



WESTWOOD PUBLIC SCHOOLS

September 2017

Dear Parents and Guardians,

Welcome to the 2017-2018 academic year! The purpose of this letter is to introduce you to the Westwood Public Schools Elementary Handbook. Our primary goal is to provide challenging and appropriate learning experiences that will facilitate every child's cognitive, social, emotional and physical growth. Within this handbook you will find helpful district-wide policies and information that will help us achieve this goal.

The Westwood Public Schools is committed to making our learning environments safe and nurturing for all. This year we want to highlight changes to the "School and District Procedures for Behavior" beginning on page 14. This section reflects the Anti-Bullying legislation (MGL, c.71, section 370) that was passed in Spring 2010. We have worked on a comprehensive anti-bullying plan, professional development and training for faculty, and implementing an anti-bullying curriculum. Site Councils have worked on creating the common understanding around bullying for students, families and faculties.

You are our partners in the education and safety of your child. Your positive support for your children enhances their desire to learn and achieve at their highest level. Research demonstrates that when schools and families work together, children experience great educational success; therefore, we value and need your involvement. Consider joining the PTO, attending School Council meetings or volunteering in your child's classroom or in other parts of the school. Together we can create joyful learning for your child and all of the children who attend our schools.

In addition to your participation in school activities, we value your input. The faculty is happy to speak to you at any time throughout the year. Teachers will let you know the best way to contact them at Curriculum Night on September 28th. Whether it is an email or a phone call, every effort will be made to get back to you in a timely fashion. Also, please do not hesitate to contact us should you have any questions or concerns. Please know that your call or visit is always welcome.

On behalf of the entire faculty, we are pleased to welcome you to the school year. As you read the handbook, you may notice some additions and changes that have been made by the District. We are privileged to share in the amazing explorations and discoveries that your child will make this year.

Sincerely,

Mrs. Debra Gallagher
Downey School

Mr. Joshua Baumer
Deerfield School

Mrs. Kristen Evans
Sheehan School

Ms. Sarah Cronin
Hanlon School

Mrs. Donna Tobin
Martha Jones School



Westwood Public Schools

Elementary Handbook

2017-2018 School Year



Deerfield School

72 Deerfield Avenue

Downey School

250 Downey Street

Hanlon School

790 Gay Street

Martha Jones School

80 Martha Jones Road

Sheehan School

549 Pond Street

www.westwood.k12.ma.us

The Westwood Public Schools do not discriminate on the basis of age, race, color, sex, religion, disability, national origin or sexual orientation.

This handbook can be translated into other languages for families whose primary language is other English.

TABLE OF CONTENTS

Table of Contents	2
District Contact Information	3
Non-Discrimination Regulations	4
Important Dates	5
Home-School Communication	6
Parent Participation	7
School-Based Supports, Programs, and Expectations	8
<i>Support Services</i>	8
<i>Other Support Services</i>	9
<i>Health Services and Wellness</i>	9
School Attendance	12
Transportation	13
<i>Bus Rules</i>	13
School and District Procedures for Behavior	15
<i>Bullying and Cyber-Bullying/Discipline</i>	15
<i>Special Education Students—Discipline</i>	21
Student Record Regulations and Procedures	24
CLEAR Technology Guidelines	26

DISTRICT CONTACT INFORMATION 2017 - 2018



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

Emily Parks	<i>Superintendent</i>	ext. 1340
Allison Borchers	<i>Assistant Superintendent</i>	ext. 1348
Heath Petracca	<i>Director of Business & Finance</i>	ext. 1344
Abigail Hanscom	<i>Director of Student Services</i>	ext. 1345
Josh Baumer	<i>Principal, Deerfield School</i>	ext. 8504
Debra Gallagher	<i>Principal, Downey School</i>	ext. 8386
Sarah Cronin	<i>Principal, Hanlon School</i>	ext. 8424
Donna Tobin	<i>Principal, Martha Jones School</i>	ext. 6321
Kristen Evans	<i>Principal, Sheehan School</i>	ext. 7100
Zeffro Gianetti	<i>Principal, Thurston Middle School</i>	ext. 2336
Sean Bevan	<i>Principal, Westwood High School</i>	ext. 1310
Glen Atkinson	<i>Dept Head/Chair, Student Services PreK-5</i>	ext. 5108
Lisa Freedman	<i>Dept Head/Chair of Student Services PreK-5</i>	ext. 5110
Aprile Albertelli	<i>Preschool Director</i>	ext. 5113
Cynthia Brunelli	<i>Out-Of-District</i>	ext. 1389
Ken Aries	<i>Director of Operations</i>	ext. 1304
Steve Ouellette	<i>Director of Technology</i>	ext. 3364

www.westwood.k12.ma.us

Westwood School Committee

Carol Lewis, *Chair*

Anthony Mullin

Joseph Jowdy

Brian Kelly

Charles Donahue

Non-Discrimination Regulations

Pursuant to M.G.L. ch.76 §5, no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin, sexual orientation or gender identity. Additionally, federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Education Amendments of 1972); and disability (Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990) in educational programs or activities receiving federal financial assistance. The Westwood Public Schools have a commitment to maintaining an educational environment and workplace where bigotry and intolerance, including discrimination on the basis of color, race, national origin, sex, sexual orientation, gender identity, religion, disability, or age, are not tolerated. Any form of intimidation, threat, coercion, and/or harassment that insults the dignity of others and interferes with their freedom to learn or work is unacceptable.

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

- i. The United States Department of Education Office of Civil Rights
33 Arch Street
Boston, MA 02110
- ii. The Bureau of Special Education Appeals
350 Main Street
Malden, MA 02149
- iii. The Massachusetts Commission Against Discrimination
One Ashburton Place
6th Floor, Room 601
Boston, MA 02108

Important Dates

Professional Development

The Westwood School System believes that the continued education and development of its teaching staff is in the best interest of its children. Therefore, a regular schedule for staff education and professional development is included in the school calendar. On alternate Wednesdays, children are dismissed at 11:50 A.M. (Deerfield 11:25 A.M.) in order to allow teachers to participate in staff development programs. One day is designated for full-day professional development: November 27, 2017. On this day, school is closed. Professional Development Days are included on the 2017-2018 calendar.

Report Cards/Conferences: Communicating Student Progress

<i>Fall</i>	Status Report (Grades K-5) Parent/Teacher Conference (K-5)
<i>Winter</i>	Full Report Card: Status Report and Academic Areas (K-5)
<i>Spring</i>	Parent/Teacher Conference No Report Card
<i>Year end</i>	Full Report Card: Status Report and Academic Areas (K-5)

Westwood elementary schools have been using a standards-based report card format since 2005. A standards-based report card differs from a traditional report card because it gives parents information about student progress toward explicit learning standards in the most important skills and knowledge taught in that grade. On a traditional report card, students receive one grade in each subject area for each marking period. On a standards-based report card, each subject is broken down into the most important knowledge and skills that the students in the grade should learn. Students receive one grade for each skill and item of knowledge. The grades students earn on a standards-based report card differ from the grades on a traditional report card. The grades typically used on a traditional report card are A, B, C, D, and F. These grades do not give parents information about student progress toward a specific standard. Thus, standards-based report cards use grades based on student progress.

1. Alignment: The report card line items (the specific skills and knowledge that the students should learn in each grade) are aligned with the Massachusetts Frameworks.
2. Academic Rubric: Students will receive grades of 4, 3, 2, or 1 on each academic line item. A 4 means that the student meets the learning standard, 3 means the student is progressing toward the standard, 2 means that the student requires support to reach the standard, and 1 means that the student is working on independent learning standards and working below grade level.
3. Academic Grading Timeline: Students will be graded on the June standard in January and June. This means that the typical student may earn primarily 2s on the January report card and 4s on the June report card.
4. Status Report Rubric: Students will receive one of three grades on the status report: U (Usually), S (Sometimes), or R (Rarely).
5. Expanded Comment Section: We have expanded the comment section so teachers can include longer narratives.

Parents are invited to contact teachers by phone, note or email for a personal conference at any time. Teachers will contact parents or guardians to discuss issues related to a child's cognitive, social, emotional, or physical growth as they arise.

School Cancellations

In the event that school is closed due to inclement weather or other circumstances, radio and TV announcements will be made.

TV: Channels 4, 5, & 7

Internet: District website (www.westwood.k12.ma.us), Twitter and Facebook

Home-School Communication

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 principal.

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: rsmith@westwood.k12.ma.us). If a message is time-sensitive, please call the school office instead of using email.

Web Page

Visit the school's web page on the school department's web site. Go to www.westwood.k12.ma.us. Go to the Pre K -5 tab and select your school. There you will find important school information and documents, teacher pages, learning links, and more.

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 to be sure that you receive these periodic calls, please be sure that 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.

Parent Participation

The School Site Council

The School Site Council was first formed in 1993 in accordance with M.G.L. ch.71 §59C. It is a representative, school-based committee composed of the principal, parents, teachers, and community members.

The law outlines four major areas of responsibility for councils. School councils assist principals in:

1. Adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards.
2. Identifying the educational needs of students attending the school.
3. Reviewing the annual school building budget.
4. Formulating a school improvement plan.

The PTO/PTA

Through dues and ongoing fund raising, the PTO/PTA serves children by supporting the school. Families and staff members come together to discuss educational issues and allocate funds that provide educational materials and enrichment programs for all of our children.

Room Parents

Each classroom has designated room parents who assist in a variety of ways. Room parents are recruited by teachers and/or the PTO on a volunteer basis at the beginning of the school year. Specific information is available for room parent activities through the principal.

Visitors

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.

Volunteers

Volunteers are an integral part of the school family. We welcome family members into our school for a variety of activities, including help in the library, publishing center, cafeteria, office and in classrooms working with children under a teacher's direction. If you have an interest in volunteering, contact your child's teacher. State law now requires a CORI Criminal Records Check on all school volunteers.

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.

SCHOOL-BASED SUPPORTS, PROGRAMS, AND EXPECTATIONS

Support Services

The Child Support Team (C.S.T.)

As a school system, the Westwood Public Schools is committed to meeting the needs of all students. The Child Support Team is a general education initiative and resource designed to help children have a successful school experience. The team consists of several educators, including the school psychologist, classroom teachers and specialists. The team meets regularly to brainstorm with teachers seeking assistance with the academic and/or behavioral needs of particular students.

Students present with unique learning challenges. They often need materials presented in different manners or modified to meet their learning styles. Collectively, the staff has considerable expertise and experience which they offer through suggestions to the teacher. The suggestions do not compromise the child's instructional program.

At a conference you may hear that your child's teacher is seeking assistance from C.S.T. The process is internal to the school and does not generate reports to parents or notes placed in students' permanent school records. This group is a way of using objective peer advisors to assist our teachers as they support the learning of individual students. If a parent has concerns regarding his/her child's learning, the teacher should be contacted. If concerns persist, the Child Support Team may discuss intervention alternatives. Suggestions and strategies will be shared with the parent(s).

Special Education Services

Special education, under federal and state mandates, provides services to children from the ages of 3 to 22 who have diagnosed disabilities that meet state-mandated eligibility criteria. These services may include, but are not limited to, specialized instruction, classroom support, speech and language therapy, occupational therapy, and physical therapy. All learners are included in general education classrooms to the fullest extent possible. Many special education services are provided through collaboration between classroom teachers, special education teachers, and in some cases, instructional assistants.

In order to facilitate general education support, parents, teachers, or other concerned parties are encouraged to explore the Child Support Team process prior to initiating a referral for a special education evaluation if they suspect that a child has a disability. Upon a formal referral, a comprehensive evaluation is then conducted to determine if the student meets specific eligibility criteria. The criteria require that the child have a diagnosed disability, that s/he is not making effective progress in the classroom as a result of the disability, and that s/he

requires specialized instruction or related services in order to make effective progress or access the general curriculum.

The special education staff works closely with parents to assess, collect, and share information: determine eligibility; plan for services when appropriate; monitor progress; and transition students as needed. Parents and teachers are encouraged to use C.S.T. before considering a referral for an evaluation. If you have questions about your child's needs, please contact your child's teacher or the principal.

Other Support Services

School Psychologist/Guidance

Each elementary school has a school psychologist who works with teachers, parents and students to teach respect, responsibility, and conflict resolution. The psychologist supports the school community by working with small groups of students to facilitate friendships and assist with social and emotional issues.

Literacy Support

Literacy support is provided for students who may need supplemental support in their development of reading and writing skills. Students are identified for support by teacher recommendation and assessments of the student's progress. Support is provided by a member of the literacy staff (literacy specialist or literacy paraprofessional). Students who receive supplemental literacy support commonly receive instruction from a member of the literacy staff several times a week in a small group.

Math Support

An elementary mathematics coordinator and building-based mathematics specialists provide math services for students and staff. The mathematics specialists assist classroom teachers in determining students in need of supplementary instructional services to meet grade-level standards. Specialists work with classroom teachers on in-class support for students, as well as provide direct services to small groups of students identified as needing targeted intervention.

Health Services and Wellness

Each elementary school has an assigned school nurse who promotes health, safety, and wellness so all children can achieve optimal academic success. The school nurse provides advisory and emergency care only. The school nurse does not provide a medical diagnosis, but is available for consultation regarding health related issues. After first aid has been administered, parents/guardians are responsible for contacting their family physician for diagnosis and follow-up care. Injuries or illnesses that occur at home should be assessed by your physician. A record is kept of all visits to the health room and parents/guardians will be notified of any possible health condition that may be developing.

Medical Conditions

In order to provide each child with appropriate care, parents/guardians 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 kindergarten entrance, for entry into third grade, and for any child entering school for the first time. Students in these categories who have not submitted a physical by February 1 will be excluded from school.

The health report must include a lead screening test as well as immunizations for:

- Hepatitis B
- DPT (diphtheria, pertussis, tetanus)
- Polio
- MMR (measles, mumps, rubella)
- Varicella (Chicken Pox) or evidence of having the disease

Students must be immunized according to the Massachusetts Department of Public Health guidelines. Students who have not been immunized due to medical or religious reasons must have a written exemption on file in the health office and may be excluded from school during an outbreak.

Emergency Contact Information

Each family will enter contact information in Aspen, a student information system. The contacts must include the parent's/guardian's work phone numbers and the phone numbers of *local* family members, neighbors, or friends who may pick up your child if a parent cannot be reached. Please do not list emergency numbers of individuals whose travel time is more than 15 minutes from the school, as a sick child must be sent home as soon as reasonably possible.

Accident, Illness, and Injury

The school nurse or staff addresses minor first aid problems. If a student is injured or becomes ill and needs to go home, a parent/guardian will be called to arrange for the child to be picked up. If a child is seriously injured or seriously ill, an ambulance will be called. The ambulance will transport the child to the nearest hospital. The parent will be notified any time the child receives an injury to the head, regardless of its severity.

Medications

No child is permitted to take prescription or over-the-counter medication without the direct supervision of the school nurse. Medication will be administered after the following procedures are completed:

1. A physician's medication order and parental consent form must be on file in the health office. These forms must be renewed at the beginning of each year.
2. For short-term prescriptions (10 days or fewer), the medication must be contained in a pharmacy-labeled container in lieu of a physician's order. A parental consent form is still required.
3. Over-the-counter medications, such as Tylenol or cough syrup, also require a physician's order and parental consent form.

4. A responsible adult must deliver all medication directly to the school nurse and the medication must be in a pharmacy or manufacturer labeled container. No medication is provided by the school.

Communicable Diseases

If a student 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. This limits the spread of disease and allows the child to recover more quickly. Listed below are the isolation periods for the most common communicable diseases:

Chicken Pox/Shingles - Notify the school nurse immediately if your child is diagnosed or suspected to have either of these conditions. There are Massachusetts Department of Public Health guidelines that govern your child's return to school.

Strep Throat - 24 to 48 hours after starting antibiotic medication and fever free without the use of fever reducing medication

Conjunctivitis - 24 hours after the medication has started and there is no drainage from the eyes

Fifth Disease - No isolation period. Notify the school nurse if it is suspected or diagnosed

Mono - No isolation period. Notify the school nurse if it is suspected or diagnosed

Fever - Students may attend school when their temperature is below 100 degrees and they have not taken medication to reduce the fever. Fevers that are associated 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. Students should be fever free for 24 hours before returning to school.

Vomiting/Diarrhea - Students should be symptom free and able to keep food down for at least 24 hours before returning to school.

Head Lice/Pediculosis - Head lice is a transmitted condition and treatment is important. The school nurse should be notified immediately when a case is identified. Students may return to school after completing treatment. **The student must be seen by the school nurse before he/she may re-enter school.**

Each day many parents are faced with the decision: Should they keep their sick child at home or send them to school? Often the way your child looks or behaves can help you make the decision. The above guidelines should be considered when you are trying to decide. Keep in mind that a sick child cannot learn effectively and is unable to participate in class in a meaningful way. 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. Please feel free to call the nurse's office if you have any questions regarding school attendance guidelines.

Screenings

The following screenings will be performed by the school nurse. If there is any reason a student should not be screened, please notify the Nurse in writing.

- Vision – yearly K-5
- Hearing Screening - Grades K-3
- Scoliosis Screening - Grade 5
- BMI Screening - Grade 1, 4

Wellness Policy and Celebrations

Birthdays are a major event in the life of a child. Classrooms recognize each child on his/her special day. In June of 2006, the Westwood School Committee adopted wellness policies that include the following: “Schools should limit birthday celebrations during the school day and only include non-food related items.” In the spirit of implementing the policy while recognizing each child on his/her special day, the staff looks for creative and joyful ways to acknowledge birthdays. Please work closely with the building principal when planning celebrations at school. Communicate with the classroom teacher in advance to insure that snacks are healthy and safe for all students in the class.

If your family wants to celebrate a child’s birthday at school, please plan the celebration in advance with the teacher. Here is a sampling of ways a student may celebrate his/her birthday at school:

- A family member could bring a special book from home to read to the class.
- Families may purchase fabric markers and a white t-shirt that may be signed or decorated by each member of the class. What a nice memento for the birthday child!
- Children may celebrate by donating a “Birthday Book” to the classroom or school library. The birthday child could be first to check it out of the school library or could invite a guest reader to introduce the book to the class. The library/media specialist has many suggestions for titles.

Invitations for home parties may not be passed out at school. They should be mailed to children’s homes directly, even when every classmate is included.

School Attendance

School Attendance

School attendance is required by law beginning in Grade 1. **Children who attend school regularly and arrive on time establish routines and habits that give them a good start to the school day.** Families are expected to arrange vacations during weeks scheduled on the school calendar, as doing so eliminates disruptions in the learning process. Teachers will not provide work for students to complete during family vacations that are scheduled while school is in session.

In an effort to have all children arrive safely to school, parents are encouraged to call the school as early as possible to report the absence of a child and state the reason. Since voicemail is available 24 hours a day, you may call at any time to notify the secretary of your child’s absence. If a student is absent and a parent has not

reported the absence, the school secretary or nurse will call the child's home to check on the child. In addition to the phone call, parents are asked to send a note to school upon the child's return, explaining the absence.

Dismissal for Appointment

If a parent wishes to have a child dismissed before the regular closing time, a note should be written to the teacher. The student should give the note to the teacher at the beginning of the school day. No child will be dismissed to the custody of anyone other than a parent unless prior arrangements have been made and verified. *The adult picking up the child must come to the office, then the school secretary or nurse will call for the student over the intercom. No child will be dismissed from a classroom or bus line at any time.*

Tardiness

If you know that your child will be late, please call the school and notify the secretary who will then tell the teacher. When you and your child arrive at school, please enter through the front door and immediately check in at the office.

Transportation

Massachusetts state law requires all students to stay seated until the bus comes to a complete stop. Once the bus stops, students must leave the bus in an orderly fashion, one at a time. All parents are asked to talk with children about safe and kind behavior at the bus stop and on the bus. Frequent reminders will go a long way in helping us to keep our buses physically and emotionally safe.

The school buses are equipped with seatbelts. Since state law does not require seatbelts in school buses, there is no requirement that these be used in Westwood. As such, drivers are not expected to police their use nor are they required to assist students in the use of seatbelts.

Please remember that buses are provided solely for transportation between school and home or childcare providers in the school district. Children may only ride the buses to which they are assigned. On any day that a child's transportation plans are altered, notes must be written to the bus driver and classroom teacher to describe the change in procedure. Changes cause great confusion for children, so we ask you to maintain schedules to the greatest degree possible. Buses are held-up until all children are accounted for, so please help us ensure student safety by keeping us fully informed well before dismissal time.

If you have any questions about buses or bus routes, you may contact Bus Coordinator Scherie Ciarrocchi, by leaving a message at (781) 326-7500, ext. 1338. The principal is also a resource for parents and students regarding these issues.

Bus Rules

1. Stay in your seat until the bus stops.
2. Keep hands and feet to yourself. No fighting.
3. Tell the bus driver about dangerous and destructive ("Double D") behavior.
4. Keep hands and objects inside the windows.
5. Limit 3 people to a seat.
6. Use an "indoor voice" and kind words.
7. Be kind to everyone; don't pick on or tease others.

8. Remember that seat saving is not allowed.
9. Listen to the bus driver. Do what the bus driver says.

M.G.L. c.71 S37H Update

Amended Massachusetts legislation restricts operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling vehicles on school grounds

Bus Conduct Reports

The primary responsibility of bus drivers is to transport students safely, and students must cooperate by behaving responsibly and courteously. If a student fails to observe the bus rules, his/her actions will be reported to the principal according to the following procedure.

1. The bus driver will file a Bus Conduct Report (see below) with the principal and the bus coordinator.
2. The principal will discuss the incident with the student, other involved parties, parents, and the student's classroom teacher.
3. The principal will determine the appropriate action to be taken. Usually the first report will result in a warning. Subsequent reports will result in the loss of bus privileges from a few days to a week or more, depending on the severity of the infraction. Any student who receives more than 3 reports will be in jeopardy of losing bus privileges for the remainder of the school year. In that case, transportation will become the parents' responsibility.
4. The principal will send parents a copy of the report.

BUS CONDUCT REPORT WESTWOOD PUBLIC SCHOOLS		STUDENT'S NAME _____		CLASS-GRADE _____
		DATE OF INCIDENT _____	<input type="checkbox"/> 1ST NOTICE <input type="checkbox"/> 2ND NOTICE <input type="checkbox"/> 3RD NOTICE	
		BUS NO. _____	TRIP NO. _____	DRIVER'S NAME _____
NOTICE TO PARENTS 1. The purpose of this report is to inform you of a disciplinary incident involving the student on the school bus. 2. You are urged to both appreciate the action taken by the driver and to cooperate with the corrective action initiated today.				
DRIVER'S REPORT: <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <input type="checkbox"/> VIOLATION OF SAFETY PROCEDURES <input type="checkbox"/> DESTRUCTION OF PROPERTY <input type="checkbox"/> FIGHTING-PUSHING-TRIPPING <input type="checkbox"/> _____ </div> <div style="width: 30%;"> <input type="checkbox"/> EXCESSIVE MISCHIEF <input type="checkbox"/> WRITING <input type="checkbox"/> SMOKING <input type="checkbox"/> _____ </div> <div style="width: 30%;"> <input type="checkbox"/> EATING-DRINKING-LITTERING <input type="checkbox"/> RUDE-DISCOMFORTING-ANNOYING <input type="checkbox"/> UNACCEPTABLE LANGUAGE <input type="checkbox"/> _____ </div> </div>				
<div style="display: flex;"> <div style="width: 45%;"> PRELIMINARY ACTION: <input type="checkbox"/> CHECKED STUDENT'S FOLDER <input type="checkbox"/> HELD CONFERENCE WITH STUDENT <input type="checkbox"/> CONSULTED COUNSELOR <input type="checkbox"/> TELEPHONED PARENT <input type="checkbox"/> _____ _____ _____ </div> <div style="width: 55%;"> PRESENT ACTION AND RECOMMENDATIONS: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> STUDENT REGRETFUL, COOPERATIVE <input type="checkbox"/> RECURRENCES WILL BE REPORTED <input type="checkbox"/> DENIED BUS PRIVILEGE UNTIL _____ <input type="checkbox"/> _____ </div> <div style="width: 55%;"> <input type="checkbox"/> PLACED ON PROBATION <input type="checkbox"/> SUSPENDED <input type="checkbox"/> REFERRED TO: _____ _____ _____ _____ </div> </div> </div> </div>				

(DRIVER'S SIGNATURE)

(ADMINISTRATOR'S SIGNATURE)

(DATE)

SCHOOL AND DISTRICT PROCEDURES FOR BEHAVIOR

Bullying and Cyber-Bullying:

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

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

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

Cyber-bullying is defined as bullying through the use of technology or any electronic communication, which shall include but is not limited to electronic mail, internet communications, instant messaging, posting on social networking sites, or facsimile communications. Cyber-bullying includes creating a web page or blog in which the creator assumes the identity of another person, the knowing impersonation of another person as the

author of posted content or messages, or the distribution by electronic means or communication of messages that meets the definition of bullying above, whether distributed directly or creating a posting that may be accessed by one or more persons.

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

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

What Bullying Is Not

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

Procedure for Reporting Bullying

If a student witnesses, is made aware of, or suspects that an incident of bullying has occurred, the student is strongly encouraged to report the bullying, either verbally or in writing, to the building Principal or the staff member within the school who has been designated by the Principal for purposes of reporting bullying.

Students may make the report anonymously although a student should be aware that the Administration cannot take disciplinary action against a student based solely on an anonymous report.

Once the report is made, the Principal or his designee will initiate an investigation in accordance with the Westwood Public Schools' Bullying Prevention Policy.

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

How to report an incident of bullying:

There are several ways to report an incident of bullying:

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

Discipline

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

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.

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

In School Suspension

At the discretion of the 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.

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 if 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 of 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/guardian consents 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.
5. 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

Physical Restraint As of 1/1/2016, 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 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.*

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.