

Woodland School

WESTON, MASSACHUSETTS



HANDBOOK
FOR
STUDENTS AND PARENTS

**HANDBOOK
FOR
STUDENTS AND PARENTS
Woodland SCHOOL**

Weston, Massachusetts

Weston Public Schools is committed to non-tolerance for harassment or discrimination on the basis of race, gender, gender identity, color, religion, sexual orientation, ethnicity/national origin, age or disability.

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Arabic	إذا كنت ترغب في ترجمة هذه الوثيقة أو أي مستندات أخرى من Weston Public School إلى لغة أخرى ، فيرجى الاتصال بمدير مدرستك ، السيدة مارثا باكن والدكتور كيمو كارتير.
Begali	আপনি যদি এই ডকুমেন্ট বা অন্য কোন ওয়েবস্টন পাবলিক স্কুলের ডকুমেন্ট অন্য ভাষায় অনুবাদ করতে চান, তাহলে অনুগ্রহ করে আপনার স্কুলের অধ্যক্ষ, মিসেস মার্থা বাকেন এবং ড Kim কিমো কার্টারের সাথে যোগাযোগ করুন।
Chinese (Simplified)	如果您希望将本文件或任何其他 Weston 公立学校文件翻译成另一种语言，请联系您的学校校长 Martha Bakken 女士和 Kimo Carter 博士。
Chinese (Traditional)	如果您希望將本文件或任何其他 Weston 公立學校文件翻譯成另一種語言，請聯繫您的學校校長 Martha Bakken 女士和 Kimo Carter 博士。
Dutch	Als u dit document of andere documenten van de Weston Public School in een andere taal wilt laten vertalen, neem dan contact op met uw schooldirecteur, mevrouw Martha Bakken en dr. Kimo Carter.
Farsi / Persian	اگر می خواهید این سند یا سایر مدارک مدرسه عمومی وستون به زبان دیگری ترجمه شود ، لطفاً با مدیر مدرسه خود ، خاتم مارتا باکن و دکتر کیمو کارتیر تماس بگیرید.
French	Si vous souhaitez que ce document ou tout autre document de l'école publique Weston soit traduit dans une autre langue, veuillez contacter le directeur de votre école, Mme Martha Bakken et le Kimo Carter.
Greek	Εάν θέλετε αυτό το έγγραφο ή άλλα έγγραφα του Δημοσίου Σχολείου Weston να μεταφραστούν σε άλλη γλώσσα, επικοινωνήστε με τη διευθύντρια του σχολείου σας, κα Martha Bakken και Dr. Kimo Carter.
Gujarati	જો તમે આ દસ્તાવેજ અથવા અન્ય કોઈપણ વેસ્ટન પબ્લિક સ્કૂલ દસ્તાવેજો અન્ય ભાષામાં અનુવાદિત કરવા માંગતા હો, તો કૃપા કરીને તમારી શાળાના આચાર્ય, સુશ્રી માર્થા બેકન અને ડો. કિમો કાર્ટરનો સંપર્ક કરો.
Haitian-Creole	Si ou ta renmen dokiman sa a oswa nenpòt lòt dokiman Lekòl Piblik Weston tradui nan yon lòt lang, tanpri kontakte direktè lekòl ou a, Madam Martha Bakken ak Doktè Kimo Carter.
Hindi	यदि आप चाहते हैं कि यह दस्तावेज़ या वेस्टन पब्लिक स्कूल के किसी अन्य दस्तावेज़ का किसी अन्य भाषा में अनुवाद किया जाए, तो कृपया अपने स्कूल के प्रिंसिपल, सुश्री मार्था बकेन और डॉ किमो कार्टर से संपर्क करें।
Italian	Se desideri che questo documento o qualsiasi altro documento della Weston Public School venga tradotto in un'altra lingua, contatta il preside della scuola, la signora Martha Bakken e il sig. Kimo Carter.
Japanese	この文書または他のウェストン公立学校の文書を別の言語に翻訳したい場合は、校長のマーサ・バックケンさんとキモ・カーター博士に連絡してください。
Korean	이 문서나 다른 Weston 공립학교 문서가 다른 언어로 번역되기를 원하시면 학교 교장인 Ms. Martha Bakken과 Dr. Kimo Carter에게 연락하십시오.
Kurdish	Heke hûn dixwazin vê belgeyê an belgeyên dibistana giştî ya Weston -a din wergerînin zimanek din, ji kerema xwe bi rêvebera dibistana xwe, Xanim Martha Bakken û Dr. Kimo Carter re têkilî daynin.
Portuguese	Se você deseja que este documento ou qualquer outro documento das Escolas Públicas de Weston seja traduzido para outro idioma, entre em contato com o diretor de sua escola, Martha Bakken e Kimo Carter.
Russian	Если вы хотите, чтобы этот документ или любые другие документы Weston Public School были переведены на другой язык, пожалуйста, свяжитесь с директором вашей школы, г-жой Мартой Баккен и доктором Кимо Картер.
Spanish	Si desea que este documento o cualquier otro documento de las Escuelas Públicas de Weston se traduzca a otro idioma, comuníquese con la directora de su escuela, la Sra. Martha Bakken y el Dr. Kimo Carter.
Swedish	Om du vill att detta dokument eller andra Weston Public School -dokument översätts till ett annat språk, kontakta din skolledare, Martha Bakken och Dr. Kimo Carter.
Vietnamese	Nếu bạn muốn tài liệu này hoặc bất kỳ tài liệu nào khác của Trường Công lập Weston được dịch sang ngôn ngữ khác, vui lòng liên hệ với hiệu trưởng trường của bạn, Cô Martha Bakken và Tiến sĩ Kimo Carter.

Please consider using [Translate.google.com](https://translate.google.com) if possible

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Hindi

यदि आप इस प्रलेख का अनुवाद किसी दूसरी भाषा में करना चाहते हैं, तो कृपया आप अपने बच्चे के स्कूल प्रधानाध्यापक अथवा चेरिल मैलोनी, सहायक पाठ्यपुस्तक एवं शिक्षा निरीक्षक से सम्पर्क करें ।

Korean

이 서류가 다른 언어로 번역되길 원하시면, 자녀분의 학교 교장 선생님이나 교과 교육부장 (Assistant Superintendent for Curriculum and Instruction) Cheryl Maloney 씨에게 연락 드리길 바랍니다.

Portuguese

Se você deseja que esse documento seja traduzido para uma outra língua, por favor entre em contato com o diretor da escola de seu/sua filho/a ou com Cheryl Maloney, Superintendente Assistente para Currículos e Instrução.

Russian

Если вам необходим перевод этого документа на другой язык, просьба обращаться к директору вашей школы либо к помощнику заведующего учебным отделом Черил Мелони.

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RESPECTFUL COMMUNICATION

In our school we place a high value on civility---on courteous, respectful participation by all members of our school community. It is the mutual responsibility of parents and school faculty to maintain ongoing communication about children and their education. Informative discussion and reports about programs and curriculum along with honest, respectful dialogue about individual children are essential. The tone and substance of that communication are, therefore, critically important and reveal a great deal about the character of the school community.

We seek a school environment, which invites inquiries and the expression of opinions. We also seek an environment in which the exchange of ideas is distinguished by polite and considerate discourse. We place a high value on civility not only because we want effective adult communication, but also because we want children to experience honorable models of behavior. As parents and teachers, we are aware that our behavior has a profound impact on the children in our schools. A commitment to courteous, respectful participation in all facets of school life is an expectation of all members of our community.

VISITS TO OUR SCHOOL

We want our school to be welcoming to parents and visitors. We also have a responsibility 1) to carefully monitor who enters and leaves our school; 2) to oversee who interacts with children and how they do so; and 3) to ensure that learning and teaching occur free of disruption. The following statements explain our practices with regard to visits to our schools.

Guests: We receive many inquiries from families who are considering a move to Weston and want to spend some time in the schools. We also have visits by educators from other school systems who are interested in our programs. On these occasions we do not allow our visitors to tour the school unescorted.

Parents: We regard parents as members of our school community and encourage them to remain close to their children's school experiences. We welcome them in the school and urge them to become involved directly through the opportunities that the teachers and the PTO offer. **We do not allow visits to classrooms that are not arranged in advance through the teacher or**

principal. When it is necessary to bring items to school during the school day that children have forgotten (e.g. articles of clothing, lunches, instruments), please leave the items in the main office. Do not bring the items directly to the classroom or the child's cubby.

We consider the playground an extension of the school and do not allow unauthorized individuals to interact with children in the outdoor play areas. Aides and teachers supervising recess are instructed to approach unfamiliar individuals, including parents, who enter the playground area. Parents who arrive during recess to pick their children up for dismissal should not go directly to the playground to get their children.

PLEASE HONOR THE FOLLOWING REQUIREMENT: We require all visitors---parents and guests---to sign in and out at the main office upon arriving and leaving the school.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences are a vital part of every child's education. In kindergarten, mandatory parent-teacher conferences are scheduled for the fall and spring. In first, second and third grades, mandatory parent-teacher conferences are held in the fall. Additional conferences may be scheduled at any time at the request of a parent or teacher.

PROGRESS REPORTS

Progress reports are mailed to parents in February and June. Parents can also access Progress Report information in Infinite Campus.

GENERAL PARENT-TEACHER COMMUNICATION

Individual teachers will inform parents about how best to reach them or leave messages for them. Email for all school staff consist of last name first initial @weston.org. Example: faberj@weston.org. Please remember that teachers' priority during the school day is working with children, thus they check email sporadically throughout the day. Parent teacher conferences for students in 1st-3rd

grade are scheduled in the Fall. Kindergarten conferences happen twice a year, fall/spring. If you would like additional conference time with your child's teacher, please arrange the meeting with the child's homeroom teacher.

REGISTRATION

Children who are five (5) years old on or before September 1 may be admitted to Kindergarten in September of that year. As evidence of the date of birth, the birth certificate or other comparable legal document must be presented before entrance to school. Typically, registration occurs in April; children receive their school assignment in May; and they receive their class assignment in August.

ORIENTATION FOR KINDERGARTEN AND FIRST GRADE

Classes in the Weston Public Schools may begin the week before Labor Day. Information pertinent to the opening of school will be posted on the district website; letters from the principal and the classroom teachers will be mailed home in mid-August. Prior to the start of kindergarten and first grade children and parents will be invited to a visiting day. On visiting day, children will meet and start to become familiar with fellow students, teachers and the classroom. Parents will have an opportunity to learn about procedures and ask questions.

SCHOOL CALENDAR

A general school calendar will be available in August on the school district website at <http://www.westonschools.org>. More specific listings of events and scheduled activities appear in the Principal Newsletter, PTO Calendar, *Westword*, and other school notices and publications.

SCHOOL HOURS

Kindergarten

Partial Day 8:10 A.M. - 12:15 P.M.

Full Day K 8:10 A.M. – 2:20 P.M.

Grades One, Two and Three

8:10 A.M. - 2:20 P.M.

FULL DAY KINDERGARTEN

In the beginning of the school year, Kindergarten students will attend school for a partial (4 hour) day. The times are noted above. Starting in the 2nd week of the school year, Kindergarten students will transition to four full days per week, Monday, Tuesday, Thursday and Friday. Please consult the school calendar for the date. Wednesdays will remain partial days (8:10-12:15) for Kindergarten students. However, when there is an early dismissal for all Elementary students (Preschool-5), then all students will be dismissed at 11:30 a.m. including Preschool and Kindergarten.

School Attendance and Truancy

There is no doubt that one of the keys to academic achievement is good attendance. Consistent participation in school and school-based activities is important for making a successful transition from youth to adulthood. Student tardiness and truancy are challenges that confront many communities in Middlesex and across the state. Often, these behaviors are the first indicators that a student may be experiencing stress or other difficulties in his or her life.

The following is a summary of some of the Massachusetts General Laws pertaining to attendance:

School Attendance:

Chapter 76, section 1 of the Massachusetts General Laws states that all children between the ages of six and sixteen must attend school. A school district may excuse up to seven day sessions or fourteen half day sessions in any period of six months. In addition to this law, each school may have its own attendance policy with which parents/guardians should be familiar.

Notification and Contact Information:

Chapter 76, section 1A of the Massachusetts General Laws states that parents/guardians must be provided each year with the instructions for calling a designated phone number at a designated time to inform the school of the absence of a student and the reason for the absence. In addition, parents/guardians must provide the school with a home, work or other emergency telephone number so that they may be contacted during the school day so the school may call and inquire about said absence.

Who is a Supervisor of Attendance?

Chapter 76, section 19 of the Massachusetts General Laws states that each school committee must employ a supervisor of attendance. A supervisor of attendance has the power to apprehend and take to school any child who is truant and is required to investigate all cases where a child in the district fails to attend school.

What is a CRA?

A "CRA" (Child Requiring Assistance) petition may be filed in court by a supervisor of attendance if a child between the ages of six and sixteen persistently and willfully fails to attend school or persistently violates lawful and reasonable regulations of his or her school. The Court's authority pursuant to a CRA petition includes the power to place the child in the custody of the state agency known as the Department of Social Services.

What is a 51A?

A 51A is a report of suspected child abuse or neglect that is filed with the Department of Social Services. Under Chapter 119, section 51A of the Massachusetts General Laws, a report can be filed on behalf of a child under the age of eighteen for educational neglect if a child is not attending school on a regular basis.

Parental Responsibility:

Parents or guardians are legally responsible for ensuring that a child under their control attends school daily. It is a crime for a responsible parent or guardian not to cause such a child to attend school. If a child fails to attend school for seven day sessions or fourteen half day sessions within any six month period, the supervisor of attendance may file a criminal complaint in court against the responsible parent/guardian.

Inducing Absences:

It is a crime to induce or attempt to induce a minor to miss school, or unlawfully to employ or to harbor a minor who should be in school.

FAMILY VACATIONS

Vacations outside traditional school vacation periods are discouraged. Classroom instruction, activities, and experiences cannot be replicated and it is not incumbent of teachers to do so for such absence. Families should notify the main office regarding any extended absences and students need to inform teachers as soon as possible prior to an

anticipated absence. The school is not obligated to provide work to be completed during the vacation. A copy of the current school calendar can be found on the district website. Please try to plan your vacations accordingly.

As a district, Weston Public Schools will not provide homework assignments prior to a family vacation.

Please refer to section J of the District Policy Manual.

<https://www.westonschools.org/school-committee/policy-manual/#toggle-id-10>

CURRICULUM

Our *Handbook for Students and Parents* focuses on procedures and policies; therefore, it does not include curriculum descriptions. Grade level teams develop curriculum plans based each year on Curriculum Frameworks. The Weston Curriculum Frameworks are also available on our school district website at <http://www.westonschools.org>. The classroom teacher provides an overview of the curriculum for that grade at the annual fall Back-To-School-Night. A handout showing topics of study for regular classes and specialists' classes is also provided.

HOMEWORK

Occasional tasks to be completed at home begin in grade one. Routine homework assignments begin in grade two. Homework becomes a nightly requirement in grade three. At the early elementary level homework is intended to develop positive academic work habits and the ability to follow through on responsibilities.

Please refer to section IKB of the District Policy Manual.

<https://www.westonschools.org/school-committee/policy-manual/#toggle-id-10>

THIRD GRADE ORCHESTRA

Instruction on violin, viola, cello, and bass is offered to all third grade students. Instrumental classes are held once a week during the school day for a half hour. In addition to these classes, the students meet with their respective performing groups

for one hour after school each week. Participation in both the instrumental class and the after school rehearsal is required for all students in the program.

After seeing an in-school presentation about the various orchestra instruments offered in Weston, students will receive a letter with information on enrolling in the program here at school. Please read the letter carefully. An application form will be included which must be filled out and returned to school by the date noted in the letter. Instrument Rental Night will be held at Field School for students who need to rent an instrument. Please refer to the PTO Calendar for the exact date and time.

AFTER SCHOOL ORCHESTRA SCHEDULE:
Woodland School Orchestra---Thursday

Appropriate Use Policy of Information Technology Resources

Services Provided to Students:

- The Weston Public Schools provides all students with a network account and password for the purpose of facilitating education.
- Students may access printers and print when given permission by the administration.
- Students have file storage space on WPS and/or a Weston Public School Google domain server.
- Students have access to online collaboration tools and online file storage via my.weston.org (Google G-Suite)
- Students have access to applications remotely (as required for academic use)
- Students have access to online course resources (if currently deployed by his/her teachers)

- Students will use their WPS devices in a responsible and ethical manner both at school and at home.

Note these services and resources are not the same as a private iPad, home Internet or e-mail account and therefore all actions including information stored, accessed, viewed, written, or actions performed are logged, and accessible by the Administration. The Weston Public Schools has the right to monitor, quarantine, backup, move, archive and/or delete, and access all electronic files, local or remote, on systems managed by the Weston Public Schools. Students should have no expectation of privacy with respect to any of their actions performed on, or information stored on, the Weston Public Schools resources.

The Weston Public Schools filter Internet content to prevent access to material that is inappropriate for access by minors and/or not congruent to the educational mission of the Weston Public Schools. However, it is recognized that this and any filter alone is no guarantee that users will not be able to access Internet resources which are profane, offensive, obscene, or otherwise objectionable. Students should report accidental or inappropriate sites to a teacher or administrator for blocking. Internet and network usage is logged.

Anti-Bullying and Intervention: All use of the WPS school IT resources must be in full compliance with the Weston Public schools' Anti-Bullying and Intervention Policy which amongst other things, prohibits bullying through the use of WPS's IT resources, or through any non-WPS IT resource where such bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at his/her school or materially and substantially disrupts the education process or the orderly operation of a WPS school. Furthermore, each member of the Weston Public School community is expected to adhere to policies for appropriate use. Students of the Weston Public Schools shall:

Respect and protect the integrity, availability, and security of all electronic resources.

- Our network systems provide important access to educational resources. The destruction, vandalism, hacking, or damaging of data, networks, hardware, software, backend systems, or disruption of this or other resources used by the Weston Public Schools is prohibited and may result in disciplinary and/or legal actions.
- Network and account security is the responsibility of all members of the Weston School community. Any security risks should be reported to a teacher or network administrator.
- Devices that disrupt the educational process or operation of the WPS are prohibited, will be removed, may be held and searched, and may result in disciplinary and/or legal actions.
- Students or guests may use the "Open" wireless network unless otherwise instructed. Please note, any device deemed as directly or indirectly disrupting the educational processes of the school or students may be held and searched until such time that the disruption is discovered, understood, and resolved.

Respect and protect the intellectual property of others.

- Do not infringe copyrights. You may not make illegal copies of music, games, movies, software, or other materials under copyright.
- Do not plagiarize other people's work.

- Do not audio or video record lectures or school activities without permission from the faculty and/or students involved.
- Do not post pictures, audio, or video of lectures or school activities to the Internet without the permission of faculty and the parents of all students involved.

Respect and protect the privacy of yourself and others.

- Only use the network account assigned to you and do not give your WPS network credentials to anyone other than your parents.
- Do not view, use, copy passwords, data, or access networks to which you are not authorized.
- Protect your privacy when using the Internet, do not distribute private information about yourself, or others, without your teachers or parents knowledge and approval.
- Be authentic; do not pretend to be someone else online.

Respect and practice the principles of community.

- Communicate only in ways that are kind and respectful. Remember that anything you write online may be discoverable forever.
- Report threatening or discomfoting communication or materials to a teacher and/or parent.
- Do not intentionally access, transmit, copy, or create material that violates the school's respectful climate.
- Do not intentionally transmit or implant computer viruses, macros, or any type of malicious code within the WPS network or hardware. Do not use any type of hardware device, network device, or software application designed to covertly capture data.
- Do not intentionally access, transmit, copy, or create material that is illegal such as obscenity, pornography, stolen materials, illegal copies of copyrighted works, or use School resources to further other acts that are criminal, as these may result in disciplinary and/or legal action.
- Do not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.

Consequences for Violation. Violation of any portion of this policy may result in disciplinary measures up to and including suspension/expulsion and/or legal actions.

HEALTH SERVICES PERSONNEL

There is a health office located in our school staffed by a registered nurse. She works under the direction of the School Nurse Supervisor whose office is located at the main office for Health Services at Weston High School. All immunization and health records should be sent ***only*** to the supervisor's office to the attention of Health Services, 444 Wellesley Street, Weston, MA 02493.

IMMUNIZATION AND HEALTH RECORDS

Immunizations: Under the School Immunization Law, Chapter 76, Section 15 of the General Laws of Massachusetts, no child will be admitted to school except upon presentation of a physician's certificate showing the dates (months and years) that the child has been successfully immunized against diphtheria, tetanus, pertussis (whooping cough), polio, measles, mumps, and rubella. All children born on or after January 1, 1992 should have three (3) doses of Hepatitis B. A report of a lead screening blood test is also required before entrance to kindergarten. Exceptions may be granted for medical or religious reasons.

Physical Examination: Each child entering must have a physical examination by his or her physician dated no earlier than January 1 of the entering year. All new students entering the Weston Public Schools must have a physical examination within six months of entering school. Physical examinations are also required every three years thereafter.

HEALTH POLICY IN SCHOOL

Vision and Hearing: Screening tests are given annually to all students in the Weston Public Schools. Parents are notified if their child does not meet the testing standards. A teacher or a parent may also request testing.

Scoliosis Screening: Screening begins in fifth grade. Screening is done in conjunction with the swimming program.

First Aid: The school nurse or a member of the school staff under the nurse's direction, administers First Aid. First Aid is defined as immediate temporary care given in case of injury or sudden illness. If it is necessary to send a child home, the

parents or guardians are notified at once. The form ***Information For The Nurse*** should be filled out each year by the parents/guardians. This form is kept in the health office of your child's school. Please notify the nurse if there are any changes in information that occur during the school year. Care beyond First Aid is not given by school personnel and is the responsibility of the parents or guardians. An elementary school nurse is on call during the school hours and can be reached immediately by telephone at 781-786-5400 (Country) or 781-786-5300 (Woodland).

Medication: The only medications administered during school hours are those that are used to treat chronic or long-term health problems. The medication must be delivered to the school in a prescription bottle along with a signed physician's order stating the student's diagnosis, type of medication, dosage, route of administration, times to be administered, and signed parental permission. Tylenol and Benadryl may be administered by school nurses per the school physician's order. Parental permission is also required.

Communicable Diseases: If your child shows signs of illness, PLEASE KEEP HIM/HER AT HOME. Parents know their children and are usually able to tell when a child is exhibiting signs of illness, such as: poor appetite, sore throat, headache, diarrhea, earache, swollen gland, nausea, vomiting, increased temperature, rashes, irritability, fatigue, coughing, sneezing, runny nose, etc. A written note explaining your child's absences is required upon his/her return to school. **When students are sick, our teachers and health professionals want them to remain at home until they are well. Therefore, although we stress the importance of regular attendance, we do not issue awards for perfect attendance.**

The following diseases are reportable to the Board of Health: chicken pox, hepatitis, tuberculosis and Lyme disease. It is rare that a member of the immunized population would contract a disease that they have been immunized for, such as measles, mumps, diphtheria, polio, pertussis or rubella. If a child is diagnosed as having a disease for which he/she was immunized, it is also required by law to be reported to the Board of Health.

Common communicable conditions often seen in the school population are ringworm (tinea), conjunctivitis, head lice, pinworms, athlete's foot, and plantar warts. Children with these conditions need to be under treatment by their physician in order to attend school. It is required that children be on antibiotics for at least 24 hours if they have communicable conditions such as conjunctivitis before they can return to school.

Dismissal from School: Students will be dismissed for the following health reasons:

1. temperature over 100 degrees –(may return to school fever free for 24hrs)
2. active vomiting, diarrhea
3. undiagnosed skin lesions
4. untreated conjunctivitis -(may return to school after antibiotic treatment for 24 hours)
5. head lice -(may return to school after treatment and removal of **all** nits.
6. suspected Strep Throat (Should be seen by a physician for a Strep test and all positive results should be reported to the school nurse. The student may return to school after antibiotic treatment for 24 hours.)

HEALTH HABITS

Preventative health care for your child should consist of good nutrition, good personal hygiene, rest, exercise and regular medical check-ups. Your child's emotional health is important, too. This means lots of hugs and attentive listening to what your child is expressing, verbally or physically. Good nutrition means providing a diet with the nutrients needed for growth and for preventing disease. Make sure your child eats a variety of healthy foods every day. Serve healthy snacks. Snacks should provide nutrients, not just calories. Suggested nutritious snacks for home and school are fresh fruit - apples, oranges, and bananas; crackers with peanut butter or cheese; fresh vegetables - carrot and celery sticks; milk, yogurt, and pure fruit juices.

Cleanliness is important for keeping healthy and fighting disease-causing germs. Teach your child to wash his or her hands carefully, especially before meals, before bedtime and after using the toilet. Oral hygiene should also be stressed. Protect your child's teeth by limiting sugar consumption. Arrange routine dental visits twice a year. Adequate rest gives the child's body a chance to recover from the day's activities. A routine bedtime helps promote health and well-being. The amount of sleep required may vary from child to child, but you can usually tell if your child is well rested by the way he or she acts throughout the day. Exercise helps build muscles, improves coordination and provides an outlet for childhood energy. Children should get some exercise every day through playing, riding on toys, using playground equipment, running, playing ball, etc.

ANIMALS IN THE SCHOOL

We request that parents not bring family pets along when you visit the school or enter the school to pick up children. Occasionally as part of a sharing activity or for educational purposes, there is reason for a family pet to be brought to school. In those instances parents must know that the teacher has given explicit permission (i.e. there must be direct communication between teacher and parent about a specific date and time). In some cases the school nurse's approval may also be required. These precautions are necessary for us to ensure the health needs of all children are met.

SOCIAL COMPETENCY PROGRAM

In our classrooms we use the Responsive School approach to help children develop the social competencies that are essential for participation in school and in life. The Responsive School approach consists of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.

SCHOOL BEHAVIOR

[The wording of the next section is intended for children. Please read with your child.]

Your family has rules for behavior, and our school communities at Country and Woodland Schools do too. We want our schools to be places where children and adults are kind and respectful to each other. All the adults in our school care about you and are here to help you. At Woodland School, our core values consist of safety, kindness and learning. We take care of self, others and our community.

There are some general rules that you will be expected to follow at school. Your teachers and parents will discuss them with you.

1. Show respect for others and their property
2. Be kind to others
3. Be respectful of others' learning
4. Use respectful and proper language

During your class meeting time you and your classmates will work with your teacher to develop and discuss other rules, which will be used in your classroom.

As in your home, there are consequences for unacceptable behavior. In school you and your teacher will work together to agree on consequences. Your teacher and other adults will help you to follow the rules. If you do not, then the consequences will follow. These may include a break in or out of the classroom, loss of classroom privileges and/or a meeting with the principal.

If your unacceptable behavior continues, the principal will be informed, and the following steps will occur:

1. The principal will have a meeting with you.
2. If you misbehave again, your parents will be called.
3. If this behavior still continues, you, your parents and the principal will have a meeting.

If your behavior is of a serious nature and/or presents a danger to yourself or others, the principal will call your parents immediately, explain what you did, and if necessary, ask them to take you home. Unkind, unsafe behavior is not allowed in any part of the school day.

When children are in **hallways, the auditorium, the library, the gymnasium and other areas besides regular classrooms** they will observe all the rules of conduct that are expected in their regular classroom.

SCHOOL BEHAVIOR DUE PROCESS

[The wording of the next section is intended for adults.]

Teachers, school staff and the Principal are responsible for enforcing the rules and regulations of the school. If a parent wishes to appeal the decision of a school staff member or teacher, they may do so to the Principal. If a parent wishes to appeal the decision of the Principal they may do so to the Superintendent of Schools. The decision of the Superintendent of Schools in these matters shall be final.

Please refer to the MA law regarding the regulations for the suspension and expulsion of students.

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37H3~4>

SCHOOL BEHAVIOR – STUDENTS WITH DISABILITIES

[The wording of the next section is intended for adults.]

DISCIPLINE PROVISIONS FOR STUDENTS WITH DISABILITIES Procedures for suspension(s) not exceeding 10 school days

Any student with a disability may be suspended for up to ten (10) school days during a school year. Disciplinary decisions are the same as for students without disabilities and in accordance with the due process procedures in this handbook.

The school provides additional procedural safeguards for students with disabilities prior to any suspension beyond 10 consecutive days or more than 10 cumulative days (if there is a pattern of suspension) in any school year.

Procedures for suspension of students with a disability when suspension exceeds 10 school days:

If your child is suspended for more than 10 school days in a school year, this removal is considered a “change of placement”. A change of placement invokes certain procedural protections under federal special education law and Section 504.

Prior to any removal that constitutes a change of placement, the school may convene a Team meeting to develop a plan for conducting a functional behavioral assessment (FBA) that will be used as the basis for developing specific strategies to address your child’s problematic behavior.

Prior to any removal that constitutes a change in placement, the school must inform you that the law requires the school district consider whether or not the behavior that forms the basis of the disciplinary action is related to your child’s disability. This consideration is called a “manifestation determination”. Parents have a right to

participate in this process. All relevant information will be considered including the IEP or Section 504 Plan, teacher observations, and evaluations reports.

At a manifestation determination meeting, the Team will consider:

Did the student's disability cause or have a direct and substantial relationship to the conduct in question? Was the conduct a direct result of the district's failure to implement the IEP?

If the manifestation determination decision is that the disciplinary action was related to the disability, then your child may not be removed from the current educational placement (unless under the special circumstances or parents agree). The Team will review the IEP or Section 504 Plan and any behavioral intervention plans and may amend those plans as appropriate. The Team will complete a functional behavior assessment and behavior intervention plan if it has not already done so.

If the manifestation determination decision is that the disciplinary action was not related to the disability, then the school may suspend or otherwise discipline your child according to the school's code of conduct. The Team may, as appropriate, complete a functional behavioral assessment and behavioral intervention services and modification, to address the behavior so that it does not recur. For students with IEPs, during the period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to continue to make educational progress. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension under federal law, however, state law does provide all students with the rights to receive educational services during periods of suspensions lasting longer than ten days.

Special circumstances for exclusion

Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-sponsored event; or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, the principal may place your child in an interim alternative educational setting (IAES) for up to 45 school days. Your child may remain in this IAES for a period of time not to exceed 45 school days. Thereafter, your child will return to the previously agreed-upon placement unless a hearing officer has ordered another placement, or

you and the school agree to another placement. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension under federal law, however, state law does provide all students with the rights to receive educational services during periods of suspensions lasting longer than ten days.

School personnel will provide Parent's Notice of Procedural Safeguards (Special Education) or Notice of Parent and Student Rights Under Section 504 for students with disabilities prior to any suspension exceeding 10 school days in one school year. These notices will provide an explanation of the process should there be disagreement regarding the manifestation determination or any placement decision. Parents, guardians and/or student may petition the Bureau of Special Education Appeals for a hearing or the Office of Civil Rights (Section 504).

Procedural requirements applied to students not yet determined to be eligible for Special Education or a 504 Plan:

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if:

a) The parent had expressed concern in writing; or

b) The parent had requested an evaluation; or

c) District staff had expressed directly to the special education director or other supervisory personnel

d) specific concerns about a pattern of behavior demonstrated by the student.

e) The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.

2.If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility.

If the student is found eligible for an IEP or 504 Plan, then he/she receives all procedural protections subsequent to the finding of eligibility.

SCHOOL BEHAVIOR – BULLYING/HARASSMENT

[The wording of the next section is intended for adults.]

Please refer to section JBA of the District Policy Manual.

<https://www.westonschools.org/school-committee/policy-manual/#toggle-id-10>

SCHOOL BEHAVIOR – PHYSICAL RESTRAINT

Please refer to the MA Law of Physical Restraint.

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section37G>

LUNCH

For Kindergarten, First, Second and Third Grade

When school is in session for a full day, every child eats lunch in the cafetorium under the supervision of a lunch aide unless children are having lunch with the School Counselor or METCO liaison. Many children are having lunch at the same time so it is necessary to have a few rules in order to have a pleasant lunchtime. These rules include:

- Children will remain seated while they are eating.
- Children will eat the lunch they bring or purchase and will not trade food with others.

- Children will listen to the adult in charge of their lunchtime just as they do their own classroom teachers.
- A child must have the permission of the lunch aide (the person in charge) in order to leave the cafetorium during lunchtime.
- Children will talk quietly during lunchtime or remain quiet if they are listening to a story.
- When everyone has finished eating and has cleaned his or her area, the class will line up and walk quietly outside to the playground, weather permitting.

LUNCH GROUPS

The School Counselor conducts "lunch" groups which are open to all students and which meet at various times throughout the day. During these small-group meetings children have the opportunity to discuss a variety of issues of concern to them. These may include adjustment to school, friends, divorce, school performance, behavior and whatever is important to a child at a given time.

There are three ways for children to join a group: (1) children may refer themselves, (2) teachers may recommend a child or (3) a parent may make the suggestion.

BIRTHDAY CELEBRATIONS

If you wish, your child's birthday may be observed in the classroom. We do not allow food to celebrate birthdays. If your child has a birthday on a non-school day, and you would like to celebrate it in school, please make arrangements with his/her teacher. At times, children's parties occur right after school. **Please do not distribute party invitations at school or plan to have school buses accommodate children who need to be transported to a party.** It hurts the feelings of those who are not included.

PLAYGROUND RULES

- Children must stay on the playground and in areas where adults can see them. Children are not allowed in the wooded areas, on the road, or in areas where cars are parked.
- Play equipment which could hurt someone is not allowed. Examples are baseball bats, hard balls, skateboards and rollerblades.
- Playground structures are to be used correctly. Children are not allowed to run through the structures or play tag on them. Children are expected to go feet first down the slide and to wait for the person ahead of them to clear the area.
- Children are expected to follow the requests of the adults in charge. When an adult in charge rings a bell or calls the class to line up, children will immediately line up with their class to enter the building. Classes will not enter the building until they are quiet and orderly.
- Children are not allowed to make or throw snowballs. Rocks, sticks and tree branches stay on the ground.
- Children who have snow pants and boots are allowed to play and slide in the deep snow. Children who forget boots or snow pants will have to stay on the hard top.
- Children are not allowed to sit or stand on the large rocks on the playground at any time

SAFETY PROGRAMS

Safety programs are presented by the classroom teachers, the Safety Officer of the Weston Police Department and a representative of the Weston Fire Department. Programs include School Bus Safety, Halloween Safety, Winter and Pedestrian Safety, and Fire Safety.

Country, Woodland and Field School all use the Safe and Sounds Schools; a developmentally appropriate approach to teaching stay safe choices regarding school safety. The program includes 3 safety lessons taught throughout the year, empowering students with “Stay Safe” choices at school.

A voluntary fingerprinting program is available at the Weston Police Station.

The Weston Fire Department conducts two annual fire drills as required by law.

SCHOOL BUSES

All elementary children are eligible for school bus transportation. They ride to and from school on buses that carry children in grades K-5. Parents are expected to have their child at the assigned bus stop 5 minutes before the bus arrives.

Bus stops are selected with safety as the main guideline and are spaced so that children do not have to walk more than 1/2 of a mile from bus stop to home. Buses travel on main roads; they do not operate on dead end roads or cul-de-sacs to a home less than 1/2 of a mile from the corner unless a specific hazard exists.

Anyone (parent, teacher, student, bus driver) who notices a situation that may be hazardous should bring it to the attention of the Transportation Coordinator, Bob Wells, (781-786-5280) who will evaluate it and if necessary find a safe alternative.

The following need to be kept in mind as school staff and parents work together to help children travel safely to and from school:

- Please know and make sure your child knows the bus numbers for both arrival and dismissal.
- Review with your child the importance of safe and appropriate behavior while waiting for, boarding and traveling on the bus.
- Be sure that your child knows the safest route to and from the bus stop. We urge you to discuss with your child a **contingency plan** in the event that an adult is not at home when he/she arrives. *Teach your child not to accept rides from anyone without your permission.*
- Please understand that parents are responsible for children before they board the bus in the morning as well as after they arrive at their bus stops in the afternoon. Teach your child to come directly home upon leaving the school bus. For both the 12:15 Kindergarten dismissal and the 2:20 dismissal for grades 1, 2 and 3 **the bus driver yields responsibility back to the parent once a child is delivered to the assigned bus stop.**

SCHOOL BUS BEHAVIOR

Many children are on buses at the same time. The bus driver must concentrate on driving the bus in order to keep children safe. Children are expected to behave in an orderly manner while riding the bus and while getting on and off. The bus driver is in complete charge of the bus and passengers at all times and is expected to insure the safety and well being of the children who ride the bus. Children are expected to observe the following rules and safety procedures endorsed by Kellie Connarton, Safety Officer of the Weston Police Department and Bob Wells, Transportation Coordinator of the Weston Public Schools:

1. Remain seated. Do not change seats. Do not stand in the aisle.
2. Keep the noise down as much as possible. Loud talking or hollering distracts the driver.
3. When crossing railroad tracks keep quiet. The driver has to listen for trains. This is the law.
4. Keep the aisles clear. Do not put objects in the aisle.
5. Keep your legs in front of you. Do not block the aisle for others. Keep your arms, legs and head inside the bus.
6. Do not eat food or drink beverages on the bus. Never throw anything out the windows.
7. Never touch the emergency door handle unless there is an emergency and you have to get out. An adult will usually tell you if the door has to be opened.
8. Never take large things on the bus. Have a parent bring large, bulky objects to school in the car.

ARRIVAL AND DISMISSAL PROCEDURES

Arrival and Dismissal: Because there is limited space near our school for traffic and parking, arrival and dismissal times are much safer when children ride school

buses to and from school. We ask parents who may occasionally drive their children to school in the morning or pick them up in the afternoon to proceed with caution near the schools; to follow the required traffic patterns; and to observe traffic laws having to do with school buses.

Children who are dropped off at school should arrive between 7:55 and 8:10 a.m. Parents should use the designated drop off area. Students should exit from the passenger side of the vehicle only. Once students have safely disembarked from the vehicle parents should continue on their way. Children will be supervised in the lobby from 7:55-8:10. Please do not stop to have a conversation while dropping off children. If you need to come into the school for any reason, use a regular parking space and do not park in the drop off area. If you wish to get out of your vehicle, please park in a designated parking spot. Local police will ticket vehicles that are parked in the drop off area.

Students who are picked up after school should be picked up between 2:15 and 2:20 p.m. If you are going to be late picking up your child, please try to call ahead to alert school staff. Once again, please do not stop to have conversations with other parents as this holds up the parent pick up line and creates problems with traffic.

SAFE ARRIVAL PROGRAM

We ask all parents of kindergarten, first grade, second grade and third grade students to notify us when their children will be absent or late for school. When your child will be absent or late, please call our district Safe Arrival Line ---**781-786-5299, press 5**. You may leave a message the night before your child is absent or tardy or early in the morning on the day that your child is absent or tardy. **Please call before 8:00 a.m.** Shortly after the children have arrived at school we will begin to match the names of children whose parents have left messages. We will telephone the parents of children who are not accounted for. If for any reason the answering machine is not working, please call your child's school office directly. In your message, please include:

- 1) identify yourself;
- 2) give your child's name;
- 3) identify your child's school, grade and classroom teacher;
- 4) give the reason for your child's absence or tardiness.

Messages will be checked by our school nurse, Joseph Karbowski. Please include in your message any information we may need about your child's health condition or mention whether you need to speak with our school nurse. The program is critically important. Its effectiveness depends on clear and consistent communication between school and home. Thank you for your cooperation in fulfilling our mutual responsibility for children's safety.

DESTINATIONS OF STUDENTS AT END OF SCHOOL DAY

One of the most important responsibilities we have is to ensure that each child reaches the correct destination at the end of the school day. The many combinations of after school activities and day care arrangements that affect children's routines make this a complex challenge. For this reason, it is very helpful if we know your child's "fixed routine" for the school year. For example, every week throughout the school year some children's fixed routine may be to go home each day. Other children may go to a daycare each day. Or there may be variations such as going to Mom's home on Mondays and Tuesdays and Dad's home on Wednesdays, Thursdays and Fridays. All parents are given a form to list their child's fixed routine. Classroom teachers follow the routine throughout the year as they dismiss children at the end of the day. Please refer to the following example:

DAY	DESTINATION	IF SCHOOL BUS, LIST #	IF PICK-UP, NAME OF PERSON
MONDAY	home	10	
TUESDAY	home	10	
WEDNESDAY	Day Care	3	
THURSDAY	Day Care	3	
FRIDAY	Day Care	3	

IMPORTANT: Anytime there is a variation to your child's routine we will continue to require a note from parents. The note authorizes us to send a child to a destination different from what is listed on the fixed routine list. Each day that a child's usual dismissal routine changes for an after school activity such as soccer,

religious education, recreation programs, Third Grade After School Sports, orchestra, etc. we will continue to require a note authorizing us to send the child to that destination.

Notes: Please send a note to school with your child when any of the following situations occur:

1. Change in dismissal information (see "Student Destinations at End of School Day")
2. Change of address or telephone number, both home and workplace.
3. Change of emergency contact telephone number
4. Absence
5. Each time your child stays for an after school activity
6. Unusual circumstances, i.e. parents are out of town, illness in the family, new baby or other significant event.

NEW STUDENTS/NEW PARENTS

Teachers make every effort to ensure that children who are new to the Weston Public Schools enter as smoothly as possible. This may include pairing a new student with a "buddy" or talking about a child's previous school, town and friends. The School Counselor meets with all new students in grades one, two and three in groups and meets new kindergarten students in their classrooms.

Early in the school year the PTO sponsors a meeting for parents of new children in the three elementary schools to introduce them to help orient them to the PTO and various school programs and to answer questions.

SUPPORT SERVICES

Our schools offer a complete program of support services to promote a child's educational and emotional growth. Our staff includes a School counselor, a School Psychologist, Special Education Teachers, a Speech and Language Therapist, Occupational Therapist, Physical Therapist, a Liaison for the METCO Program and a School Nurse. If you have any concerns about your child, you should first contact the classroom teacher. No services will be provided without a parent's informed consent.

Kindergarten Screening

Kindergarten Screening will take place in early spring, prior to your child starting kindergarten. You will be invited to bring your child to either Country or Woodland School so that he/she can participate in a short individual screening procedure with a teacher. While your child is being screened, you will meet with a member of the school staff to review a questionnaire highlighting your child's developmental history and to discuss your observations about your child. Results of the screening are shared with kindergarten parents at the fall conference.

SPECIAL EDUCATION

Special Education offers support to those students who have educational needs as determined by the criteria set in the Massachusetts Special Education Laws and Regulations. In the Weston Public Schools, special education is considered to be an integral part of the regular education program. Collaboratively, regular and special educators accommodate a student's development by providing a rich and diverse curriculum with instructional practices geared to individual needs.

Following a comprehensive assessment of a student and a determination of special needs, an individualized education plan is developed that addresses the unique needs of that student and provides the necessary services within the least restrictive environment. A continuum of services is provided and can include occupational therapy, physical therapy, speech/language therapy, and other support from special educators inside and outside the regular education classroom setting.

Further information may be obtained by calling the Office of Special Education at 781-786-5240.

WESTON METCO-PROGRAM

Since 1967, Weston has participated in METCO, a state-funded, voluntary desegregation program which services urban and suburban children. The program's goals are: 1) to provide a quality, integrated education for urban children of color in suburban schools, and: 2) to lessen the racial isolation of suburban children. The Weston-METCO Family Friends Organization helps to expand the program beyond the walls of the classroom by providing opportunities for Boston and Weston families to get together and share their urban and suburban experiences. For more information about METCO or the Family Friends program, contact the Weston-METCO office at 781-786-5850.

WESTON EDUCATION ENRICHMENT FUND COMMITTEE

WEEFC is a permanent subcommittee of the School Committee, created by Town Meeting. Its purpose is to augment and enrich the Weston Public Schools by receiving tax-deductible donations. It provides a convenient vehicle for supplementing educational opportunities. WEEFC selects projects which are not part of the regular school budget, and which add richness and excitement to the classroom. Mini-grants are cash awards enabling teachers to carry out innovative classroom projects which complement the regular program.

SCHOOL NEWS

We post announcements about school activities and events weekly on our website. Classroom teachers will send out a monthly communication, at minimum. You can also follow along with our school happenings via our social media accounts. In addition, *Westword* is a weekly bulletin published by the PTO. It contains school announcements and schedules of after-school activities for all grade levels. **School Notices** are printed frequently and supply important information to parents concerning bus dismissal, calendar reminders, field trip notices and parent permission slips. Your child is expected to bring home copies of all school publications and notices. Please watch for them. Much of the information is also available at the Weston Schools website (www.westonschools.org) that includes links to school based web pages.

PARENT TEACHER ORGANIZATION

The PTO encourages parents to join and support their organization. Each year the PTO publishes the school calendar and the weekly *Westword* bulletin. The PTO funds school community events, the Creative Arts Council and Creative Science which brings enrichment programs, i.e. puppet shows, science presentations, music groups, etc. to our school. There are various grade-specific parent meetings sponsored by the PTO throughout the year along with open forums offering speakers and discussions on school-related topics. The PTO coordinates the room parent volunteer programs to assist the classroom teachers throughout the year with field trips, parties, and special projects.

The PTO Chairs and Assistant Chairs sit on the larger K-12 PTO board, which meets monthly. Within our school, the PTO also has Grade Chairs for each of the grade's room parents.

TELEPHONE

Woodland School may be contacted directly between the hours of 8:00 a.m. - 4:00 p.m. If you wish to speak with your child's teacher, please call the main office at Woodland (781-786-5300) and you will be connected to his or her voicemail.

SCHOOL CANCELLATION

No School Announcements posted on district website:

www.westonschools.org

Parents will also receive email, text and/or phone notification via the Weston Bulletin (RAVE SYSTEM)

Radio Announcements over: WBZ (AM 1030), WCRB (FM 102.5), WHDH (AM 850)

School Information Line : 781-786-5202.

EMERGENCY SCHOOL CLOSINGS (during the school day)

Radio Announcements over: WBZ (AM 1030), WCRB (FM 102.5), WHDH (AM 850)
Posted on district website: www.westonschools.org

In the event that there is an emergency, a telephone calling chain is initiated by the school and room parents. It is important that your phone number, cell phone number, and all emergency phone numbers (and that of a neighbor as well) are listed with the school and are kept up-to-date should any changes occur.

INFORMATION ON STATE AND FEDERAL LAWS

Title IX – Gender Bias

“No person shall, on the basis of sex be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal aid.”

Complaint manager for Weston Public Schools: Assistant Superintendent
(781)786-5220

Title VI – Discrimination

“No person shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Complaint manager for Weston Public Schools: Assistant Superintendent (781)
786-5220

Section 504 – Disabilities

No “otherwise qualified handicapped individual” shall be excluded from participation in any program or activity receiving federal financial assistance. An individual with a disability is a person who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such impairment. Major life activities include walking, seeing, hearing, speaking, breathing, learning and working. School systems have a responsibility to provide a free and appropriate public education to students with disabilities. An “appropriate” education means an education comparable to that provided to students without disabilities. Parents have the right to due process.

Section 504 Coordinator for Weston Public Schools: Assistant Superintendent (781)
786-5220

Title II – Americans with Disabilities Act

“No qualified individual with a disability shall, on the basis of that disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity.”

Complaint manager for Weston Public Schools: Assistant Superintendent (781)
786-5220

MGL Ch. 76 Section 5: The Right to Attend School

“Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.”

“Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not

Homeless Liaison for Weston Public Schools: Assistant Superintendent (781)
786-5220

SUGGESTIONS FOR PARENTS

Children enter a new school or grade with excitement, which accompanies growth and a new sense of competence. You do a wonderful job at home in helping your children to anticipate the opening of school with positive attitudes. Some of you ask for suggestions as to how you might continue in this effort.

1. Talk positively about school and teacher.
2. Provide opportunities for your child to play with other children.
3. Read to your child daily, and talk about the story and the pictures.
4. State directions clearly and be sure your child understands and follows them.
5. Give age-appropriate responses.
6. Praise your child for his/her efforts.
7. Encourage your child to express his/her feelings verbally.
8. Provide activities that encourage your child to use eyes and hands together e.g. puzzles, pegboards, crayons, paints, scissors, blocks, clay.
9. Encourage independence in dressing.
10. Talk with your child; answer and ask questions.
11. Encourage your child's curiosity and desire to learn.
12. Monitor what your child brings to school. We do not allow electronic games, valuable items such as hand held computer games, and/or violent or potentially harmful items (even if they appear to be toys).

Addendum: Disciplinary Procedures, Suspension, and Due Process

In imposing disciplinary action, the Principal may consider the seriousness of the incident, including the student's past disciplinary record as well as the amount of disruption caused and whether or not it resulted in injury to others or damage to property.

Examples of Disciplinary Actions:

- An oral or written reprimand
- A student-parent conference with the Principal
- Time spent with an educator during lunch or after school
- Restriction upon or exclusion from school activities or privileges, including without limitation extra-curricular activities or use of school buses.
- Restoration or cleaning of vandalized or damaged school property or equipment.
- In school suspension
- Suspension from school
- Expulsion from school.

Discipline and Due Process

All discipline in Massachusetts public schools is governed by 3 statutes and related regulations: M.G.L. c. 71, §37H and M.G.L. c. 71, §37H 1/2 and M.G.L. c. 71 §37H 3/4 (and 603 C.M.R. 53.00 et. seq.). The Principal has the authority to exercise discretion in deciding the consequences for a student who has violated school rules. The Principal shall first consider ways to re-engage the student offender in the learning process, and shall avoid using long-term suspensions and expulsion until other remedies and consequences have been employed. In administering discipline, school officials will be careful to observe the right to due process under the law for each student. The due process a student is entitled to is identified in the relevant statutes and regulations above and is further explained below. The nature of the violation and the severity of the possible consequences can determine the due process that school officials will follow. The Principal may remove a student from privileges, such as extracurricular activities and attendance at school-sponsored

events, based on a student's misconduct. This determination is not subject to the due process procedures set forth below.

In-School Suspension pursuant to M.G.L. c.71 §37H 3/4

At the discretion of the Principal, in-school suspension may also be imposed for violation of the code of conduct. In-school suspension means the student is removed from regular classroom activities, but not from the school premises, for no more than 10 consecutive school days. In-school suspension for less than 10 days shall not be considered a short-term out-of-school suspension; however, an in-school suspension may be used as an alternative to short term out-of-school suspension. An in-school suspension of more than 10 days shall be deemed a long-term-term out-of-school suspension, and the student will be provided with the due process provided in a long-term out-of-school suspension hearing.

For an in-school suspension, the Principal shall inform the student of the disciplinary offense charged and the basis for the charge. The Principal shall also provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the Principal determines that the student committed the disciplinary offense, the Principal shall inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year. If an in-school suspension does exceed 10 days, a long-term out-of-school suspension hearing must occur prior to the in-school suspension exceeding 10 days.

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

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

Out of School Suspensions pursuant to M.G.L. c.71, §37H 3/4

An Out of School Suspension is a short-term or long-term removal from school. Short-term suspension is the removal of a student from the school premises and regular classroom activities for 10 consecutive days or less.

Long-term suspension means the removal of a student from the school premises and regular classroom activities for more than 10 consecutive days, or for more than 10 days cumulatively for multiple disciplinary offenses in any school year. A student is also restricted from entering the school buildings, or coming onto school grounds; and may not participate in any school sponsored activities or functions during the suspension period.

Students are entitled to the opportunity for a due process hearing prior to any out of school suspension. For any suspension listed under this section, the Principal shall provide notice of the violations and the reason for the out of school suspension to the parent(s)/guardian(s) in English and the primary language spoken in the student's home. The student shall receive written notice of the charges and the opportunity to participate in a hearing with the Principal to discuss charges and reasons for the suspension prior to suspension/exclusion taking effect.

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

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

Short Term Suspension

If a student may be suspended from school for 10 or fewer days, the student and parent will be given notice verbally (or by telephone) and in writing, stating:

- What the student is alleged to have done that violates the Handbook or school policy, including evidence against the student;
- What disciplinary measures may be imposed;
- The date, time, and place of a due process hearing;
- The student and parent's right to participate in a due process hearing and explain his/her conduct and any mitigating circumstances

After the due process hearing, the Principal will issue a written determination of the suspension to the student and parent, including the key facts, conclusions reached, length and effective date of the suspension, a date of return to school, and the opportunity to make up assignments and other needed schoolwork and the right appeal.

A student or parent may appeal a short-term suspension imposed by the Assistant Principal to the Principal by filing a written request for an appeal within three (3) school days of the decision. The Principal will hold a hearing, within three (3) school days of the student's appeal. The Principal may consider all relevant factors in making his/her decision, which shall be final. The suspension will be served pending the appeal.

For all students in Pre-K through 3, the Principal shall send his/her determination to the Superintendent and explain the reasons prior to imposing a short-term out-of-school suspension before the suspension takes effect.

Long Term Suspension

If a student may be suspended from school for more than 10 days and up to 90, the student and parent will be given notice verbally (or by telephone) and in writing, stating:

- What the student is alleged to have done that violates the Handbook or school policy, including evidence against the student,
- What disciplinary measures may be imposed,
- The date, time, and place of a due process hearing,
- The right to review the student's record and any documentation concerning the investigation prior to the hearing
- The student's right to be represented by an advocate or lawyer,
- The student's right to question and present witnesses and evidence

The Principal presiding over the due process hearing will make a record, such as oral tape or written transcript that shall be available to the student upon request. Notice and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings.

If the Principal decides to suspend the student following the due process hearing, the Principal shall send the written determination to the student and parent providing (1) the disciplinary offense, the date the hearing took place, and the participants at the hearing; (2) the key facts and conclusions reached by the Principal; (3) identify the length and effective date of the suspension, as well as a date of return to school; (4) include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school; and (5) inform the student of the right of appeal.

For all students in grades Pre-K through 3, the Principal shall send his/her determination to the Superintendent and explain the reasons prior to imposing a long-term out-of-school suspension before the suspension takes effect.

Long Term Suspension Appeal pursuant to M.G.L. c. 71, § 37H 3/4

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

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

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

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

Emergency Removal

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

efforts to verbally notify the student and the student's parent(s)/guardian(s) of the emergency removal and the reason for the need for emergency removal. The Principal may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation. The Principal shall provide written notice to the student and parent(s)/guardian(s) as provided above, and provide the student an opportunity for a hearing with the Principal as provided above, and the parent(s)/guardian(s) an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent(s)/guardian(s). The Principal shall render a decision verbally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements as described above.

School-Wide Education Service Plan for Suspended Students

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide Education Service Plan.

Weston Public Schools has a process for developing school-side education service plans for education services that the district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. Each plan is individualized to the needs of each student and is developed in collaboration with the guidance department, special education department, and classroom teachers, as applicable. Students and their parents will be notified of the process for developing and arranging such services at the time of suspension/expulsion. Education services shall be based on, and be provided in a manner consistent with,

the academic standards and curriculum frameworks established for all students under M.G.L c 69, §§D and 1F.

The Principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and other such data as directed by the Department of Elementary and Secondary Education.

Discipline of Students Having (or Potentially Having) Special Needs and/or 504 Status Discipline of Students with Disabilities [Includes students currently on 504 accommodation plans or Individual Educational Programs.]

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

The Principal or Assistant Principal will notify the Director of Student Services of the violation for which the Suspension is assigned. A record will be kept of such notice. The following additional requirements apply to the discipline of students with disabilities:

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

disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parent/guardian consent to, a new placement, or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The Student's Team shall also review the student's IEP, and modify as appropriate, any existing behavioral intervention plan or arrange for a functional behavioral assessment.

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

1. If, prior to the disciplinary action, a district had knowledge that the student may be a student with a disability, then the district makes all protections available to the student until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if: (a) The parent had expressed concern in writing; or (b) The parent had requested an evaluation; or (c) District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student. The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.
2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

Non-resident Students

Students who do not reside in Weston may be withdrawn from the Weston Public Schools by the school Principal for good cause. Any such proceedings shall be conducted in accordance with sections 3.6 and 3.7 of the School Committee policy JG student discipline. A student may appeal a decision by the Principal to the superintendent in accordance with section 3.10, whose decision shall be final.

Reports to Police

The school department will report suspected criminal activity to the police department and will cooperate with the police in their investigations.