



WESTWOOD INTEGRATED PRESCHOOL

Welcome and Curriculum Guide 2024-2025 School Year

Updated August 2024



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781 326-7500 X 5113
Daniel Tratt, 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:781-326-7500x1345) لك. إطلب 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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Other important information (listed below) can be found in the [Westwood PreK- Elementary Student Handbook](#).

- District Contact Information
- Non-Discrimination Regulations
- Important Dates
- Home-School Communication
- Parent Participation
- School-Based Supports, Programs, and Expectations
- Support Services
- Other Support Services
- Health Services and Wellness
- School Attendance
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- School and District Procedures for Behavior
- Bullying and Cyber-Bullying Discipline
- Discipline/Suspensions/Due Process Rights
- Discipline of Students with Disabilities
- Student Record Regulations and Procedures
- CLEAR Technology Guidelines

Preschool Staff

2024-2025 School Year

781-326-7500

Daniel Tratt	Director	Ext. 5113
Jeanne Bylsma	Administrative Assistant	Ext. 5113
Laura Cucchi & Dawnmarie Shu	School Nurses	Ext. 3353
Kristin Brennan	Classroom Teacher	
Caitlyn McCarthy	Classroom Teacher	
Sally Weltman	Classroom Teacher	
Deb Arscott	Physical Therapist	
Danielle Kramer	BCBA	
Kristin Bianculli	ABA Tutor	
Nancy Malatesta	School Psychologist	Ext. 5104
Tricia Shores	Speech Pathologist	Ext. 5147
Jocelynn Wallach	Occupational Therapist	Ext. 5109
Mary Manning	Instructional Assistant	
Debbie Connolly	Instructional Assistant	
Julie Krumsiek	Instructional Assistant	
Kaitlin Connolly	Instructional Assistant	
Debbie Mattera	Instructional Assistant	
Deirdre Belcher	Instructional Assistant	
Maura Vitiello	Instructional Assistant	
Pat Foley	PE Instructor	
Beth Swimming	Media Literacy instructor	
TBD	Music Instructor	

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

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



Philosophy and Goals

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

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

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

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

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

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."

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.

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.

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.

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.

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.

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.

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.

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.

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

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.

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 9:45

Two hour delay: School will begin at 10:45

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.

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.

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
 - Theater 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 mathematical 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

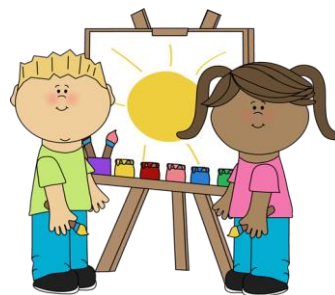
- Respond to a variety of musical rhythms through body movement.
- Express oneself freely through movement
- Sing a variety of songs and use instruments
- Listen to, imitate, and improvise sounds, patterns, or songs

Theater 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



Westwood PreK- Elementary Student Handbook.

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- Discipline of Students with Disabilities
- Student Record Regulations and Procedures
- CLEAR Technology Guidelines

The WPS data privacy site can be accessed at:

<https://sites.google.com/westwood.k12.ma.us/digital-resources-subscription/online-resource-data-base?authuser=0>

**Reminder - Log on to Aspen by September 15th, 2024
to complete the Mandatory Handbook Sign Off**