



WESTWOOD INTEGRATED PRESCHOOL

Handbook 2021-2022 School Year



200 Nahatan Street, Westwood, MA 02090
781 326-7500 X 5113
Lisa Freedman, 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:781-326-7500x1345) or email your request to lpouffe@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lpouffe@westwood.k12.ma.us 谢谢你。

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

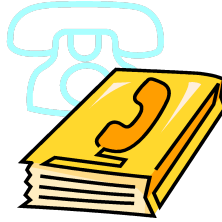
Если вам нужен этот документ переводится, пожалуйста, позвоните Вествудгосударственных школах "Студенческие службы Департамента по [781 326-7500 x1345](tel:781-326-7500x1345)или по электронной почте запрос на lpouffe@westwood.k12.ma.us Спасибо.

****Please be aware that certain aspects of the school handbook may need to be updated as school committee and/or state requirements are adjusted. All students must comply with school committee policies ([linked here](#)) and/or state requirements related to maintaining the health and safety of the Westwood Public School Community.****

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District Contact Information



2021-2022
Westwood Public Schools Administration
and Telephone Extensions
 (781) 326-7500

Emily Parks	<i>Superintendent</i>	x 1340
Allison Borchers	<i>Assistant Superintendent</i>	x 1348
Lemma Jn-baptiste	<i>Director of Business & Finance</i>	x 1344
Abigail Hanscom	<i>Director of Student Services</i>	x 1345
Amy Davenport	<i>Principal, Westwood High School</i>	x 3316
Mike Redmon	<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
Matt Kukletz	<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 Freedman	<i>Dept Head/Chair of Student Services PreK-5 & Director, Integrated Preschool</i>	x 5108/5113
Kelly Grant	<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
2021-2022

Maya Plotkin, Chairperson
 Charles Donahue, Vice Chair
 Anthony Mullin, Clerk
 Carol Lewis
 Amanda Phillips

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

Preschool Staff

2021-2022 School Year

781-326-7500

Lisa Freedman	Director	Ext. 5113
Jeanne Bylsma	Administrative Assistant	Ext. 5113
Laura Cucchi & Dawnmarie Shu	School Nurses	Ext. 3352
Kristin Brennan	Classroom Teacher	
Caitlyn McCarthy	Classroom Teacher	
Sally Weltman	Classroom Teacher	
Deb Arscott	Physical Therapist	
Annie Giesecker	Behavior Specialist	
Kathy Hanlon	ABA Tutor	
Nancy Malatesta	School Psychologist	Ext. 5104
Tricia Shores	Speech Pathologist	Ext. 5147
Jocelynn Wallach	Occupational Therapist	Ext. 5109
Susie Axworthy	Instructional Assistant	
Diane Gavin	Instructional Assistant	
Julie Krumsiek	Instructional Assistant	
Mary Manning	Instructional Assistant	
Debbie Mattera	Instructional Assistant	
Deirdre Belcher	Instructional Assistant	
Maura Vitiello	Instructional Assistant	

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.



Non-Discrimination Policy Including Harassment and Retaliation

The Westwood School Committee and Westwood Public Schools are committed to maintaining an education and work environment for all school community members that is free from all forms of discrimination, including harassment and retaliation. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Westwood Public Schools, subject to school authority.

This policy does not limit any other policies or authority of the Westwood School Committee or the Westwood Public Schools. This includes not limiting the authority of Westwood Public Schools under its Student Handbook or any other authority to discipline or take corrective action for educational and workplace conduct which the Westwood Public Schools deems unacceptable. This policy also does not limit the authority of the Westwood Public Schools to take immediate interim disciplinary action as set forth in any applicable guidance, practice or policy.

Westwood Public Schools does not exclude from participation, deny the benefits of, or otherwise discriminate against individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, homelessness, ancestry, ethnic background, national origin, pregnancy or pregnancy-related conditions, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities, and provides equal access to the Boy Scouts and other designated youth groups. Westwood Public Schools requires all members of the school community to conduct themselves in an appropriate and respectful manner, consistent with this policy, with respect to all other members of the school community.

As Westwood Public Schools is committed to providing an environment that is free from all forms of discrimination, including harassment and retaliation, it shall be a violation of this policy for any member of the school community to engage in any form of discrimination, including harassment and retaliation, or to violate any other civil rights of any member of the school community. Discrimination, including harassment and retaliation, in any form will not be tolerated.

Harassment may include, but is not limited to, any unwelcome, inappropriate, or illegal physical, written, verbal, graphic, or electronic conduct, that relates to an individual's actual or perceived race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, homelessness, ancestry, ethnic background, national origin, pregnancy or pregnancy-related conditions, or any other category protected by state or federal law, and that has the purpose or effect of creating a hostile education or work environment by limiting the ability of an individual to participate in or benefit from the district's programs and activities or by unreasonably interfering with that individual's education or work environment or, if the conduct were to persist, would likely create a hostile education or work environment. Westwood Public Schools will take the appropriate action against any member of the school community who is found in violation of this policy.

It shall also be a violation of this policy for any school community member to subject any other member of the school community to any form of retaliation, including, but not limited to, coercion, intimidation, interference, punishment, discrimination, or harassment, for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school

community to report such conduct or file a complaint, or for opposing any act or practice reasonably believed to be prohibited by this policy.

Any member of the school community who believes s(he) or another school community member has been the victim of any form of discrimination, including harassment and retaliation, should report the conduct or file a complaint. Students may make a report or complaint to any school faculty, staff, or administrator. Reports or complaints by any other member of the school community should be to the designated official specified in the applicable policy or grievance procedure or to the Assistant Superintendent of Schools. Westwood Public Schools will promptly respond to and investigate all reports or complaints, formal or informal, written, oral, or otherwise given notice, of any discrimination, including harassment and retaliation, or other violation of civil rights.

Westwood Public Schools will investigate all reports or complaints promptly and in an impartial and as confidential a manner as possible, to ensure prompt and appropriate action. Any member of the school community who is found, after investigation, to have engaged in any form of discrimination, including harassment and retaliation, against another member of the school community will be subject to appropriate disciplinary and corrective action. Additionally, appropriate remedial action will be taken as necessary.

The Assistant Superintendent of Schools is designated as the District ADA, Title VI, Title IX, and Sexual Harassment Coordinator, and Grievance Officer for the School Committee, administration, faculty, staff, volunteers in the schools, and for parties who are contracted to perform work for the Westwood Public Schools, and can be reached at:

Assistant Superintendent of Schools
220 Nahatan Street
Westwood, MA 02090
(781) 326-7500

The Director of Student Services is designated as the District ADA, Title VI, Title IX, and Sexual Harassment and Civil Rights Coordinator for students in the Westwood Public Schools. In addition, the Director of Student Services is the District 504 Coordinator, and can be reached at:

Director of Student Services
220 Nahatan Street
Westwood, MA 02090
(781) 326-7500

Inquiries concerning the Westwood Public Schools' policies and protocols, compliance with applicable laws, statutes, and regulations, and complaints may also be directed to the Assistant Superintendent of Schools. Inquiries about laws, statutes, regulations and compliance may also be directed to the Massachusetts Department of Elementary or Secondary Education or the Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Suite 900, Boston, MA 02109; (617) 289-0111; Email: OCR.Boston@ed.gov; Website: www.ed.gov/ocr.

Further information about the procedures for response to Harassment or Discrimination can be found in the [Westwood Public Schools Protocol for Reporting and Investigating Harassment, Discrimination and Retaliation](#).

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.

Communication –

- Promote the use of language to express feelings, thoughts, and needs
- Provide a language rich environment
- Provide for and encourage the acquisition of communication skills

Emotional –

- Foster the student's development of a positive self-image
- Promote the development of self-motivation
- Foster the development of a love of learning

Cognitive –

- Foster curiosity and appreciation of the environment
- Promote the development of thinking and problem-solving abilities
- Promote the development of effective learning strategies

Physical –

- Teach and model appropriate health and safety practices
- Provide for the continued development of fine motor, gross motor, and perceptual motor skills

Social –

- Provide opportunities for students to interact with peers and adults
- Promote the development of appropriate social behaviors
- Foster the ability to work and play independently and within small groups
- Encourage respect for others and learn about differences among people

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. students can be dismissed at 1:00 (half day) or 2:45 (full day).

Five day program runs Monday through Friday 9-2:45 following the district early release calendar for Wednesdays with dismissal 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.

Due to the impact of COVID-19, this year, [students must also wear a mask to school](#). This is another important skill to practice in preparation for returning to school.

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.

Attendance

Parents/caregivers should contact the Preschool 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. It's important to keep the lines of communication between home and school open. If you ever have any concerns about your child, please contact your child's teacher or the Preschool Office 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 unsafe or unexpected. Limit setting will be clear and consistent with natural and logical sequences.

Volunteer Guidelines

Unfortunately, the opportunity for parent volunteers may be significantly curtailed this school year. In the event that there are volunteer opportunities, to be a Parent/Family Volunteer you must first have filed a CORI form with the school system through the Preschool Office. Parents and other visitors to the school

must enter through the front door, sign in at the office in the Visitors' Log and obtain a nametag to wear while in the building. Visitors are also asked to return to the office to sign out upon departure. Please understand that any staff member may ask you to sign in at the office if you are not wearing a nametag. They do so for the safety of your child and of all the children in the building. All visitors must comply with school committee and/or state requirements related to maintaining the health and safety of the Westwood Public School Community.

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 **NO FOOD** be brought in. You may 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 or doing an activity/craft project.

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.

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 district's 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 website. 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 and/or online platforms. 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. Any other release of student records generally requires the consent of a parent.

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 school 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 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.

Lunch and 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 no 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:

- o Strep Throat: 24-48 hours after medication has started
- o Conjunctivitis: 24 hours after the medication has started and there is no longer any discharge from the eyes
- o Fifth's Disease: No isolation period. Please notify the school if this is suspected or diagnosed.
- o 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.

- o 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.
- o 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.

Keeping a sick child at home helps prevent the spread of illness in the school community and gives the child an opportunity to rest and recover. If your child is well enough to go to school, he/she must be able to participate fully for the entire school day, including recess. Please feel free to call the nurse's office if you have any questions regarding school attendance guidelines.

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 through drawing and print
- Writing the uppercase 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

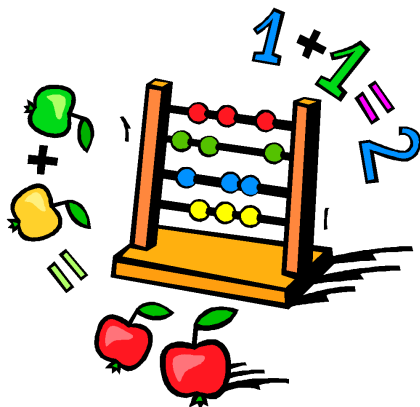
- Identify and constructs the square, circle, triangle, and rectangle.
- Describes positions of objects using appropriate language (e.g., beside, inside, next to, close to, above, below, apart).
- Creates and represents 3-D shapes (e.g. ball/sphere, square/box/cube)

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 the 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

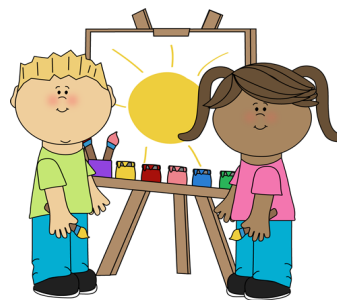
- Respond to a variety of musical rhythms through body movement.
- Express oneself freely through movement
- Sing a variety of songs and use instruments
- Listen to, imitate, and improvise sounds, patterns, or songs

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

All students are expected to comply with Westwood School Committee policies which can be found online at [this link](#).

Bullying Policy

The Westwood Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

"Bullying", the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

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

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

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

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

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

Bullying is prohibited:

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

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

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

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws.

Each plan shall recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics. The plan shall include the specific steps that each school district, charter school, non-public school, approved private day or residential school and collaborative school shall take to support vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment. A school district, charter school, non-public school, approved private day or residential school or collaborative school may establish separate discrimination or harassment policies that include additional categories of students. Nothing in this section shall alter the obligations of a school district, charter school, non-public school, approved private day or residential school or collaborative school to remediate any discrimination or harassment based on a person's membership in a legally protected category under local, state or federal law.

The bullying prevention and intervention plan shall be reviewed and updated at least biennially. [The current Westwood Public Schools Plan can be found here.](#)

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have

reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred he/she shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or his/her designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

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

Target Assistance

The Westwood Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Discipline

Students 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.

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

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 principal. 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.

Tobacco Use

Pursuant to M.G.L. ch.71 §2A, it is unlawful for any student, enrolled in either primary or secondary public schools in the Commonwealth, to use tobacco products of any type on school grounds during normal school hours. Thus, each school committee shall establish a uniform policy dealing with students who violate this law. This policy may include, but not be limited to, mandatory education classes on the hazards of tobacco use.

Student Discipline

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

Grounds for Discipline

Administrative action may include assignment of detention, loss of privileges, inside suspension or out-of-school suspension. Grounds for such disciplinary action include, but are not limited to:

- Arson
- Assault
- Being under the influence of alcohol or any controlled substance not prescribed for the user.
- Creation of an emergency situation without justification
- Class Cutting
- Destruction of property
- Disrespectful behavior/Insubordination
- Disrupting a school activity or the educational process
- Endangering the safety and well-being of others (ex. violation of [WPS mask policy](#))
- Fighting/Roughhousing
- Forgery or fraud
- Harassment - verbal abuse, intimidation by threat or innuendo
- Hazing/Initiation
- Involvement with firecrackers, fire extinguishers, false alarms, snow balls, water guns, and other items.
- Leaving school grounds without authorization or without following dismissal procedures
- Lying to a faculty member
- Plagiarism
- Possession, sale, purchase or use of tobacco products, alcohol or drugs
- Possession of a weapon
- Presence in unauthorized areas
- Profanity/Inappropriate language
- Theft
- Truancy
- Vandalism
- Violation of a school policy

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 Principal or his/her designee has sole responsibility for determining who is suspended. The suspended student and parent may be required to attend a re-entry conference to return to school.

In School Suspension

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

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

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

Out of School Suspensions and 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 Principal or designee determines that the student will be suspended from school, the student's parent(s)/guardian(s) will be notified by telephone and in writing.

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

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

Notice and principal's meeting:

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

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

The purpose of the principal's hearing is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute

the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

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

a. Short-term Suspension

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

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

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

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

b. Long Term Suspension

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

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

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

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

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

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

Emergency Removal

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

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

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

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

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 principal's hearing for long-term suspension. The Superintendent will issue a written decision within 5 calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the principal, but shall not impose a suspension greater than that imposed by the principal's decision. The Superintendent's decision is the final decision of the district.

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

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

1. The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student's individual needs.
2. Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or ten (10) cumulative school days in a given school year, building administrators, the parents/guardians and relevant members of the student's IEP or 504 team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination). During disciplinary exclusions exceeding ten (10) school days in a single school year, the student shall have the right to receive services identified as necessary to provide him/her with a free appropriate public education during the period of exclusion.
3. If building administrators, the parents/guardians and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs. The student's IEP team or 504 Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or where appropriate, conduct a functional behavioral assessment.

4. If building administrators, the parents/guardians, and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parent/guardians consent to, a new placement, or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The Student's Team shall also review the student's IEP, and modify as appropriate, any existing behavioral intervention plan or arrange for a functional behavioral assessment.
5. If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may place the student in an interim alternative educational placement (IAES) for up to forty-five (45) school days. A court or BSEA hearing officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.

Procedural requirements applied to students not yet determined to be eligible for special education.

- A. If prior to the disciplinary action, a district had knowledge that the student may be a student with disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:
 1. The parent/guardian had expressed concern in writing: or
 2. The parent/guardian had requested an evaluation: or
 3. School district staff had expressed concern that the student had a disability.
- B. If the district had no reason to consider the student disabled, and the parent/guardian requests an evaluation subsequent to the disciplinary action, the district must have procedures to conduct an evaluation to determine eligibility. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.
- C. The school district has developed procedures consistent with the federal requirements to expedite evaluations.

Felony Complaint or Conviction

Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal may suspend said student for a period of time determined appropriate by the principal if the principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school. The student has the right to appeal this suspension to the superintendent in accordance with M.G.L. ch.71 §37H½.

Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal may expel said student if the principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school. The student has the right to appeal this expulsion to the superintendent in accordance with M.G.L. ch.71 §37H½.

Pursuant to M.G.L. ch.71 §37H, students may be expelled for the following reasons:

- Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.
- Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

Any student who is charged with a violation of any of the above shall be notified in writing of an opportunity for a hearing. Any student who is expelled from school pursuant to these provisions shall have the right to appeal to the superintendent as described in M.G.L. ch.71 §37H.

Physical Restraint

WPS complies with 603 CMR 46.00 regarding the prevention of physical restraint. See the link below to the Westwood Public Schools Policy for further information.

<https://docs.google.com/document/d/18i-zAyiCAY7d5MuDS23q81LBfqPkyGOziB9Xtz8b8IE/edit?usp=sharing>

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.

Student Record and 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 principal.

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.*

The Westwood Public Schools has a practice of releasing directory information, consisting of the following; the student's name, address, telephone listing, date, and place of birth, major field of study, dates of attendance, weight and height of the members of athletic teams, class, participation in recognized activities and sports, honors and awards, and post-high school plans. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to the school principal. Absent receipt of a written objection within two weeks of the date of the notice, the directory information will be released without further notice or consent.

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 principal 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 principal 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 timeframe.

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.



Considerate
Legal
Ethical
Appropriate
Responsible

*If you see someone not being **CLEAR**, report the abuse/misuse to a responsible adult.*

Considerate

- I will always use appropriate, respectful, and polite language when using technology tools and while posting and communicating with others on the Internet.

Legal and Ethical

- I will respect copyright laws by recording where I find my information and asking permission (pictures, music, videos, text).
- I will ask permission before taking photographs, videos, and audio recordings of other people.
- I will tell an adult if I see anything that is inappropriate and unkind and/or makes me feel uncomfortable when I work with technology tools.

Appropriate

- I will use school given accounts and technology tools for learning as my teacher has taught me and with my teacher's permission.
- I will only use my accounts for educational purposes.

Responsible

- I will review this document with an adult at home.
- I will keep my personal information private and not share my usernames, passwords, address, and/or phone numbers.
- I will respect and care for all school technology equipment.

MANDATORY SIGNATURE PAGE
****Please sign and return this form by 9/15/21****

Student(s) Name: _____

Handbook Review: I have read the Handbook and agreed or not agreed with each the following:

***Signature of Parent/Guardian**

_____ Date _____

HANDBOOK SIGN OFF

- 1) Please indicate your permission below to publish your child's photo\video\audio\student work in connection with media/internet activities in the Westwood Public Schools: Yes No
- 2) I have reviewed the School Student/Parent Handbook, including but not limited to the following:
- a) Acceptable use policy for technology
 - b) Academic integrity policy (For High School and Middle School Students only)
 - c) Discipline and attendance policies
 - d) Destruction of Student Records
 - e) Athletic Participation / MIAA chemical health policy (For High School Students only)
 - f) District Bullying Policy

Yes No

- 3) The School District is requested to provide student information to several groups including the PTO/PTA groups in each school and the All Night Graduation Party Committee for high school students only. This information is used by the PTO/PTA groups to prepare the individual school Student Directory and provides a contact list for volunteer and fundraising inquiries for groups such as the All Night Graduation Party Committee. The information provided to these groups will include student and parent information including names, addresses, primary phone number and email addresses.

The district will provide this information to the requesting groups for any student whose parent has indicated "YES" below. Data will be provided no earlier than September 12th.

If you have any questions about the student directory or special requests, please contact your school's PTA/PTO directly.

Please indicate your approval to publish this information below: Yes No

- 4) The Westwood Public Schools uses a number of online resources that require the exchange of Personally Identifiable Information (PII). For the majority of these resources, the District has

entered into a privacy agreement with the vendor ensuring that the legal and ethical obligations to protect student data are met.

The resources are located on the Westwood Student Data Privacy Initiative website (use link below) and are in the 'Approved' category Westwood Student Data Privacy Initiative website The District also uses some online resources for which the District does not have a privacy contract with the vendor. However, the privacy policies associated with these resources have been reviewed and the District has determined that these resources meet acceptable legal student data privacy standards.

These resources are in the 'Conditionally Approved' category and are also listed on the: Westwood Student Data Privacy Initiative website Online resources that the District has reviewed and determined do not meet minimum legal student data privacy standards are not used by the District, and are listed on the website in the 'Not Approved' category.

For those online resources that are categorized as 'Conditionally Approved', parents/guardians can choose to opt-out of using such resources. However, please note that 'Conditionally Approved' resources are used by the District because they have been determined by the District to acceptably adhere to student data privacy standards and also provide an education benefit.

This is the link to our student data privacy site:

<https://sites.google.com/westwood.k12.ma.us/westwood-public-school-student/online-resource-data-base>

PERMISSION TO USE 'CONDITIONALLY APPROVED' ONLINE RESOURCES

Yes No

- 5) Please review the Westwood Public Schools Technology Contract for Students and Families. This document contains important information about (1) Student behavior expectations, (2) Student and parent/guardian expectations, and (3) Participation expectations as it relates to the use of school issued devices (iPads and Chromebooks) and the responsible use of technology platforms.

This is the link for the Technology Contract:

https://docs.google.com/document/d/1IU5qHjug-Zt5rxMyCzBys0L_H8XhxA4sGit9dq6VbcY/edit

Technology Contract for Students and Families I have read the Technology Contract for Students and Families and shared this information with my child and we agree to abide by its contents.(Req'd)

Yes No