



WESTWOOD INTEGRATED PRESCHOOL

Handbook 2017-18 School Year



200 Nahatan Street, Westwood, MA 02090
781 326-7500 X 5113
Aprile E. Albertelli Director

WESTWOOD PUBLIC SCHOOLS
Honoring Tradition, Inspiring Excellence, Shaping the Future

If you need this document translated, please call the Westwood Public Schools' Student Services Department at [781 326-7500 x1345](tel:781-326-7500) or email your request to lplouffe@westwood.k12.ma.us. Thank you.

如果您需要翻译本文档，请致电Westwood的公立学校的学生服务部在781 326-7500 x1345或电子邮件您的要求lplouffe@westwood.k12.ma.us 谢谢你。

يرجى الاتصال على إدارة المدارس العامة ويستود "الخدمات الطلابية في ، بحاجة الى هذه الوثيقة المترجمة اذا كنتشكرا [781 326-7500](tel:781-326-7500) لطلب. لك lplouffe@westwood.k12.ma.us أو على البريد الالكتروني الخاص بك [781 326-7500 x1345](tel:781-326-7500)

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DISTRICT CONTACT INFORMATION



2017-18

Westwood Public Schools Administration and Telephone Extensions

(781) 326-7500

Emily Parks	<i>Superintendent</i>	x 1340
Alison Borchers	<i>Assistant Superintendent</i>	x 1348
Heath Petracca	<i>Director of Business & Finance</i>	x 1344
Abigail Hanscom	<i>Director of Student Services</i>	x 1345
Sean Bevan	<i>Principal, Westwood High School</i>	x 3316
Zeffro Gianetti	<i>Principal, Thurston Middle School</i>	x 2336
Joshua Baumer	<i>Principal, Deerfield School</i>	x 8504
Kristen Evans	<i>Principal, Sheehan School</i>	x 7100
Debra Gallagher	<i>Principal, Downey School</i>	x 8386
Sarah Cronin	<i>Principal, Hanlon School</i>	x 8424
Donna Tobin	<i>Principal, Martha Jones School</i>	x 6262
Glen Atkinson	<i>Dept Head/Chair, Student Services PreK-5</i>	x 5108
Lisa Friedman	<i>Dept Head/Chair of Student Services PreK-5</i>	x 5108
Aprile Albertelli	<i>Director, Integrated Preschool</i>	x 5113
Cynthia Brunelli	<i>Out-Of-District Coordinator</i>	x 1389
Ken Aries	<i>Director of Operations</i>	x 1304
Steve Ouellette	<i>Director of Technology, Learning, and Innovation</i>	x 3364

www.westwood.k12.ma.us

Westwood School Committee

2017-18

Carol Lewis- Chair

Brian T. Kelly- Vice Chair

Charles Donahue, Clerk

Josepha A. Jowdy

Anthony Mullin

<http://www.westwood.k12.ma.us/district/school-committee/>

Preschool Staff

2017-18 School Year

781-326-7500

Aprile Albertelli	Director	Ext. 5113
Jeanne Bylsma	Administrative Assistant	Ext. 5113
Andrea Clifford	School Nurse	Ext. 3352
Kristin Brennan	Classroom Teacher	Ext. 5116
Caitlyn McCarthy	Classroom Teacher	Ext. 5111
Sally Weltman	Classroom Teacher	Ext. 5115
Dianne Anderson	Occupational Therapist	Ext. 5109
Deb Arcscott	Physical Therapist	Ext. 5113
Kathy Hanlon	ABA Tutor	Ext. 5113
Janine Howe	Behavior Specialist	Ext. 3124
Nancy Malatesta	School Psychologist	Ext. 5104
Tricia Shores	Speech Pathologist	Ext. 5147
Susie Axworthy	Instructional Assistant	
Diane Gavin	Instructional Assistant	
Julie Krumsiek	Instructional Assistant	
Mary Manning	Instructional Assistant	
Debbie Mattera	Instructional Assistant	
Laurie Timmerman	Instructional Assistant	
Maura Vitiello	Instructional Assistant	

*it takes
A big heart
TO
shape little
minds* 

Mission Statement

We are committed to:

- providing a supportive and nurturing environment where children can learn and create through problem-solving, shared responsibility and concern for others within a classroom setting
- having staff and students work together as a community of learners
- respecting each child as an individual and celebrating his or her unique contribution to the school community
- a collaborative team approach as the foundation to successful inclusion practices
- developing respectful relationships with families through open and consistent communication

Introduction

Today, more than ever before, we know about how young children develop and about how to best support early learning. The first five years of life are found to be critical to a child's lifelong development. Research on the brain has shown that during the first five years, trillions of synapses are formed in the brain in response to learning experiences. Young children's earliest experiences and environments set the stage for future development, establishing the connections that provide the foundations for language, reasoning, problem solving, social skills, behavior and emotional health.

There is a consensus based upon a wealth of research that a child's readiness for school is based on five distinct but connected domains:

- Social and emotional development
- Approaches to learning
- Physical well-being and motor development
- Cognition and general knowledge
- Language development

Research demonstrates that high quality early education programs make a critical impact on all children by increasing their readiness for kindergarten and future academic success.

Our preschool staff works with all of the students to develop the ability to communicate needs, wants, thoughts, and to be enthusiastic and curious learners when approaching new activities. Skills such as the ability to follow directions, demonstrate sensitivity to other children's feelings, and maintain attention during class time are of significant importance.

The Westwood Integrated Preschool provides a high quality educational experience for your child using a research-based, hands-on approach in our curriculum planning. Our programs are delivered by highly qualified staff that utilizes best practices of instruction.

The purpose of the Preschool Handbook is to provide you with general program information regarding practices and procedures of the preschool as well as an overview of the learning objectives as adopted from the Massachusetts Department of Education Early Childhood Program Standards and Guidelines that are an integral part of our learning goals.

We welcome you and your child to be part of our preschool family.



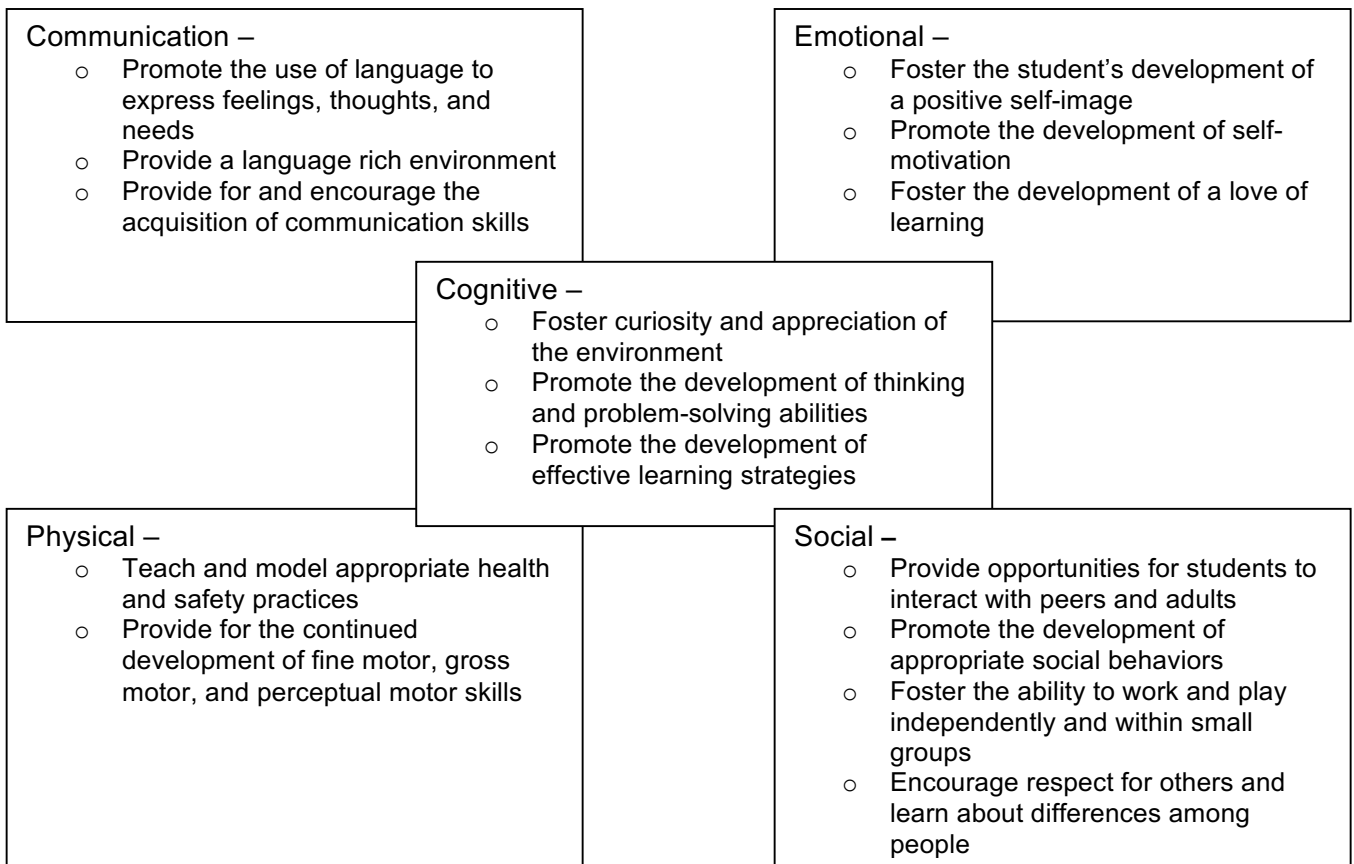
Philosophy and Goals

The preschool functions as an integral part of the educational programs offered by Westwood Public Schools.

The goal of preschool is to meet children's individual learning needs in the areas of social, emotional, physical, and cognitive development. Children in this program have the opportunity to develop relationships and to interact positively with both peers and adults through mutual respect and sharing of ideas. Development of confidence and self-esteem are promoted through a variety of multi-sensory experiences and relationships. Children make discoveries and acquire new skills and interests in an environment that encourages creativity and a love of learning.

This experiential approach to learning fosters independence, thinking, and problem-solving abilities within a safe and nurturing environment.

Our preschool program focuses on all areas of development: cognitive, communication, emotional, physical, and social.



Getting Started

School Calendar

The Westwood Integrated Preschool follows the Westwood Public Schools calendar with the exception of school opening and closing. The Preschool will begin one week following the opening of school and will end one week earlier. The Preschool is closed for all school vacations, holidays, and staff development days as indicated in the district school calendar. Each family will receive a copy of the school calendar at the beginning of the school year.

Class Schedule

Four day programs are scheduled Monday, Tuesday, Thursday and Friday with no class on Wednesday.

4 Day Program 9:00-1:00
Full Day Program 9:00-2:45

Please note the school calendar for early release Wednesdays with the Preschool dismissing at 11:30.

Arrival and Dismissal

Please enter the preschool parking area closest to the playground and exit near the pool.

The arrival and dismissal routine may vary per classroom and students must be escorted to the designated area, (playground gate, outside classroom door).

Children may not be dropped off at the front door and come in alone. Arriving on time makes the transition run more smoothly. **Please do not leave any children in cars or in the school lobby unattended.**

When visiting the preschool to drop-off or pick-up your child, please be sure to shut off the engine of your vehicle. Pursuant to Massachusetts General Law (MGL), Chapter 90, Section 16A, 310 Code of Massachusetts Regulation (CMR), Section 7.11 and MGL, Chapter 111, Sections 142A-142M, "No person shall cause, suffer, allow, or permit the unnecessary operation of the engine of a motor vehicle while said vehicle is stopped for a period of time in excess of five minutes."

Leaving Your Child

Anticipation, excitement and mixed emotions are connected with starting school. This is true for both parents and children. Preschool is often your child's first experience away from home. It is important that your child feel secure making this transition. The following are some ways in which adults can help.

Beginning about one to two weeks ahead of time, prepare your child so that he/she knows what to expect:

- Visit the school location and playground prior to the start of school
- Establish routines for arrival at school
- Be calm but firm about leaving your child
- Pictures can be helpful both of the new school and of parents to keep in backpacks while at school

- Instead of saying “goodbye” to your child, try “see you soon”

Students typically settle in within a few minutes; if there is a need, a staff member will contact you.

Preschool Activities

The following activities are included throughout the preschool program:

Meeting and Calendar	Water/Sand Table	Science
Reading/Literacy	Music/Movement	Writing Center
Puzzles and Games	Manipulatives	Snack Time
Blocks	Dramatic Play	Outside Play
Arts and Crafts	Numbers/Math	Exploring
Gross Motor Activity	Sensory Activities	Clean Up Time

Dress for Success

Our classrooms are full of fun and exciting hands-on activities. Please dress your child appropriately in comfortable play clothes. There will be many activities that involve running, jumping, and climbing. As your child explores new media (paint, glitter, glue) we will provide smocks; however, accidents can happen!

Also, we do go outside unless there is extreme weather. Please send your child(ren) with appropriate seasonal clothing. In the winter, snow pants, boots, mittens, hats, and jackets are required. Closed toe shoes are highly recommended. No flip flops or sandals during the warmer weather.

Toileting/Diapering

Please send in a change of clothing for your child to wear in the event of a toileting accident; place clothing in a plastic bag and label with your child’s name. Scheduled bathroom times are incorporated into the daily schedule. Encourage your child to ask to use the bathroom if needed. A member of the classroom staff will be happy to bring them at any time.

Children who require a change of clothing will be assisted as needed. Soiled clothing will be sealed in a bag and sent home. If/when clothing is sent home please supply the school with another change of clothes. All children should have an extra set of **labeled** clothing kept at school throughout the year.

Children who wear diapers must bring diapers, wipes, and other needed items from home. A sanitized diapering area will be provided within the Preschool. The staff practices universal precautions using gloves and separate disposal utilities.

Procedures and Guidelines

Enrollment

The maximum group size for the preschool classroom is 20 children*. The group size determination considers many factors such as facilitating the inclusion of young children with disabilities and keeping the best interests of children in mind. In accordance with the Early Childhood Program Standards, the Westwood Integrated Preschool will have the number of staff necessary to ensure adequate group supervision at all times and to provide individual attention to children in order to promote their physical, social, emotional, and cognitive development. Typically developing peers entering the program must be three years old to enroll in the program. **Typically developing peers turning five years old by August 31st will not be permitted to enroll in Preschool as they are eligible for Kindergarten.**

**For public school programs that integrate children with and without disabilities, the class size shall not exceed 20 with one teacher and one aide and no more than five students with disabilities. If the number of students with disabilities is six or seven then the class size may not exceed 15 students with one teacher and one aide.*

Preschool Class Placement Guidelines and Supervision

The Massachusetts Department of Elementary and Secondary Education has proclaimed that:

“public preschool programs that serve children with disabilities are required to be "developmentally appropriate and specially designed for children ages three and four years."
See 603 CMR 28.06(7).

Criteria for placement in the Preschool classes for special education students include consideration of the students' areas of disability and specific learning needs. The ultimate responsibility for classroom assignments for typically developing peers is with the Preschool Director. It should be noted that classes of children need to be balanced with respect to developmental skills. Considerations of the effect individual children have upon one another will also be considered so that the optimal learning environment for the entire group is achieved.

Students in the preschool program are supervised at all times. The safety of the children is very important. Teaching staff supervise children at all times, primarily by sight. Supervision for short intervals by sound is allowed, as long as the teaching staff checks frequently on children who are out of sight (e.g. those who can use the toilet independently).

Placement Process and Time Line

Applications are accepted between December and January for classroom openings for the following September. Current students and their siblings have priority for placement and class assignment beginning in December. Every effort is made to honor the request of families in half day program for either the morning or afternoon program, however, the final placement of students must also consider balancing the learning and developmental needs of all the students in the preschool. If there is a need to recommend a change in the time of the session for a student, the family will be notified.

Registration

Registration for continuing preschoolers will be held during the preceding December and January. Notices will be sent home to all current enrollees. Applications will be made available to the Westwood community through press releases to the area media and through school bulletins and can be accessed on the Westwood Public Schools website. Applications must be received at the Westwood Integrated Preschool not later than February 1st. You may complete the application online, or you can print out the application and mail it to the Westwood Integrated Preschool, 200 Nahatan Street, or you can drop it off in person. As needed, a lottery and/or waiting list will be developed to fill any openings. A completed application and registration fee is required for all registrants to reserve a space.

Tuition Fees

Tuition is due by August 1st. Tuition must be paid in full prior to the start of school in September. A non-refundable registration fee is due at the time of application with the balance of the tuition billed in installments. Invoice reminders will be mailed for payment as outlined in the application form. Please notify the Preschool Director if you would prefer to establish a payment plan over a longer period of time. Checks should be made payable to **Westwood Integrated Preschool** and sent to Westwood Preschool, 200 Nahatan Street, Westwood, MA 02090

Tuition will be payable in installments as follows:

Deposit at registration
1st payment by March 1st
2nd payment by May 1st
Final payment by August 1st

Attendance

It is customary for parents/caregivers to call the Preschool Office at 781-326-7500 x 5113 or email the teacher and office if your child is going to be absent or late for any reason. Attendance records are kept by the teacher and filed at the school. Plans for extended absences should also be given in writing to your child's teacher or the preschool administrative assistant at your earliest convenience.

Snow Days/Weather Emergency/School Closings

The preschool will follow the Westwood Public Schools snow day and late opening procedures. Local radio and TV stations (4, 5, &7) will announce when school is closed. Parents may also be notified through **School Messenger**. Also you can go to the District website (www.westwood.k12.ma.us), Twitter and Facebook.

In the event that there is a delayed opening, preschool will run as follows for the morning sessions:

One hour delay: School will begin at 10:00
Two hour delay: School will begin at 11:00

Please notify us if your phone number or email changes at any time during your registration with the preschool so we can be sure you receive important information.

Communication and Collaboration

Home/school communication plays a major role within the preschool program. Parents and children are invited to Orientation day prior to the start of school in September. Having an

opportunity to meet the staff and visit your child's classroom are important first steps in the development of successful relationships for both you and your child. This orientation provides an opportunity for the parents and their child or children to visit the classroom together. If separation issues are a concern, please contact the Preschool Office so that we can develop a plan to meet your child's needs.

Parent/Teacher Conferences/Progress Reports

Conferences are scheduled in the fall and spring. This is a time to share information about your child's progress and for you, as a parent, to ask any questions about your child's progress. In addition, tuition paying students will receive a Student Profile in January and June.

Challenging Behaviors

Preschool is intended to be a learning experience whereby children are helped to learn positive rules, appropriate ways to express needs and feelings, and respect for the care and safety of materials and people. We want children to develop their own inner control by understanding limits and the results of their actions. When challenging behaviors present themselves we try to separate the 'deed' from the 'doer' so that no child is made to feel ashamed or embarrassed. We emphasize and acknowledge the positive behaviors, social skills, and work habits of all of our students.

Children are encouraged to discuss problems and resolve conflicts using "their words". Working cooperatively with others is a skill that must be experimented with and learned. Adults intervene in problem solving only to help provide words or guidance for children working through a difficult situation. Mutual respect, understanding, and consistency are the foundation to the approach implemented by the staff. At times where verbal reminders are not effective and a student is losing self-control, he/she may be asked to sit down quietly until ready to try again. At this point the situation at hand is discussed with the child and problem solving begins. The teachers will always be positive, supportive, and consistent in helping children deal with conflicts and feelings.

Self-discipline is the goal with children. Children are never "bad"; however, the behavior may be unacceptable and thus need to be changed. Limit setting will be clear and consistent with natural and logical sequences.

Volunteer Guidelines

All volunteers are asked to sign in at the office. We welcome and encourage volunteers. If you wish to volunteer in your child's classroom please notify your child's teacher to set up times and days. In addition there will be opportunities to assist in several Special Parent/Child Activities throughout the year. To be a Parent/Family Volunteer you must first have filed a CORI form with the school system through the Preschool Office.

Room parents are recruited by classroom teachers on a volunteer basis at the beginning of the school year. Room parents are responsible for:

- Helping to coordinate special classroom events
- Helping to provide a link for communication between parents and the Preschool
- Helping to prepare classroom activities and other roles as requested by the Preschool staff

Volunteers can also sign up to assist in classroom preparation of materials and activities as developed by the classroom teachers. Throughout the school year there will be opportunities for parents to attend the classrooms with their child(ren) for Preschool-wide activities. If you

would like to be a Room Parent please contact your child's teacher. Additional information regarding the dates available during the current school year will be provided to parents in the fall.

Birthday Celebrations

We are happy to celebrate your child's birthday with the class. Birthdays are a great opportunity to help your child with self awareness and we encourage celebrations in the classroom. Due to the implementation of a district-wide wellness policy, we ask that only popsicles or fruit to be brought in. You may also wish to come in to provide a fun classroom activity for your child's class, such as reading your child's favorite book, and donating the book to your child's classroom library

Outdoor Policy

Outdoor play is an important part of our daily schedule. We continue to go outside each day unless the wind chill factor is below 20 degrees Fahrenheit or the heat index is above 90 degrees.

Other Information

Home-School Communication

School Messenger

School Messenger is a school-to-parent automated telephone communication system that allows school personnel to notify families about important events. In order that you receive these periodic calls, please be sure you update your current telephone numbers in ASPEN. The School Messenger system cannot dial extensions, so please be sure that direct telephone lines are included in the information you give the school.

The Preschool uses the Westwood Public Schools on- line ASPEN system, to record important family contact information, in case of emergency. Access to the ASPEN system is through the Westwood Public School's website, www.westwood.k12.ma.us . The parent portal for ASPEN is located in the *News and Administration* section of the home page of the school districts website.

Home Language

School publications can be translated into other languages for families whose primary language is other than English. Requests for translations should be made to the director.

Email

To contact a teacher by email, first type in the first initial of the person's first name, then the entire last name (no space) followed by @westwood.k12.ma.us (for example:Rick Smith would be:rsmith@westwood.k12.ma.us). If a message is time-sensitive, please call the school office instead of using email as teachers do access email throughout the day.

Web Page

Visit the school's web page on the school department's web site. Go to www.westwood.k12.ma.us. Find PreK-5, click on that and the Preschool tab is on the left. There you will find important school information and documents, Health and PTO information.

Developmental History

You will be asked to complete a questionnaire about your child to assist our staff in getting to know your child. As a parent you will be formally updated on your child's development through Fall and Spring conferences in addition to Winter and Spring progress reports. Daily activities are communicated through newsletters. In addition, parents are always encouraged to call if they have questions about their student's progress.

Confidentiality

The Westwood Public Schools respects and follows all laws to insure confidentiality of student records. Only staff employed or under contract to the District have access to records as needed to perform their duties. The Westwood Public Schools also releases a student's complete student record to authorized school personnel of a school to which a student seeks or intends to transfer without further notice to or receipt of consent form the eligible student or parent. All other release of student records generally requires consent of parent.

Professional Development

The Westwood School System believes that the continued education and development of its teachers is in the best interest of your child(ren). Therefore, a regular schedule for staff education and development is included in the school calendar. The professional staff explores various topics including the Massachusetts Curriculum Frameworks, assessment, and system-wide curriculum continuity.

Preschool PTO

The Preschool PTO is a way for parents to participate in the enrichment of your child's education. Information on joining is provided with the Welcome Packet in September.

Special Education Parent Advisory Council (SEPAC)

The SEPAC is a district-wide parent organization supporting parents and guardians of students with disabilities. Visit its website at www.westwoodsepac.org for information, resources and contact information.

Student Service Resources

The Westwood Public Schools Preschool Team is available for all parents of young children ages 3-5 years old. This team is comprised of:

Preschool Director
Preschool Teacher
Parents
School Psychologist
Behavior Specialist
School Nurse
Occupational Therapist
Physical Therapist
Speech-Language Pathologist

Services available include developmental screenings, and if required, evaluation and special education programming. The Massachusetts Special Education law 603 CMR 28.00 (formerly Ch. 766) and the Federal Public Law IDEA provides services to all 3 and 4 year old children with “any conditions that would interfere with that child’s educational growth and development and deter that child’s ability to progress effectively in a regular elementary school classroom when he/she attains school age.” Parents should contact the Preschool Director at 781-326-7500 X 5113 if you have any questions.

Health Services/Wellness

Health

The Preschool nurse will provide monitoring and assistance to students with health concerns so that all students can achieve and participate fully in school activities. A record is kept of all visits to the health room and parents will be notified of any possible health condition that may be developing. A sick child must be picked up as soon as reasonably possible.

- **Medical Conditions:** Parents should notify the school in writing of any medical conditions a student has that may affect his/her well being. This also includes any religious stipulations regarding restrictions in medical care.
- **Health Records:** All children attending school must have a comprehensive health record kept on file with the school nurse. A physical exam is required for any child entering public school for the first time. The health report must include a lead screening test as well as immunizations.
- **School Screenings:** Vision and hearing screening will be performed by the school nurse, as needed.
- **Health and Wellness:** The school nurse visits the classrooms to teach the children lessons that focus upon a variety of health and wellness topics.

Emergency Contact Information

Prior to starting the school year, you will be asked to record all emergency contact information into the ASPEN system, which can be accessed through the district website. In the event of an emergency, we will only release your child to a person listed in ASPEN. If there are any changes in the contact information please keep your ASPEN records up to date. Also, please update any changes of this information in ASPEN throughout the year.

In the event of a medical emergency, the Westwood Fire Department/Ambulance will be called. Parents will also be called immediately. If necessary, the ambulance will transport the child to the Norwood Hospital. A staff member will accompany the child until a parent/guardian arrives.

The preschool has developed a set of procedures/protocols to be followed in the event of one of a variety of emergency situations. Emergency numbers are posted at the Preschool Office. The preschool participates in all emergency fire drills and other events as indicated, sometimes with the assistance of the Westwood Fire Department.

We will release children in an orderly fashion at the door. Please have a form of picture identification available to present at the time of pick-up, if requested. The person picking up your child MUST be listed in ASPEN or in a written permission note with your signature. In the event that the person picking up your child is not listed, the primary caregiver will be called for verification.

As always, children's emotional safety is equally important to their physical well-being, therefore, all attempts are made to handle drills and actual situations in a developmentally appropriate, supportive fashion. A copy of the protocols is kept in each office and reviewed periodically by the school department.

Snacks

The Westwood Integrated Preschool is a **peanut/nut safe program**. Please be advised that we may have students with serious food allergies. It is critical that we maintain safe classrooms to ensure the health and safety of all of our children. When purchasing snacks it is important to read all labels. If a product is questionable it is best not to have your student bring it in.

Please send your child to school with a nutritious snack and drink.

Accidents/Illness/Injury

The school nurse or staff will handle minor first aid problems. If a student needs to go home, the parents will be called. If a child is seriously injured an ambulance will be called which will transport your child to the nearest hospital. The parent will be notified any time the child receives an injury to the head regardless of the significance.

Medications

No child is permitted to take either prescription or over-the-counter medication without the direct supervision of the school nurse. In order to administer medication the following must be completed and returned to the preschool nurse:

- A physician's medication order and parental consent form must be on file in the nurse's office.
- For prescriptions of 10-days (or less) the medication may be contained in a pharmacy labeled container in lieu of a physician's order with a parent consent form completed.
- Over-the-counter medications such as Tylenol or cough syrup also require a physician's order and parental consent form.

Communicable Diseases

If your child is diagnosed with a communicable disease please contact the school nurse. This is vital for control measures as well as for protecting students and staff who may be medically at risk from exposure to these diseases. Children need to remain home until they are not longer contagious. ***Please keep a sick child home if they are unable to participate in all preschool activities in a meaningful way.*** This limits the spread of disease and allows the child to recover faster. There are additional medical conditions that require a child to stay home and guidelines that will assist parents in this decision are on the Preschool website.

Listed below are some of the medical conditions that require isolation periods for the most common communicable diseases:

- Strep Throat: 24-48 hours after medication has started
- Conjunctivitis: 24 hours after the medication has started and there is no longer any discharge from the eyes
- Fifth's Disease: No isolation period. Please notify the school if this is suspected or diagnosed.
- Pediculosis: Head lice is an easily transmitted condition and treatment is important. The school must be notified immediately when a case is identified. The nurse will instruct parents regarding treatment and will examine the entire class. Children may return to school after treatment is

completed and they are symptom free. The child must be seen by the school nurse before he/she may re-enter school.

- Fevers: Children can attend school when their temperature is less than 100 degrees without fever reducing medication. Please remember that fevers with a virus are lowest in the morning. If your child has a fever in the evening or during the night he/she should not attend school the next day.
- Vomiting/Diarrhea: A child experiencing vomiting/diarrhea should be kept home until the symptoms have been gone for at least 24 hours and the child is able to keep food down.



Curriculum

(Adopted from Massachusetts Curriculum Frameworks)

The Westwood Integrated Preschool Program provides an enriched learning environment for young children. Children between the ages of 3 and 5 are active and curious learners who learn by doing. They begin to construct their own knowledge as they make meaning of the world around them. The goal of the preschool curriculum is to teach each child by focusing on his/her particular interests and needs. All children develop at their own pace; and each child is unique, with his/her own interests, strengths, needs, temperament, and culture. Therefore, expectations for a child's success in preschool are based on individual differences and skill levels. Children need to practice their emerging skills at their own level of confidence.

The Westwood Public Schools Preschool Program follows the Massachusetts Department of Early Education and Care Program Standards and Guidelines, standard curriculum frameworks for Pre-K to Grade 12. Our school addresses the new Preschool Common Core Standards in English Language Arts and Mathematics. The preschool curriculum is aligned with the kindergarten curriculum in those two areas. The following principles and assumptions are used in preparing preschool experiences:

All children are capable of learning.

1. Children show individual differences in development.
2. Knowledge of child growth and development is essential for program development and implementation.
3. Children's language skills are the best predictors of academic success.
4. Developmental domains are highly interrelated.
5. Young children learn by doing.
6. Families are the primary caregivers and educators of their young children.

The curriculum frameworks are divided into sections including the following:

- English Language Arts
 - Language
 - Reading & Literature
 - Composition
- Mathematics
 - Number Sense
 - Patterns & Relations
 - Shapes & Spatial Senses
 - Measurement, Data Collection & Analysis
- Science and Technology/Engineering
 - Inquiry Skills
 - Earth & Space Sciences
 - Life Sciences
 - Living Things & Their Environment
 - The Physical Sciences
 - Technology & Engineering
- History & Social Science

- Health Education
 - Physical Development
 - Social and Emotional Health
 - Safety and Health Care

- Arts
 - Movement & Dance
 - Music
 - Theatre Arts
 - Visual Arts



English Language Arts

Children develop the basis for communication within the early childhood years. Children learn to interact with peers and appreciate literature. Research shows that a strong foundation in language development promotes success in reading and writing in the future. Language skills are promoted throughout the day as children explore their environments and learn to communicate with one another. The Preschool addresses the following language, reading and writing foundation skills, for rising kindergarten children:

Language, Speaking, and Listening

- Learn appropriate ways to interact within a group using conversational conventions.
- Children learn to participate in meaningful discussions with adults and peers by following agreed upon rules
- Increase vocabulary and concepts
- Understand and follow multi-step directions
- Understanding and retelling simple stories and events

Reading Standards for Literature

- Understand key ideas and details
- Integration of knowledge and ideas
- Develop basic print concepts
- Develop an awareness of speech sounds, rhyming, and segmenting words into syllables, and other ways of manipulation words
- Foundation phonic skills

Writing Standards

- Develop foundation writing skills though drawing and print
- Writing the upper case letter in one's own name and some lower case letters
- Dictates words to express ideas
- Links some sounds to corresponding printed letters



Mathematics

Mathematics relates to concepts about quantity and logical/spatial relationships. Most math activities are embedded within the daily routine rather than taught during a specific “math time”. Mathematical thinking is also incorporated during Meeting Time through the use of the calendar, graphing and comparisons and during block play, dramatic play, snack, and outdoor play. Many connections are also made when engaged in rhythmic music activities and many language activities such as sequencing. Preschoolers build their understanding of basic number concepts in addition to learning about physical attributes like shape and size. Below are some of the state Common Core Standards addressed in math:

Number Sense and Operations

- Counting and recognizing numbers 0-10 in a meaningful context
- Counts using one-to-one correspondence and tells the number of objects in a set
- Matches and counts quantities up to ten with numbers
- Use mathematic language vocabulary and concept more/less and equal to describe collections of objects (sets).
- Sequence pictures and events

Patterns & Relations

- Uses concrete objects to model real work addition and subtraction problems up to five
- Extend simple patterns

Geometry

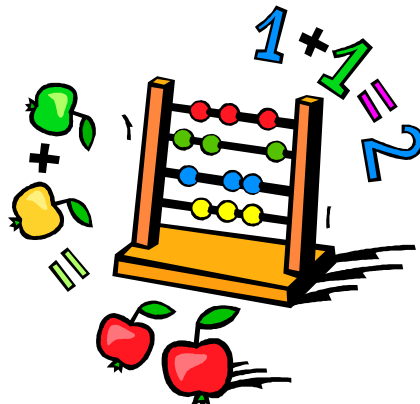
- Identify and constructs the square, circle, triangle, and rectangle.
- Describes positions of objects using appropriate language (e.g., beside, inside, next to, close to, above, below, apart).
- Creates and represents 3-D shapes (e.g. ball/sphere, square/box/cube)

Measurement

- Recognizes attributes of length using appropriate vocabulary(e.g. long, short tall, heavy, light, big, small)
- Compares attributes of length and weight of two objects using appropriate language (e.g. Longer/shorter, heavier/lighter, more/less)

Data Analysis, Statistics, and Probability

- Sorts and categories and classifies objects by more than one attribute
- Identifies appropriate objects as coins and that coins and dollars represent money



Science and Technology/Engineering

Preschool children are naturally curious and love to explore. They wonder how things work and why things happen. On the preschool level the foundations for scientific knowledge are laid out through inquiry and exploration.

Inquiry skills

- Ask and seek out answers about objects and events
- Make predictions about changes in materials or objects based on previous experience
- Use simple tools appropriately (e.g., magnifying glass, balance, scales, etc.)
- Record observations through simple means like drawings

Earth & Space Sciences

- Compare, contrast, and explore natural materials such as water, rocks, sand, dirt, shells, looking for living organisms, etc.
- Identify basic weather characteristics
- Explore sunlight and shadows

Life Sciences

- Observe and identify characteristics of living objects and compare them to non-living objects
- Observe and describe plants, insects, and animals as they go through predictable life cycles

Living Things & Their Environment

- Use sense of sight, hearing, touch, smell and taste, to better understand the environment
- Observe and describe seasonal changes in plants, animals and personal lives
- Observe and describe natural habitats

Physical Sciences

- Compare various objects (e.g., size, shape, color, weight, texture)
- Manipulate various textures such as sand, water, clay, or playdoh
- Demonstrate how various objects move

Technology & Engineering

- Use a variety of natural materials (e.g., wood, cotton, fur, stone, etc.)
- Demonstrate and explain the safe use of materials (e.g., glue, scissors, pencils, etc.)
- Explore and identify simple machines (e.g., manipulatives that move, using ramps for cars in the block center, etc.)

History and Social Science

At the preschool level learning in the history and social sciences is built on an understanding of children's experiences with their families, communities, school, town, etc. A focus of the curriculum is on the acquisition of knowledge and skills that are needed in community life.

Children are exposed to maps, globes, and some calendar holidays.

- Understand and describe the daily routine (e.g., what comes first, next, last)
- Use vocabulary related to time in relevant events (e.g., countdown to special days, looking at photographs of parents and grandparents)
- Identify and describe cause and effect in relation to personal experiences
- Learn personal information (e.g., first/last name, age, address, town)
- Identify common signs and discuss their purpose (e.g., stop signs, traffic lights)
- Discuss simple maps
- Discuss examples of rules, fairness, consequences of negative behavior
- Develop self-help skills
- Take responsibility for classroom tasks

Health Education

During the preschool years it is through physical activity and body movement that the brain internalizes information. Within the preschool program children routinely engage in movement activities that foster growth in pre-math, pre-reading, and pre-writing skills. Children also begin to develop socially as they become aware of others. Throughout the preschool years children become more independent and seek to complete activities on their own.

Physical Development

- Understand body parts and their functions
- Build body awareness, strength, and coordination through locomotion activities (e.g., walking, running, galloping, using scooter boards, riding trikes)
- Strengthen hand grasp and flexibility through the use of spray bottles, playdoh, Thera putty, and manipulatives (e.g., Legos, hole punchers, tweezers)
- Use a variety of tools (e.g., scissors, crayons, markers)
- Discuss nutritious meals and snacks

Social & Emotional Health

- Describe and recognize emotions/feelings (happy, sad, mad, scared, etc.) and learn how to articulate those feelings
- Begin learning to resolve conflicts with peers
- Participate in self-help routines like hand washing, bathroom, and putting on winter clothing

Safety & Health Care

- Discuss rules for safety, strategies to prevent injury, etc.

Arts

It is the hope that through hands on experience children can continue to develop curiosity, expressiveness, and creativity. The arts help to develop these areas through music, movement, visual representation, and acting out stories and events.

Movement & Dance

- Respond to a variety of musical rhythms through body movement.
- Express oneself freely through movement
- Sing a variety of songs and use instruments
- Listen to, imitate, and improvise sounds, patterns, or songs

Theatre Arts

- Use props, costumes and puppets to act out stories

Visual Arts

- Explore a variety of materials, textures, and media to create artistic masterpieces
- Learn safe and appropriate use of tools and materials
- Name, use and explore color
- Use artwork for display and to describe ideas



School and District Procedures

Bullying and Cyber-Bullying

Along with the entire Westwood School District, Westwood elementary schools are committed to providing a safe and healthy environment for its students. We have laid out the definitions and procedures for you below. The entire bullying prevention and intervention plan can be found on the district website.

Westwood defines bullying, cyber-bullying, and a hostile environment as follows:

Bullying is defined as the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at the victim that causes physical or emotional harm to the victim or damage to the victim's property, places the victim in reasonable fear of harm to himself or of damage to his property, creates a hostile environment at school for the victim, infringes on the rights of the victim at school, or materially and substantially disrupts the education process or the orderly operation of a school.

Cyber-bullying is defined as bullying through the use of technology or any electronic communication, which shall include but is not limited to electronic mail, internet communications, instant messaging, posting on social networking sites, or facsimile communications. Cyber bullying includes creating a web page or blog in which the creator assumes the identify of another person, the knowing impersonation of another person as the author of posted content or messages, or the distribution by electronic means or communication of messages that meets the definition of bullying above, whether distributed directly or creating a posting that may be accessing by one or more persons.

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

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

What Bullying Is Not

It is equally important for all members of the school community to understand that conflict is not automatically synonymous with bullying. Bullying is not students arguing with each other, teasing, or a single event of shouting match between two disagreeing students. Those are some typical interactions that may occur and will be dealt with, but they are not the same as bullying, which is characterized by intention, repetition, and a power imbalance.

Procedure for Reporting Bullying

If a student witnesses, is made aware of, or suspects that an incident of bullying has occurred, the student is strongly encouraged to report the bullying, either verbally or in writing, to the Preschool Director. Students may make the report anonymously although a student should be aware that the Administration cannot take disciplinary action against a student based solely on an anonymous report. Once the report is made, the Director or designee will initiate an investigation in accordance with the Westwood Public Schools' Bullying Prevention Policy. Any student who knowingly makes a false accusation of bullying or retaliation will be subject to disciplinary action.

How to report an incident of bullying:

There are several ways to report an incident of bullying:

1. Speak with the director
2. Speak with a teacher (or other staff member) who will report the bullying to an administrator.
3. Click on the [Westwood Online Reporting Form](#) for reporting incidents of bullying.

Discipline

Any student who is found to have bullied, cyber-bullied or committed an act of retaliation against a student who reported bullying, will be subject to age appropriate discipline. Depending on the nature and severity of the offense, the discipline imposed can range from a verbal warning to expulsion, in accordance with applicable policy, procedures and regulatory requirements.

Weapons, Toy Weapons, Dangerous Items, & Controlled Substances

With dangerous items and toy weapons, the item will be removed from the child immediately, and parents will be contacted. They will be required to come to school in order to remove the toy weapon or dangerous item from the school and meet with the director. This type of object may scare children and adults, and it is a distraction from the learning process. Such items do not belong at school. Possession of weapons and/or controlled substances at school or school-sponsored events can also trigger disciplinary action under the law. Westwood Public Schools are committed to the safety of the students and staff.

Suspension

A student facing a suspension shall be given oral or written notice of the charge(s) against him/her. The student will be afforded the opportunity to present his/her version of the incident to a decision maker, prior to the imposition of the suspension. The student's opportunity to present his/her version of the story to the decision maker should precede the suspension, unless his/her presence in the school poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process. Under these circumstances, the student may be immediately removed from school and the necessary notice and hearing should follow as soon as practicable.

Due Process for Suspensions Up to Ten (10) Days

A student facing a temporary (up to ten (10) days) suspension shall be given oral or written notice of the charge(s) against him/her with an explanation of the evidence against him/her. The student will be afforded the opportunity to present his/her version of the incident to an impartial decision maker. This presentation of the evidence to an impartial decision maker should precede the suspension, except where students whose presence in the school poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process. Under these circumstances, the student may be immediately removed from school and the necessary notice and hearing should follow as soon as is practicable. *Goss v. Lopez*, 419 U.S. 565 (1975).
to learning for all students and staff members. Students of the district are protected by law from the unreasonable use of physical restraint. School staff may use physical restraint only (1) when nonphysical interventions would be ineffective and the student's behavior poses a threat of imminent, serious physical harm to self and/or others or (2) pursuant to a student's IEP or other written plan developed in accordance with state and federal law and approved by the school and parent or guardian. Only school personnel who have received training shall administer physical restraint on students unless a teacher, employee or agent of the district finds it necessary to utilize reasonable force to protect students, other persons, or themselves from assault or imminent serious physical harm. In the event of physical restraint of a student, the director or his/her designee shall verbally inform the student's parents or guardians of the restraint as soon

as possible, and by written report postmarked no later than three (3) working days following the use of restraint.

Physical Restraint

As of 1/1/2016, WPS complies with 603 CMR 46.00 regarding the prevention of physical restraint. See this [LINK](#) to the Westwood Public Schools Policy for further information.

STUDENT RECORD REGULATIONS AND PROCEDURES

General Guidelines

Federal and state laws provide parents and eligible students (those who have turned 14 or who are entering ninth grade) with rights of confidentiality, access, and amendment relating to student records. Copies of the Massachusetts Student Records Regulations (“Regulations”) detailing these rights are available in the office of Student Services. The following is a general overview of the provisions in the Regulations, which may be found at 603 CMR §23.00 *et seq.*

Access and Amendment

A parent or eligible student has a right to access student records and to seek their amendment if the parent or eligible student believes them to be inaccurate, misleading, or otherwise in violation of the student’s privacy rights. In order to obtain access or to seek amendment to student records, please contact the Preschool Director.

Special Education Students—Discipline

The disciplining of students with disabilities eligible for special education is governed by federal and state special education laws and the regulations promulgated thereunder. These laws include the Individuals with Disabilities Education Act, 20 U.S.C. 1401 *et seq.*, its implementing regulations 34 C.F.R. 300 *et seq.*, and M.G.L. ch.71B and its implementing regulations, 603 CMR 28.00. Students eligible for special education who violate school rules are subject to removal from their current educational placement for up to ten school days per year, to the extent that such removal would be applied to students without disabilities, without prior determination as to whether the misconduct is related to the student’s disability. Any time school personnel seek to remove a student from his or her current educational placement for more than ten school days in a school year, this constitutes a “change of placement” and invokes certain procedural rights including but not limited to:

- A review by the IEP Team of the relationship between the student’s disability and the behavior subject to the disciplinary action, which is referred to as a Manifestation Determination.
- If the behavior is a manifestation of the student’s disability, the student’s Team will conduct a functional behavior assessment and develop a behavior intervention plan; provided that such an assessment was not already conducted before the behavior occurred. In the situation where an assessment was already conducted and a behavior intervention plan is already in place, the Team will review the plan and revise it accordingly. The student will also be

returned to his educational placement unless the parent and the school agree otherwise.

- If the behavior is not a manifestation of the student's disability, then the student may be removed from his educational placement to the same extent that a regular education student would be removed, provided that the special education student must continue to receive educational services to enable the child to continue to participate in the general education curriculum, although in another setting, and to continue to progress toward meeting the goals set out in the student's IEP. Additionally, the student should receive, as appropriate, a Functional Behavioral Assessment and behavior intervention plan to prevent the behavior from happening again.

School personnel may order a change in educational placement of a special education student to an appropriate Interim Alternative Educational Setting (IAES) for not more than forty-five days without regard to whether the student's behavior is determined to be a manifestation of the student's disability if the student:

1. carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a state or local educational agency;

2. knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency; or

3. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency.

For more information regarding the rights of special education students, see the Massachusetts Department of Elementary and Secondary Education's Procedural Safeguards Notice, which is available in many languages, at www.doe.mass.edu/sped/prb/. Additionally, copies of the state and federal special education law are available online at the Massachusetts Bureau of Special Education Appeals website, at www.doe.mass.edu/bsea/ or by contacting the director of student services at (781) 326-7500 ext. 1346.

Discipline of Students Not Yet Eligible for Special Education

A child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violates a code of student conduct, may assert any of the protections provided for special education students if the school had knowledge (as determined by the IDEA) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

Students on 504 Plans—Discipline

Section 504 of the Rehabilitation Act of 1973 is a federal statute which prohibits a qualified individual with a disability from being excluded from the participation in, denied the benefits of, or subjected to discrimination under any program or activity receiving federal financial assistance

because of his/her disability in accordance with 29 U.S.C. §794 and its implementing regulations,³⁴ C.F.R. 104 *et seq.* School personnel may not suspend a student on a 504 plan for more than ten(10) school days without first conducting a Manifestation Determination. Please contact the Director of Student Services for more information on the discipline of students on Section 504 Accommodation Plans.

STUDENT RECORD REGULATIONS AND PROCEDURES

General Guidelines

Federal and state laws provide parents and eligible students (those who have turned 14 or who are entering ninth grade) with rights of confidentiality, access, and amendment relating to student records. Copies of the Massachusetts Student Records Regulations (“Regulations”) detailing these rights are available in the school office and the office of Student Services. The following is a general overview of the provisions in the Regulations, which may be found at 603 CMR §23.00 *et seq.*

Access and Amendment

A parent or eligible student has a right to access student records and to seek their amendment if the parent or eligible student believes them to be inaccurate, misleading, or otherwise in violation of the student’s privacy rights. In order to obtain access or to seek amendment to student records, please contact the building administrator.

Confidentiality

Release of student records generally requires specific, informed consent of the parent or eligible student; however, the regulations allow for certain exceptions. For example, authorized school personnel shall have access to student records as needed to perform their official duties. The Westwood Public Schools also require that each incoming student provide a complete copy of his/her student records from his/her prior school, in accordance with M.G.L. ch.71 §37L. Said record shall include, but not be limited to, any incident involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act. Westwood will provide a complete copy of a student’s record to any public school into which the student seeks or intends to enroll, upon receiving verification from any source that the student may be transferring out of a Westwood school (603 CMR §23.07(4)(g)). For more information on student records and other circumstances in which student records may be released without the specific, informed consent of a parent or the eligible student, view the Massachusetts Regulations at 603 CMR §23.00 *et seq.*

Student Records—Access by non-custodial parents

M.G.L. ch.71 §34H governs the process by which public elementary and secondary schools provide student records to parents who do not have physical custody of their children. The statute requires non-custodial parents seeking access to submit a written request and other important documentation to the school administrator on an annual basis. Non-custodial parents share equal standing with custodial parents to access student record information unless a court order limiting the rights of the non-custodial parent is presented to the school. If such a court order is provided to the school, the school then needs to notify the custodial parent that the non-custodial parent seeks to obtain access to student records.

A twenty-one (21)-day waiting period is then imposed. If no such court order is presented to block the rights of the non-custodial parent, after the twenty-one (21)-day waiting period, student records should be provided to the non-custodial parent; however, the name, address, telephone and email information should be deleted from the records and the records should be stamped to indicate that they cannot be used to enroll the student in another school district. School personnel should also be mindful of the fact that “authorized school personnel” excludes staff that has no contact with the student.

Those persons are considered third parties and can only access the student record information after receiving informed written consent from the parent or eligible student. Parents who have questions or concerns regarding access to records by non-custodial parents are requested to contact the preschool director or director of student services for detailed information regarding

the standard procedures schools must follow in making student records available to non-custodial parents.

Maintenance and Destruction of School Records

Student transcripts shall be maintained by the school department and may only be destroyed sixty (60) years following a student's graduation, transfer, or withdrawal from the school system. The student's temporary record shall be destroyed no later than seven (7) years after the student transfers, graduates, or withdraws from the school system. If a parent wishes to collect the temporary record or any part thereof, he/she must do so within this time frame. A temporary record is defined as information which is not contained in the transcript and includes such information as standardized test results, class rank, evaluations by teachers, counselors and other school staff, and records pertaining to your child's special education eligibility or program.

Non-Discrimination Regulations

Pursuant to M.G.L. ch.76 §5, no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation. Additionally, federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Education Amendments of 1972); and disability (Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990) in educational programs or activities receiving federal financial assistance.

The Westwood Public Schools have a commitment to maintaining an educational environment and

workplace where bigotry and intolerance, including discrimination on the basis of color, race, national origin, sex, sexual orientation, religion, disability, or age, are not tolerated. Any form of intimidation, threat, coercion, and/or harassment that insults the dignity of others and interferes with their freedom to learn or work is unacceptable.

Students who believe they have been subjected to discrimination and/or harassment may file complaints with:

- i. The United States Department of Education Office of Civil Rights
33 Arch Street
Boston, MA 02110
- ii. The Bureau of Special Education Appeals
350 Main Street
Malden, MA 02149
- iii. The Massachusetts Commission Against Discrimination
One Ashburton Place
6th Floor, Room 601

STUDENT DISCIPLINE

The Director has the authority to exercise discretion in deciding the consequences for a student who has violated disciplinary rules. The Director shall first consider ways to re-engage the student

offender in the learning process, and shall avoid using expulsion until other remedies and consequences have been employed.

Suspension

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

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

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

A suspended student is restricted from entering the school buildings, or coming onto school grounds; and a suspended student may not participate in any school sponsored activities or functions during the suspension period.

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

In school suspension

At the discretion of the Director in-school suspension may also be imposed for violation of the student code of conduct. In-school suspension means the student is removed from regular classroom activities, but not from the school premises, for no more than 10 consecutive school days. In-school suspension for less than 10 days shall not be considered a short-term suspension. An in-school suspension of more than 10 days shall be deemed a long-term suspension.

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

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

The director shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the director, if such meeting has not already occurred. The director 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 director and the parent.

Opportunity for Academic Progress During Suspension/Expulsion

Any student receiving in-school suspension, short-term suspension, or long-term suspension shall have the opportunity to make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal from the classroom or school.

Any student who is expelled or suspended from school for more than 10 consecutive days shall have an opportunity to receive educational services that will enable the student to make academic progress toward meeting state and local requirements through the school-wide educational services plan.

Student due process rights

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

1. **DUE PROCESS RIGHTS FOR STUDENTS CHARGED WITH POSSESSION OF A DANGEROUS WEAPON, POSSESSION OF A CONTROLLED SUBSTANCE, ASSAULT ON SCHOOL STAFF AND/OR STUDENTS WHO HAVE BEEN CHARGED WITH OR CONVICTED OF A FELONY (M.G.L. c. 71, §37H and M.G.L. c. 71, §37H ½).**

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

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

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

Notice and director's meeting:

For any suspension under this section, the director or a designee shall provide notice of the charges and the reason for the suspension or expulsion to the parent(s)/guardian(s) in English and the primary language spoken in the student's home. The student shall receive written notice of the charges and the opportunity to meet with the director or designee to discuss charges and reasons for the suspension and/or exclusion prior to suspension/exclusion taking effect. The director or designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. The meeting may take place without the student's parent(s)/guardian(s) so long as if the director has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

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

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

a. Short-term Suspension

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

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

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

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

b. Long Term Suspension

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

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

Based on the evidence, the director shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The director shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the director and the parent.

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

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

Emergency Removal:

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

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

The director shall render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements as described above.

In the event of an emergency removal from school, the director will not release the student until adequate provisions have been made for the student's safety and transportation.

APPEAL--Superintendent's hearing:

The parent(s)/guardian(s) shall have 5 calendar days following the effective date of the suspension or expulsion to submit a written request for an appeal to the Superintendent but may

be granted an extension of time of up to 7 additional calendar days. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent will hold a hearing with the student and the parent(s)/guardian(s) within 3 school days or the student's request for an appeal. The time may be extended up to 7 additional calendar days if requested by the parent(s)/guardian(s). The Superintendent's hearing may proceed without the parent(s)/guardian(s) if a good faith effort was made to include parent(s)/guardian(s). The superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

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

MANDATORY SIGNATURE PAGE

Student(s) Name: _____

****Please sign and return this form by 9/29/17****

HANDBOOK REVIEW

I have read the Handbook.

***Signature of Parent/Guardian**

_____ Date _____

PERMISSION TO PHOTOGRAPH, AUDIOTAPE, VIDEOTAPE, USE STUDENT WORK OR USE PHOTOGRAPH ON WEB PAGE

*1. _____ Yes _____ No I give permission for my child to be photographed or video- taped to be used in the school building as well as any of my child's work.

*2. _____ Yes _____ No I give permission for my child's picture and name to appear in local newspapers highlighting educational activities.

*3. _____ Yes _____ No I give permission for my child's picture to be included on the Westwood Public School's web page to highlight educational activities.

***Signature of Parent/Guardian**

_____ Date _____