

Albert S. Woodward Student Handbook

2021 - 2022



Albert S. Woodward Memorial School
<http://woodward.nsboro.k12.ma.us/pages/Woodward>

**28 Cordaville Road
Southborough, MA 01772
(508) 229-1250
Steven Mucci, Principal**

Albert S. Woodward Memorial School
28 Cordaville Road, Southborough, MA 01772
(508) 229-1250
Office Hours: 8:00 A.M. - 4:00 P.M.
School Hours: 8:55 A.M. - 3:10 P.M.

Dear Woodward Parents,

It is a pleasure to welcome you to the Albert S. Woodward Memorial School.

The Woodward School is an educational facility that opened in the fall of 2004 for students in grades two and three. We have seven 2nd grade and seven 3rd grade classrooms with a student/teacher ratio of approximately 20:1. We are very grateful to the citizens of Southborough for providing our students with such a fine facility.

When the Woodward School opened in 2004, many new procedures and protocols were formed. The school staff, along with the Woodward S.O.S and the Woodward School Council, worked hard to ensure that the practices and policies were done as effectively and efficiently as possible. Each year we review our procedures to ensure that the school will be safe for all students and changes have been included in this handbook.

Please take time during the next few weeks to review the rules and protocols in the school handbook. Consider your handbook as an "Owner's Manual" for your school. We believe it contains the answers to many of the who, what, when, and where questions that you might have about life at the Woodward Memorial School. We hope that students and parents review this book together as a first step in becoming organized for the new school year. Please sign and return the last page of the handbook.

A Woodward School web page is available for you at

<http://woodward.nsboro.k12.ma.us/pages/Woodward>

so please visit us on the web for current information and updates. The web page will include a staff listing, lunch menus, special events, teacher web pages and educational links to assist students with academic progress.

The Woodward Staff looks forward to working together with students and parents so that every child has an academically fulfilling and safe school year. If you have any questions regarding the contents of the handbook, please don't hesitate to call the Woodward Office at 508-229-1250. Have a great year!

Sincerely,

Steven Mucci, Principal

The Public Schools of Northborough and Southborough
Vision 2026
Educate, Inspire, and Challenge

CORE VALUES

- Integrity
- Empathy
- Inclusivity
- Equity
- Perseverance
- Respect

VISION
PORTRAIT OF A GRADUATE

Our Students Will Be:

Collaborators

- Enrich the learning of self and others through teamwork.
- Solicit and respect diverse perspectives and contributions.
- Seek, contribute, and react to feedback to achieve shared outcomes.
- Recognize and leverage strengths to build collective commitment, action, and understanding.

Critical and Creative Thinkers

- Transfer and connect knowledge and skills to deepen understanding.
- Demonstrate thinking that is clear, rational, open-minded, and informed by evidence.
- Use disciplinary knowledge and skills in routine and innovative ways.
- Make informed decisions, solve problems, and use a variety of tools to deepen learning.

Communicators

- Articulate thoughts and ideas using oral, written, and non-verbal communication skills for a range of purposes and audiences.
- Listen to decipher meaning, including knowledge, values, attitudes, and intentions.
- Use technological skills and contemporary digital tools to explore and exchange ideas.

Socially and Civically Engaged

- Demonstrate personal, civic, and social integrity through ethical and empathetic behaviors.
- Recognize individual and communal impact on others and the natural world.
- Value and embrace diverse cultures and unique perspectives through mutual respect and open dialogue.

Growth-Oriented

- Cultivate positive attitudes and habits about learning.
- Pursue one's own interests and curiosity to experience new learning.
- Consistently improve the quality of one's own thinking by skillfully analyzing, assessing and reconstructing.
- Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals.

Healthy and Balanced

- Develop and demonstrate awareness, sensitivity, concern, and respect to connect with self and others' feelings, opinions,

- experiences, and cultures.
- Use reflective practices to understand one's personal strengths, challenges, and passions.
 - Make choices to support a lifestyle that is healthy, both physically and mentally.
 - Demonstrate resilience through the ability to manage emotions, stress, and challenges.

INCLUSION

The Northborough – Southborough School District is committed to providing quality education to all students regardless of their strengths or weaknesses. Respect for the diversity and dignity of individuals and groups is one of the district's essential core values. Inclusive education means that all students are entitled to the opportunities and responsibilities that are available in each of our schools. The district takes pride in including all students in meaningful instruction within neighborhood classrooms and ensuring that every child feels part of his/her school community.

VISITORS AND SCHOOL SECURITY

All visitors are welcome. The school is secure during school hours and visitors must ring the door buzzer to enter. Visitors are required to sign in at the office, define the purpose for their visit, and wear a nametag. All visitors are required to obtain approval from the administration prior to entering any classrooms or activity areas. All volunteers must complete a CORI form to volunteer in a classroom, be a mystery reader, chaperone field trips or volunteer for field day. A CORI check is good for 2 years, at each of the Southborough Schools. Parents/guardians that have not completed a CORI form will not be permitted to volunteer for any school activities. Given that teachers are very busy at the beginning and end of the day, we ask that no parent go into the classroom during arrival or dismissal times.

PARKING AT SCHOOL

Anyone driving on school grounds must take extreme care and caution to reduce speed and watch closely for children. Parking is available in the lower lot. There are a few spots in the front of the building for 15 minute parking if you are dropping something off at the school. Please only use these spots during school hours, not during bus arrival or dismissal times. At no time should cars be driving in the upper lot during arrival 8:40 A.M. – 8:55 A.M. and dismissal times 3:10 P.M. – 3:30 P.M. The upper lot must be free of traffic for the school buses.

ARRIVAL

School begins at 8:55 a.m. No Student should be dropped off prior to 8:40 a.m. Students who ride the bus to school will be dropped off at the front entrance of the building and proceed directly to class. Parents that drive students to school may drive into the lower parking lot and proceed along the basketball courts forming a continuous loop for drop off. A staff member will be at the top of the sidewalk to cross the children into the school. Supervision will be available between 8:40 – 8:55am. After this time, you must park and walk your

child into the building. Children should only be dropped off while along the basketball courts for safety purposes.

WALKERS AND BIKERS

Students who live close to the school are welcome to ride their bikes to school. There is no bicycle riding on school property while school is in session. The school may not be held responsible for lost, stolen or missing articles.

No Idling

For the safety and welfare of our students, we would remind you that Massachusetts law prohibits the idling of motor vehicles on school grounds in excess of five (5) minutes. M.G.L. c.90, §16A. Violators will be subject to a fine.

TARDINESS

The school considers all students who enter the building after 8:55 a.m. tardy. Students who are tardy must report to the main office with a parent/guardian to be signed in so they will not be marked absent. The student will then receive a classroom admission slip. We consider any student who is late more than ten (10) times in a year to have excessive tardiness. Parents will receive written notice from the Principal when students have excessive tardiness.

Repeated tardiness can be disruptive to the classroom environment as well as to the education of your child. Morning is a critical time of day, when routines such as attendance, after-school activities, and lunch count is taken. It is also the time when teachers set the agenda for the day. Students that are tardy start the day at a disadvantage compared to those that arrive on time. If you know that your child will be tardy due to an appointment and plans to buy a school lunch, please call the office early in the morning so that a lunch may be ordered. If tardiness results in a student missing 2 classes on 5 or more days in the school year, the parents will be contacted and a meeting will be conducted to develop a plan to address the student's school attendance.

ATTENDANCE

Students are expected to attend school 180 days. As a school community, we strongly believe that absence hinders progress. If a student is to be absent, parents are required to call the school early in the morning to report their child's absence. The number to call is 229-1250 ext 1 (only for attendance information). Please do not leave absence messages on teachers' individual voicemail or email.

ABSENCE DUE TO VACATION

We understand that there will be times when children miss school due to illness, or special circumstances. It is our goal to provide the best possible educational growth and progress for your children. Therefore, we want them to miss as little school as possible. Because there is so much that cannot be recreated from lessons covered in the classroom, the school strongly advises families to

schedule vacations on days that coincide with the regularly scheduled school vacations and holidays. If your child misses school, please follow the outlined practice noted below regarding the collection and completion of schoolwork.

If a student is out of school due to a family decision, the teacher is not responsible to prepare work ahead of time. Lesson plans and instruction adjust and change on a regular basis throughout the week as teachers revise plans to suit class progress. Therefore, a packet of work will be collected during the span of the absence, and the child will receive it upon return to school. The student has the length of time of the absence to complete and return the work to school. Please inform the school of planned absences. It is important that parents realize that some instruction will be lost during an extended absence, and teachers will not be able to go back and repeat all information that was covered.

Excused/Unexcused Absences

Attendance in school is the most important factor that contributes to a student's success and it is our expectation that students will attend all of their classes on school days, unless there is a recognizable reason for that absence. Generally, absences due to any of the following reasons will be considered to be excused::

- Documented illness or injury
- Bereavement/family funeral
- Religious Holidays
- Court appearances
- Extraordinary family circumstances (excused at the discretion of the principal)

If your child is to be absent from school, please contact the Principal's office at (508) 229-1250. Parents will be contacted if we have not received notification from a parent of the reason for a student's absence within 3 days of the absence.

UNEXCUSED ABSENCES

When a student has accumulated 5 unexcused absences in a school year, the parents will be contacted and will be required to participate in a meeting with school administrators and other relevant personnel to jointly develop an action plan to address the student's school attendance.

DISMISSAL

The school day ends at 3:10. Students will be directed to their designated dismissal areas. If you are picking up a student prior to the end of the day, please come into the office, advise of the dismissal and sign your child out. If you are planning to pick your child up at the end of the school day please send written notification to the school. If you must call the school to plan a dismissal, please do so by 2:00 P.M. in order to give the office staff sufficient time to notify classroom teachers. If you cannot call by 2:00, we ask that you

come to the main office at dismissal to have your child called from the bus line. Please do not go to the pick up door.

Pick up Procedures: Parents will meet their child at the far left side of the building (North Side). To ensure security of our building, parents must wait outside the building until the teacher on duty opens the door. No child is allowed to leave the building without a staff member's acknowledgement. Do not open the door or encourage students to open the door prior to the arrival of the staff member. Dismissal of a child prior to the arrival of a staff member could result in notification to the police department.

Bus Dismissal: All students are dismissed to the gymnasium to form their bus lines. Students will exit through the main entrance of the school to meet buses.

Switching of Buses: Due to limited space, bus switching is not permitted except for permanent daycare purposes and should be arranged at the beginning of the school year.

SCHOOL CLOSING ANNOUNCEMENTS

In regard to early school closings due to inclement weather, it is critical that families develop a plan so students know where to report in the event of an early dismissal. In the event of a delayed opening, please do NOT drop off children until 15 minutes before the delayed start, as faculty and staff will not be in the building before that time. All "before school" programs will be CANCELED and Extended Day will begin at the delayed start time.

When school closings need to be announced, the Public Schools of Northborough and Southborough will make use of several different communication tools for notifying students and their families: our web site, One Call Now, and local television and radio stations.

- The web site of the public schools: Cancellations and early dismissal will be posted first on the front page of the district web site at <http://www.nsboro.k12.ma.us>
- Phone notification via One Call Now: Through One Call Now, a message will be sent out to all households of school-attending students. These calls will be sent out at 5:30 A.M. for high school students and 6:00 A.M. for elementary and middle school students. Cancellation phone announcements made prior to schools opening in the morning will be made to households only. Closing phone call announcements made during the school day will be made to all phone numbers on file for a student, including home, work, and cell phone numbers.
- Announcements via local television and radio stations: We will continue to post cancellation announcements through local media.

WOODWARD CODE OF CONDUCT

The goal of Albert S. Woodward Memorial School is to build a school climate where children respect their peers and staff with the themes of the CARE

(Compassion, Acceptance and Respect for Everyone) program guiding their way. All teachers and students have the following rights:

- To work in pleasant, safe and orderly surroundings
- To be free from insulting or abusive treatment
- To work in an atmosphere that encourages learning

Children are expected to maintain appropriate behavior in classroom and non-classroom settings, including in the cafeteria, on field trips and on the playground. The administration and staff will communicate expectations and routines on an on-going basis. Each teacher develops his/her own set of classroom guidelines and expectations with their individual classes. We use a variety of strategies to enhance your child's social and emotional growth. Below is a list of strategies we may use (not necessarily in order of implementation):

- Verbal reprimand and warning
- Mediation
- Loss of privileges
- Removal from classroom
- Call parents
- In-house suspension (remain in designated area for the day)
- Send home for the remainder of the day
- Suspension
- Expulsion

Most school rules are a matter of courtesy and safety and are emphasized as such. The school personnel reinforce the importance of self-discipline, good manners and acceptable behavior. The following rules have been adopted to reinforce positive conduct:

- Respect yourself and others by treating others as you would want to be treated
- Include all that want to be included
- Respect the belongings of others and all school property
- Be fair, kind, and honest
- When inside, use indoor voices
- Listen when others are talking
- Be the best you can be while learning and playing
- Clothing with messages or labeling that advocate or promote drugs, alcohol, violence, discriminatory slurs, or that are otherwise disruptive of the school environment or likely to cause disorder shall not be worn

Students need to be aware of the responsibility they bear for their words and their actions in the classroom, on the playground and on the buses. There will be little tolerance when it comes to threatening remarks toward another student or teacher. All incidents will be brought to the Principal's attention, and appropriate individuals will be notified. Depending on the severity of the

situation, the child may be suspended from school. Each disciplinary incident will be evaluated on an individual basis and discretion will be exercised in deciding the consequence for the offense. We know parents understand the importance of providing a safe school environment, so please take the time to speak with your child about the seriousness of their actions and words, real or pretend, and stress the importance of monitoring them while on Woodward School grounds. We appreciate your help in this very important matter. If a student's misbehavior in school is of a more serious nature (use of unacceptable language, physical or verbal abuse of another child, etc.) the procedure will be as follows:

First Offense – Teacher will discuss the problem with all students involved

Second Offense – There will be an appropriate consequence for the behavior (partial loss of recess, loss of whole recess, written explanation of offense, etc.) and the teacher will inform the Principal and parents

Third Offense – Parents will be contacted and an appropriate action will be taken with input from the teacher, parents and the Principal. We will not take any chances when it comes to the safety of our students and staff and therefore, we must respond to each and every incident

**Bullying Prevention and Intervention Plan
Southborough Public Schools
Parent Resource Guide**

It is important that you read the following information about bullying. After reading, if you believe that your child has been the target of bullying, you may file a written report. Written reports are considered serious allegations that will be addressed through school administration. Please be aware that [M.G.L. c.71, §370 \(the Massachusetts Bullying Prevention and Intervention Act\)](#) also requires that legal action be taken against those who file false reports or who make unfounded accusations.

We encourage open communication between parents and school staff. Anonymous reports will be investigated, but follow-up may be impossible.

What is bullying?

In the state of Massachusetts, an individual's behavior must meet the following criteria to be considered bullying:

"BULLYING" is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- (i) Causes physical or emotional harm to the target or damage to the target's property;
- (ii) Places the target in reasonable fear of harm to himself/herself or of damage to his/her property;

- (iii) Creates a hostile environment at school for the target;
- (iv) Infringes on the rights of the target at school, or;
- (v) Materially and substantially disrupts the education process or the orderly operation of a school.

For the purposes of this section, bullying shall include cyber-bullying. One-time incidents may be deliberately mean or cruel, but are not bullying. Still, one-time incidents may be subject to school discipline.

What is cyber-bullying?

"CYBER-BULLYING" is bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include:

- (i) The creation of a web page or blog in which the creator assumes the identity of another person or
- (ii) The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

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

What is a hostile environment?

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 the student's education.

Bullying may involve but is not limited to:

- o Unwanted teasing
- o Threatening/intimidating behavior
- o Stalking or cyber-stalking
- o Cyber-bullying
- o Physical violence
- o Theft or destruction of school or personal property
- o Sexual, religious, or racial harassment
- o Public humiliation
- o Social exclusion, including incitement and/or coercion

- o Spreading of rumors and/or falsehoods

Filing a report:

There are several methods for reporting suspected bullying incidents:

- You can contact a teacher/school administrator by phone.
- You can make a report in person.
- You can complete the Bullying/Harassment Form
 - o This form can be downloaded, printed and returned to the school.
[Click here to download the Bullying/Harassment Reporting Form](#)
 - o Copies are available at each school upon request.

Bullying reports may be made anonymously; however no disciplinary action shall be taken against a student solely on the basis of an anonymous report.

What happens next?

When the Southborough Public Schools (SPS) receive a report of bullying, the following steps will be taken:

- o Listen to parent, teacher, and/or students to gather information – initial reporting stage.
- o Have staff member/parent/student complete the Southborough Public Schools Harassment/Bullying Form (if not completed already).
- o Involve administrators (if they are not yet involved).
- o Interview all parties involved (including the aggressor, target, and witnesses), focusing on the incident(s).
- o Discuss behavior with guidance counselors, school psychologist, special education liaison (if appropriate), and teachers to assess the situation.
- o Determine if bullying behavior has occurred. (*Other inappropriate behavior that does not constitute bullying will be handled as indicated in the handbook.)
- o Decide on consequences for unacceptable behavior (if any).
- o Follow-up with the aggressor.
- o Follow-up with the target.
- o Follow-up with the parent who reported, the parent of the aggressor (if student aggressor), the parent of the target, and the parents of the witnesses (when appropriate).
- Administrators will acknowledge receipt of a report within three school days.
- If warranted, an investigation will be conducted and completed within 10 school days.
- Parents of the target and bully (where applicable) will be notified of the results of the investigation and the school will take appropriate action.

All reports of bullying are dealt with respectfully and confidentially. We treat each student as an individual and use each case as a learning opportunity. When appropriate, a range of disciplinary consequences may be utilized as noted in the student handbook including, but not limited to, loss of privileges, removal from part of all of the school community, and suspension from school.

Please be aware that M.G.L. c.71, §37O , also requires that legal action be taken against those who file false reports or who make unfounded accusations.

Additional information about bullying:

A leading researcher, Dr. Dan Olweus, identifies three critical aspects of bullying:

1. Power: The power relationship is inherently unequal. Frequently the bully gains more power and influence among others from his behavior.
2. Frequency: Bullies target children for a number of reasons, often because they can. However, they generally do not stop this behavior with particular children unless adults intervene. It is a recurring, often constant problem for the target.
3. Intent: Bullies mean to do what they do; generally, they intend to harm, embarrass, or victimize.

Bullying can take many forms; boys and girls tend to bully differently, for example, and generally their methods target whatever the aggressor's group values the most. Boys are often physical and threatening; girls will attempt to alienate the target from their social groups.

Causes:

In general, bullies are using behavior that they have determined will gain them status and feelings of control. They usually seek out victims they can successfully bully. Victims do not "ask for it" but there is a group of victims who are not socially successful, and may annoy others, perhaps in an attempt to gain attention from their peers. Bullies use this annoying behavior to justify their own actions. To many bullies, their victims were "asking for it."

For more information on Bullying, please visit the following websites:

Massachusetts Aggression Reduction Center MARC: <http://vc.bridgew.edu/marc/>
Olweus Bullying Prevention Program: www.olweus.org
Stop Bullying Now: www.stopbullyingnow.hrsa.gov/kids
Ryan's Story: www.ryanpatrickhalligan.org/

[For additional information regarding Bullying, please reference the District Bullying and Intervention Plan.](#)

WEAPONS POLICY

Any student who is found on school premises or at a school-sponsored event in possession of a dangerous weapon is subject to long-term suspension or expulsion. A dangerous weapon may include, but is not limited to, a club, knife, gun, etc. Such action could result in:

- An immediate out of school suspension
- A hearing held within ten (10) days of the offense
- Implementation of the recommendations from the hearing

CELL PHONE USE

Students are prohibited from bringing/using cell phones at the Woodward School.

HALLWAYS

To maintain an environment conducive to learning, all students will walk quietly through the hallways always keeping an appropriate distance between students. Students should keep to the right as they pass through the hallways keeping hands and feet to themselves. Look at, but please do not touch, the work on the walls. Students should be respectful of others who are working in classrooms. When entering the building, be polite and hold the door for the person behind you.

BATHROOM

Students should respect each other's privacy at all times. Please remember to flush the toilet, wash hands and return to the classroom right away. Always leave the bathroom neat and clean. Leave the lights on. Tell the teacher if something is not working correctly. Remember to use the bathroom before lunch, recess and specials.

LUNCHROOM

Students will proceed quietly to designated table or to hot lunch line. Seats cannot be saved for others. Coats may be left on a seat while buying hot lunch. Students must have permission to use the bathrooms, go to classrooms or leave the cafeteria. Teachers will send for students who must return to the classroom for recess. Students will sit quietly and use indoor voices while at the lunch tables. When the teacher starts a clapping pattern to gain students' attention, all students are to repeat the pattern and stop talking. There are no hats or bouncing of balls in the cafeteria.

Students start dismissing after "swing-shift" teacher has been on duty for at least five minutes. When tables are ready to be dismissed, students at the table will raise their hands. The teacher on duty will check the floor and table for cleanliness and readiness and then the students will walk to the front of the cafeteria, throw their trash away and line up to go outside.

One-half of the cafeteria will be dismissed at a time with one of the teachers walking the students out in a line. Students are allowed to go back to the classrooms for their coats or mittens only.

PLAYGROUND PROCEDURES AND SAFETY REGULATIONS

PLAYGROUND

Include everyone who wants to play. Respect the personal space of other students. No name-calling, swearing or putdowns. Keep hands and feet to yourself, no hitting, kicking, and pushing. When there is a problem with another

student, use problem-solving skills. If someone hurts you – don't retaliate; tell a teacher or discuss it with the student.

FIELDS

Only "touch" football – no tackle football.

Use soccer rules, only one goalie per team picks up the ball.

If you have a game, ask someone (teacher, student) to be a referee.

A teacher may need to limit the number of players on the field – start a new game with "extra" players.

Fields are designated for each grade level.

Wall ball is permitted at the Wall ball board only.

POSSIBLE CONSEQUENCES

The following is a list of consequences for students who violate the Woodward School Rules and general school guidelines.

LEVEL 1 - The teacher initiates an immediate consequence to the inappropriate behavior.

- Immediate loss of privileges – removal from the situation (e.g. off soccer field, playscape, loss of the rest of recess, etc.)
- Student makes a verbal or written apology
- Student is directed to a designated "Time-out." Student may be asked to do STOP & THINK Sheet at teacher's discretion

LEVEL 2 – The teacher decides that the inappropriate behavior is unsafe. The student ignores warnings that have been given. The student's inappropriate behavior is "chronic."

- Student prepares a written statement on positive alternative behaviors
- Telephone call home to parents by teacher or administrator
- Time-out in the office with a Stop and Think sheet to be sent home for parent signature
- Student writes a letter to the teacher(s) on duty and to his/her parents stating the rule and why it should be followed - The letter is signed by parents and returned to school
- Meeting with parents, Principal and school staff
- Restitution and/or Community Service work

LEVEL 3 – The teacher and the Principal together decide that the student's behavior is extremely unsafe and injurious to another student. The student has repeatedly reached Level One and Level Two and there has been little improvement in behavior.

- Bus suspension, or restriction
- At-home or in-school suspension

STAFF RESPONSIBILITIES

Staff members addressing students with inappropriate behavior will follow these general guidelines:

- Label the behavior as inappropriate
- Redirect the student

- Warn of potential consequences
- Time-out in the immediate area
- Time-out in the office area
- One-to-one problem solving (positive alternatives) with staff

If the first three intervention strategies listed above are unsuccessful, then a staff member will assign a time-out for that student. The time-out can take place in the immediate area, or in the main office area. The staff member assigning the time-out should call the office or behavioral team with a brief summary of the concerning behaviors and interventions that warranted the time-out.

BUSES

Bus schedules are listed on the District Website.

WAITING FOR THE BUS

Students should be on time for the bus. Bus drivers will not wait for students who are not at the stop on time.

Observe all safety precautions while waiting for the bus:

- Do not play in the roads
- If possible, avoid crossing streets
- Do not push, pull, or chase any other students
- Avoid trespassing on private property
- Keep voices to a minimum

As your bus approaches, line up at least six feet off the roadway, and do not approach the bus until it has stopped and the driver has opened the door.

LOADING THE BUS

- Get on your bus quickly, be seated at once, and put your seatbelt on
- Remain seated; keep aisles and exits clear
- Listen carefully and obey any directions issued by the driver

BEHAVIOR WHILE RIDING ON THE BUS

- Observe classroom conduct, and obey the driver promptly and respectfully
- The use of profane language, eating food, and drinking of any type is prohibited on the bus
- Do not throw or pass objects on, from or into the bus
- Hazardous materials, objects, and animals are prohibited on the bus
- Leaving and boarding the bus at locations other than the assigned home stop or assigned school is not allowed without permission from the building administrator

- Putting head, arms, or objects out of bus windows is forbidden. In case of serious or recurring misconduct, the bus driver must describe the violations in writing on the appropriate forms to the school administrator designated to deal with discipline

Student Bus Behavior

Students are expected to conduct themselves on school buses in a manner that does not interfere with the safe operation of the vehicle, cause damage to the vehicle, or infringe upon the rights of others.

Definitions

Misbehavior is defined as jeopardizing the safety of others, causing damage to the vehicle or being rude beyond an acceptable point of toleration.

Description

Students cited by the School Administration for misbehavior on buses will be denied the use of school buses for a period, determined by the Principal, of up to two weeks.

Upon a second violation, a student is not permitted to return to a Southborough school bus until he or she, in the company of a parent or guardian, appears before the Principal. The Principal provides the student and parent the opportunity to be heard and, based upon the information provided, determines the conditions for return of the student's access to school buses.

In cases where safe operation of the vehicle warrants immediate suspension of bus privileges, the School Administration contacts the parents or guardian immediately by telephone and confirms by letter any action taken or penalty imposed.

If damage is caused to a vehicle, the student and his parents or guardian are responsible for all reasonable costs for repair of the vehicle.

Adopted:	September 14, 1977
Revised:	October, 1999
Reviewed:	November 21, 2019

DUE PROCESS AND APPEALS

Definitions

Expulsion: the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) consecutive school days.

In-School Suspension: the removal of a student from regular classroom activities, but not from the school premises, for no more than (10) consecutive school days, or no more than ten (10) school days cumulatively for multiple infractions during the school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Long-Term Suspension: the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. Removal solely from participation in extracurricular activities or school-sponsored events, or both, shall not count as removal in calculating school days.

Written Notice: Written correspondence sent 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.

Principal: The primary administrator of the school or the Principal's designee for disciplinary purposes.

Due Process

In-School Suspension:

Prior to the imposition of an in school suspension, the student will be informed of the disciplinary offense and provided with an opportunity to respond. If the principal determines that the student committed the disciplinary offense, the principal will provide oral notice to the parents of the length of the in-school suspension and will make reasonable efforts to invite the parents to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. On the day of the In school suspension, the principal will deliver written notice to the parents of the basis for and length of the in-school suspension and inviting the parents to meet to discuss the student's behavior if such a meeting has not already occurred.

Students have the right to appeal an in-school suspension that will result in their in-school suspension for more than ten (10) school days in a school year. .

Out-of School Suspension:

In the case of disciplinary offenses not involving: a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student and parents will be given oral and written notice of the disciplinary offense with which the student is charged and the opportunity to participate in a hearing prior to the imposition of an out-of-school suspension. Written notice of the date and time for the hearing will be provided in English and in the primary language of the Student's home and will include the disciplinary offense with which the student has been charged, the basis for the

charge, the potential length of the student's suspension, and notice of the student's right to make academic progress during any suspension that may be imposed. Where a student may be subject to a Long-Term Suspension, the Principal will also notify the student and parents of the right to legal representation (at private expense) and of the student's appeal rights.

For Disciplinary offenses involving a) possession of a dangerous weapon; b) possession of a controlled substance; c) assault on a member of the educational staff; or d) a felony charge or felony delinquency complaint or conviction, the student will be given oral notice of the violation with which the student is charged and an opportunity to respond thereto, prior to the Principal's imposition of a short-term suspension or an interim suspension of less than ten (10) consecutive days pending formal proceedings.

Upon imposition of a short term or interim suspension or an interim suspension of less than ten (10) consecutive days pending further disciplinary proceedings, the student and parents will be provided with written notice of the suspension and the date and time of any formal disciplinary proceedings.

Principal's Hearing

Short-Term Suspension:

At the Principal's hearing, the student and parents (if participating) may dispute the charge(s) against the student and present information, including mitigating facts, for the principal's consideration in determining consequences for the student.

Long-Term Suspension:

In addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights:

- 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;
- 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.

Principal's Decision

Based on the evidence presented at the hearing, the principal will determine whether the student committed the disciplinary offense and the remedy or consequences to be imposed. If the principal decides to suspend the student, the Principal shall send a written notice to the student and parents in English and the primary language of the home.

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.

Appeals

Where the student is excluded in accordance with M.G.L. c.71 §37H, the student shall have ten (10) calendar 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 §37H1/2, the student shall have five (5) school days from the effective date of the exclusion to file a written appeal with the

superintendent. And for exclusions imposed pursuant to M.G.L c.71, §37H3/4, the Student shall have five (5) calendar days from the effective date of the suspension imposed by the Principal but shall be granted an extension of seven calendar days upon request.

SUSPENSIONS OF STUDENTS WITH DISABILITIES

The following procedures apply to suspension of students with disabilities when suspensions exceed 10 consecutive schools days or when a pattern has developed for suspensions exceeding 10 cumulative days. These procedures include the responsibilities of the team and the responsibilities of the district.

a. A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a disciplinary change in placement.

b. Prior to a suspension that constitutes a disciplinary change in placement of a student with disabilities, the building administrators, the parents and relevant members of the student's IEP/504 Team convenes:

i.

3. To determine the violation for which the student is subject to a disciplinary change in placement was caused by or directly and substantially related to the student's disability.

c. If the Team determines that the behavior is NOT a manifestation of the disability, then the district may suspend or expel the student consistent with policies applied to any student without disabilities, except that the district must ensure the continued provision of a free appropriate public education to students eligible for special education services.

d. Regardless of the manifestation determination, the district may place the student in an interim alternative setting (as determined by the Team) up to 45 school days:

1. If the behavior involves weapons or illegal drugs or another controlled substance while at school or at a school function; or
2. If the student causes substantial bodily injury to another at school or a school sponsored event; or
3. If the district provides evidence that the student is "substantially likely" to injure him/herself or others and a hearing officer/court orders the alternative placement.

e. If the team determines that the behavior IS a manifestation of the disability, then the district will conduct a functional behavioral assessment or review any existing behavior intervention plan and takes steps (with the consent of the parent) to correct the IEP, the placement, or the behavior intervention plan and

the student will not be suspended for the violation found to be a manifestation of his/her disability.

f. The school district provides written notice to the parent of all rights to appeal and to an expedited hearing. If the parent chooses to appeal, during the appeal, the student stays put in the disciplinary placement imposed by school authorities until pending a decision on the appeal or the expiration of the disciplinary sanction, whichever comes first.

CASE FOR EXPULSION

The following infractions may result in in a student's permanent expulsion:

- Possession of a dangerous weapon
- Possession of a controlled substance
- Assault of any member of the educational staff
- Admission or finding of guilt to a felony or felony delinquency charge

STUDENT PLACEMENT

The student placement process is a complex and time consuming one in which classroom teachers meet by grade level, in conjunction with the specialist staff, to develop heterogeneous class lists that are balanced. The following goals guide the school staff when making class assignments:

- A. To form a class of children that is balanced with respect to intellectual, social, physical, and emotional needs
- B. To have a balanced girl/boy ratio in each classroom whenever possible
- C. To consider the effect individual children have upon one another so that the optimal learning environment for the entire group is achieved
- D. To achieve an equitable teacher-student ratio
- E. The administration and teachers who work with your child determine class placement. Over the past few years, we have found that multiple requests from parents regarding friendships have complicated an already complex placement process and have created added distractions that take away from student learning. Our teachers have a clear understanding of your child's needs, learning style, and social and emotional growth. This information, coupled with our thoughtful placement process, will yield classrooms that are well balanced and designed to support the needs of each learner.

SCHOOL LUNCH PROGRAM

Students order lunch at the beginning of the school while attendance is taken. Hot lunches, with plain, chocolate, or skim milk included, are available to all students who wish to purchase them. The cost of lunch is \$3.00. Children who bring their lunches from home may buy milk separately for \$0.60. The menu is posted on our web page and it is distributed monthly.

Lunch must be paid for daily. Lunches may be prepaid for by using the District's PrePay Lunch System. Please refer to the Woodward School Website for more information.

Children are allowed to take as much time as necessary to eat lunch and then go directly to play. Behavior conducive to good eating habits is expected in the lunchroom. Teachers supervise the lunch and playground periods. Children may bring a snack for the mid-morning recess.

STUDENT INFORMATION FORMS

Student Information Forms are kept on file for use in case of an emergency. It is critical that these forms be completely filled out each fall and returned to the office. It is also very important that the school be notified immediately of any changes in the information on these forms throughout the year. Also, please make sure that the front office has a current email address on file.

LOST & FOUND

Lost items are collected in two large barrels in the back hallway of the front lobby. Students and parents should check periodically for missing items. Please make every attempt to put an identifying mark on your child's clothing. Throughout the year, we acquire beautiful coats, jackets, gloves, etc. We will display items one week prior to major school vacations in the lobby. Articles remaining on the rack after this time are donated to a charitable organization.

HOMEWORK POLICY

The Public Schools of Southborough believe that students should be given the opportunity to learn and grow academically, socially, and emotionally. Time to think, to sleep, to read, and to play should be considered as important to student development as is time to complete homework.

"Homework" refers to assignments that are designed to be completed outside of class, although educators may set aside class time for students to work on these assignments. Homework is not to be used as a form of punishment under any circumstance.

General Guidelines

Homework when it is assigned should:

- Encourage innovation, creativity, and critical thinking
- Be meaningful and valuable to learning;
- Be considerate of individual differences in students;
- Be designed to practice a developing skill, preview new content, or broaden learning and/or student engagement;
- Be communicated clearly and specifically;
- Be manageable for students to complete with reasonable time and effort;
- Be coordinated between classes/courses to avoid unnecessary overloading;
- Be assigned to help students practice responsibility, time management, and independent study skills

- Be respectful of the importance of maintaining a school-life balance; and
- Not be assigned to be completed during legal or religious holidays

Students shall be provided with timely, constructive and explicit feedback on homework assignments to promote growth and progress. In addition, educators will provide clear and open opportunities to receive feedback from students and families regarding homework assignments.

The Superintendent or designee leads the administrators to develop building level implementation and operational guidelines that result in homework that enhances each school's curriculum. Guidelines will be readily available to parents and ensure equity in time and content for each grade level. [Homework Guidelines](#) will be reviewed annually.

Adopted:	June 10, 1987
Revised:	September 13, 1995
Revised:	June 12, 1996
Revised:	June, 1999
Revised:	May 8, 2019

PARENT-TEACHER CONFERENCES AND REPORT CARDS

Parent-teacher conferences are scheduled for twice a year. On these days, students will attend only half-day of school. Additional conferences are encouraged whenever parents or teachers feel them to be necessary. We welcome frequent contact with parents through notes, and phone calls. The Woodward School believes that communication between home and school is of the utmost importance to each student's progress and development. In order to contact a teacher during the school day, parents should call the school office. If the teacher is unavailable, he/she will return the call as soon as possible. Report cards will be sent home with the students in January and June.

SOUTHBOROUGH ORGANIZATION FOR SCHOOLS

The Southborough Organization for Schools (S.O.S.) is a group of highly dedicated parents working with the staff and children of Southborough's schools to enhance the learning experience of the children. This is done through various fund-raisers whose proceeds fund buses for field trips, cultural arts programs and family-school partnerships. Each school has its own organization, operating under the umbrella of General S.O.S.

FIELD TRIPS

Woodward Elementary School S.O.S. sponsors field trips for each grade. Permission slips and all pertinent school information regarding the trip will be sent home with students. A permission slip must be on file in order for a student to attend. Although S.O.S. subsidizes field trips, parents will be asked

to contribute to help cover costs. Any family with a financial need may need contact the Principal in confidence. School policy prohibits students from visiting gift shops. No parent chaperone will be allowed to attend a field trip without a completed CORI (see page 5 – visitors and school security). Field trips are chaperoned by teachers and authorized parent volunteers. Also, a nurse accompanies students on all trips.

VOLUNTEERS

Parents and community members are encouraged to play an active role in the life of the school. Volunteers are used in many capacities throughout the year and can vary from a one time special event to weekly classroom visits. Those interested in learning more about volunteer opportunities at Woodward are invited to speak with our volunteer coordinator, whose function is to train and oversee classroom parents and to match volunteers with the specific needs of staff.

Individuals who volunteer must keep information learned about students between themselves and their assigned supervisor. Any volunteer that breaches confidentiality will not be invited to volunteer in the future. Parents who volunteer must have an approved CORI (criminal offense record investigation) and SORI through the school system prior to being selected as a volunteer or chaperone. Cori and SORI forms are valid for 2 (two) years at all schools and must be filled out in the main office of your child's school.

SCHOOL COUNCIL

The 1993 Education Reform Act mandated that every public school form a School Council to assist in site based decision-making. This council, comprised of the Principal, an equal number of parents, teachers and other community members, is to be "broadly representative of the racial and ethnic diversity of the school building and community".

The Woodward School Council provides teachers, parents and community members the opportunity to collaborate in determining short and long term goals for the school and their execution. At bi-monthly meetings, council members work together to develop the annual School Improvement Plan and to track the progress being made in implementing recommendations made by the council the previous year.

Parent representatives to the Woodward School Council may nominate themselves to run in the election held in the fall and organized by the Woodward SOS. Parents are notified of up-coming nominations. Parents may nominate themselves and are elected by their peers. The Principal appoints community members. If you would like to know more about the School Council, please call the school Principal.

SCHOOL POLICY

The Albert S. Woodward Memorial School is governed by the policies and procedures set forth by the Southborough School Committee.

ART

Students in grades two and three participate in weekly art classes in which they explore a variety of art media and experiences such as drawing, painting, printmaking, design, sculpture and interdisciplinary units. Projects are designed to encourage creative thinking and self-esteem and to increase skills, problem solving, awareness and aesthetics. Exposure to major art movements and the works and styles of various artists will provide a focus on the "Parts of Art" and art as a means of expressing ideas, feelings and beliefs. The art room atmosphere fosters making connections, personal growth and enjoyment and a respect for students' own creativity and that of others.

MUSIC

All students participate in music education classes. A wide variety of activities are designed to develop musical awareness and skills necessary to appreciate music. We explore singing, listening, playing, creating, moving, and reading music. Music from other cultures is introduced. Students work cooperatively, develop self-esteem, use critical thinking skills and learn music vocabulary. The spiral of the curriculum reviews and builds upon previous material, as well as introduces new concepts every year. Each grade has a performance during the year to showcase students' musical skills. Students in grade three learn to play the recorder as part of the curriculum. The third grade students are also invited to participate in a voluntary string program, which includes weekly group lessons.

PHYSICAL EDUCATION

All students in grades two and three participate in physical education classes. The PE program seeks to develop each child's mind, spirit and body through team games, individual and dual games, movement exploration, rhythm and dance, body conditioning and lifetime physical activities. All students are expected to take part in all classes unless excused by a parent, doctor, or the school nurse. A physician's excuse is required to miss more than two consecutive classes. Students excused for more than three consecutive weeks must have a physician's note to resume PE classes. All students are required to wear sneakers, slacks or shorts and a jacket for PE class.

LIBRARY/MEDIA CENTER

The Library/Media Center is open daily for student and staff use. With flexible scheduling, students come to the Library/Media Center not only during regular class visits, but also to work on individual or group projects. In addition to providing a wide variety of resources - print, audiovisual and electronic - the Library/Media Center program helps students acquire information skills to utilize the resources effectively. Students are responsible for any material borrowed from the Library/Media Center and are expected to return it in a timely manner. We understand that

library books are easy to misplace. However, according to School Committee policy, parents are responsible for the return or payment of borrowed items. The cost of replacing a book is \$15.00.

COMPUTER TECHNOLOGY - ACCEPTABLE USE STATEMENT

The Northborough, Southborough, Northborough/Southborough Regional School Districts are very pleased to bring Internet access to our districts and believe that the Internet offers vast, diverse and unique resources for all learners. Our goal in providing this service is to promote educational excellence in our schools by facilitating resource sharing, innovation, and communication.

The Internet is a vast collection of computers and users that have the ability to share information. Each computer that is connected then becomes part of this global network, allowing individuals to send electronic letters, voice and video messages, pictures and programs. Internet use enables teachers to bring experts right into the classroom, offering tremendous educational advantages.

We firmly believe that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the Districts.

Although the Districts have taken reasonable steps to ensure the Internet connection is used only for educational purposes, the Districts cannot prevent the availability of, nor even begin to identify inappropriate material everywhere on the Internet. Computer security cannot be made perfect and it is likely that a determined student could make use of computer resources for inappropriate purposes.

Public Schools of Northborough-Southborough Massachusetts Student Responsible Use Policy - I-200

Purpose

The Public Schools of Northborough and Southborough use technology and internet-based tools in their classrooms on a regular basis to enhance student learning and ensure all students develop technology skills that support lifelong learning and help them become responsible digital citizens. These technology tools are available to assist students in enhancing communication, collaboration, and accessibility to experiences beyond the classroom. Student access to technology requires responsible, ethical, and legal use in accordance with federal and state laws. This policy applies to the use of technology on or off school property and when using personal devices to access the district network or resources. The district will conduct an annual review of this policy to comply with existing law and respond to the rapid changes in technology.

Monitoring and Privacy

In accordance with law, the Public Schools of Northborough and Southborough filter network access, as much as reasonably possible, to visual, audible and written materials that are obscene, pornographic, or harmful to minors. The District can and will monitor user online activities and access, review, copy, and store or delete any communications or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of the

District's equipment, network, and/or Internet access or files, including email. Internet usage is logged and monitored for use consistent with our educational mission. Students who accidentally access inappropriate sites that are not educational when using school owned devices should notify a teacher or administrator for blocking.

Terms of Agreement:

1. I will respect and protect the privacy of others by:
 - a. Using only assigned accounts/passwords and not sharing login/password information with others.
 - b. Only accessing authorized data or networks.
 - c. Refraining from distributing private information about myself or others (e.g. full name, date of birth, address, phone number, Social Security Number, etc.) on blogs, web forms, or other websites.
2. I will respect and protect the integrity, availability, and security of all electronic resources by:
 - a. Observing all district Internet filters and posted network security practices.
 - b. Reporting security risks or violations to a teacher or administrator.
 - c. Not accessing files, folders, data, networks, hardware, software or other resources that do not belong to me, without clear permission of the owner.
 - d. Not making any changes to settings in hardware, software or the network.
 - e. Not vandalizing data, networks, hardware or other resources. (Vandalism is defined as any deliberate attempt to harm or destroy data or property of another user, the Internet/Intranet, or other networks).
 - f. Notifying a staff member or administrator of computer or network malfunctions.
 - g. Not installing software onto computers without appropriate approval.
3. I will respect and protect the intellectual property of others by:
 - a. Following copyright laws which prohibit the reproduction and/or, distribution of copyrighted materials without permission of the copyright owner, unless fair use or another exemption under copyright law applies.
 - b. Citing sources when using others' work (not plagiarizing).
4. I will respect and practice the principles of community by:
 - a. Communicating only in ways that are kind and respectful.
 - b. Reporting inappropriate use of technology, threatening or discomforting materials to a teacher or administrator.
 - c. Not intentionally accessing, transmitting, copying, or creating material that violates the school's code of conduct (such as messages/content that are pornographic, threatening, rude, discriminatory, or meant to harass).
 - d. Respecting the rights of others by refraining from cyberbullying, harassment or intimidation in messages, blogs, web content, social media and other electronic mediums.
 - e. Not intentionally accessing, transmitting, copying, or creating material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works) through messages, blogs, web content, social media and other electronic mediums.
 - f. Not using district resources to further other acts that are criminal or violate the school's code of conduct.
 - g. Avoiding spam, chain letters, or other mass unsolicited mailings.

- h. Refraining from buying, selling, advertising, lobbying or otherwise conducting business, unless approved as a school project.
- i. Only using the Internet and other electronic resources that are in furtherance of and compliance with the educational goals, objectives, and policies of the Public Schools of Northborough and Southborough.

Statement to Student/Parent(s)/Guardian(s):

The Superintendent and Administration retain the right to monitor all school-related activity on district owned equipment and all activity on the district's network for the purpose of maintaining the safety of students and staff and to ensure that this policy is followed by all Students.

Any violation of this policy will be subject to investigation and/or disciplinary action, as outlined in the handbooks for students and parents.

The District complies with legislation including, but not limited to:

- The Children's Internet Protection Act (CIPA);
- Children's Online Privacy Protection Act (COPPA);
- Family Educational Rights and Privacy Act (FERPA);
- Freedom of Information Act,
- The Massachusetts Public Records Law; and
- Digital Millennium Copyright Act (DMCA)

Adopted:	February 11, 1997
Revised:	May 10, 2000
Revised:	February 13, 2002
Revised:	May 11, 2011
Revised:	March 20, 2019

INSTRUCTIONAL TECHNOLOGY PROGRAM:

The Instructional Technology Program at the Woodward School is based on the Technology Plan that was adopted by the Southborough School Committee and accepted by the State of Massachusetts. This plan calls for the integration of technology throughout the curriculum as indicated by the common Chapters of the Curriculum Frameworks. We believe that technology is a tool that empowers the learner by using an interactive method.

The Technology Plan has the following curriculum goals:

- Goal 1: Students will demonstrate skill using a computer
- Goal 2: Students will use word processing as a tool
- Goal 3: Students will participate in curriculum-based projects that use a database to access, manipulate, save and utilize information

- Goal 4: Students will participate in curriculum based projects that use telecommunications to contact other students and connect with resources in distant places, to retrieve, share and exchange information
- Goal 5: Students will use technological resources that support, reinforce, or enhance existing curriculum objectives

To meet these goals, Woodward students are engaged in a number of activities throughout the year which include multimedia projects, researching on the Internet, using software to reinforce skills taught in the classroom, word processing, and book publishing. Instructional Technology is changing rapidly. It is exciting to see how it impacts so many areas of our curriculum.

E-MAIL GUIDELINES

E-mail communication is common practice for many people. School personnel all have e-mail accounts and do their best to check messages once a day. They have very little time during the day to access and respond to e-mail messages. Although this form of communication is convenient, quick, and easy, it needs to be used carefully since the tone and intent can be misunderstood due to the lack of facial or voice cues.

Parents are asked to keep the following guidelines in mind as they write e-mail messages to school staff:

- E-mail sent through a public account is not considered private communication between parties and as such, nothing of a personal or sensitive nature should be disclosed in e-mail messages
- E-mail communications should be brief, concise, and if warranted, should be a request for a personal contact (phone call or note) if feedback is necessary
- E-mail is not a substitute for a conference, nor should it be a problem-solving tool, especially when children and their learning issues are the topic
- Time-sensitive information should not be included in e-mail messages as teachers may not be able to read or pass along within the expected timeframe, information that has an impact on a child's daily routine
- E-mail communication should be used as needed - It should not be a daily messaging tool used as a convenience

Messages sent that violate these guidelines may not get a response. At times, teachers and teaching teams may establish e-mail protocols with families that are mutually agreeable and which support students. It is important that we manage this technology so it remains a tool and not a replacement for individual conversations about students and their issues.

The guideline offered for checking whether e-mail messages are appropriate remains, "Don't write anything you wouldn't want to see printed on the front page of the newspaper."

SCHOOL COUNSELORS

Our school counselors work with classroom teachers to provide supportive services to students. Student concerns that are academic, behavioral or social may be addressed through individual or group counseling sessions. Classroom guidance lessons dealing with self-esteem, problem-solving, accepting differences, etc. are offered at any grade level.

Parents, teachers or students may make referrals to a counselor. When appropriate, a counselor may suggest a referral to an outside agency or to the social workers at the Southborough Youth Commission. In addition to individual and group counseling, the Youth Commission offers Project Friend, a mentoring program between Woodward students and Algonquin High School students, summer activities, and special activities throughout the year.

In addition, a counselor assists in helping new students and families to become a part of the Woodward School Community.

THE OPEN CIRCLE SOCIAL COMPETENCY PROGRAM

In the fall of 1995, the Southborough schools began to incorporate the "Reach Out to Schools: Social Competency Program," a project of Wellesley College, into its curriculum. The format of this program recognizes the critical role that relationships play in the social development and academic success of children. By learning the social competencies necessary to make and maintain new and diverse relationships with classmates, children create new avenues for their own and others' growth.

The explicit instruction and practice in various social competency skills, provided in this curriculum, help students and teachers to build positive relationships and raise expectations of themselves and others. Together, they can create a supportive and nurturing classroom environment, which appreciates diversity of all types and supports the academic achievements of all.

SPECIAL EDUCATION

All students experience educational difficulties at various times in their school careers. When a student experiences a consistent pattern of difficulty in appropriate level work, various supports are available through and beyond the general education classroom. In general, parents or teachers are the first to recognize such signs of difficulty. The important first step is communication between home and school in order to explore the issue. Initial conversations and follow-up discussions between parent and classroom teacher are crucially important for resolving the issue outright or beginning the resolution process.

The issue may then be referred to the Child Study Team (CST), a group that consists of the classroom teacher, the Principal, a special education teacher, Speech and Language teacher, the Psychologist, and the reading teacher. This group discusses the child's current performance and determines strategies that may resolve the issue. The purpose of these discussions is to determine what natural supports may be made available to the child through the general classroom. These strategies may include changes in instructional style to accommodate the child's unique learning style, or they may involve modification of the student's activities. This process may require more

than one discussion session and may extend over several weeks, as the child's learning style is more completely understood.

If the child's difficulties are not resolved through the pre-referral process, the child may be referred for formal assessments. An evaluation plan is developed with the parent's consent and input. The evaluation results are reviewed by the parents, teachers and other specialists to determine whether an Individualized Education Plan (IEP) is required to meet the child's educational needs. Like the evaluation plan, the IEP is created with full input from each member of the evaluation team. By its nature, individualized educational planning is a different process for each individual student, producing different methods, goals and outcomes.

For additional information regarding special education services or disability-based accommodations, please contact the guidance counselor or the Southborough Public Schools' Office of Student support Services.

NORTHBOROUGH/SOUTHBOROUGH SPECIAL EDUCATION PARENT ADVISORY COUNCIL (NS PAC)

The mission of the Northborough/Southborough Special Education Parent Advisory Council (NS PAC) is "to serve the community by providing support, information and training to families of students who have special needs in any of the following areas: development, intellectual, sensory, neurological, emotional, communication, physical, specific learning, health."

The NSPAC holds monthly meetings to address topics of concern such as parent training, education reform, new educational techniques and special services for children. There is also a resource library for parents to borrow special education books and brochures. A semi-monthly newsletter announces meetings and events. Parent volunteers are always needed to help with events and fund-raisers.

The NSPAC is a wonderful way to get to know other parents whose children may share similar needs as your own child. Sharing strategies and information can be a wonderful support for parents and children. Please join us at our next meeting. For more information, please call Central Office at (508) 486-5115 to get the phone number of the current NSPAC representative.

HEALTH INFORMATION

A registered nurse is available during school hours. The nurse works closely with the school team to ensure a healthy and safe school environment. Please notify the nurse of any significant medical conditions, including medication taken at home. It is very important to inform the nurse of any changes or updates in your child's medical history or changes in medication.

Immunization and Physical Exam

Massachusetts State Law mandates proof of up-to-date immunizations before entrance into Northborough-Southborough Public School district.

A copy of a recent physical exam is required before entrance into kindergarten, fourth grade, seventh grade and tenth grade, and for all new students.

Illness and Injury

In case of serious illness, injury, or emergency during the school day all attempts will be made to contact parents/guardians first. Then, emergency contacts will be called. It is imperative that the phone numbers and emergency information for each student be kept up-to-date. Please inform the office of any changes in phone numbers or other pertinent information as soon as possible.

Medication at School

Under Massachusetts General Law Chapter 105 CMR 210, a licensed nurse must have a medication order from a licensed prescriber in order to administer any medication, whether it is a prescription drug or an over-the-counter medication. The following policy applies in the Northborough-Southborough Public School District.

- A. School policy prohibits students from carrying medications of any kind on their person or having them in their possession without prior approval of the school nurse.
- B. No medication will be administered in school without a written order from a licensed prescriber. This written order must be signed and dated for a closed period of time and include instructions for dispensing.
- C. In addition, a written dated request signed by a parent/guardian must be submitted to the nurse concerning the dispensing of medication.
- D. Prescribed medications, over-the-counter medications, and inhalers to be administered under the conditions stated above must be brought to the nurse by the parent or guardian in the original properly labeled container.
- E. For short-term prescription medication, those requiring administration for ten (10) school days or fewer, the pharmacy labeled container may be used in lieu of a licensed prescriber's order. If the nurse has a question, she may request a written order from a licensed prescriber.
- F. Each school calendar year requires a new written order from the licensed prescriber, and written parent/guardian request for the dispensing of the medication. Written parent/guardian consent forms and licensed prescriber order forms may be obtained from the school nurse.

Screenings

Massachusetts mandates the following screenings be completed:

Vision - Grades K-5, 7 and 10

Hearing - Grades K-3, 7 and 10

Postural screenings - Grades 5-9

BMI(Body Mass Index)- Grades 1, 4, 7 and 10

All parents/legal guardians will be notified of their child's BMI by mail.

When vision, hearing and postural screenings are complete, the parent/legal guardian will be notified if a referral is necessary.

The parent/legal guardian may request in writing that a student be excused from screening. A separate request is required for each screening.

Keeping your child home from school

Fever - A temperature greater than 100.4°F is considered a fever. Your child should be fever free, without the use of fever reducing medication, for 24 hours before returning to school.

Vomiting and Diarrhea - Your child should be symptom free for at least 12 hours before returning to school.

Rash - A rash is usually a sign of a viral illness. It may also be a reaction to a medication or chemical (plant, detergent). If your child has an unusual rash or it is associated with a fever - contact your doctor. Keep your child home until you have discussed the rash with your doctor.

Cold, sore throat, cough - Children average six to eight colds per year. Your child may attend school if there is no fever. If cold and cough symptoms are associated with a fever or they do not readily improve, call your doctor.

Strep throat - A sore throat in conjunction with a fever, headache or stomach ache may indicate strep throat. Your child must complete 24 hours of medication and be fever free for 24 hours without the use of fever reducing medication before returning to school.

Conjunctivitis (pink eye) - The signs and symptoms of conjunctivitis are when the white part of the eye is red; eyes are itchy and produce a yellow or green crusty discharge. If suspected, contact your physician before coming to school. Your child may attend school 24 hours after treatment starts.

Chicken Pox - Please contact the school nurse.

In order to keep everyone healthy and ready to learn, it is important to keep your child home if they are ill.

BIRTHDAY CELEBRATION

We recognize that students at this age level enjoy celebrating their birthdays with their families and friends. We will celebrate students' birthday during the year by recognizing individuals on the intercom during morning announcements and inviting them to the office for a special gift (pencil, eraser, sticker, etc.) from the birthday drawer. Teachers will recognize students' birthdays in the classroom as well. The Woodward School has a no food birthday celebration protocol. Please do not send in a food treat with your child as it will not be allowed to be passed out in class. There are many children with specific life threatening allergies. Classroom teachers and the school nurse cannot be aware of all ingredients in home made goodies - so for the safety of all students home- made goodies will not be allowed for distribution in the classrooms.

RECREATION AFTERSCHOOL PROGRAM (RAP)

Woodward School's Student Enrichment Program, RAP, offers students the opportunity to learn new skills and have fun in an after school program that meets one day a week from 3:15 p.m. to 4:30 p.m. for eight weeks. A variety of engaging subjects, including Candle Making, Kitchen Chemistry, Fun with Physics, Chess, Karate, Tennis and Woodworking are offered in the fall and again in the spring. Approximate cost is determined by the Recreation Department. Any family with a financial need may contact Mrs. Fagan at Southborough Recreation or the school counselor in confidence. Most classes are limited to 12 students. Registration is on a first come, first serve basis. Please call the Recreation Department with any questions.

WOODWARD SCHOOL EXTENDED DAY PROGRAM

The Extended Day Program at Woodward School is a non-profit before and after school program. Children participate in daily activities that include outdoor free play, arts and crafts and homework time. Enrollment is limited to 26 students in both sessions. Registration for the following year occurs in March and April. All children must complete necessary papers before starting the program.

Civil Rights Nondiscrimination Policy

The Public Schools of Southborough is committed to maintaining school environments free of discrimination, harassment or retaliation based on race, color, religion, national origin, gender, sexual orientation, gender identity, age or disability.

Harassment, discrimination, and retaliation in any form or for any reason is prohibited. This includes harassment or discrimination by administrators, personnel, students, vendors and other individuals in school or at school related events. Retaliation against any individual who has brought harassment or discrimination to the attention of school officials or who has cooperated in an investigation of a complaint under this Procedure is unlawful and will not be tolerated by the Public Schools of Southborough.

Persons who engage in harassment, discrimination or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school district administration, subject to applicable procedural requirements. For more information please see

[Civil Rights Nondiscrimination Policy A180.](#)

Title IX Sexual Harassment Policy

OVERVIEW

The Public Schools of Southborough is committed to maintaining school environments free of sexual harassment.

Sexual harassment in any form or for any reason is prohibited. This includes sexual harassment by administrators, personnel, students, vendors, and other individuals in school or at school related events.

The District does not discriminate on the basis of sex in its educational programs or activities and is required by Title IX not to discriminate on the basis of sex. Such non-discrimination also extends to admissions and the employment application process. Retaliation against any individual who has brought sexual harassment to the attention of school officials, or against an individual who has participated, or refused to participate, in the investigation thereof is unlawful and will not be tolerated by the Public Schools of Southborough. For more information please see [Title IX Sexual Harassment Policy A190](#).

HARASSMENT TIPS FOR PARENTS

- Know your children's friends and stay connected to their parents.
- Listen to your child's concerns carefully.
- Check with the school or the other child's parents to determine the whole story.
- Engage in positive parenting at home.
- Use conflict resolution at home and other areas outside of school.
- Keep the school informed of concerns.

PROVIDING INFORMATION TO NON-CUSTODIAL PARENTS

Massachusetts state law imposes certain conditions on schools and parents with respect to access to student information by non-custodial parents. Under Massachusetts law, we can only share educational information with non-custodial parents (defined as parents who do not have physical custody, even if they share legal custody) after we have followed this process:

1. The non-custodial parent must request in writing that the school provide information. That request must indicate that certain criteria are met by the non-custodial parent.
2. After receipt of the request, the school must notify the custodial parent of the request.
3. The custodial parent has 21 days to respond with any contradictory information. If no response is forthcoming, then the school can share the information.

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- (I) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Summary of Massachusetts Laws and Regulations Pertaining to Student Records

I. Inspection of the Student Record

A parent, or a student who has entered the ninth grade or is at least 14 years old (eligible student), has the right to inspect all portions of the student record upon request. The parent and/or eligible student have the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating materials. The record must be made available to the parent or eligible student no later than ten (10) calendar days after the request, unless the parent or student consents to a delay. The parent and/or eligible student may request to have parts of the record interpreted by a qualified professional of the school, or may invite anyone else of their choosing to inspect or interpret the record with them.

II. Rights of Noncustodial Parents

Massachusetts General Laws, Chapter 71, Section 34H and 603 CMR 23.07 specify detailed procedures that govern access to student records by parents who do not have physical custody of their children. The Northborough-Southborough Public Schools is in compliance with these regulations and while we encourage parents to be involved and informed about their children's education, we must protect the rights and safety of all parties. For more information, please contact the Principal's office.

II. Confidentiality of Student Records

With a few exceptions, no individuals or organizations but the parent(s), student, and authorized school personnel are eligible to access information in or from a student record without the specific, informed written consent of the parent or the student. One such exception is the authority of the school district to forward, without consent, the complete student record to schools or school districts to which a student transfer or enrolls..

III. Amendment of the Student Record

Eligible students and/or parents have the right to add additional information, comments, data, and/or other relevant material to the student record. Eligible students and/or parents also have the right to request in writing that the student record be amended. Any such request should be directed to the principal. The building principal will render a written decision on such a request within one week. A denial of a request to amend a student record may be appealed to the Superintendent.

IV. Destruction of Student Records

The regulations require that certain parts of the student record, such as the temporary record, be destroyed within seven (7) years of a student's transfer or graduation. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information may be destroyed, the parent and eligible student must be notified, and provided with the opportunity to obtain a copy of any records to be destroyed.

V. Directory Information

Federal and state regulations authorize school districts to disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the Southborough Public Schools to include this type of information from your child's education records in certain school publications. Examples include but are not limited to:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy, if released, can also be disclosed to outside organizations without a parent's prior written consent.

If you do not want directory information from your child's education records disclosed without your prior written consent, please notify the Principal in writing. The Southborough Public Schools has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Email address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth

- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

The above is only a summary of some of the more significant provisions of federal and state regulations pertaining to student records that relate to student and parent rights. If more detailed information is desired, a copy of the regulations may be obtained from the Department of Elementary and Secondary Education. These state regulations are designed to insure parent and student rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in their responsibilities for the maintenance of student records. The regulations apply to all information kept by a school committee on a student in a manner such that the student may be individually identified. The applicable regulations may be found at 603 CMR 23.00.

State Law on Student Records Access for Non-Custodial Parents

M.G.L. c.71, §34H: Noncustodial parents; receipt of information for child enrolled in public elementary or secondary schools; notice to custodial parent.

- A. Each public elementary and secondary school shall provide student records, including, but not limited to, the following information, in a timely and appropriate manner to the parents of a child enrolled in the school if the parents are eligible for information under this section and request the information in the manner set forth in this section: report cards and progress reports; the results of intelligence and achievement tests; notification of a referral for a special needs assessment; notification of enrollment in an English language learners program established under chapter 71A; notification of absences; notification of illnesses; notification of any detentions, suspensions or expulsion; and notification of permanent withdrawal from school. Each school shall also make reasonable efforts to ensure that other written information that is provided to the custodial parent but not specified in the preceding sentence be provided to the requesting parent if that parent is eligible for information under this section. All electronic and postal address and telephone number information relating to either the work or home locations of the custodial parent shall be removed from information provided under this section. Receipt of this information shall not mandate participation in any proceeding to which notification pertains, nor shall it authorize participation in proceedings and decisions regarding the child's welfare which are not granted through the award of custody. For purposes of this section, any parent who does not have physical custody of a child shall be eligible for the receipt of information unless: (1) the parent's access to the child is currently prohibited by a temporary or permanent protective order, except where the protective order, or any subsequent order which modifies the protective order, specifically allows access to the information described in this section; or (2) the parent is denied visitation

or, based on a threat to the safety of the child, is currently denied legal custody of the child or is currently ordered to supervised visitation, and the threat is specifically noted in the order pertaining to custody or supervised visitation. All such documents limiting or restricting parental access to a student's records or information which have been provided to the school or school district shall be placed in the student's record.

- B. A parent requesting information under this section shall submit a written request to the school principal.
- C. Upon receipt of a request for information under this section, the school shall review the student record for any documents limiting or restricting parental access to a student's records or information which have been provided to the school or school district and shall immediately notify the custodial parent of the receipt of the request. Notification must be made by certified mail and by first class mail in both the primary language of the custodial parent and in English. The notification shall also inform the custodial parent that information requested under this section shall be provided to the requesting parent after 21 days unless the custodial parent provides to the principal of the school documentation of any court order which prohibits contact with the child, or prohibits the distribution of the information referred to in this section or which is a temporary or permanent order issued to provide protection to the child in the custodial parent's custody from abuse by the requesting parent unless the protective order or any subsequent order which modifies the protective order, specifically allows access to the information described in this section.
- D. At any time the principal of a school is presented with an order of a probate and family court judge which prohibits the distribution of information pursuant to this section the school shall immediately cease to provide said information and shall notify the requesting parent that the distribution of information shall cease.

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;

7. Religious practices, affiliations, or beliefs of the student parents; or
8. Income, other than as required by law to determine program eligibility.

- Receive notice and an opportunity to opt a student out of -
 1. Any other protected information survey, regardless of funding;
 2. Any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law;
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- Inspect, upon request and before administration or use -
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes;
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The Northborough, Southborough, Northborough – Southborough Regional School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Northborough, Southborough, Northborough-Southborough Regional School District will directly notify parents of these policies at least annually at the start of each school year and after any students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The Northborough, Southborough, Northborough – Southborough Regional School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any nonemergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Massachusetts Statutes Relating to Student Behavior and Discipline

M.G.L. c.71, §37H

In accordance with Massachusetts General Laws Chapter 71, Section 37H:

(A) 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.

(B) Any student who assaults a principal, assistant principal, teacher, teacher's aide, or other educational staff on school premises or school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(C) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(D) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(E) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said

student a written statement of the reasons for said expulsion.

M.G.L. c.71, §37H1/2

(I)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 or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

M.G.L. c.71, §37H3/4.

(a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.

(b) Any principal, headmaster, superintendent or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student, notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

(d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the

student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion;

provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

(f) No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

M.G.L. c.76, §21

Principals and headmasters shall ensure that students who are suspended from school for 10 or fewer consecutive days, whether in or out of school, shall have an opportunity to make academic progress during the period of suspension, to make up assignments and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed. Principals shall develop a school-wide education service plan for all students who are expelled or suspended from school for more than 10 consecutive school days, whether in or out of school. Principals shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed. Education service plans may include, but are not limited to, tutoring, alternative placement, Saturday school, and online or distance learning. In developing the

education service plan, principals may seek the cooperation or input of relevant health and human service, housing and nonprofit agencies education collaboratives, and other service providers. Any school or school district that expels a student or suspends a student for more than 10 consecutive school days shall provide the student and the parent or guardian of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student's parent or guardian, the school or school district shall facilitate and verify enrollment in the service. Students exempt from attending school under section 1 of chapter 76 shall not be subject to this section.

M.G.L. c.71, §37L

Section 37L. The school committee of each city, town or regional school district shall inform teachers, administrators, and other professional staff of reporting requirements for child abuse and neglect under section 51A of chapter 119 and the reporting requirements for fires under section 2A of chapter 148.

In addition, any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time.

Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the department of children and families, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and representative from the department of children and families, together with a representative from the office of student services or its equivalent, shall arrange an assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

A student transferring into a local system must provide the new school system with a complete school record of the entering student. Said record shall include, but not be limited to, any incidents involving suspension or violation of criminal acts or any incident reports in which such student was charged with any suspended act.

Dear Parents/Guardians;

The Albert S. Woodward Memorial School Handbook is now posted on the Woodward website. This handbook contains important school guidelines and procedures. It also contains important school district policies. It is very important that you read the information contained in this document and discuss appropriate material with your child/children. The document will remain on the website throughout the school year so that you may refer to it whenever necessary. The handbook is reviewed and updated annually.

The sign off sheet below needs to be signed and returned to school after you have read the handbook information. Your child may also sign the sheet. This must be returned to the child's classroom teacher as soon as possible indicating that you have reviewed the handbook information. Each child will need to return their own individual form to their classroom rather than one per family.

I have reviewed the Woodward School Handbook on line:

Parent Signature

Student Signature

Date

OR

If you would prefer to have a hard copy of the book please sign on the line indicating your request.

I am requesting a hard copy of the Student handbook:

Parent/Guardian Name

Student Name/Grade

Date