literature	21 credits
Math: 4 years	12 credits
Social Studies: 4 years*	12 credits
Science: 4 years	12 credits
Physical Education/Project FEAT: 4 years	12 credits
The Arts - 4 years	12 credits
Technology/Electives	15 credits
Transitional Planning	4 credits

*Successful completion of a U.S. History course is required for graduation.

Participation of Publicly Funded Students in State Assessment (MCAS)

The policy of the Willow Hill School is to support the responsible public school in properly identifying the form of assessment that is appropriate for each publicly funded student and then taking all measures to ensure that each student has optimum opportunities for success. **It is understood that all publicly funded students will participate in MCAS. All recommendations will be an integral part of the TEAM Meeting and the resulting IEP.**

Privately funded students (100%) are not eligible to participate in the MCAS program per the Massachusetts Department of Elementary and Secondary Education.

Therefore, Willow Hill School, in compliance with 603 CMR 28.09, has developed procedures to ensure that all publicly funded students participate in all MCAS testing selected for their grades. Students with significant disabilities who are unable to take the MCAS, even with accommodations, will participate in the Alternate MCAS. The identification of assessment form, development of the schedule, staff training, parent preparation and administration of all parts of the assessment are the collaborative efforts of the Director of Education, Director of Instructional Services and the Head of School. Willow Hill School meets its obligation to ensure participation and success through implementation of the following:

- The curriculum across all grades has been aligned with the Massachusetts Curriculum Frameworks.
- Willow Hill School offers instruction and/or support to students through the tutorial program and/or Friday elective courses,
- Willow Hill School purchases MCAS Preparation materials available through DESE if appropriate;
- The Director of Education collaborates with the Chairperson from the responsible LEA to lead the discussion related to identifying the appropriate assessment (MCAS/MCAS Alt) form and accommodations at the student's Annual Review.
- All standard and non-standard accommodations included in the DESE publication, *Requirement for the Participation of Students with Disabilities in MCAS* are considered as options.
- The Director of Education is responsible for reviewing all completed IEPs submitted by the LEA for signature. The completed page 7 of the IEP is placed in the MCAS

For students taking the standard MCAS

- Administration at Willow Hill School will make provisions to provide all accommodations on the IEP for individual students participating in the standard MCAS.
- Administration at Willow Hill School will identify appropriate staff to participate in DESE sponsored trainings.
- Administration at Willow Hill School will identify and train proctors in accordance with DESE guidelines.
- Administration at Willow Hill School will secure all test materials, provide all required technology, groupings, individual testing arrangements, scribes, and any other accommodations allowable and included in the DESE publications.
- Administration at Willow Hill School will make all efforts to guarantee the best testing arrangements possible to promote student performance.

For students participating in Alternative MCAS

- Administration will inform teachers responsible for compiling the required work samples and documentation for the portfolio.
- Administration will ensure that any electronic devices or technology will be available to teachers and students to enable maximum performance.
- Administration will assist teachers in identification of strands, selection of materials and activities to demonstrate student understanding.

- Administration will establish a reasonable timeline that is in accordance with DESE requirements.
- Administration will inform parents of their rights to review contents of the portfolio.

For students who may have exhausted the retest option and are entitled to MCAS Appeals

- Willow Hill School, in conjunction with the responsible LEA, will assemble all materials required for submission of an Appeals Portfolio.
- The decision to provide a special tutorial or class to a student who, by the end of his or her junior year, has failed to pass the standard MCAS and retests, will be part of the Annual Review and included in the IEP.
- Documentation of performance will be compiled even in a circumstance where a student will attempt to take the retest during his or her senior year of school.
- Willow Hill School will coordinate a Team meeting with the responsible LEA after the Fall retest results are available in the student's senior year to review eligibility for Competency Determination and the options for continued services if the Appeal is not successful.

Grading

Willow Hill students will be graded for each course. Grades will be based on the following:

Participation
- preparedness
- punctuality/attendance
- quality/quantity of class contributions
- behavior

Productivity
- homework
- classwork
- projects
- organization (notebook)

Performance
- research reports
- tests, quizzes
- final exam
- essays

A	93-100	B-	80-82	D +	67-69
A-	90-92	C +	77-79	D	63-66
B +	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	0-59

Daily Grade

Every day in all classes, all middle school students and some high school students will receive a grade that reflects three (3) aspects of classroom success: homework, participation and transition. Students will be responsible for keeping the sheet in their binders. The information collected will be used for discussion between teachers and students and during advisor/advisee meetings. Difficulties will be addressed by teachers and/or administrators as needed. Adaptations of the ratings for Project FEAT, Art and Theatre will be considered. A copy of the sheet, which may change in format from time to time, is included. Each month faculty, as a group, review student performance. At this time teachers may determine that a student no longer requires the structure of the Daily Grade sheet.

Homework

We believe that homework is an important extension of activities started in school and that it reinforces learning in the classroom, promotes organization and time management skills and encourages independence and personal responsibility. It is at the teacher's discretion to assign homework during the week and on the weekend. The length and frequency varies by grade and subject. Homework is a shared responsibility of the student, teacher and home with specific expectations for each.

Teachers are expected to:

- Assign homework that is meaningful and useful.
- Post all homework assignments online.
- Provide clear, concise directions, provide all materials or directions to access materials needed to complete an assignment.
- Provide opportunity for students to accurately record the assignment and have it checked.
- Clarify questions and check student understanding of the assignment.
- Return corrected homework within a reasonable time.
- Provide a balance between short term and long term assignments.
- Monitor long term assignments and provide calendars, lists or other tools to assist the student in improving time management skills.
- Monitor completion of assignments and provide parents and students with regular information regarding missing assignments and quality of work.
- Provide assignments to students who have been absent.
- Refrain from assigning homework on legal and religious holidays.

Students are expected to:

- Record homework assignments.
- Follow a schedule and keep materials organized.
- Hand in neat, accurate, carefully prepared assignments on time.
- Learn to break down long-term assignments.
- Ask the teacher questions if the assignment is not understood.
- Complete assignments during absences.

Parents are expected to:

- Provide a quiet and clean workspace.
- Help students develop a routine and schedule.
- Notify the teacher and/or encourage their child to talk to the teacher if he or she experiences extreme difficulty or if the work is consistently too easy.
- Assist their child in managing time required for long term assignments.
- Contact the teacher if there is a consistent absence of homework assignments.

We know that it is impossible to predict the time necessary for all students to complete the same assignment since the time needed varies by individual. Since the frequency and length of assignments will vary by grade and by subject area, the following guideline should be considered: If a student is unable to start and work on an assignment within 20 minutes, rather than create a difficult circumstance, the work should be signed by the parent and returned to the teacher with a request for help. **We ask parents to understand that a student's ability to complete homework by themselves – or ask the teacher for help – is part of developing study skills and independence. Parents are not to do a student's homework or project.**

Late Homework:

- Homework that is received late may be dropped one grade.
- Two weeks is the limit for accepting late assignments for a grade.

The teacher, on a case-by-case basis, may consider exceptions.

Reports to Parents

Parents will receive the following reports describing academic, social and emotional growth. It is important to note that all progress is reported in relation to each student's capabilities and performance.

Trimester Progress Reports/Narratives
Trimester Progress Reports/Narratives are issued according to the schedule for report cards. For students with IEPs, the form is in compliance with special education requirements. Privately funded students receive a narrative form. Progress Reports are sent to the parent(s), students 18 years of age or older, and the responsible public school. A copy of each Progress Report/Narrative is maintained in the student's folder.

Report Cards
Report Cards are issued in November, March, and June. The report card is sent to the parent(s), students 18 years of age and older and responsible public school. Copies of report cards are maintained in the student's file.

Midterm Reports
A midterm report is sent to parents and students 18 years of age and older. The purpose of the midterm report is to provide information on the status of a student in each class. Midterm grades are not reflected on the official report card and serve to notify students and parents of current academic performance.

Lunch

Lunch is from 12:10 to 12:30 PM. Students are expected to throw away trash and clean their area. **Students bring their own lunch**. A refrigerator is available to store lunches. Microwaves are also available. If a student forgets their lunch, the School will provide a lunch for the day.

Attendance

Parents are expected to call or email the School before 8:00 AM on all days their child may not be attending. It is the parent's responsibility to notify the transportation company of any changes in transportation.

Any other reasons should be discussed with the Director of Education and/or the School Nurse. A note is required if a student has been absent for three (3) or more consecutive days. Excessive absences may result in administration scheduling a meeting with parents and the responsible public school liaison, if appropriate.

- **Virtual Learning Day (VLD)**

If inclement weather causes hazardous conditions, school cancellations will be announced on **local television channels, their web sites and the school's website.** It is important to note that Willow Hill School may be open even if your home school system is closed. Please use your best judgment regarding transportation on these days. **Willow Hill also uses a telephone**

notification system. If conditions at the school prohibit safe and comfortable access to the buildings, a Virtual Learning Day (VLD) may be indicated.

- **Field Trips**

Days on which field trips are scheduled are not optional attendance days.

- **Summercomes**

Summercomes is Willow Hill School's annual end of year ceremony where the accomplishments of graduating seniors.
This is a **required** school event for all students. Please refer to the enclosed school calendar to verify the date.

Policies and Procedures

Student Transportation and Transportation Safety

Day to Day Procedures (drop off/pick up)

Although school does not begin until 8:15 am, students are allowed to enter the School each day at 8:00 am. All students enter the Mason Building front door. Students are not to be left unattended in a vehicle and are not allowed out until the vehicle is in front of the Mason Building. A member of the staff is at the drop-off point each morning to supervise arrivals.

At the close of school, all students exit from the front of the Mason Building and report to their designated area. Students are expected to check out with a designated teacher before leaving school grounds. A teacher may request identification before allowing a student to leave in a vehicle or with a driver who is not recognized.

Change in Transportation

If your child has any change in transportation, such as going home with someone other than their regular transportation, or they are participating in extracurricular activities, parents must send an email to the Administrative Assistant in the Mason Building. If your child is going home with another student, an email is required from both parents, indicating the arrangements. This applies only to students who will be transported in a private vehicle. Please note, transportation companies typically cannot accommodate additional passengers. **If your child's regular transportation is by bus, it is the parent's responsibility to contact the transportation office regarding changes in daily schedule.**

Extracurricular Activities

After school activities are scheduled from 3:00 to 4:30 PM, Monday through Thursdays. An email describing transportation arrangements must be submitted to the Administrative Assistant in the Mason building at least one day before the activity begins or your child may not be allowed to participate.

Transportation Accidents

In the event that the student has been involved in a transportation accident on route to School or during the school day and is transported by a company or individual other than the child's parent, it is at the discretion of the driver to either continue to the School or seek emergency assistance. The Head of School, or designee, will contact the parent, school district and the DESE, if the student is publicly funded, to report the accident and hospital involvement. The parent will be requested to meet School personnel at the hospital. School personnel will remain with the student at the hospital until such time as the student's parent arrives or the student returns to campus.

Permission to Drive and Maintain a Car on Campus

Driving to school is a privilege extended to responsible students and may be limited due to space. A written request must be approved by the Head of School and the Director of Education prior to driving. The form, *Permission to Drive and Maintain a Car on Campus,* is available in the Mason Building Director of Education's office. A copy of a valid Massachusetts license is required. The following guidelines apply:

- No illegal substances are allowed in the student's car.
- The car must remain locked from the time of arrival to the time of departure; car keys are kept in the office in the Mason building.
- The student must attend School regularly and maintain a grade average of B.
- The student may not carry another student in their car without prior written agreement from the parents of both students submitted to the School.

Violation of these conditions may result in temporary or permanent termination of the privilege of driving and keeping a car on campus.

Obtaining Parental Consent

Willow Hill School, in accordance with state and federal laws, will not use the student's or family name, photograph or videotaping for fundraising, publicity or any other purpose, without prior written consent. For students in the care or custody of Department of Children and Family Services, the Educational Surrogate Parent shall not have authority to consent. For such students, consent will be obtained in a manner consistent with DCF requirements. Consent will be obtained from students who have reached the age of majority (18 years) unless the School has documentation that the student is not capable of such a decision.

Consent means:

- That you have been fully informed of all activity for which your consent is sought.
- You understand and agree in writing to the carrying out of the activity for which consent is sought.
- The consent forms describe the activity and the parties to whom the information will be released, if any.
- You may revoke consent, at which point activity will cease. Should you revoke permission, the effect of your refusal on your child's education will be considered in reference to legal requirements and best practices of Willow Hill School.
- All communications will be in the language of the home.
- Copies of all consent forms will be sent to the responsible public school district or agency involved in the care or custody of a child.

  Legal Ref: 603 CMR 18:05(8)

Notification of Transfer of Rights Upon Reaching the Age of Majority

Massachusetts' law recognizes that a child has reached adulthood upon his or her 18th birthday. The public school responsible for placement at Willow Hill School is responsible for notifying a student of his/her rights. It is our joint responsibility to provide this information to a student no later than one year before the 18th birthday. According to law, when a student turns 18 years of age, all decision making rights transfer from the parent to the student. What this means is that a student has the right to make educational decisions and provide signed, informed consent on educational matters at Willow Hill School unless there is documentation that a court has

appointed a legal guardian, or that a student has indicated in writing that he/she would like to have the parent(s) continue to have authority to make decisions on their behalf. If the student chooses to assume independent authority, the parent(s) still has the right to have access to educational records.

Student Records

602 CMR 23.00 promulgated by the Department of Elementary and Secondary Education and to insure parents and students rights of confidentiality, inspection, amendment, and destruction of students' records to assist schools in adhering to the law. The student record shall consist of the transcript and the temporary record, including all the information in the student record that is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, extracurricular activities, and evaluations by teachers, counselors, and other school staff.

- Upon reaching 14 years of age or upon entering the ninth grade, whichever comes first, a student has access to his/her record. These rights may be extended to students under the age of 14 or to students who have not yet entered ninth grade, at the discretion of school administration.
- If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.
- If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following: the parent may continue to exercise the rights until expressly limited by such student; a student may limit the rights, which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the Head of School; and, a copy will be retained in the student file.

Access: shall mean inspection or copying of a student record, in whole or in part. The following groups have authorized access:

- Administrators, teachers, administrative assistants employed by Willow Hill School who are providing a service and whose duties require them to have access to student records for the purpose of processing information that is required for them to perform their duties.
- The evaluation Team that evaluates a student.
- Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent, who by court order does not have physical custody of the student, is considered a non-custodial parent for purposes of M.G.L. c. 71, s. 34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.
- Third Party: refers to any person or private agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

A *Log of Access* is kept as part of each student's record. If parts of the student record are separately located, a separate log is maintained with each part. The log indicates all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

- Authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;
- Administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and
- School nurses who inspect the student health record.

Access of Third Parties

Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party has access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record are to be released to the third party. A copy of such consent is retained by the eligible student or parent and a duplicate placed in the temporary record. Except for the information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the School gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.

Amendment of Records

The parent and eligible student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and eligible student have a right to request that information in the record be amended or deleted. They are entitled to meet with the Head of School or designee to discuss their objection to information that is in the record, and to receive a written decision. A parent or eligible student who is not satisfied with the Head of School's decision may appeal to higher authorities in the school district.

Destruction of Records

The regulations require school authorities to destroy a student's temporary record within five years after the student transfers, graduates or withdraws from the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the School. In each case, the School must first notify the parent and eligible student and give them the opportunity to receive a copy of any of the information before it is destroyed.

The above is only a summary of some of the more important provisions of the Student Record Regulations that relate to the rights of parents and eligible students. The Student Record Regulations are included in the Code of Massachusetts Regulations at 603 CMR 23.00. For more detailed information, please review the regulations (copies of which should be available in every public school) and the Questions and Answers guide published by the Massachusetts Department of Elementary and Secondary Education (DESE) in 1995.

Rights of Non-Custodial Parents

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

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

1. The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
2. The parent has been denied visitation or has been ordered to supervised visitation, or
3. The parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.

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

- In order to obtain access, the non-custodial parent must submit a written request for the student record to the Head of School each year.

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

- Willow Hill School will provide a copy of all relevant communications to the sending public school.

- The School must delete the electronic and postal address and telephone number of the student and custodial parent for student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

- Upon receipt of a court order, which prohibits the distribution of information pursuant to M.G.L. c.71, § 34H, Willow Hill School shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent. A copy will be sent to the sending public school.

SOURCE: MASC 2006
Updated: May 2006

LEGAL REF.: M.G.L. 71:34D, 71:34F, 71:34H
603 CMR 23.07 (5) Access Procedures for Non-Custodial Parents

Student's Rights, Code of Conduct, Discipline, Behavior Support/Management

Willow Hill School prides itself on providing a quality education in a safe environment. We believe that a structured, predictable and nurturing environment contributes to student success. The purpose of this Discipline Code is to promote self-discipline and the ability to behave as a responsible individual in school and during all school related activities. We expect members of the school community to demonstrate considerate and caring behavior towards others.

We believe that physical and emotional safety is essential to the existence of a productive, healthy and enjoyable learning environment. Any student who engages in any behavior which disrupts the safe and orderly environment of the School is subject to disciplinary action. While it is impossible to list all behaviors that may be troublesome or inappropriate, behavior which is disruptive to the School, malicious towards others, destructive to property or intentionally damaging to the reputation of a student or adult, may be considered a violation of the Discipline Code.

Student Protections

In accordance with state law and regulation 603 CMR 18.00, it is our responsibility to inform students, parents and responsible school administrators of the following procedures:

- **Serious Incidents – Immediate Notification and Reporting**. In the event of serious injury or death of a student, criminal activity on the part of a student or staff member, or other serious incidents affecting the well-being of any student, Willow Hill School shall immediately notify, by telephone and by letter, the parents, the sending school district(s), any state agency involved in student care or program placement, and the Department of Elementary and Secondary Education.
- **Emergency Termination of Enrollment.** Willow Hill School shall not terminate the enrollment of any student, even in emergency circumstances, until the responsible public school district is informed and assumes responsibility for the student. At the request of the public school district, Willow Hill School shall delay termination of the student for up to two calendar weeks to allow the public school district the opportunity to convene an emergency Team meeting or to conduct other appropriate planning discussions prior to the student's termination from Willow Hill School. With the mutual agreement of Willow Hill School and the public school district, termination of enrollment may be delayed for longer than two calendar weeks.

Student Rights and Responsibilities

Willow Hill School has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under the federal and state constitutions and statutes. In connection with rights, there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

1. Civil rights – including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others.
2. The right to attend schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school.
3. The right to due process of law with respect to suspension, expulsion, and decisions the student believes injure his/her rights.

4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights.
5. The right to privacy, which includes privacy with respect to the student's school records.

It is the School's belief that as part of the educational process students should be made aware of their legal rights, and of the legal authority of Willow Hill School to make and delegate authority to its staff to make rules regarding the orderly operation of the School.

Students have the right to know the standards of behavior that are expected of them, and the consequences of misbehavior. Therefore the rights and responsibilities of students, including standards of conduct, is made available to students and their parents through the *Parent/Student Handbook* which is available on the school's website, and available in hard copy upon request.

LEGAL REFS.: M.G.L. 71:37;71:82 through 71:86

It is also important that students and parents understand that Willow Hill School supports an environment that adheres to Massachusetts General Laws and comply with Massachusetts Department of Elementary and Secondary Education Regulations for Private Education Schools (603) C.M.R. Section (18.00). The legal references for each aspect of this Discipline Code are cited below.

Legal References: M.G.L. c. 71, §37H (students-controlled substances)
M.G.L. c138 §§34, 34A, 34C (alcohol)
M.G.L. c 94C (controlled substances)
M.G.L. 270, §6 (glue-toxic substances)
M.G.L. 272, §40A (alcohol on school property)
Title VI of the Civil Rights Act of 1964
M.G.L. c 151A, 151B (Prohibition of Sexual Harassment)
M.G.L. c 269 (Prohibition of Hazing) §S (duty to report hazing)

Articles Not Permitted in School and/or After School Activities

Faculty and staff at Willow Hill School work very diligently to maintain a safe, calm educational environment. Therefore, the following items are not permitted in school:

- Drugs, alcohol, tobacco products and related contraband,
- Firearms, knives, sharp objects, any type of weapon or facsimile thereof such as sling shot or water gun,
- Firecrackers or incendiary devices,
- Any item deemed inappropriate for an educational setting.

Items confiscated will be returned to the parent and/or student at the discretion of administration. Certain items, in accordance with state law, may be turned over to law enforcement. A student is expected to surrender an item upon request of a staff member.

Academic and Social Behaviors

Plagiarism

Willow Hill School students are expected to demonstrate academic integrity and submit authentic work.

Plagiarism occurs when a person uses the ideas or writings of another and presents them as their own. Examples of plagiarism are:

- Turning in another students work as your own, even if the other student gives their approval,
- Copying a paper from the internet, or from a text without proper acknowledgement,
- Paraphrasing materials from a text without proper acknowledgement, and
- Not using quotation marks around something quoted word for word.

Any reported incident of academic dishonesty will be reviewed and treated on a case-by-case basis. Consequences may include loss of credit, redoing of assignment without possibility of full credit, reduction in grade.

Classroom Behavior

Students are expected to participate in each class in a manner that supports instruction and learning. Behaviors that disturb others and jeopardize the learning environment are unacceptable. Expected behaviors:

A student is expected to …

- Arrive to class on time.
- Have all necessary material (i.e. homework, agenda book, Daily Grade).
- Have only class work on the desk.
- Raise your hand and wait to be called upon before speaking.
- Listen to others.
- Sit up in the chair.
- Think before speaking and only make on-topic comments.
- Stay in the classroom for the entire period.
- *Understand when Take 5* is needed.
- Sign out/in if you are given permission to leave the room.
- Keep hands and feet to yourself.
- Refrain from making noises or disturbing others.
- Clean your space before leaving.
- Eat only during break and lunch.
- Refrain from criticizing others.

Public Display of Affection

Although Willow Hill School supports a warm, casual environment, appropriate norms and boundaries of interaction are expected. Any sexual activity, including excessive public display of affection, is not allowed on school property, including school or other vehicles. Casual, friendly contact is understandable; however, physical intimacy is not appropriate in halls, classrooms or anywhere on school property. This expectation applies to conduct during any school-sponsored activity.

Electronic Devices

Electronic devices brought from home, such as tablets and/or laptops must be registered with the IT Coordinator and may be used in school with permission.

Cell Phones

Willow Hill School's policy on the use of personal electronic devices is focused around the concept of putting aside any electronic device, namely cell phones, that are a distraction from academic learning and social interactions. All cell phones brought to school by students cannot be in their possession during school hours, including after-school activities. Upon entering the School for the day, the student will have a secured place, labelled with their name, where they can store their phone. At the conclusion of their school day, students may retrieve their phones from the secured location. In the event that a student needs to contact their parents during the school day, the student will be given permission to call from the school phones in the two front Mason offices--Director of Education and the School Nurse. If you, the parent, needs to contact your child during school hours, please call the main number (978-443-2581) and we will relay the message to your child.

Dress Code

Willow Hill School works cooperatively with parents and, if appropriate, any state agency to ensure that students come to school with adequate, clean, appropriate and seasonable clothing as required for health and safety subject to the following conditions:

- Parents are expected to label outerwear and any other garment that may be removed and left in the School at any time.
- Students are expected to wear properly fitting clothes.
- Clothing that has a logo or message that promotes or references drugs, alcohol, smoking, sex or discrimination is not permitted.
- Dangling earrings and/or untied long hair are prohibited in the art studio, woodshop and science lab since they may pose a safety risk.
- Provocative clothing items are not permitted.
- Excessive jewelry, which may disturb the ability to focus and attend, is not permitted.
- Backless shoes are not permitted.

Students will receive one warning for any clothing infraction. A second clothing infraction will result in a call to parents/guardians to bring a change of clothes and/or shoes to the School.

For reasons of safety and health, Project FEAT may require specific types of clothing and footwear for different activities. A detailed description will be included in Project FEAT information.

Food/Drink

Students are not permitted to eat in the classroom during class time. It is at the discretion of the teacher to determine if a specific activity is conducive to food/drink. Students with medical conditions that may be affected by this policy will be considered on a case-by-case basis. Coffee and sweet drinks that arrive with the student in the morning are to be consumed and discarded before class begins. Only water is allowed in the classrooms.

Tobacco Use

In compliance with state law, students are prohibited from using tobacco products in any form anytime, anywhere on school property or during school-sponsored activities. A student who violates this policy may be suspended, and/or referred to a cessation program. Tobacco products, related paraphernalia or incendiary devices are also prohibited. The decision to return any confiscated items will be addressed on a case-by-case basis.

Drugs and Alcohol

The use of drugs, except for medicinal purposes, presents a threat to the individual and the School. The use of drugs or alcohol anywhere on school property, at any time, or during school-sponsored events is prohibited. For the purpose of this policy, alcohol and drugs include controlled substances, as defined by Massachusetts Laws, Ch. 94C. It also refers to the misuse of prescription and over the counter drugs. Prohibited drug and alcohol related activities include, but are not limited to, the following:

- Attempting to purchase,
- Using or have used,
- Possession,
- Intention to sell or distribute,
- Selling or distributing, and
- Possession of drug paraphernalia.

A student determined to be in violation of this policy is subject to suspension, termination of enrollment and a report to police.

Weapons/Assault

Weapons of any kind are prohibited. A dangerous weapon may include, but is not limited to, a gun or knife or any item used to inflict harm. Possession and /or use may result in suspension, termination of enrollment at Willow Hill School and a report to police. Any student who assaults a student, teacher or any other member of the School staff will be subject to suspension, termination of enrollment and a report to police.

Theft

Students may not use or take any item that belongs to any other person or from the School without permission. Any student who intentionally steals will be subject to disciplinary action.

Vandalism

We are proud of the appearance and resources provided in our buildings. We believe that respect for property is essential to maintaining a safe, comfortable environment. Writing on walls, desks, furniture, damaging or defacing any school property is considered vandalism. If a student vandalizes school or personal property they will be expected to pay for the damage. In addition, disciplinary consequences for the behavior will be addressed individually.

Fighting

Fighting or any other form of violence is prohibited. Consequences will depend on the circumstances related to the fight. Due to the difficulty in determining whether one student is more responsible than another, generally, each student will be treated equally. If a fight occurs off campus, the School reserves the right to take disciplinary action as though the incident occurred on campus if it is determined that the fight was clearly connected to school or could pose a threat to the physical or emotional safety of the students during school hours. Fighting may result in suspension, loss of privileges and/or participation in school events. Termination of enrollment may result, depending on the seriousness of the incident.

Search and Seizure

If there is reasonable evidence that a student has on their person, alcohol, illegal drugs, a lighter or incendiary device, a weapon or other inappropriate item that is capable of harming or disturbing the School environment, the following applies:

- The student, in the privacy of an administrative office, will be asked to empty the contents of his or her backpack, pockets and/or purse in the presence of no fewer than two administrators;
- The parent will be called;
- The parent will be requested to come to school to assist, if appropriate, in the search of a car.

Appropriate disciplinary action will be taken.

Reporting a Possible Crime to the Police

If Administration has a reasonable basis for believing that a crime has been or is being committed during school hours on campus or at school related events, police will be contacted.

Bullying Prevention and Intervention Plan

Willow Hill School is committed to providing an environment where students, faculty and staff have the right to be free from bullying and cyber-bullying as well as harassment, hazing, or any form of discrimination or retaliation. These prohibitions apply to students, staff or any combination of interactions. The School will not tolerate any of the above unlawful or disruptive behaviors in the School buildings, on school grounds, or in school-related activities. The School will investigate promptly all reports and complaints of bullying, cyber-bullying, harassment, hazing and retaliation, and will take prompt action to end that behavior and restore the sense of safety. The School will support this commitment in all aspects of the school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

Aggressor means a person who engages in bullying, cyber-bullying or retaliation.

Bullying means the severe or repeated use by one or more students or by a member of the School staff (including but not limited to an educator, administrator, school nurse, custodian, athletic coach, advisor to an extracurricular activity or substitute teacher) of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a student that has the effect of causing physical or emotional harm to the student or damage to the student's property; placing the student in reasonable fear of harm to themselves or of damage to their property; creating a hostile environment at school for the student; infringing on the rights of the student at school; or materially and substantially disrupting the education process or the orderly operation of a school.

Cyber-bullying means bullying through the use of technology or any electronic means, such as telephones, cell phones, computers, or the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

Hazing means any conduct used to initiate a student into any student group that willfully or recklessly endangers the physical or emotional wellbeing of another**. Any form of hazing or coercion is prohibited and will result in disciplinary action.** If a student knows that another student is the victim of hazing, it is his or her responsibility to report the information to a teacher or administrator.

Hostile environment means a situation in which bullying causes the School environment to be permeated with intimidation, ridicule or insult which is sufficiently severe or pervasive to alter the conditions of the student's education.

Physical Harassment includes pushing, hitting, punching, kicking, blocking a person's ability to move freely and throwing objects intentionally at another person.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Sexual Harassment includes any unwanted physical or verbal sexual attention. Attention may include spreading sexual gossip, unwanted sexual comments, pressure for sexual activity, unwanted physical contact, displaying sexually offensive signs, clothing, pictures, or jokes. Any complaint must include as much information as possible, such as names, date, time and location of alleged incident, description of setting and description of behavior. Any written complaints submitted to administration will be reviewed and

discussed with all parties involved. Falsely accusing another of sexual harassment will be taken very seriously.

Target means a student against whom bullying, cyber-bullying or retaliation has been perpetrated.

Verbal harassment refers to threats or negative remarks based on race, gender, physical appearance, sexual orientation, religion, handicap, ethnicity, or national origin. This includes harassment over the Internet or through email. If it is determined that an email that poses a threat or harm to an individual in school or disrupts the activities of the School in any way, sent from an off campus computer during after school hours, but is related to an incident, behavior or conduct that occurred in school, the School reserves the right to impose consequences.

Procedure to Follow

If a student believes that he or she is a victim of harassment, bullying and/or discrimination, he or she should talk to an adult in the School as soon as possible. It is reasonable to talk to the adult closest to the situation. For example, if a student is harassed, bullied and/or discriminated against in a classroom, he or she should talk to the teacher. If the behavior occurs after school or during lunch or break, the student should speak to a teacher on duty, his or her advisor or an administrator. A student may feel comfortable talking to the following people:

- School Counselor
- Director of Education
- Director of Instructional Services

When an administrator receives information, they will talk to the students involved in the incident, as well as the adult to whom the incident was reported, as soon as possible. The purpose of the meeting will be to collect information from everyone involved to determine if harassment, bullying and/or discrimination occurred. Often these meetings help to resolve a misunderstanding that may have caused the incident. If the incident is more serious, or if a pattern of behavior occurs, more serious action may be taken. Any incident that is reported will be handled individually and in confidence. If a student does not feel that this process worked, he or she may file a written complaint/grievance. If the student chooses to do this, the following procedures will apply.

Procedure for Filing a Written Complaint or Grievance

A student may file a written complaint alleging harassment, bullying and/or discrimination with the Director of Education and/or the Head of School. The written complaint must include the following information:

- Name of the person(s) alleged to have caused the harassment, bullying and/or discrimination.
- Description of the alleged harassment, bullying and/or discrimination. Detail is important *(Remember it is important to know: Who, What, Where, When, and possibly Why the student thinks the incident occurred.)*
- Dates that incident(s) occurred.
- Name(s) of any students or adults that the student believes have knowledge of the events.

It is important that students know the following:

- Retaliation against anyone who has filed a complaint will not be tolerated. Acts of retaliation may result in disciplinary action up to and including suspension, termination or expulsion.

- Administration will make the decision to involve parents at any time during the process.
- If there is any suspicion of unlawful behavior, the Sudbury Police may be contacted to assist or to investigate.
- Adults who engage in any form of student harassment, bullying or discrimination will be subject to school policy as well as any legal mandates related to acceptable and unacceptable behavior toward children. The Department of Children and Families, Department of Elementary and Secondary Education, Office of Civil Rights, or Massachusetts Commission Against Discrimination may be contacted.
- Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at school-sponsored or school-related activities, functions or programs whether on or off school grounds, on school buses or other vehicles used by a district or school, or through the use of technology or an electronic device owned, leased or used by a school district or Willow Hill School.

Bullying is also prohibited both (i) at a location, activity, function or program that is not school-related and (ii) through the use of technology or an electronic device that is not owned, leased or used by a district or school, if the act or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school, or materially and substantially disrupt the education process or the orderly operation of school.

If you believe that you have been discriminated against, you must file a complaint within 30 school days of the alleged event.

- The School will promptly and reasonably investigate allegations. The Head of School or her/his designee will be responsible for handling all written complaints by students alleging harassment, bullying and/or discrimination.
- The person reported to have acted in a way that harassed, bullied or discriminated against the student will be informed as soon as the Head of School or designee believes it is appropriate.
- An investigation may include interviewing all people allegedly involved in the complaint, and/or reviewing any written or printed evidence presented. Printed evidence may include pictures.
- All attempts will be made to complete the investigation within 15 school days.
- When an investigation has been completed, the student who filed the complaint will be informed of the results.

Appeals

If a student does not feel that procedures described above addressed the problem in an effective manner, the student may appeal to the Head of School. A written response will be provided within 10 school days unless there is a reason this cannot occur.

WILLOW HILL SCHOOL
ANTI-HAZING POLICY

Willow Hill School strictly prohibits hazing, regardless of where or when it occurs. Any student who is involved in hazing will be subject to disciplinary action up to and including dismissal. Hazing also is a crime under Massachusetts law.

The Massachusetts anti-hazing statute, which is reproduced below, broadly defines hazing to include "any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person."

Examples of conduct that can constitute hazing include:

- Whipping or beating
- Forced calisthenics or other physical activity
- Exposure to the weather
- Forced consumption of any food, beverage, drug or other substance
- Extended isolation
- Extended deprivation of sleep or rest

The consent of a participant in hazing is no defense to criminal prosecution or disciplinary action by the school.

Any employee of the School who knows or has reason to suspect that hazing has occurred must immediately report it to the Head of School. In addition, under Massachusetts law, a person who is at the scene of hazing and knows that hazing has occurred is required to report to an appropriate law enforcement official as soon as practicable; the failure to make such a report is a crime punishable by a fine of not more than one thousand dollars.

The School will include this Anti-Hazing Policy in its Student Handbook or otherwise distribute the Policy annually to every student who is enrolled at the School.

In addition, as required by Massachusetts law, the School will require every student to acknowledge in writing that the student has received and will abide by this Policy and the Massachusetts Anti-Hazing Law.

Commonwealth of Massachusetts: Anti-Hazing Law
Chapter 269, Section 17: Hazing; organizing or participating; hazing defined

Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 269, Section 18: Failure to report hazing

Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Chapter 269, Section 19: Copy of Sections 17 to 19; issuance to student groups, teams and organizations; report

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Acceptable Use Policy/Technology Code of Conduct

Technology

Willow Hill School provides computer access to all students in each classroom. Students also have access to a PC/Mac tech lab. Each student is expected to read and understand the *Acceptable Use Policy/Technology Code of Conduct* below. Personal laptops and other electronic devices are allowed with approval of the Administration. Willow Hill School does not interfere with students' use of email or social networking that occurs off campus when school is not in session unless an incident occurs that has an impact on school life.

Computer access provides a virtually unlimited supply of resources and information to the school community, but the system also places an enormous responsibility on all users. All school rules are applicable to all uses of computers and related technologies. This document is intended to clarify those rules as they apply specifically to network usage.

Users must adhere to the same code of ethics that governs all other aspects of life within the bounds of our learning community. Any actions performed or initiated through the network must reflect the integrity, honesty and compliance with the School's rules of conduct, which are required of all representatives of the School, as set forth in the *Parent/Student Handbook*. Policies protecting the limited privacy of a student's work on the network are built from the premise that an unlocked computer does not give an unauthorized outsider legitimate access to an individual's files, just as an unlocked door does not give such an outsider legitimate access to the personal belongings contained within a room. This right of privacy is limited however. Willow Hill School reserves a full and unrestricted right (but not an obligation), through its staff and authorized representatives, to review, monitor, supervise and limit the use of the network. It may, at its discretion, review and inspect all documents, files and other materials maintained in the network, or accessed by them through the network, and it may create and preserve records of contacts made through the network. Participants recognize this right, and they assent to exercise by Willow Hill School thereof, as a condition of their use of the network.

Use of the Willow Hill School computer network remains a privilege and not a right. Therefore, Willow Hill School reserves the right to formulate and establish further guidelines pertaining to it, and to notify all participants and, where appropriate, participants' parents of the conduct required for the responsible use of the network.

The following policies exist to ensure the ethical use of the network at Willow Hill School:

- **Accessing the accounts and files of others, unless authorized by Willow Hill School, is prohibited.** This rule protects all users on the network, not just the Willow Hill School community. Taking advantage of a student who inadvertently leaves a computer without logging out is no different than entering an unlocked room and reading a personal letter, or searching through someone's personal property.

- **Attempting to subvert network security, to impair functionality of the network, or to bypass restriction set by the administrators is prohibited.** Assisting others in violating these rules by sharing information or passwords is prohibited behavior.

- **Improper use or distribution of information is prohibited.** This includes copyright violations such as software piracy as well as plagiarism. The network is a valid academic resource, and use thereof is governed by the same rules as library resources.

- **Using the network for commercial purposes or in support of illegal activities is prohibited**. The School maintains the network for academic purposes as well as for school related and personal communication. If you are in doubt about the definition of "illegal activity" speak with an administrator.

- **Improper use of the network is prohibited.** Such improper uses shall include, but not be limited to, product promotion, campaigning, sending or receiving abusive, profane or sexually oriented or explicit material, or otherwise disturbing the use of the network for others through harassing or intimidating messages or transmissions.

- **Students accessing the network are representatives of Willow Hill School and are expected to behave accordingly.** Students who are unsure of what constitutes appropriate behavior should ask themselves the question: "Will my actions reflect well on the Willow Hill School community?"

- **School network resources are considered property of the School and are subject to the same policies that govern room searches.** Students should refrain from using the network until they are familiar with these policies.

IN THE EVENT THAT THIS ACCEPTABLE USE POLICY IS VIOLATED, IN WHOLE OR IN PART, THE PARTICIPANT'S PRIVILEGES TO USE THE NETWORK MAY BE TERMINATED. ADDITIONAL DISCIPLINARY ACTION MAY BE TAKEN. ANY SUCH ACTION WILL BE CONSISTENT WITH THE DISCIPLINARY POLICIES AND PRACTICES OF WILLOW HILL SCHOOL.

Responsibilities

Use your account wisely and responsibly
Willow Hill School users will not share their accounts or passwords with anyone.

Follow rules of computer etiquette
Willow Hill School users will use appropriate language and common rules of courtesy and respect, and will avoid all forms of harassment.

Be honest
Willow Hill School students will not represent another's work as their own. Any usage of other sources and ideas must be acknowledged.

Follow the law
Unless specifically permitted by the publisher, the sharing of software is illegal. Willow Hill School users will not attempt to download software from any of the School's computers.

Keep school computers and the local network efficient and virus-free
Willow Hill School users will save data files only to a designated device or to a designated space on a computer hard drive. Users will not load any software onto a school computer or onto a file server without express permission.

Behavior Support/Management System

The behavior support/management system at Willow Hill School is built on the following premises:

- Appropriate behavior should be acknowledged in a consistent, age appropriate way.
- With privileges come responsibility for thoughtful behavior.
- Change in inappropriate behavior evolves from acknowledgment and recognition of the behavior and its effects on others.
- Social emotional growth occurs when students participate in the discussion and identification of alternative behaviors.
- Control and self-discipline grow when expectations are clearly and consistently defined.
- Consequences to behavior are understood and consistently applied by all members of the School community.

"Take 5"

"Take 5" refers to removal from a classroom or activity for a brief time. "Take 5" may be voluntary or directed by the teacher. At the discretion of the teacher, a student may request to "Take 5" and step outside the classroom for five (5) minutes to compose themselves. If a student is unable to attend and participate without disturbing others, the teacher may direct the student to "Take 5".

It is expected that each student will behave in a manner that meets the expectations of the teacher. "Take 5" works effectively for many students who need a short break from a circumstance that is tense or uncomfortable. Re-entry into the classroom is determined by the teacher. If a student is unable to re-enter, they may be sent to an administrator for the remainder of the class.

Time-out

If necessary a student may be temporarily separated from the group or activity to calm themself. An adult will escort a student to the Office of the Head of School or the Director of Education where the student is continuously observed by an adult. A time-out is a progressive intervention.

Memo to Mark

A *Memo to Mark* is used by teachers to communicate and make concrete for the student the behavior or situation that resulted in being sent to an administrator in the Mason Building or the Weeton Building. The information on the memo is used in discussion between the student and administrator. Re-entry is determined by the administrator in collaboration with the teacher. *Memos to Mark* are maintained by the Director of Education. The information is used, if appropriate, with students, parents and teachers to review status.

Consequences

The consequences for violating the Discipline Code may include:

- Contact with parent by email, phone or mail,
- Parent conference,
- Loss of free time at break or lunch,
- Temporary loss of privilege to purchase items in the school store and/or to participate in the computer lab or gym, during breaks and/or lunch.

- Reading and written assignment,
- Temporary/permanent loss of privilege to participate in clubs, teams, or any school sponsored event;
- Financial payment for property damage,
- In house suspension,
- Out of school suspension,
- Termination of enrollment.

Students may be removed from class and sent to the office of the Director of Education or to the Head of School. At no time is the student left alone or unsupervised. Parents will be apprised of behavioral difficulties that are persistent and asked to meet with staff at the School if deemed appropriate.

Suspensions

Regulations pertaining to Approved Private Special Education Schools require that we inform students, parents, and the responsible LEA of the conditions related to suspension and/or termination of enrollment. The DESE and affiliated agencies are also contacted in specific circumstances defined in the special education regulations. All suspensions, including in-house suspensions are recorded and tracked and maintained by the Head of School or designee. A record of the suspension is maintained in the student's file. When appropriate, the suspension letter sent to parents and the public school will document the request for a Reconvening of the Team to review the appropriateness of the program and the need for any additional evaluations. All procedures will be in compliance with 603 CMR 53:00.

In School/Out of School Suspension – Not More Than Ten (10) Days Consecutively or Cumulatively

In School Suspension: The student reports directly to the Weeton Building. There will be no participation in daily routine or activities including classes and after school activities. Academic progress will be supported. The student will be responsible for completing missed class work and homework. During an in-house suspension, students are supervised at all times and have access to an adult. A student is not denied food or breaks.

Out of School Suspension: If deemed appropriate, The Head of School or designee may determine that an out of school suspension is appropriate. In compliance with regulation, the Head of School or designee will attempt to contact the parent and student to provide oral explanation immediately and shall send written notice to the student and parent about the suspension, including the reason and the length of the suspension, and invite the parent to a meeting for the purpose set forth in 603 CMR 53.10(4), if such meeting has not already occurred. The Head of School shall deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the Head of School and the parent. Suspension notices will be sent to the responsible LEA.

If a pattern has resulted in suspensions suggesting that the student will exceed 10 cumulative days, the following procedures apply:

- According to 603 CMR 18:00(6) (d) Once a student has been suspended for three (3) consecutive school days or five (5) non-consecutive school days in a school year, the school, parents, and public school district, consistent with federal requirements, shall

explore together all possible program modifications within the school in an attempt to prevent total suspension of the student from the program.

- Suspension is a change of placement when: 1) it exceeds 10 consecutive school days, or 2) it is one of a series of suspensions that constitute suspensions under 603 CMR 53:00;
- A request is made of the student's responsible school district to convene a TEAM meeting prior to a suspension that constitutes a change in placement;.
- All suspensions are recorded and maintained by the Head of School. A record of suspension is also maintained in the student's file.
- Prior to a change in placement, a *Functional Behavior Assessment* is completed to determine the relationship between the misconduct and the student's handicapping condition, the appropriateness of the program and placement.
- If the TEAM determines that the behavior is not a manifestation of the disability, Willow Hill School may suspend or terminate the student in accordance with its policies and practices;
- If the TEAM determines that the behavior is a manifestation of the disability, the TEAM takes steps to modify the IEP, the behavior intervention plan, and/or the placement.

Termination of Enrollment

Administration and staff at Willow Hill School are committed to working cooperatively with students, parents and school departments to provide the best educational setting possible. However, it is acknowledged that circumstances may occur that lead to a decision to terminate enrollment. During the process, the School will work collaboratively with parents, the student, and the public school district when appropriate, to identify an alternate educational program. The School believes it is essential that students and parents understand the behaviors that may result in termination of enrollment and the procedures followed.

Behavior that May Lead to Termination

- If it has been determined that critical information which significantly influences the academic, social and emotional functioning of the student has been intentionally or inadvertently withheld during the Admissions Process,
- Violation of school Discipline Code that has been determined to be dangerous and/or harmful to self and others such as any form of bullying such as hazing, verbal, physical, sexual harassment, theft, possession of a weapon, vandalism,
- Arrest or violation of any state or federal law,
- Repeated cheating or plagiarism,
- Excessive absences,
- Violation of drug, and alcohol policy,
- Constant disruption to stability of the learning environment.

In accordance with special education regulations, the following procedures apply to the process of termination of any student on an IEP.

- For Planned Terminations: The program shall notify the public school district of the need for an IEP review meeting and provides notice of this meeting to all appropriate parties ten (10) days in advance of the intended date of the meeting. The purpose of the meeting will be to develop a clear and specific termination plan for the student that shall be implemented in no less than thirty (30) days unless all parties agree to an earlier termination date.

- For an Emergency Termination: In circumstances where the student presents a clear and present threat to the health and safety of him/herself or others, the program shall follow the procedures required under 603 CMR 28.09(12)(b) and immediately inform the Department of Elementary and Secondary Education.

  The program shall not terminate the enrollment of any student, even in emergency circumstances, until the enrolling public school district is informed and assumes responsibility for the student. At the request of the public school district, the program shall delay termination of the student for up to two (2) calendar weeks to allow the public school district the opportunity to convene an emergency team meeting or to conduct other appropriate planning discussions prior to the student's termination from the special education school program. With the mutual agreement of the program and the public school district, termination of enrollment may be delayed for longer than two (2) calendar weeks.

Physical Restraint Policy

Willow Hill School is obligated by DESE to inform parents of this policy and regulation. Massachusetts General Law, 603 CMR 46.00 ensures that every student participating in an approved special education private school is protected from unreasonable use of physical restraint. Willow Hill School complies with the regulations to the extent required by law during school hours and during all school-sponsored events and activities, on and off school property.

- Physical restraint, including prone restraint, is considered an emergency procedure of last resort and is prohibited at Willow Hill School except when the following circumstances occur:
- a student's behavior poses a threat of assault, or imminent, serious, physical harm to self and/or others members of the school community;
- the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Definitions

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

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

Seclusion means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02. ***Under no circumstances will a student at Willow Hill School be involuntarily confined in a room alone or physically prevented from leaving an area.***

Time-out means a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by

direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

Use of Medication or Mechanical restraint is prohibited unless explicitly authorized by a physician and approved in writing by the parent or student who has reached the age of eighteen.

Mechanical restraint means the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed.

Medication restraint means the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent, guardian, or student who has reached the age of eighteen, for administration in the school setting is not medication restraint.

Physical restraint is not used as a means of punishment or as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule, staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm. ***Chemical and mechanical restraints will not be used; seclusion is prohibited.***

Whenever possible, the administration of restraints will be witnessed by at least one adult who does not participate in the restraint. The regulations do not prevent a teacher, employee or agent from using reasonable force to protect students, other persons or themselves from assault, or imminent serious physical harm, or from restraining students, as otherwise provided in the regulations.

Staff Training

Within one (1) month of the opening of school all faculty and staff will are trained in the policy and interventions related to restraint. Faculty and staff hired after school has started will be trained within the first month of employment. Specific staff are identified to serve on a school-wide resource to ensure proper administration of physical restraint. These individuals have participated in an in-depth training in restraint and implementation of the regulations. The names of staff trained in restraint are available in the administrative office.

Reporting and Follow-up

Willow Hill School complies with all reporting requirements of the law. Follow-up procedures for restraint include:

- Review of the incident with the student to address the behavior that precipitated the restraint;
- Review of the incident with the parent.
- Review of the incident with the staff who administered the restraint to discuss implementation of proper procedures and consideration of any follow-up for students who witnessed the incident

A copy of the complete *Physical Restraint and Intervention Plan* is available upon request to the Head of School.

Policies and Procedures Related to Health, Safety and Medical Concerns

Emergency Preparedness

The Willow Hill School has developed emergency management plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, natural disasters and other events that compromise the health or safety of students and staff. We believe that advanced planning builds confidence of all concerned to know that all students and staff have been trained in carrying out the plan. The Willow Hill School annually trains our staff and students in the safety protocol known as A.L.I.C.E. (Alert, Lockdown, Inform, Counter, and Evacuate). This protocol empowers each individual to assess the emergency situation and to react in the moment as they see what is best for them. This protocol and other procedures are available in the *Willow Hill Emergency Management Handbook.* For more information about A.L.I.C.E., please refer to *www.alicetraining.com*.

Evacuation Drills

In case of fire or any other hazardous situation, students and staff evacuate the premises according to plans posted in all buildings. All staff and students gather at a designated area for attendance. Students are not left unattended at any time. Evacuation drills are held four times a year, as required by the Sudbury Fire Department.

Medical Emergency

In the event that a student is injured on campus, the teacher or supervising adult will contact the School Nurse immediately to assess the situation. The protocol to contact administration and the parent will be initiated by the School Nurse and an Administrative Assistant. If transport to Emerson Hospital is required, the Sudbury Fire Department (911) will be contacted. The School Nurse, or designee, will take the student's medical record and accompany or follow the vehicle to the hospital. The School Nurse, or designee, will remain at the hospital with the student until a parent/guardian arrives.

In the event of injury of a student off campus, the teacher will assess the appropriateness of administering first aid or calling 911. The School and parents will be notified. An adult will accompany the student and remain in the hospital until a parent is contacted and arrives. Upon arrival at the hospital, the Willow Hill staff member will present permission to treat and medical records to the hospital staff. Further detail is available in the *Willow Hill School Emergency Management Handbook.*

Concussion Guidelines and Information

Willow Hill School seeks to prevent concussions and provide a safe return to activity for all students after injury, particularly after a head injury. In order to effectively and consistently manage these injuries, the Athletic Department abides by the following procedures that have been developed to aid in ensuring that concussed athletes are identified, treated and referred appropriately, receive appropriate follow-up medical care during the school day, including academic assistance, and are fully recovered prior to returning to athletic activity.

Person Responsible:

The Willow Hill School has designated its Head of School to have administrative authority to oversee the implementation of these policies and protocols governing the prevention and

management of sports-related head injuries. In addition, the Head of School will be responsible for:

- Supporting and enforcing the protocols, documentation, training and reporting outlined in this policy
- Supervising and reviewing that all documentation is in place
- Reviewing, updating and implementing policy every two years and including updates in annual training and student and parent handbooks.

Training Requirement:

The Commonwealth of Massachusetts requires annual safety training on sports related concussion. At Willow Hill School, the School Nurse and the Athletic Director are required to complete a free, online training (either the National Federation of High Schools or the CDC's "Heads Up" Concussion Training). Athletes and parents are encouraged to complete one of the approved online trainings.
The following online courses are available at:

- nfhslearn.com
- cdcigdv/headsup/youthsports

Physical Examination:

All Willow Hill students must have a physical examination on an annual basis, i.e. within 12 or 13 months of the student's last physical examination (to allow for insurance coverage of the examination). Any student who does not have a current physical on file with the Nurse, prior to the first day of practice, is not eligible until a new/updated physical is turned in. If the student's physical examination expires during the sports season, they must have an updated physical examination to continue to attend school or participate in the sports season. All physical exam reports are to be turned in to the Nurse.

Concussion History Form Submission and Review:

The Massachusetts concussion law requires athletes and their parents to inform their coaches about prior head injuries at the beginning of each sports season. As part of the Registration Packet, the Willow Hill School expects that parents will provide answers to such questions as:

- Has the student ever experienced a traumatic head injury (a blow to the head)? (If yes, when?)
- Has the student ever received medical attention for a head injury? (If yes, when? and by whom?)
- Was the student diagnosed with a concussion? (If yes, when? and by whom?)
- Durations of symptoms for most recent concussion.

The decision to allow a player who reported a history of multiple concussions should be made only after consultation with the student's physician or primary care provider; the sports medicine or concussion specialist, if involved; the neuropsychologist, if involved, and the appropriate school athletic staff and the parent. The focus of Willow Hill School will always be on protecting the health and safety of the student and avoiding long-term consequences that can occur from repeated concussions. Hard copies of all medical forms are also available through the Admissions Department, Director of Education, and the School Nurse's office.
The parent /student can fax, mail, or hand deliver the completed and signed forms in to the School Nurse.

Until the medical history form is completed and signed by the parent/guardian and returned to the School prior to the start of the school year, the student cannot participate in any extracurricular sports activity.

Internal Review of Concussion History:

At the start of each school year and again as necessary throughout the year, the Athletic Director, Nurse, Head of School, and Director of Education will review all forms indicating a history of head injury. The School Nurse will be responsible for:

- contacting the student's physician to review concussion history and participation concerns,
- addressing any questions raised by the Athletic Director,
- communicating with the coach regarding the student's concussion history and discussing concerns, and
- following up with parents and students as needed prior to the student's participation in extracurricular athletic activities.

Reporting Head Injury:

The Athletic Director or School Nurse will be responsible for contacting the athlete's parents and providing follow-up instructions. If an athlete is injured at an away event or if the Nurse is unavailable, the coaching staff or Administrator On Duty are responsible for notifying the athlete's parents of the injury and, if warranted, call for emergency care. If injury occurs outside of school, parents are responsible for notifying the School Nurse and Athletic Director.

When a student athlete obtains a head injury during any athletic activity, the following steps must be followed:

- The School Nurse and/or coach will evaluate the student, and seek advanced medical care as necessary. Parents will be notified by the Nurse, Coach, or Designee.
- Coach completes Report of Head Injury Form and sends copy to School Nurse.
- School Nurse notifies Athletic Director and student's teachers of injury and any modifications ordered by MD.
- Coaches assure that student athlete adheres to the protocol.
- Physician and parents notify School Nurse of student's progression.
- School Nurse notifies all necessary staff of progression, recovery and return-to-play criteria.

Identifying Head Injury or Suspected Head Injury and Removing from Play:

- Any athlete who is symptomatic but stable is encouraged to go home with their parent(s) or legal guardian(s) following the head injury.
- If the head injury occurs at practice a parent(s) or legal guardian(s) will immediately be notified and talk to the School Nurse or coach.
- If the injury occurs at a game or event they may go home with their parent(s) or legal guardian(s) after talking with the School Nurse or coach.
- Parent(s) or legal guardian(s) will receive important information regarding signs and symptoms of deteriorating brain injury/function prompting immediate referral to a local emergency room as well as return to play requirements at the School. All symptomatic students will be referred to their primary care provider for evaluation.
- When an athlete loses consciousness for any reason, the School Nurse or coach will call 911 and take appropriate steps.

- Any athlete who is removed from the competition or event and begins to develop signs and symptoms of a worsening brain injury will be transported to the hospital immediately.

Worsening Signs and Symptoms Requiring Immediate Physician Referral:

- Loss of consciousness
- Repeated vomiting or nausea, convulsions or seizures (shaking or twitching)
- Unusual behavior, increased confusion, restlessness or agitation
- Slurred speech
- Weakness, numbness, or decreased coordination
- Headache that gets worse and does not go away
- One pupil larger than the other
- Drowsiness or inability to wake up

Return to Play:

All students at Willow Hill School must be cleared to return to play/practice by a licensed medical professional (physician, NP in consultation with a physician, CAT in consultation with a physician or neuropsychologist in coordination with the physician managing the student's recovery) **after graduated return to play has been completed**. (See details about graduated return to play practices in section below). It is recommended that this medical professional have familiarity with concussion diagnosis and management in order to determine how serious the concussion is and when it is safe for the student to return to normal activities including physical activity and school (concentration and learning activities). Sports activities include physical education class, Project Feat, open gymnasium break times as well as sports practices and games:

- The student should be completely symptom free at rest and with physical activity (sprints, non-contact aerobic activity) and cognitive exertion (school work).
- Return to play should occur gradually (see below).
- Students should be monitored for symptoms and cognitive function during each stage of exertion.
- Students should only progress to the next level of exertion if they are asymptomatic at the current level.

Graduated Reentry Plan:

Willow Hill School requires that all students returning to school and athletics after concussion have a written plan for reentry. School staff, such as teachers, School Nurse, counselor, administrators, and coaches should work together to develop and implement this plan in coordination with the student, their parent/guardian and the primary care provider.

Graduated return to academic plans are based on the stages of recovery framework that takes a student from rest, to gradual return to full participation in academic activities.

Stages of Recovery:

The stages of recovery are a framework designed through a collaborative effort by local health care professionals. The purpose of this framework is to create common language that will help guide students, families, school personnel and health professionals through the recuperation process. Placement in stages is based on assessment of the student's

medical condition by a licensed medical professional and accompanied by written orders.

Red Stage (usually 2-4 days, but could last weeks)
- Rest
- Students typically do not attend school

Orange Stage
- Rest
- Attend school half days
- Work with advisor, teachers, and Director of Education regarding school accommodations
- No test in school
- No sports, play, physical education (PE), or active break time

Yellow Stage
- Attend school full-time if possible
- Students and families work with teachers regarding homework deadlines (complete as much as possible)
- See School Nurse for pain management and/or rest if needed
- Limit one quiz test per day (untimed testing is recommended) as monitored by the student's advisor
- Work in 15 minute blocks
- No sports
- Licensed medical professional will make decisions regarding play, physical education and break times based on medical assessment

Green Stage
- Attend school full time
- Resume normal activities
- Resume sports once school work is back on track, student is symptom free, and has been cleared by a licensed medical professional

Return to Play Schedule:

Return to athletic plans will begin only after a student has returned to full participation in the school's program and is completely symptom free.

When a student athlete is completely symptom free at rest and has the approval of a medical professional they may begin a graduated return to play protocol. The return to play schedule for the student should proceed as follows and should be monitored by the Athletic Director.

Blue Stage
Step 1: Light exercise, including walking or riding an exercise bike. No weight lifting.
Step 2: Aerobic exercise such as running in the gym or on the field. No activity requiring a helmet or other equipment.
Step 3: Non-contact training drills in full equipment. Weight training can begin.
Step 4: Full contact controlled training followed by practice or training.
Step 5: Full contact game play only after documented clearance for full activity.

Medical Clearance for Return to Play After Diagnosis:

No student will be allowed to play athletic activities until a clearance form is signed by

an authorized medical professional, submitted and reviewed by the School Nurse. Clearance to return to play must be documented on a Physician letterhead or the DPH Medical Clearance Form.

Mildly Ill Students

If a student becomes sick during the day, the teacher in charge contacts the School Nurse to do an assessment. If it is appropriate for the student to rest, or be treated in the School Health Office, the School Nurse follows acceptable procedure for recording information and contacting parents. Should the child need to be sent home, all efforts will be made to have the parent or designee come to the School as soon as possible. A student will not be allowed to go home if there is no known responsible adult available. It is the parent's responsibility to arrange transportation.

Preventative Health Care

Students are required to have an annual physical carried out by a licensed physician, the results of which are reported to the School on a signed Massachusetts School Health Form. Included on that form is an up-to-date history of immunizations. Students with special requirements/modifications must obtain a listing of those, in writing, from the physician. Students must also receive an annual dental examination as well as vision, hearing and postural screenings.

All medical and emergency forms must be received by Willow Hill School prior to the student's first day of school. Massachusetts regulations and common sense dictate that we cannot allow your child to attend school unless this information is in our possession. Please do not ask the School to make exceptions to this requirement. Any parent seeking information regarding medical requirements should contact the School Nurse.

Receipt of Medical Treatment – Religious Beliefs

In the absence of an emergency or epidemic of a disease declared by the Department of Public Health, Willow Hill School shall not require any student to receive medical treatment when the parent objects on the grounds that such medical treatment conflicts with a religious belief.

Parents are to submit their objection in writing to the Head of School and the School Nurse prior to enrollment. Notification from the parent is to be renewed annually before the beginning of school in September.

School Health Office /Provision of Medical and Nursing Care

The School Health Office, staffed by a registered nurse, is open Monday through Friday from 7:45 AM to 3:30 PM, during athletic events and field trips. The school nurse is the manager of the School Health Office. A licensed physician is available for consultation and referral as needed.

The School Nurse is the supervisor of medication administration in the School. Only trained staff will administer medications when the School Nurse is not available. All medications are stored and dispensed from the school health office. Exceptions may be made for self-administration of medications if certain conditions are met: it is not a psychotropic drug; the school nurse agrees it is safe for the student to do so; and written authorization by the parent and

physician is on file. Medications dispensed by the school nurse must be brought in the parent and be accompanied with proper documentation.

The School Health Office provides basic health services, prevention, health promotion and health maintenance in a safe and caring environment for students and staff. The school nurse provides:

- Routine nursing care to all students and staff, if necessary;
- Administration of medications and treatments as prescribed by physician;
- Management of medical emergencies;
- Monitoring childhood immunizations to prevent disease;
- Monitoring of yearly mandated physical and dental examinations of all students;
- Referrals to primary care provider, if necessary;
- Health teaching and counseling of health issues and assistance in managing chronic illnesses when appropriate;
- Nutrition support and monitoring, when appropriate.
- Coordination with Project FEAT staff on administration of medication for off campus trips.

Parent Consent and Required Notification

The following documents are required annually before school begins:

- Authorization to Treat, Medication and Health Insurance Information
- Student Health History
- Prescription Medication Order
- Over the Counter Medication Order
- Individual Health Care Plan
- Parent Consent for Inhaler/Self Administration
- Current Physical Exam Documentation
- Immunization Exemption Letter, if applicable

T*he Willow Hill School Health Manual* details the following:

- Procedures for Students with Life Threatening Allergies
- Procedures for Students with Special Health Care Needs
- Preventative Health Care
- Critical Exposure
- Infection Control/Communicable Diseases
- Human Immunodeficiency Virus (HIV Infection)
- Hepatitis B and C Exposure Control Planning
- Policy for the Administration of Medication
- Medication Orders/Parental Consent
- Medication Administration Plan
- Administration of Antipsychotic Medications
- Self-Administration
- Handling, Storage and Disposal of Medications
- Medication Administration on School-wide Field Trips
- Epinephrine Administration
- Individualized HealthCare Plan (IHCP)_____

All policies and procedures are available upon request.

Reporting Child Abuse and Neglect

The Massachusetts Child Abuse and Neglect Reporting Statute, Chapter 119, Section 51A, states that any school employee "Who, in his/her professional capacity shall have reasonable cause to believe that a child under the age of eighteen years is suffering serious physical or emotional injury including sexual abuse, or from neglect, including malnutrition, resulting from abuse by a caretaker, … shall notify the person in charge of such institution, school or facility, whereupon such person in charge shall then become responsible to make the report in the manner required by this section. Any such person so required to make such oral and written reports who fails to do so shall be punished by a fine of not more than one thousand dollars."

Massachusetts law requires an individual who is a mandated reporter to immediately report, by oral communication, any allegation of serious physical or emotional injury resulting from abuse or neglect to the Department of Child and Family Services. A written report must then be completed within 48 hours of making the oral report and should be sent to the appropriate department office. All employees of Willow Hill School are trained in requirements of the law.

According to M.G.L. c. 119, § 51A, mandated reporters are immune from civil or criminal liability when they file a report pursuant to their duties. Mandated reporters cannot be discharged, discriminated against or retaliated against by their employers if they, in good faith, make a report or testify in any proceeding involving child abuse or neglect. If any of the above occur, the employer shall be liable. In addition, school employees may be subject to disciplinary action up to and including dismissal.

Willow Hill School
"Memo to Mark"

Student: _____

Class: _____ Period: 1 2 3 4 5 6 7 8

Date | Time: _____

Concern about:

- Inappropriate language
- Breaking classroom rule: _____
- Physical contact with: _____
- Disrespectful behavior
- Disruptive behavior
- Other: _____

Comments: (use back if necessary)

- Return at end of period
- Return in 5 minutes
- Speak to an Administrator and return
- Other: _____

Consequence | Recommendation:

_____

_____ _____

Teacher Signature Date

DAILY SCHEDULE	
MONDAY – THURSDAY	
Period 1	8:15 – 9:00
Period 2	9:00 – 9:45
Break	9:45 – 9:55
Period 3	9:55 – 10:40
Period 4	10:40 – 11:25
Period 5	11:25 – 12:10
Lunch	12:10 – 12:45
Period 6	12:45 – 1:30
Period 7	1:30 – 2:15
Period 8	2:15 – 3:00
FRIDAY SCHEDULE	
Period 1	8:15 – 9:15
Period 2	9:15 – 10:15
Break	10:15 - 10:25
Period 3	10:25 - 11:25
Period 4 Advisory	11:25 – 12:00

Willow Hill School
Sample Schedule
Middle School

(Period)	Monday	Tuesday	VVednesday	Thursday	Friday
1	MS Literature 111-01 Room: M104	MS Literature 111-01 Room: M104	MS Literature 111-01 Room: M104	MS Literature 111-01 Room: M104	Newspaper Elective NEWS-02 Room: M112
2	Tutorial 002A-02 Room: PI05	Tutorial 002A-02 Room: PI05	Tutorial 002A-02 Room: PI05	Physical Education 601-11 Room: Gym	Small Builders SmaliBuild-01 Room: PI06
3	Art 501-01 Room: M102	Theatre/Music 510-01 Room: PI08	Art 501-01 Room: M102	Theatre/Music 510-01 Room: PI08	Learn the Ropes Ropes-01 Room: PI06
4	MSComp 101-01 Room: M104	MS Comp 101-01 Room: M104	MSComp 101-01 Room: MI04	MS Comp 101-01 Room: MI04	Advisor/Advisee 001-03 Room: M111
5	Social Skills 901-04 Room: M108	MS Technology 701-01 Room: M122	MS Technology 701-01 Room: M122	MS Technology 701-01 Room: M122	
6	MS Math 201-01 Room: M103	MS Math 201-01 Room: M103	MS Math 201-01 Room: MI03	MS Math 201-01 Room: M103	
7	Ancient Civiliz 400-01 Room: M111	Ancient Civiliz 400-01 Room: M111	Ancient Civiliz 400-01 Room: M111	Ancient Civiliz 400-01 Room: M111	
8	MS Science 301-01 Room: M126	MS Science 301-01 Room: M126	MS Science 301-01 Room: M126	MS Science 301-01 Room: M126	

Willow Hill School
Sample Schedule
High School

(Period)	(Monday)	Tuesday)	(VVednesday)	(Thursday)	(Friday)
1	Fundament Writing 150-03 Room: M106	Fundament Writing 150-03 Room: M106	Fundament Writing 150-03 Room: MI06	Composition 150-03 Room: MI06	KitchenChemDouble KitchenChemD-0I Room: MI26
2	Survey of Lit 161-03 Room: M106	Survey of Lit 161-03 Room: MI06	Survey of Lit 161-03 Room: M106	Survey of Lit 161-03 Room: M106	KitchenChemDouble KitchenChemD-0I Room: MI26
3	Physical Education 601-13 Room: Gym	Technology I 750-04 Room: MI22	Technology I 750-04 Room: MI22	Technology I 750-04 Room: MI22	Newspaper Elective NEWS-03 Room: MII2
4	Theatre/Music 510-12 Room: PI08	Art 501-10 Room: MI02	Theatre/Music 510-12 Room: PI08	Art 501-10 Room: MI02	Advisor/Advisee 001-04 Room: M125
5	US History I 452-02 Room: MI09	US History I 452-02 Room: MI09	US History I 452-02 Room: MI09	US History I 452-02 Room: MI09	
6	Algebra I - A 251-01 Room: MI01	Algebra I - A 251-01 Room: MI01	Algebra I- A 251-01 Room: M101	Algebra I- A 251-01 Room: MI01	
7	Biology 350-0I Room: MI26	Biology 350-0I Room: M126	Biology 350-01 Room: MI26	Biology 350-01 Room: MI26	
8	Study Skills 80I-12 Room: PI05	Study Skills 801-12 Room: PI05	Study Skills 801-12 Room: PI05	Transitional Plan. 950-0I Room: MI08	

Middle School Daily Grade

Name: _____ Week of: _____

Advisor: _____ Group: _____

RATINGS: √+Met Expectations √ Worked toward Expectations √- Did not work toward expectations

MONDAY

Behavior Period	1	2	3	4	5	6	7	8
1. Transition								
2. Class participation								
3. Class behavior								

TUESDAY

Behavior Period	1	2	3	4	5	6	7	8
1. Transition								
2. Class participation								
3. Class behavior								

WEDNESDAY

Behavior Period	1	2	3	4	5	6	7	8
1. Transition								
2. Class participation								
3. Class behavior								

THURSDAY

Behavior Period	1	2	3	4	5	6	7	8
1. Transition								
2. Class participation								
3. Class behavior								

FRIDAY

Behavior Elective	1	2	3
1. Transition			
2. Class participation			
3. Class behavior			

Personal Goal(s)

Goals should be SMART! **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, **T**imely

Academic:

_____

_____

_____

_____

Social:

_____

_____

_____

_____

Other:

_____

_____

_____

_____

Reflection: Weekly Summary: 1 Achieved; 2 Partially Achieved; 3 Did Not Achieve

_____ _____

Signature/Advisor Signature/Student

High School Daily Grade

Name: _____ **Week of:** _____

Advisor: _____ **Group:** _____

RATINGS: √+Met Expectations √Worked toward Expectations √- Did not work toward expectations

MONDAY

Behavior Period	1	2	3	4	5	6	7	8
1. Transition								
2. Class participation								
3. Class behavior								
4. Progress towards personal goals.								

TUESDAY

Behavior Period	1	2	3	4	5	6	7	8
1. Transition								
2. Class participation								
3. Class behavior								
4. Progress towards personal goals.								

WEDNESDAY

Behavior Period	1	2	3	4	5	6	7	8
1. Transition								
2. Class participation								
3. Class behavior								
4. Progress towards personal goals.								

THURSDAY

Behavior Period	1	2	3	4	5	6	7	8
1. Transition								
2. Class participation								
3. Class behavior								
4. Progress towards personal goals.								

FRIDAY

Behavior Elective	1	2	3
1. Transition			
2. Class participation			
3. Class behavior			
4. Progress towards personal goals.			

Personal Goal(s)

Goals should be SMART! **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, **T**imely

Academic:

_____

_____

_____

_____

Social:

_____

_____

_____

_____

Other:

_____

_____

_____

_____

Reflection: Weekly Summary: 1 Achieved; 2 Partially Achieved; 3 Did Not Achieve

_____ _____

Signature/Advisor Signature/Student

Willow Hill School 2021 – 2022 Calendar

AUGUST 2021						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	20
22	23	24	25	26	27	28
29	30	31				

26 New Student/Parent Orientation 10am - Noon

26 All Student/Parent Back to School Lunch Noon – 2pm

SEPTEMBER 2021						21
S	M	T	W	Th	F	S
			1	**2**	**3**	4
5	**6**	**7**	8	9	**10**	11
12	13	14	15	16	**17**	18
19	20	21	22	23	**24**	25
26	27	28	29	30		

1 First Day of School 2021-2022

6 Labor Day
No School, Offices Closed

OCTOBER 2021						19
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	**8**	9
10	**11**	12	13	14	**15**	16
17	18	19	20	21	**22**	23
24	25	26	27	28	**29**	30
31						

11 Indigenous Peoples' Day
No School, Offices Closed

22 Professional Day
No School for Students

NOVEMBER 2021						19
S	M	T	W	Th	F	S
	1	2	3	4	**5**	6
7	8	9	10	**11**	**12**	13
14	15	16	17	18	**19**	20
21	22	23	**24**	**25**	**26**	27
28	29	30				

11 Veterans Day
No School, Offices Closed

24 Early Dismissal at Noon

25 -26 Thanksgiving Recess
No School, Offices Closed

DECEMBER 2021						17
S	M	T	W	Th	F	S
			1	2	**3**	4
5	6	7	8	9	**10**	11
12	13	14	15	16	**17**	18
19	20	21	22	**23**	**24**	25
26	**27**	**28**	**29**	**30**	**31**	

23 Early Dismissal at Noon

24 – 31 December Recess
No School, Offices Closed

JANUARY 2022						20
S	M	T	W	Th	F	S
						1
2	3	4	5	6	**7**	8
9	10	11	12	13	**14**	15
16	**17**	18	19	20	**21**	22
23	24	25	26	27	**28**	29
30	31					

1 New Year's Day

3 Classes Resume

17 M.L. King Day
No School, Offices Closed

21 President's Day
No School, Offices Closed

22 – 25 Winter Recess
No School, *Offices Open*

FEBRUARY 2022						15
S	M	T	W	Th	F	S
		1	2	3	**4**	5
6	7	8	9	10	**11**	12
13	14	15	16	17	**18**	19
20	**21**	**22**	**23**	**24**	**25**	26
27	28					

MARCH 2022						23
S	M	T	W	Th	F	S
		1	2	3	**4**	5
6	7	8	9	10	**11**	12
13	14	15	16	17	**18**	19
20	21	22	23	24	**25**	26
27	28	29	30	31		

18 Patriot's Day
No School, Offices Closed

19 – 22 Spring Recess
No School, *Offices Open*

APRIL 2022						16
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	**8**	9
10	11	12	13	14	15	16
17	**18**	**19**	**20**	**21**	**22**	23
24	25	26	27	28	**29**	30

27 Professional Day
No School for Students

30 Memorial Day
No School, Offices Closed

MAY 2022						20
S	M	T	W	Th	F	S
1	2	3	4	5	**6**	7
8	9	10	11	12	**13**	14
15	16	17	18	19	**20**	21
22	23	24	25	26	**27**	28
29	**30**	31				

4 Summercomes –
Graduation & Award Ceremony
Attendance Required

*14 Last day of school
Early Dismissal Noon

Last day of School w/
"5 Snow Days"

JUNE 2022						10
S	M	T	W	Th	F	S
			1	2	**3**	**4**
5	6	7	8	9	**10**	11
12	13	**14**	15	**16**	**17**	18
19	20	21	22	23	24	25
26	27	28	29	30		

School Hours:
Mon.-Thurs. 8:15 am – 3 pm
Fri. 8:15 am – Noon

Approved by the Board of Trustees :
March 3, 2021

Color Code for Dates on Calendar: **Green = ½ Day** **Red = No School** **Bold = Event**