

Norwood Public Schools

Elementary School Handbook

2018-2019

NORWOOD SCHOOL COMMITTEE

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Norwood Public Schools School Committee Non-Discrimination Policy:

The School Committee's policy of non-discrimination will extend to students, staff, the general public, and individuals with whom it does business. The Norwood Public Schools prohibits discrimination on the basis of race, color, sex, gender identity, sexual orientation, religion, national origin, or age and ensures that all students have equal rights of access to the opportunities, advantages, privileges, and courses of study.

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SCHOOL COMMITTEE

School Committee members are unpaid, elected officials. As such, they are responsible for setting policies designed to achieve an effective and efficient program of education for the local public school system.

Meetings are generally held every other week at the School Administration offices (James R. Savage Educational Center). By state law, all meetings, except those in executive session, are open to the public. All are encouraged to attend. Committee members may be reached by calling the school administration office at 762-6804 or James R. Savage Educational Center voicemail at 781-440-5821.

SCHOOL ADMINISTRATION

The Superintendent and staff are responsible for implementing the policies of the School Committee and maintaining the quality of the curriculum. The James R. Savage Educational Center telephone is 781-762-6804.

NORWOOD PUBLIC SCHOOLS MISSION STATEMENT

The mission of the Norwood Public Schools is to seek academic excellence for all children in an environment which is safe, nurturing, and supportive, to inspire in them an enduring love for learning, and prepare them to contribute as citizens of a diverse community.

BELIEFS

- Every child can learn.
- Academics are the primary focus of education. In addition to Academics, Athletics and Activities are essential for a complete education.
- Each child is unique and has special abilities and interests that must be recognized, encouraged, and developed.
- The home, school, and community are responsible for the education of all children.
- Teachers must engage every student in learning.
- Students are responsible for their own learning and for their personal conduct.
- Parents are responsible for setting values and expectations that support the learning process.
- Lifelong learning is essential for productive and responsible participation in a diverse and changing world.
- Teachers have the right to teach and students have the right to learn in a safe and nurturing environment.
- A community thrives when individuals contribute to the well-being of others.
- Integrity, respect, and cooperation are essential in building trusting relationships.
- Our community is strengthened and enriched through diversity.

POLICIES AND PROCEDURES

RESPONSIBLE USE POLICY

The Norwood Public Schools provides access for students to the Technology/Computer network, including access to external networks, for educational purposes. The purpose of educational technology is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. Access to the network is a privilege not a right. In order to insure that the network is used for intended educational purposes and not used for inappropriate, commercial or illegal purposes, the Norwood Public Schools has adopted A Responsible Use Policy. For the students to use the network at the elementary level, parents/guardians shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of the system and shall agree in writing to comply with such regulations and procedures. Non-compliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary action consistent with the policies of the Norwood Public Schools. A Responsible Use Agreement form for signature will be made available to parents/guardians along with the entire text of the Responsible Use Policy.

AGE REQUIREMENTS FOR ADMISSION TO NORWOOD SCHOOLS

The age requirements for enrollment are:

Special Education Programs – Entrance age for special education students is three (3). (Refer to Chapter 766, section 310). Students enrolling in the Integrated Preschool program must be three (3) years of age on or before August 31st.

Kindergarten - Children admitted to Kindergarten must be five (5) years of age on or before August 31st of the school year in which they enter.

First Grade – Children admitted to first grade must be six years of age on or before August 31st of the school year in which they enter. An exception exists for those pupils transferring from out of town and they must present satisfactory evidence that they have been regularly enrolled elsewhere.

AMERICANS WITH DISABILITIES ACT

The Norwood Public Schools do not discriminate on the basis of disability in the operation of educational programs, extracurricular activities, public events, or in employment. Any questions, complaints, or requests for accommodations may be brought to the attention of the Principal and/or the ADA Coordinator.

Parents may contact the **ADA Coordinator**, Director of Buildings and Grounds, by writing to James R. Savage Educational Center, 275 Prospect Street, Norwood, MA 02062 or calling 781-762-6804 extension 5830.

Individuals who need print materials in alternative formats (large print, audiotape, etc.) or other auxiliary communications aids or services to participate in programs should identify their needs to school staff in person or in writing.

ATTENDANCE

Regular attendance in school is vital to your child's progress. There is a powerful link between attendance and academic success in school. To give students the best opportunity possible to reach their potential both academically and socially, they must attend regularly. When students are tardy or absent, they miss out on valuable learning and social experiences that cannot be made up.

A student must be at school or at a school related activity (e.g., field trip), for at least half the school day to be counted as present.

A significant number of absences will require the school to initiate procedures outlined by Massachusetts General Law, Chapter 76. The following attendance regulations apply to all Norwood students, unless otherwise specified.

LEGALLY EXCUSED

A student may be legally excused from school if s/he is not physically or emotionally able to attend school. The following are examples of excusable absences from school;

1. Illness of student
2. Serious illness of a member of the immediate family, requiring student's presence at home
3. Wedding or death in the immediate family

A student's absence from school will be recorded as excused if the absence is for good cause. If it is necessary for a student to be gone from school for one or more days, parents are required to notify the school in writing prior to the absence.

UNEXCUSED ABSENCES

A student's absence will be recorded as unexcused if:

1. The school has not received a written note signed by the parent or student's physician.
2. The absence is not due to illness, family emergency, or good cause.

According to Massachusetts's law, excused absences of up to seven (7) full days or fourteen (14) half-days during each ninety-(90) day semester may be excused. Absences over a combination of seven (7) days during the first or second ninety-(90) day period will require medical documentation. The Superintendent or designee may decide whether to excuse a particular absence.

Absences in excess of the above requirement may result in parental notification and/or referral to the attendance officer for the Norwood Public Schools.

The attendance officer for the Norwood Police Department will be responsible for enforcing the compulsory attendance laws, which require regular attendance, provide for penalties if parents and/or guardians do not carry out their responsibilities, and establish procedures for referral of a truant student to juvenile authorities. These procedures may involve a home visit, referral to the Department of Mental Health, the Department of Social Services or Juvenile Court. Please see your school insert for additional information.

BULLYING PROHIBITION & PREVENTION POLICY

Bullying is a form of harassment. The **Norwood Public Schools** recognizes that bullying and harassment have a negative effect on the educational process.

Reporting Requirements 370(g) - The law imposes **mandatory** reporting requirements on all members of the school staff, not just all teaching staff, to immediately report any instance of bullying or retaliation the staff member has either witnessed or become aware of, to the Principal or school designee. Staff shall immediately report any instance of bullying or retaliation the staff members has witnessed or become aware of to the Principal or to the school official identified in the plan as responsible for receiving such reports or both.

1. Definition of Bullying (from “*Chapter 92 of the Acts of 2010 - AN ACT RELATIVE TO BULLYING IN SCHOOLS.*”)

- a. *Bullying* - The repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the educational process or the orderly operation of a school. For the purposes of this section, **bullying shall include cyber-bullying and retaliation.**
 - b. *Cyber-bullying* - Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (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 by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.
 - c. *Retaliation* - Any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witness or has reliable information about bullying.
2. **Bullying is Prohibited** – Such conduct is disruptive of the educational process; therefore, let it be known that *bullying is unacceptable behavior in the Norwood Public Schools and is prohibited.*
3. **Bullying Shall be Prohibited** – (a) on school grounds, property immediately adjacent to school grounds, or at a school sponsored or school-related activity, function or program whether on, or off, school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, and or through the use of technology or an electronic device that is owned, leased or used by a school district or school; and (b) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, of the bullying creates a hostile environment at the school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.
4. **Steps to Resolve**
- a. *Staff Intervention* – Staff members who observe or become aware of an act of bullying will take immediate, appropriate steps to intervene, unless intervention would place the safety of the staff member or student(s) at risk. If there is reasonable basis to believe that the staff member has not been able to resolve the matter, or if the bullying persists, the staff member shall report the matter to the appropriate administrator for further investigation.
 - b. *Students and Parents Shall Report Bullying* – Students and parents who become aware of bullying should report it to the appropriate administrator for further investigation. Also, students or parents may report a bullying incident using any one of three reporting options on the district’s bullying website by going to www.norwood.k12.ma.us/about/bullying-information.cfm. “*Anonymous*” reports are accepted; however, no disciplinary action shall be taken against a student on the basis of an anonymous report. Any student who retaliates against another for reporting bullying shall be subject to disciplinary consequences. Also, any student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary consequences.

- c. *Investigation* – In cases of alleged or persistent bullying, cyber-bullying, or retaliation, an administrator will investigate the matter. The investigation may include, but is not limited to, conversations with students, parents, and school staff.
- d. *Intervention/Consequences/Prevention Strategies* – If bullying is substantiated, the appropriate administrator will take reasonable steps to stop it and prevent its recurrence. These steps may include, but are not limited to, separating and supervising the students involved; contacting the parents/guardians of the alleged perpetrator and victim; mediation between the two students; providing counseling support for students and referral service options to appropriate family members as necessary; coordinating a supervision plan with the assistance of staff; student contracts and the development of a safety plan; meetings with the School Resource Officer. Students who have bullied or retaliated against others may also be subject to disciplinary action, including warnings, parental conference, detention, suspension, and/or expulsion. If the school administration determines that bullying or retaliation has occurred, the appropriate administrator will notify the local law enforcement agency if the administration believes that criminal charges may be pursued against a perpetrator.
- e. *Determinations* – If the parent or guardian is dissatisfied with the principal’s resolution to the investigation, the parent may appeal to the district’s Bullying Coordinator or the Superintendent. If the parents remain unsatisfied with the district’s response, they may also contact the Department of Elementary and Secondary Education’s Program Resolution System at compliance@doe.mass.edu or call 781-338-3700.

Students who engage in any act of bullying while at school, at any school function, in connection to, or with any district-sponsored activity or event, or while en route to or from school, are subject to disciplinary action, up to and including suspension or expulsion. Law enforcement officials shall be notified of bullying incidents.

NOTE: Cyber-bullying will be covered under this Handbook regulation.

CHILD ABUSE AND NEGLECT

Chapter 439 - an act requiring school committees to notify school personnel of reporting requirements regarding child abuse and neglect.

Chapter 71 of the General Laws is hereby amended by inserting the following section after §37K:

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 as specified in §51A to §51F, inclusive, of Chapter 119.

The text of Chapter 119, §51A, may be found in selected General Laws of School Committees and School Personnel. We are working with the Executive Office of Human Services to implement this new law.

C.O.R.I. REQUIREMENTS POLICY

It shall be the policy of the Norwood Public Schools to obtain all available Criminal Offender Record Information (C.O.R.I.) from the Department of Criminal Justice Information Services (DCJIS) of prospective employee(s) or volunteer(s) of the School Department including any individual who regularly provides school-related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain C.O.R.I data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Superintendent, or in the absence of the Superintendent, the Assistant Superintendent shall periodically, but not less than every three years, obtain all available Criminal Offender Record Information from the Criminal History Systems Board on all employees, individuals who regularly provide school-related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

DRUG FREE WORKPLACE POLICY

The Norwood Public Schools have significant interest in ensuring the health and safety of its employees.

In furtherance of that interest, the Norwood School Committee will:

1. Inform all employees about (a) the dangers of drug abuse; (b) the availability of drug counseling and rehabilitation for employees; (c) the penalties that may be imposed upon employees for drug abuse violations; and (d) the policy for maintaining a drug free workplace.

2. Notify all employees that the illegal manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the workplace and any violation thereto is subject to appropriate personnel action up to and including termination of employment.
3. Notify employees, as a condition of employment that they must abide by the terms and provisions of this policy.
4. Inform employees, as a condition of employment, that they must notify the Superintendent of Schools in writing within five days of conviction for a drug violation occurring in the workplace.
5. Hereafter, conduct an annual drug awareness program for new employees as part of an on-going good faith effort to maintain a drug free workplace. Statutory reference: Drug Free Workplace Act of 1988, 34CFR - Part 85, sub-part F.

Executed by the Norwood School Committee on August 22, 1990.

EMERGENCY SCHOOL CLOSING PROCEDURES

When it is necessary to close school because of emergency/weather conditions, it will be announced over the radio/TV stations (see No School Information section for more information). Please expect school telephones to be unavailable between the time of the emergency and the designated dismissal time due to the need for outgoing calls.

Norwood Public Schools may shorten the normal school day due to emergency situations, such as loss of heat, electricity, loss of water pressure or inclement weather.

When the entire school is dismissed early by authority of the Superintendent, all attempts will be made to notify parents through Connect Ed, the media and other available sources of public information. **Parents who work or are not at home should make arrangements for the care of their child when school is dismissed. It is imperative that your emergency phone contacts be kept up-to-date.**

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The names, addresses and other information regarding students are regulated by the Student Record Regulations and the Family Educational Rights and Privacy Act (FERPA).

During the year the school may release via the World Wide Web or for publication a student's name, address, class, participation in officially recognized activities and sports, degrees, honors, and awards, and post-high school plans without the consent of the eligible student or parents. Educational activities and performances are also regularly photographed and videotaped for school newsletters, local newspapers, and local access cable television stations. Under the Family Educational Rights and Privacy Act (FERPA) you have a right to inform the school within a reasonable time that you do not wish certain information to be released without prior consent. If you do not wish any or all of this information about your child to be released, please send written notification to the Principal.

CELL PHONES & ELECTRONIC DEVICES

All cell phones and other electronic devices must be off and in backpacks and may not be used during the school day without the principal's permission. If parents must contact their children during the school day for an urgent matter, they should do so through the school office.

PHOTOGRAPHING & VIDEOTAPING OF STUDENTS

During the school year, the Norwood Public Schools may authorize various organizations such as local news media and parent groups to photograph or videotape students engaged in an activity related to school programs. These pictures may be used on a bulletin board, in a newsletter, newspapers, on an educational access television station or some type of educational publication designed to illustrate or describe an activity sponsored or promoted by the Norwood Public Schools. If parents have a concern relative to their child appearing in any of these photographs or videotapes, they should notify the school in writing.

HAZING

An Act Prohibiting the Practice of Hazing - Chapter 536

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

Chapter 269 of the General Laws is hereby amended by adding the following sections:

Section 17 - Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment.

The term "*hazing*" as used in this section and in section eighteen shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Section 18 - Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than five hundred dollars.

HOMEWORK EXPECTATIONS

In developmentally appropriate ways, homework is designed to continue the learning process by challenging each child to study independently as they grow older. It provides an extension of activities begun in the classroom by the students under the guidance and direction of their teachers.

The teacher will carefully plan homework assignments; explain and demonstrate to the students in class what each assignment involves, examine, correct, and return each assignment so that the student knows what to work on and how to improve; and inform parents promptly if homework assignments are not properly completed.

The parents/guardians of a child should help the student develop good home study habits by setting aside appropriate time periods; showing an interest in and willingness to assist their child with assignments; providing a suitable space for study; helping students to budget time between long-term and short-term assignments; and by encouraging their child to seek individual assistance from teachers when assignments are difficult.

MASSACHUSETTS EDUCATION REFORM ACT OF 1993

This act provides for the creation of a School Council at each elementary, secondary, and independent vocational schools in the Commonwealth of Massachusetts. The purpose of this Council will be to advise the Principal on a variety of areas ranging from budget to curriculum. This organization differs markedly from the traditional PTA Board. The School Council is comprised of parents, teachers, a community member at large and the Principal. Elections are held in the fall of the school year.

PARENTAL NOTIFICATION LAW

In accordance with M.G.L., Chapter 71, § 32A, a parent has the right to exempt their child from any portion of the curriculum that **primarily** involves human sexual education or human sexuality issues. To receive such exemption, a parent must send a written request to the Principal requesting an exemption for their child. No student who is exempted from this portion of the curriculum will be penalized. If you would like an outline of any such curriculum, contact the Principal.

PROMOTION POLICY

Elementary Level - Learning rates of students vary and, accordingly, the amount of time required for them to master the curriculum for a particular grade level will also vary. The decision to promote or retain a student shall be made in accordance with the following:

- A. The decision will be based upon what is best for the individual child.
- B. Consideration will be given to the student's intellectual development, academic ability, levels of achievement, and physical/social maturity.
- C. Individual needs will be determined and an educational program to meet those needs will be developed.
- D. Student placement is a shared responsibility of the professional staff and principal working in cooperation with the student's parents.

At all levels of the School System:

- A. The requirements and circumstances for retention/promotion of students under Special Education shall be an

Evaluation Team decision conducted in accordance with State Department of Education Regulations.

- B. Any exceptions to the promotion policy shall be made only after careful consideration and approval of the principal, subject to the review of the Superintendent of Schools.

POLICY REGARDING DISCRIMINATION AND HARASSMENT

In providing equal educational opportunities to all our students on a non-discriminatory basis, it is the policy of the Norwood Public Schools to comply fully with Chapter 76, §5 of M.G.L, Title VI of the Civil Rights Acts of 1964, Title IX of Education Amendments of 1972, §504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and with the Sexual Harassment Policy of the Norwood School Committee.

The policies of the Norwood Public Schools concerning Chapter 76, §5, Title VI, Title IX , Section 504 , Title II, and sexual harassment prohibit discrimination because of race, color, gender, sexual orientation, gender identity, religion or national origin and handicaps, such as impaired vision or hearing, in the following areas: admissions to the school system; admissions to courses of study; guidance opportunities; curriculum offerings, extra-curricular activities; scholarship and monetary awards; employment; and use of facilities.

In addition, a grievance procedure has been established for students and employees. The grievance procedure begins with the principal of the building in which the alleged discrimination or harassment occurred. If a resolution is not reached at the building level within 20 school days after receiving the complaint, the matter will be referred to the Assistant Superintendent as soon as possible, including any corroborative information. The Assistant Superintendent will conduct an investigation of the matter and answer all inquiries in writing within 20 school days of receipt of the unresolved complaint. If appropriate, plans to correct any inequities will be included in the response. In the case of alleged sexual harassment, the first step will include a description of the harassment by the individual alleging harassment.

If unresolved or not satisfactorily resolved, the grievant may petition the Superintendent of Schools, in writing. The Superintendent, or his designee, will also conduct an investigation and attempt to resolve the problem, within 20 days of his receipt of the unresolved complaint. The Superintendent will respond in writing to the petitioner following the investigation. A separate file will be kept on all actions taken under the grievance procedure.

The School Committee will serve as the final local appeals board for any matters that the Superintendent or his designee is unable to resolve. Access to the School Committee is by written notification to the Chairperson describing the problem and requesting an opportunity to review the matter with the School Committee. Documentation shall be attached to the written request for review.

In the event of a complaint, the appropriate individuals and agencies are:

Schools

Norwood High School	Hugh Galligan, Principal	781-769-2333
Coakley Middle School	Margo Fraczek, Principal	781-762-7880
Balch School	Diane Ferreira, Principal	781-762-0694
Callahan School	Donna Brown, Principal	781-762-0693
Cleveland School	Nancy Coppola, Principal	781-762-6522
Oldham School	Wesley Manaday, Principal	781-769-2417
Prescott School	Bryan W. Riley, Principal	781-762-6497
Willett School	Carolyn Robbins, Principal	781-762-6805
Little Mustangs Preschool Academy	Carolyn Robbins, Principal	781-440-5802

District

Dr. David Thomson, *Superintendent of Schools*
James R. Savage Educational Center
275 Prospect Street
Norwood, MA 02062
781-762-6804 ext. 5819

Dr. Alec Wyeth, *Title VI and Title IX and Section 504 Coordinator*
Assistant Superintendent of Schools

James R. Savage Educational Center
275 Prospect Street
Norwood, MA 02062
781-762-6804 ext. 5816

Mrs. Carole Poirier, *Title I Coordinator*
Assistant to the Supt. of Schools Elementary Curriculum/Grants
James R. Savage Educational Center
275 Prospect Street
Norwood, MA 02062
781-762-6804 ext. 5815

Paul Riccardi, *ADA Coordinator*
Director of Buildings/Grounds
James R. Savage Educational Center
275 Prospect Street
Norwood, MA 02062
781-762-6804 ext. 5830

McKinney-Vento (Homeless) Coordinator
Administrative Assistant to the Superintendent of Schools
James R. Savage Educational Center
275 Prospect Street
Norwood, MA 02062
781-762-6804 ext. 5819

In addition to the above procedures, any student or employee may report a grievance directly to the listed agencies:
Massachusetts Commission Against Discrimination
One Ashburton Place
Boston, MA 02108
617-727-3990

Office for Civil Rights
J.W. McCormack Post Office & Court House
Boston, MA 02109
617-223-9662

Questions regarding these policies or requests for a full text of the School Committee regulations should be directed to the Office of the Superintendent of Schools.

SPECIAL EDUCATION

Massachusetts Special Education regulations ensure that eligible students receive special education services designed to develop the student's individual educational potential in the least restrictive environment in accordance with applicable state and federal regulations.

In order to meet a child's learning needs within the least restrictive setting each school offers the services of a Student Support Team. A group of teachers and specialists work cooperatively in identifying and implementing classroom accommodations and modifications to support all learners within the regular education program.

When interventions implemented at the recommendation of the Student Support Team are not successful in meeting a child's needs and the Team believes a disability is affecting the child's progress, the Team will recommend a special education evaluation. Evaluations are completed in the suspected area of disability by a team of trained specialist. This may include a teacher, counselor, nurse, psychologist, learning disabilities teacher and any other specialists necessary.

Working with the parents, the Special Education TEAM determines whether or not the student presents with a disability, identifies the type of disability and formulate an Individual Educational Program (IEP) for the child.

SECTION 504

Section 504 accommodations are provided to all students found to have physical or mental impairments that substantially limit one or more major life activities (including learning). The school has the responsibility to identify, evaluate and, if the child is determined to be eligible under section 504, to afford access to appropriate educational services. Students determined to be disabled under Section 504 require a response from the regular (general) education staff within the general curriculum. A team of individuals knowledgeable about the student (including parents/guardians) reviews the nature of the student's disability to determine whether and how the disability affects the student's education, and to determine what accommodations and/or services are required. A variety of accommodations and services are offered in accordance with 504 Accommodation Plans; which are periodically documented and reviewed. The Chief Compliance Officer is the 504 Coordinator for the district.

RESPONSE-TO-INTERVENTION (RTI)

Response-To-Intervention is a process which includes the provision of systematic, research-based instruction and interventions to struggling learners. It assumes that the instruction/interventions are matched to student needs and that the monitoring of progress is continuous. Furthermore, RTI is designed as an early intervention to prevent long-term academic failure. As such, RTI can replace and/or augment the I.Q. discrepancy model in the identification of learning disabilities.

RTI is considered a general education service, but can also be implemented in special education settings.

KEY FEATURES – The following is a listing of the key features of an RTI process:

RTI is primarily a general education initiative designed to address the needs of struggling learners early in their educational experience.

RTI is based on a problem-solving model that uses data to inform decision-making.

RTI interventions are systematically applied and derived from research-based practices.

RTI is highly dependent of progress monitoring and data collection.

RTI intervention plans are designed, implemented, and monitored by a multi-disciplinary team of professionals.

RTI can replace the I.Q. discrepancy model for determining the presence of a learning disability.

THE 3 TIER MODEL

Tier I – the provision of general screening and group interventions that usually represent the core instructional program. If this instruction is adequately differentiated, 80-90% of the students will respond and achieve established benchmarks. Assessments occur three to four times per year.

Tier II – if students do not make adequate progress in Tier I, more intensive services and targeted interventions, usually in small group settings, are provided in addition to the instruction in the general curriculum. Progress is monitored more closely, at least bi-weekly, and the research-based interventions could last approximately six to ten weeks.

Tier III – for students who do not adequately respond to the targeted interventions in Tier II, eligibility for special education services under the Individuals with Disabilities Education Act (IDEA 2004) would be considered. Additional testing may be warranted and students would receive individualized, intensive interventions targeted to the skill deficits.

WEAPONS

Section 37 - Section 37L of said Chapter 71 of the General Laws, as appearing in the 1990 Official Edition, is hereby amended by adding the following paragraphs:

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 Social Services, 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 Social Services, 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 records 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.

ELEMENTARY DISCIPLINE

ELEMENTARY DISCIPLINE CODE

The purpose of the elementary discipline code is to provide clear and consistent guidelines for a safe learning environment. In order to achieve this purpose, we expect students to respect themselves and others as well as work and play safely.

Students are responsible for their actions and need to be held accountable for their decisions. They need to know adults care enough for them to ensure that they adhere to school rules. School personnel have a responsibility to correct students if they are acting inappropriately at any time during the school day.

It is the teacher's responsibility to maintain good discipline in the classroom, school building and on the playground. Misbehavior will result in corrective action by teachers or referral to the building principal. **Referrals to administration for disciplinary action could result in, but are not limited to, the following: parental contact, verbal warning, loss of recess, after-school detention, complete restitution, in-school/out-of-school suspension, requirement of a mental health evaluation or legal action when appropriate.**

It is the intent of the Norwood Public Schools to create and maintain a safe and secure environment in every school building. In addition to the behavioral standards as stated in the student handbook, the Principal has the discretion to determine whether an action is a threat to the maintenance of a safe and secure environment. Further, the Principal has the discretion to determine what appropriate disciplinary actions are warranted.

DUE PROCESS

All students must be afforded due process whenever deprived of their rights to education through exclusion from regular classroom instruction or from school activities, including suspension, expulsion and withdrawal of privileges. The right of due process includes the right to a fair hearing prior to any of the above exclusions, except for an emergency removal of up to two days as described under M.G.L. Chapter 71, §37H ¾ where a hearing will be provided within the two day time period.

The Norwood Public School Discipline Code of Conduct is intended to be instructive, not punitive, and is based on the principles of preventative and positive discipline. It is focused on addressing the causes of misbehavior, resolving conflicts, meeting students' needs, and keeping students in school and learning. Disciplinary offenses may vary from minor infractions to incidents that violate laws and have a substantial detrimental effect on the general welfare of the school. Likewise, the principal of the school may apply disciplinary strategies that range from intervention activities such as a new seating or classroom assignment to expulsion from school based on the severity of the infraction.

The suspension categories are as follows:

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

Short-term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. A principal may, in his or her discretion, allow a student to serve a short-term suspension in school. 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 means 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 calculation school days. Except for students who are charged with a disciplinary offense set forth in subsections (a) or (b) of M.G.L. Chapter 71, §37H, or in §37H ½ of M.G.L., Chapter 71, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed.

Emergency Removal means removing a student 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 principals' judgment, there is no alternative available to alleviate the danger or disruption.

Expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for more than ninety (90) school days, indefinitely, or permanently, as permitted under M.G.L. Chapter 71, §§37H or 37H ½ for: (a) possession of a dangerous weapon; (b) possession of a controlled substance; (c) assault of a member of the educational staff; or (d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. Chapter 71, §§37H or 37H ½.

State regulations (603 CMR 53.04) do not prevent a school administrator from conducting an investigation, including student interviews, of a school-related disciplinary incident during the course of investigating disciplinary incidents.

Before a principal imposes an **out of school suspension** as a consequence for a disciplinary offense s/he will:

- provide the student and the parent oral and written notice,
- provide the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing, and
- written notice will include:
 1. the disciplinary offense;
 2. the basis for the charge;
 3. the potential consequences, including the potential length of the student's suspension;
 4. the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
 5. the date, time, and location of the hearing;
 6. the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
 7. if the student may be placed on **long-term suspension** following the hearing with the principal:
 - a. The rights set forth in 603 CMR 53.08 (3)(b).
 - b. Prior to the hearing, the student/parent is afforded the opportunity to review the student record and documents on which the principal may rely.
 - c. The student has the right to be represented by counsel or a lay person at his/her own expense.
 - d. The student has the right to produce witnesses and to present the student's explanation of the incident. Student witnesses/victims do not have to be summoned if the principal specifically rules, orally or in writing, at the hearing that identification of the student witness, or the presence of a known witness/victim at the hearing, would endanger his or her physical safety or cause intimidation. All witnesses must be voluntary and accompanied by a guardian if under 18 years of age.
 - e. Student has the right to cross-examine witnesses presented by the school district. All witnesses must be voluntary and accompanied by a guardian if under 18 years of age.
 - f. The student has the right to request that the hearing be recorded and to receive a copy of the audio recording if an audio record is requested by the principal.
 - g. Long term suspensions of more than ten (10) consecutive or cumulative days may be appealed to the superintendent within three (3) days of the principal's decision and may be extended up to seven (7) calendar days by request.
- The principal will make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. To conduct a hearing without the parent present, the principal must be able to document reasonable efforts to include the parent. The principal is presumed to have made reasonable efforts if the principal has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

- Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and parent.

Before a principal imposes an **in-school suspension** as a consequence for a disciplinary offense s/he will do the following:

- The principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charge and explain the circumstances surrounding the alleged incident. If the principal determines that the student committed the disciplinary offenses, the principal shall inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year.
- On the same day as the in-school suspension decision, the principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not as soon thereafter as possible. If the principal is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
- The principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the principal. Delivery of the written notice may be by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the parent and the principal.

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/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. In all cases of out of school suspensions for PK-Grade 3 students, the principal must send a copy of the written determination to the Superintendent and explain the reasons for imposing a suspension, before the short term suspension takes effect.

Emergency Removal – A student may be removed for not more than two (2) school days following the date of the emergency suspension if the student is charged with a disciplinary offense and the continued presence of the student poses a danger to person or property or materially and substantially disrupts the order of the school, and, in the principal's judgment, there is no alternative to alleviate the danger or disruption. The principal will immediately notify the superintendent in writing of the removal and reason for it, and describe the danger presented by the student.

The principal will also:

- Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and follow the procedures outlined for an out of school suspension as outlined above.
- Provide the parents an opportunity to attend the hearing before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the principal, student and parent.
- The principal shall render a decision orally on the same day as the hearing, and in writing no later than the following school day consistent with the decision issued for a short/long term suspension.

The complete text of the Student Discipline Regulations is available on the Massachusetts Department of Elementary & Secondary Education website at:

<http://www.doe.mass.edu/lawsregs/603cmr53.html>

Students who are found to have committed the following offenses may be suspended:

- A. SMOKING, DRINKING OF ALCOHOLIC BEVERAGES, POSSESSION OF, OR THE USE OF, CONTROLLED SUBSTANCES either to or from school or on school grounds;
- B. Assault on a staff member's person or property;
- C. Repeated harassment of teachers or students;
- D. Repeated hazing of student(s);
- E. Arson or other extreme incident of vandalism;

- F. Possession of a knife of any kind;
- G. Use, or threatened use, of any object as a weapon;
- H. Threats to cause serious harm or violence to another person;
- I. Advocating violence through written, verbal or other communications;
- J. Possession, or use, of a dangerous weapon (guns, explosives, etc.) as defined by School Rules and Regulations and Chapter 269 of the General Laws;
- K. Repeated and/or intentional failure to comply with, or defy, the directives of any school personnel acting legitimately in their official capacity;
- L. Intentionally causing and/or attempting to cause damage to school property.
- M. Intentionally causing, or attempting to cause, physical injury to another person except in self-defense; and
- N. Ringing of the fire alarm under false pretenses as defined by state law.
- O. Bullying as defined in "*Chapter 92 of the Acts of 2010 – AN ACT RELATIVE TO BULLYING IN SCHOOLS.*"

Specific rules regarding serious offenses are listed below. All violations must be reported to the Administrator to determine further action. Violations of the following rules **may** subject students to suspension:

- A. Students are not permitted to fight another student. Habitual offenders can be suspended from school.
- B. Students will use acceptable language. Profanity and obscene gestures will not be tolerated.
- C. Students may not leave the school premises during school hours without permission from the Principal or his/her designee.
- D. The state law requires mandatory school attendance. All unauthorized absences will be reported to administration and to the parent/guardian.
- E. Gambling is not permitted on school grounds.
- F. During a fire/emergency drill or emergency evacuation, students will follow instructions regarding the proper procedure for a quick, safe and orderly evacuation.
- G. Students will not forge school documents or parental notes. Violators of this rule will be subject to suspension.
- H. Students who are rude, disrespectful or disobedient will be sent to the office. Continual rudeness, disruption of classes and poor behavior are cause for suspension.
- I. Electronic devices/games, radios, beepers and laser pointers are not permitted on school grounds without specific permission of the principal.
- J. If the parents determine that a student requires a cell phone for emergency/safety purposes, the cell phone must be turned off and kept in backpacks during the school day unless otherwise directed by the classroom teacher.
- K. Stealing or attempting to steal is not permitted on school grounds and will be subject to penalties identified in the student handbook.

The school will not be responsible for lost or stolen personal property.

It should be noted that the scope of this discipline code includes all school-related activities, including transportation to and from school and school sponsored after school activities. Students have the right to appeal disciplinary decisions to the Superintendent of Schools.

CAFETERIA BEHAVIOR

- A. The proper eating habits which one would expect of children at home are also required in the cafeteria.
- B. While in the cafeteria, students are expected to show respect and to be courteous to the cafeteria personnel.
- C. Students are expected to wait in line in an orderly manner -- no pushing, fooling, or loud talking.
- D. Students are to remain seated at their table until dismissed.
- E. Students should use the barrels, which are provided for disposal of litter.
- F. Courteous behavior and respect for the rights of others are to be observed by all students.
- G. Conversation should be at an "indoor voice".
- H. All playground equipment should be left in an assigned cafeteria area.

SCHOOL BUS BEHAVIOR

The school day begins when a student leaves home and ends when he/she returns. Students are under the jurisdiction of the school administration during this entire period.

Riding a school bus is a convenience for students who reside beyond the local and state designated distances from their school. It is a privilege that should be prized by all. The primary concern for all who use the school bus should be safety.

Proper behavior insures safety. Rowdiness, shouting, etc. are distracting to the driver and could result in injury to students. It is essential that students cooperate with the bus driver for the safety of all concerned.

A. It is expected that students will:

- Stand back from the roadway while awaiting arrival of the bus. They must refrain from throwing things or acting in a disorderly manner at the bus stop.
- Be picked up and discharged only at regularly scheduled stops.
- Enter the bus in an orderly fashion, go directly to a seat, and remain seated until the destination is reached.
- Keep arms, hands, and legs inside the bus.
- Keep all articles such as books, athletic equipment, musical instruments, etc. out of the aisle.
- There will be no smoking on any school bus.
- There will be no eating or drinking on the school bus.
- There will be no disorderly conduct including shouting or throwing things on the bus.
- There will be no littering or defacing of the buses.
- THE EMERGENCY DOOR IS TO BE USED FOR EMERGENCY ONLY.
- Pupils will not needlessly touch any safety equipment on the bus.

Pupils who fail to understand their responsibilities when riding the school buses may forfeit the privilege of riding the bus either TEMPORARILY OR PERMANENTLY. Families will NOT be reimbursed for fees lost when their child is removed from the bus for disciplinary reasons.

B. Students will be subject to the following procedure of written reports and subsequent actions:

- A written report of misbehavior by the bus driver will be submitted directly to the building principal. This report will be followed by an investigation of the complaint by the principal and/or his/her designee.
- When the principal deems it appropriate, parents/guardians shall receive a written “first” notification of the problem with the warning that the second notification will lead to the child losing the privilege of riding the bus for one week.
- The third written notice will require that a conference be held with the parents and at that time, after consultation with the Office of the Superintendent of Schools, the student may be excluded from riding the school bus for the remainder of the school year.

No pupil is to be removed from a bus during the course of a trip. Drivers’ written reports will be submitted to the building principal. Information regarding the investigation will be submitted to the central office designee.

When substantially more than a few students are causing trouble, the driver should pull over or stop, ask for order and indicate the trip will return to the school if order is not restored. If necessary, the driver will return to the school for action by the administrator.

Riders are responsible for bus property, and any mistreatment of it will result in the individual’s reimbursing the transportation provider for such damages.

DISCIPLINE OF STUDENTS WITH DISABILITIES

All students are expected to meet the requirements for behavior set forth in this handbook. Federal Law and Regulations require that additional provisions be made for students with disabilities. The Principal or designee shall notify the Director of Student Services of the suspendable offense of a student with either an IEP or 504 Accommodation Plan.

School Administrative Personnel may exclude a student with a disability from school for a disciplinary violation for not more than 10 consecutive days (to the extent those alternatives are applied to students without disabilities), and for additional removals of not more than 10 days in the same school year for separate incidents of misconduct (as long as those removals do not constitute a change in placement) equivalent to discipline not imposed on students without disabilities. IDEA 2004, §615 (k) (1) (B).

After a child with a disability has been removed from his or her placement four school days in the same year, during any subsequent days of removal, the child must continue to receive services that enable the child to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set forth in the

child's IEP; and the child must receive, as appropriate, a functional behavior assessment, and the behavioral services and modifications, that are designed to address the behavior violation so that it does not recur.

Within 10 days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the parent(s), and the relevant members of the child's IEP Team must review all relevant information in the students' file, including the child's IEP, any teacher observations, and any relevant information provided by the parents or guardian to determine if:

1. The conduct in question was caused by, or had a direct and substantial relationship to, the child's disability, or
2. The conduct in question was a direct result of the district's failure to implement the IEP. The conduct must be determined to be a manifestation of the child's disability if the district, the parent, and the relevant members of the child's IEP Team determine that a condition in either paragraph (i) or (ii) was met. The Team will make a finding, a manifestation determination, as to the relationship between the student's misconduct and his/her disability condition, conduct a functional behavioral assessment if appropriate, and modify or amend the IEP to provide Special Education services during the suspension, or to include a behavioral intervention plan. If the district, parent(s), relevant and the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must:
 - (a) Either (a) conduct a functional behavioral assessment unless the district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred and implement a behavioral intervention plan for the child; or (b) if a behavioral intervention plan already has been developed, review the behavioral intervention plan and modify it as necessary to address the behavior and
 - (b) Except as provided in 34CFR 300.530(g) this section, return the child to the placement from which the child was removed, unless the parent and the district agree to a change of placement as part of the modification of the behavioral intervention plan.

There are some special circumstances in which the district may unilaterally remove a student and place them in an Interim Alternative Education setting without regard to whether the behavior is determined to be a manifestation of the child's disability. Specifically, school personnel may remove a student to an Interim Alternative Setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the child's disability if the child:

1. Carries a weapon to or possesses a weapon at school, on school premises, or carries or possesses a weapon at a school function under the jurisdiction of the district, or:
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the district, or:
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the district.

On the date which the decision is made to make that constitutes a change of placement of a child with a disability because of a violation of a code of school conduct, the district must notify the parents of that decision, and provide the parents with the procedural safeguards notice described in 34CFR 300.504. The building Principal will notify the Director Student Services and will then notify the Department of Elementary and Secondary Education as required by as to the course of action. Subsequent amendments to state or federal law will supersede contrary handbook provisions.

A student not yet eligible for Special Education may be protected under IDEA 2004 regulations if the district can be deemed to have had knowledge that the student had a disability. The district must be deemed to have knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred:

1. The parent of the child expresses concern in writing to a supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that child is in need of Special Education and related services, or:
2. The parent(s) of the child requested an evaluation of the child pursuant to Section 300.300 through 300.311, or:
3. The teacher of the child or other personnel of the district expressed specific concern about a pattern of behavior demonstrated by the child directly to the Director of Student Services of the agency or to other supervisory personnel of the agency.

The district would not be deemed to have knowledge if:

1. The parent of the child:

- (a) Has not allowed an evaluation of the child pursuant to 34 CFR 300.300 through 300.311, or
 - (b) Has refused services under IDEA
2. The child has been evaluated in accordance with Sec. 300.300 through 300.311 and determined to not be a child with a disability under this part.

If the district does not have knowledge that a child is a child with a disability (in accordance with paragraphs (b) and (c) of this section) prior to taking disciplinary measures against the child, the child may be subjected to the disciplinary measures applies to children without disabilities who engage in comparable behaviors. If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under 34 CFR 300.530, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child remains in the education placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation provided by parents, the agency must provide Special Education and related service in accordance with this part, including requirements of 34 CFR 300.530 through 300.536 and IDEA 2004 section 6129(a)(1)(A).

The parent(s) of the child with a disability who disagrees with any decision regarding placement in this context of the manifestation determination under or a district that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others may appeal the decision by requesting hearing from the Massachusetts Department of Elementary and Secondary Education Bureau of Special Education Appeals.

Discipline of Students With Disabilities Under Section 504

1. As a nondiscrimination statute, Section 504 prohibits the district from disciplining students with disabilities more harshly than nondisabled students would be disciplined under similar circumstances. In addition, students identified with disabilities under Section 504 may not be expelled or suspended from school for more than 10 days in a school year for misconduct that is a manifestation of the student's disability.
2. If a suspension will not exceed 10 consecutive school days and will not result in the student receiving more than 10 cumulative school days of suspension during the current school year, the student may be disciplined in the same manner as a nondisabled student under similar circumstances. The student may be suspended beyond 10 school days, consecutively or cumulatively, only if the Section 504 Team determines that the behavior in question was not a manifestation of the student's disability.
3. If a proposed suspension will exceed the 10-day limit, the Section 504 Team should meet and make a manifestation determination in accordance with the district's 504 manifestation determination procedures.
4. However, a manifestation determination review is not required, regardless of the length of the suspension or expulsion, if the student is a current user of alcohol or illegal drugs and the behavior resulting in disciplinary action is an alcohol or drug infraction. Under those circumstances, the student may be disciplined in the same manner as other students under similar circumstances.

SCHOOL HEALTH SERVICES

"A child must be healthy to learn and a child must learn to be healthy" MA Department of Public Health

HEALTH REQUIREMENTS FOR SCHOOL ADMISSION

1. Immunization - Chapter 76, §15 of the General Laws of Massachusetts requires successful immunization against Diphtheria, Tetanus, Pertussis, Poliomyelitis, Measles, Mumps, Rubella and Hepatitis B, HIB and Varicella by vaccine or by a doctor's certificate of disease **prior to entering school** unless religious or medical exemptions apply. Please speak with your child's school nurse or visit the Norwood Public School's website for specific immunization requirements for your child as they vary by student age.
2. Physical examination - Every child entering Kindergarten or Grade 1 and Grades 4, 7, or 10 is required by State law to have a physical examination. New students are required to have a physical prior to entry or within the first year of entry. Notation of lead screening on the physical exam is required for kindergarten/first grade students.

ILLNESS, FIRST AID AND EMERGENCIES

Each year parents are asked to update their emergency contact information on file at school for their child. It is **very important** that this information remain current. Should parents be needed, proper names, addresses, and telephone numbers are essential.

Parents/guardians of students with a chronic illness should meet with the school nurse and develop a health care plan for your child at school. Acute illnesses at school will be evaluated by the school nurse. Some general nursing guidelines for sending a child home from school are:

cold/coughing; temperature over 100 degrees; stomachaches with vomiting/diarrhea; infectious conditions such as strep, rashes of unknown origin, ringworm, impetigo and conjunctivitis; and pain such as earache, toothache and headache. These guidelines are also helpful for parents/guardians in determining if a child should stay home for the day. School absences due to illness that are longer than two days require a doctor's note. All parents/guardians are encouraged to contact the school nurse should they have any concerns about their child's health status.

In the event of an injury, accident or other emergency, first aid will be administered by the school nurse until parents can be reached. In the event of a serious emergency, ambulance transportation to the hospital will be called.

Students with an injury sustained outside of school requiring crutches or other accommodations in school must submit a doctor's note.

For parents whose religious beliefs prevent them from using such medical assistance, a signed statement explaining this must be provided to the school.

PRESCRIPTION AND OVER THE COUNTER MEDICATION ADMINISTRATION

The Norwood Public Schools require that the following forms must be on file before any prescription or over the counter medication is administered at school:

1. **Signed consent by the parent or guardian to give the medication.** Forms are available at school or on the NPS website. Please sign and return to the school nurse.
2. **Physician's medication order** The doctor's written medication order may be faxed or hand delivered to the school nurse.
3. Physician orders and parent permission must be renewed each academic year.

Parents/guardians should deliver medications to the school nurse. They must be properly labeled and in a pharmacy or manufacturer-labeled appropriate container. Please ask your pharmacy to provide separate bottles for school and home.

HEALTH SCREENINGS

All students in grades K-5, 7 & 9 are screened annually for vision and hearing problems. Students in grades 5-9 are also screened for postural problems. Parents or guardians whose children do not pass the vision, hearing or postural screening will be notified by the nurse.

Students in grades 1, 4, 7 and 10 are weighed and measured and a report of each student's BMI and calculated percentile is available to parents/guardians who request it from their child's school nurse.

Dental screening by school dentist Dr. Mark Stone is offered to students in grades 1-6 each fall. Reports of the screening are mailed to parents referring students to the School Dental Clinic or their private dentist for cleaning and sealants. The School Dental Clinic located in the Board of Health at Norwood Town Hall charges \$1.00 for cleaning and \$1.00 per tooth for sealants. Establishing appointments and scheduling transportation is part of this screening program.

Parents/legal guardians who do not wish their child to participate in some or all screenings at school must notify the school nurse of this request in writing. In the case of state mandated screenings (vision, hearing, postural and BMI) a report documenting a physician's examination must be provided.

Pediculosis (Lice) screening is done as needed during the school year. Parents are strongly encouraged to report cases of head lice to the school nurse so that she may screen for additional cases. Any child found to be infested with head lice will be sent home immediately. The school nurse will provide parents with head lice treatment information and a parent/guardian letter will be sent home with classmates. Children who have had head lice will not be readmitted to their classroom until the school nurse has inspected their head and determined that they are free from head lice. They do not necessarily have to be nit free. The school nurse will determine readmission to class.

HEALTH RECORDS

A physical and electronic (computer) record for every child is kept by the nurse. It includes immunizations, results of the above screenings, height, weight, physical examination records and any other pertinent medical information. All health office visits and nursing care are also recorded in the computer. Norwood Public Schools is committed to protecting students' privacy. Medical information will remain confidential unless we receive signed consent from a parent/guardian.

SCHOOL NURSE CONTACT INFORMATION

If you need to contact the school nurses directly, the numbers are as follows:

Balch	781-440-5933	Callahan	781-440-5943
Cleveland	781-440-5953	Oldham	781-440-5963
Prescott	781-440-5973	Middle School	781-440-5926
High School	781-352-3519	Willett	781-440-5982
		Little Mustangs	781-440-5804
		Preschool Academy	

The Norwood Public Schools Nurse Leader may be reached at 781-352-3535

WELLNESS POLICY

The Norwood Public School district is committed to providing school environments that promote and protect children's health, well-being and the ability to learn by supporting and teaching healthy eating and physical activity.

The Wellness Policy ensures:

- The School Nutrition Program is in daily compliance with state and federal laws
- The district is in compliance with the MA state law "An Act Relative to School Nutrition" (M.G.L.c.111, §222)
- Provides Nutrition education to all students
- Assists families and community with nutrition education
- Promotes health education to the school community

The School Health Council comprised of parents/guardians, teachers, nurses, nutrition and food service professionals, interested community members and principals meet four times a year to monitor, evaluate and promote the Norwood Public School's Wellness Policy. Please contact Eli Norris at 781-440-5828 if you wish to join the Council. The School Health Council encourages developing lifelong healthy eating habits and physical activity for all students in every grade level by:

- Limiting the number of classroom celebrations
- Encouraging non-food celebrations/recognitions for birthdays
- Discouraging food rewards
- Discouraging the withholding of physical education as a punishment

INSURANCE

Insurance plans, which cover the children on the way to and from school and during school activities, or for a full 24-hour period, are available through a volunteer school policy. These plans are offered in September. Notification will be sent home at that time.

ELEMENTARY PROGRAMS/PERSONNEL

ART

Art is a learning experience that is an integral part of a child's world. A solid visual arts program is therefore an essential part of the total educational development and growth of children. The elementary art curriculum provides a background for understanding vocabulary, materials, techniques, and art appreciation. Interdisciplinary, multicultural and technology integration strategies are encouraged and achieved. These curriculum objectives are presented with sequential instruction during a weekly lesson with an art teacher. Grades 1-5 meet for a forty-five minute class. The Norwood Elementary Visual Arts Curriculum is aligned to the Massachusetts State Visual Arts Frameworks

EXTENDED DAY PROGRAM SYLVIA DELANEY 781-440-5874

The Norwood Extended Day Program is day care for children of working parents. The after-school program, sponsored by the Norwood Public Schools, is held at the James R. Savage Educational Center from 3:00-6:00 p.m. and serves all elementary school children in kindergarten through 5th grade - on school days only. Program content consists of recreational/educational activities and has a staff ratio of 1:10 including certified teachers and aides. Buses for after school students will be provided from each school to the program center. A six-week Summer Program is offered for children *entering* Kindergarten - through 5th grades.

HEALTH/PHYSICAL EDUCATION

Health/Physical Education is an integral aspect in the physical and educational development of every child. Health, fitness and fun are words that epitomize this program. Classes are designed to provide knowledge and develop skills that will promote healthy active lifestyles. All K-5 students receive both health and physical education classes taught by a health and physical education teacher. The Health/Physical Education Curriculum is compatible with the established guidelines of the Massachusetts Curriculum Frameworks.

LIBRARY

Each elementary school has a school librarian. Classes are scheduled for students to come for classroom library visits, which include instruction and circulation. Parents are informed by the teacher when their child's library period is scheduled

so they may assist children in getting books back on time. The school librarian is assisted by parent volunteers. Contact your PTA representative or the school office if you are interested in becoming a library volunteer. The replacement of library books and materials that have been lost or damaged is the responsibility of the parent/guardian.

LITERACY SPECIALIST

The specialist's role is multifaceted in that it encompasses a wide range of services and responsibilities. She/he is primarily responsible for directing and coordinating the reading program in grades 1 through 5. Small group instruction is also provided to address students' specific needs.

The literacy specialist provides ongoing support to the professional staff in the area of literacy development. Solid understanding of the Massachusetts language arts frameworks is critical. The literacy specialist designs and models many critical reading and writing lessons for classroom teachers to enhance their understanding of standards based instruction.

Assessment is an integral part of the language arts program and it is the responsibility of the literacy specialists to train staff members in the implementation of running records, an informal procedure to track students' reading progress. The literacy specialist also serves as diagnostician and is trained to administer and interpret a wide range of diagnostic assessments. Knowledge and expertise in assessment is critical as the literacy specialist is called upon to present test findings and instructional recommendations to the Student Support and Special Education teams.

MUSIC

Music is an essential part of our culture and community. It is also important to the development of the individual child. Therefore, classes, which teach children to sing, play, listen, perform and create, are integral to the music program. The elementary school music program provides general and instrumental instruction. There are several assemblies throughout the year, which provide opportunities for the students to perform. Third grade students are given the opportunity to begin violin lessons as well as to have recorder lessons in the classroom. Instruction on all band and orchestra instruments is offered in the fourth grade and continued in the fifth. Early in the school year information is sent home concerning lesson times and acquisition of instruments. Parents are reminded of the importance of regularly scheduled practice sessions at home.

PERFORMANCE ATTENDANCE POLICY - Students are required to attend all evening music programs presented by the students at the school. Parents/guardians will be sent notices in advance via their children of the date(s) and time(s) of the performance(s) and required attendance of the children. In the event of an emergency, illness, etc., a child would be excused from performing, providing that a written excuse signed by the parent/guardian is submitted to the principal. The faculty and music personnel appreciate your cooperation in these school-related activities.

PSYCHOLOGIST

The psychologist is a member of the team involved in the evaluation of those children who have been referred for testing because of learning or behavioral problems. Through informal observation and formal psychological testing, the psychologist can assess the level and style of the child's learning abilities in order to design the most effective educational program for that child. In addition, the psychologist will often function as a consultant to the classroom teachers and administrators regarding issues concerning the emotional and social development of children within a school setting.

SCHOOL ADJUSTMENT COUNSELOR

The School Adjustment Counselor services those children who have social/emotional issues or who present behavior problems in school. Students usually are referred by classroom teachers who are in a position to recognize symptoms of emotional upset, unusual behavior or poor social adjustment. The role of the counselor is to help the child manage these negative attitudes and under developed social behavior so that he/she may function happily and successfully in school. It is realized that, if these children are supported during their earliest school years, severe behavior disorders and serious under achievement are usually avoided.

SPEECH/LANGUAGE SPECIALIST

Effective speech for every child is the major goal of the speech program in the Norwood Public Schools. In the regular classroom, time is devoted to developing oral language skills and speech expression. The classroom teacher receives assistance from the speech and language specialist who acts as a consultant and resource person. For children who have problems acquiring skills in speech correction beyond the scope and resources of the classroom, a special program is organized in which the specialist works with children in small groups and concentrates attention on individual speech problems. The specialist receives these referrals through the pre-school screening, parent(s) and teachers.

SCIENCE CENTER

The purpose of the Science Center is to provide students with an inquiry-based hands-on approach to the learning of science. Science Center staff is charged with curriculum and materials development along with teacher training for the elementary teachers in all five schools. Each of the teachers has a Science Center led lesson in Earth, Physical or Life Science once every two weeks. Curricula, materials and assessment materials are left with the teacher for use in between Science Center lessons. All lessons are part of a spiral scope and sequence that has been tightly aligned with the Learning Standards of the Massachusetts Science and Technology/Engineering Curriculum Framework.

ELEMENTARY TECHNOLOGY

At the elementary schools, technology is incorporated into all areas of the curriculum. Each general education classroom is equipped with a wall-mounted projector, interactive whiteboard and document camera to support lessons taught in the classroom. Students and teachers also have access to shared mobile carts, Chromebook computers, and iPads as well as one desktop computer lab in each school. Students receive computer instruction in the computer lab and some schools offer after-school technology enrichment activities.

TITLE I

Title I is a federally funded support program that offers services to elementary students in Norwood. These support services are provided to students within the regular classroom; primarily in the area of reading/language arts. The Title I specialists, assigned to the eligible schools, work collaboratively with the classroom teachers to assist those children who have demonstrated a need for further strengthening and reinforcement in reading skills. Eligibility for Title I funding is based on the percentage of free and reduced lunch population in each elementary school. Individual students' participation is determined using selection criteria forms.

ENGLISH LANGUAGE LEARNERS (ELL)

Norwood Public Schools offers comprehensive, direct, and high-quality instruction about the English language, including speaking, listening comprehension, reading, and writing as required to support an ELL's development of academic English. This instruction includes learning outcomes in speaking, listening comprehension, reading, and writing. ESL instruction is a required part of an academic program for LEP students. ESL instruction is based on an ESL curriculum and appropriate ESL textbooks and other materials.

Norwood Public Schools is aligning the ELL curriculum designed by WIDA Consortium (**World-wide Instructional Design and Assessment**). The WIDA curriculum was designed to be a framework for the development of an English as a Second Language (ELD) curriculum. In addition, M.G.L. Chapter 71A requires that most limited English proficient

(LEP) students be educated in a sheltered English Immersion (SEI) program. An SEI program consists of two components:

- Sheltered content instruction, and
- English as a second language (ESL) instruction

Classroom teachers have been and continue to be trained in Sheltered English Immersion. Norwood Public Schools program consists of in-class instruction (SEI) and English Language instruction through a pull-out model.

Federal and state laws require that limited English proficient (LEP) students be assessed annually to measure their proficiency in reading, writing, listening, and speaking, English, as well as the progress they are making in learning English. In keeping with these laws, LEP students must participate in ACCESS for ELLs.

WILLETT EARLY CHILDHOOD CENTER

All kindergarten students in Norwood attend full day kindergarten classes at the Willett Early Childhood Center.

In addition, the Norwood Public Schools Integrated Preschool Program is located at the Willett Early Childhood Center. This program provides comprehensive early childhood services in compliance with Massachusetts Special Education regulations and the Federal Law, Public Law 94-142. The staff of the Early Childhood Center screen, evaluate, and service young children with special needs between the ages of three and five. The goal of this town-wide program is early intervention in the lives of young children so that their educational experiences will be as successful as possible.

Special instructional classes during the morning and afternoon are held at the Willett Center, along with speech therapy, occupational therapy, and physical therapy. The staff also spends much time with home consultation in order to assist parents in meeting the needs of their child.

GENERAL INFORMATION

BRINGING MONEY TO SCHOOL

Children should be discouraged from bringing money to school except for specific purposes such as milk, lunch, a la carte items, or school store. While cash will be accepted for milk, lunch or a la carte, we encourage parents to deposit money into their student's account with a check to school or online at myschoolbucks.com. In the case of very young children, you may want to put the money in an envelope labeled with the child's name, room number, amount enclosed and purpose for which the money is intended. Students are not allowed to borrow money.

DISMISSAL

Children are asked to go directly home from school at dismissal time. If parents wish to make any changes in their child's daily schedule at school such as early dismissal for a doctor's appointment or getting picked up at school by someone other than a parent, a note must be sent to the child's teacher signed by a parent informing him/her about that change.

DRESS CODE

Although there is no formal dress code, pupils are expected to:

1. Wear clothing appropriate to the season and the schoolwork environment.
2. Clothing which attracts special attention or is disruptive to the class is inappropriate.
3. All clothing should be neat, clean, and comfortable.

The administration reserves the right to determine if certain attire is inappropriate in a school setting. This includes the wearing of hats in school as well as clothing that interrupts or prevents an orderly program. A student may be sent home if the administration deems attire to be inappropriate.

FIELD TRIPS

When a class takes a field trip, parents are required to sign a field trip permission slip in order for their child to go on the trip. Children may be asked to bring a small fee to help defray costs of the trip. Regular school budget funds and PTA funds are used to pay for the balance of the trip.

A child may lose his/her privilege to attend a field trip due to inappropriate school behavior. Students not able to participate in a field trip shall be at school and involved in worthwhile curriculum-based activities. Excellent student behavior is expected from all children participating on a field trip. The behavior of students on field trips must always reflect the highest standards of the Norwood Public Schools. All school regulations are applicable on field trips.

Students who routinely take medication during school hours may be given this medication during field trips. Written permission from the parent/guardian is required prior to the field trip. These medications will be administered by an adult. Parents who have questions or concerns regarding field trip medication should speak directly to the school nurse. This directive has been approved and certified by the Massachusetts Department of Public Health.

EMERGENCY DRILLS

Regular emergency drills for building evacuation as well as lock down are scheduled for students and staff. Students are instructed in proper fire safety, discipline and procedures in an emergency, and location of regular and alternative exits. Everyone is expected to take these drills seriously as there is always the possibility of an emergency. The following drills are held:

1. **Fire Drills**

Four fire drills with Fire Department personnel in attendance are scheduled during the school year. Everyone is required to exit the building in an orderly fashion following proper procedures.

2. **Lock-Down**

At least one Lock-down drill is held periodically. Emergency drills require every person to follow building lock-down procedures in the event of an intruder or other situation, which threatens the safety of the staff and students.

LOST AND FOUND

The school maintains a lost and found box in the cafeteria. If an article is left on the bus, you must contact the bus company dispatcher at **508-785-2234**. Please mark outer clothing (especially rubbers, boots, and sneakers) with children's names. Lunch boxes also need identification as does book bags, pencil boxes, etc.

MESSAGES/TELEPHONE

The main office of the school is the center of activity and often a very busy place. Therefore, parents will find day-to-day information can be exchanged best by sending a note with their child. When you find it necessary to telephone your child at the school, the message will be relayed to him/her.

This should be done only in an emergency situation. If possible, all instructions should be given to your child before s/he leaves home in the morning. Children are only allowed to use the telephone in an emergency situation.

Teachers may be reached 15 min. before school opens or after school is dismissed at 2:55 p.m. A message may be taken at any time for a teacher. Unless there is an emergency, the teacher will not be called to the phone during the school day.

MILK AND LUNCH MONEY

Snack milk is available for purchase to all students mid-morning. Milk is also available for purchase during lunch. Lunch is available to students who wish to purchase lunch, which includes milk, fruit and juice. The school lunch program offers three choices daily and students order each morning in their classroom. At the Balch, Callahan, Cleveland, Oldham and Prescott schools we also offer breakfast before school.

We encourage parents to take advantage of our prepayment program called Nutrikids. This program allows parents to deposit money into their student's account with a check sent in to school, which should include the student's name, grade and PIN number, or on-line at myschoolbucks.com. You are also able to track your student's purchases with this program at no charge.

Please check out the school website or the local paper for the lunch menu.

NO SCHOOL INFORMATION

The main reason for calling off any session of school will be a regard for pupil safety. The Norwood Public Schools have three options for school closings in case of storm emergencies:

1. **Closing school all day**

The Superintendent will initiate the Connect Ed Technology. This is a system where the Superintendent will start a town-wide phone calling system to all households in the school system to announce the closing of school.

2. Delaying the opening of school by one or two hours

The length of the delay will be broadcast during the no school announcements. If the delayed opening option is in effect, elementary school children are to report to school one or two hours later. Bus students will be picked up by the buses at the regular stops one or two hours later also. In cases of delayed openings, parents are advised to use their own discretion in keeping their child home from school or school events during inclement weather.

3. Early dismissal

Dismissal of students during the school day is very rare. This option would be chosen only if severe weather conditions occur once the students have arrived at school or for other emergencies such as loss of heat, water, etc. (see Emergency School Closings Procedures for more information).

In the event that the Superintendent chooses one of these options, in addition to a ConnectEd call, the information will be broadcast over the following radio or TV stations:

WBZ - 1030 AM	Channel 4
WCVB TV	Channel 5
WRKO - 680 AM	Channel 7
FOX TV 25	
All Local Cable Access Channels	

PTA/PTO

The purpose of the PTA (Parent Teacher Association) and PTO (Parent Teacher Organization) is to promote communication and understanding between parents and teachers, and to enrich the children's school experiences. This association is open to all parents and teachers of Norwood Public School students. Monthly open board meetings are held in the evening and all parents are always welcomed and encouraged to attend. Parents are encouraged to contact the PTA/PTO Board members or the school office, if they would like to be more involved in the PTA/PTO.

There are many ways that parents can be involved with their child's school. For example, they can participate as an assistant in the library, in the school store, as a room mother, on the school newsletter, and as an active member of the PTA/PTO. A sign up sheet is sent home in the spring, which explains various positions available in the PTA/PTO and its volunteer programs.

PTA/PTO EMERGENCY LISTS

During the school year, the Norwood Public Schools may authorize the PTA/PTO's to use the information in student directories including home telephone numbers. This information will be utilized by PTA/PTO's for emergency contact use only. If a parent does not want this information given to PTA/PTO's, they should notify the principal in writing by September 15.

PLAYGROUND

Pupils are expected to behave in such a manner that their actions do not pose a threat to the safety or well-being of themselves or others; specifically:

- A. There are to be no body contact sports other than tag-type games. Unnecessary roughness is forbidden along with teasing, harassment, or bullying.
- B. No objects other than proper play equipment are to be used on the playground.
- C. Playing should take place in areas designated and designed for the activity.
- D. Proper use of the permanent playground equipment is expected.
- E. It is expected that each pupil will assume a share of the responsibility for maintaining neat, attractive school grounds and buildings; hence no littering, defacing, or destruction will be tolerated.
- F. Under no circumstances should a pupil leave the school grounds during the school day unless authorized by the administrator in charge.

KINDERGARTEN SCREENING

Kindergarten screening is a state-mandated process to identify children with special needs. Parents are given an appointment for screening at the time of registration. Children are screened individually in the spring, prior to the start of the new school year. Students registering for kindergarten during the summer months are screened in September. Parents are notified if any further testing is recommended after the kindergarten screening.

PRE-SCHOOL SCREENING

In accordance with Massachusetts Special Education regulations, pre-school children are screened in order to identify those children who should be referred for a more comprehensive evaluation. This screening consists of a developmental history, a medical history, a vision and hearing test, a test of language development, and a test of perceptual and motor functioning. Contact the Willett Early Childhood Center Office for additional information.

REPORT CARDS

Report cards are sent home with students in **grades 1-5** three times a year according to the following schedule:

Term	Marks Close	Report Cards Distributed
I	December 3, 2018	December 10, 2018
II	March 13, 2019	March 20, 2019
III	June 14, 2019	Last day of school

Kindergarten students receive two progress reports.

Term	Marks Close	Progress Reports Distributed
I	January 25, 2019	February 1, 2019
II	June 14, 2019	Last day of school

RESPONSIBILITY OF A NON-CUSTODIAL PARENT TO RECEIVE STUDENT RECORDS

To obtain students records, the Non-Custodial Parent must:

1. Submit a one-time request to the school with a written request for records.
2. A non-custodial parent is eligible to obtain access to the student record unless:
 - a. The parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
 - b. The parent has been denied visitation, or
 - c. The parent's access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
 - d. There is an order of a probate and family court judge which prohibits the distribution of student records to the parent.
3. Upon receipt of the request the school will immediately notify the custodial parent of the request by certified mail and by first class mail, in both the primary language of the custodial parent and in English. The notice informing the custodial parent that the information requested pursuant to Section 34H is to be provided to the requesting parent after 21 days, unless the custodial parent provides the principal with documentation of an applicable court order.
4. Once the request has been approved 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. These records cannot be used to register a student in a new school.
5. All such documents limiting or restricting parental access to a student's records of information which have been provided to the school or school district shall be placed in the student's records.

SAFETY TIPS

Parents can help protect their children from being abducted and exploited. Talk with your children about the following safety rules.

1. Beware of enticements from strangers - candy, gifts, or money.
2. Do not get close to a car if a stranger asks for directions; it is easy to get pulled into the car.
3. Choose familiar routes when walking to school and always walk with a friend. Don't come to school too early, before 8:25AM.
4. Run away, scream and make lots of noise, if followed by a stranger.
5. Tell parents/guardians immediately if anyone or any incident has made the students feel uncomfortable.

SCHOOL DAY

- A. All students are to observe the safety rules by walking on the sidewalks and crossing only at supervised

intersections. No fooling, playing, or throwing of snowballs or other objects is permitted while students are walking to and from school.

- B. Children are requested to report any unusual incident immediately to their parents, teacher, or traffic supervisor.
- C. All children are expected to go directly home from school unless the school is notified otherwise by parent or legal guardian by phone or note. (i.e.: going to a friend's house after school.)
- D. A note must be brought in for the early dismissal of a pupil. Only parents, legal guardians or authorized persons may come into the office to pick up said pupil. All children must be signed out in the Tardy/Dismissal book at the front desk.
- E. Students should not arrive at school before formal supervision begins. On occasion, teachers will ask pupils to report to school early for individual help, etc., in which case the teacher will assume responsibility for the supervision.
- F. During inclement weather, children may enter the building and report to their designated areas.
- G. Children arriving at school tardy (after 8:45 a.m.) must report to the school office and sign in the Tardy/Dismissal Book before going to the classroom.
- H. After an absence of one or more days, a student is required to bring a note from home explaining the reason for his/her absence.
- I. The proper use of the bathroom facilities is reviewed by each classroom teacher. The writing on walls, careless use of paper towels, and misuse of lavatory facilities will be considered serious matters.
- J. Students are provisioned with hard and soft covered textbooks at the beginning of each school year. Students are responsible for maintaining the condition of each book and for returning all textbooks at the end of the year in a condition deemed acceptable to the teacher and principal. The parent/guardian is responsible for paying for the replacement of any books that are damaged or lost. The replacement of library books and materials that have been lost or damaged is the responsibility of the parent/guardian.

SCHOOL PARTIES

School parties are planned through the teacher. Please check with the classroom teacher for policy on parties.

SCHOOL PICTURES

Individual photographs are taken of each student each year and may be purchased, if desired, at a nominal cost.

STUDENT'S RECORDS

A student's cumulative record is available for parents/guardians to examine. If a parent wishes to do so, he or she may request an appointment through the principal's office. Copies of student's records will be made available, however, a fee for photocopies may be charged.

These records are designed to be a useful collection of data about your child and include health information, standardized test scores, conference reports, and any other information helpful in assisting the student throughout school. Student records are stored within each building in a secure location.

According to Massachusetts Student Record Regulations, when a student transfers to a new school, the principal may send the "complete school record" without prior parental consent. If your child transfers to a new school, either in or out of Norwood, his/her complete school record will be forwarded to the new school, including but not limited to, discipline records, transcript, health record, and any Special Education records.

TESTING

Elementary students are administered a variety of formal and informal assessments during their school experiences from Kindergarten through Grade 5.

The following information outlines the schedule of formal testing that will be conducted in all elementary schools.

STATE TESTING PROGRAM DATES:

Massachusetts Comprehensive Assessment System (MCAS): SPRING 2019
Reading/ELA, Math, Science & Technology Grades 3-8

April 1 - May 24, 2019

ACCESS for ELL's

TBA

VISITORS/VOLUNTEERS TO SCHOOL

Should you desire to visit the school during school hours, you are most welcome to do so. Parents should call prior to the visit and make an appointment with the teacher for a mutually convenient time. Before you begin your visit, stop in at the main office and sign in the Visitors/Volunteers Log with your name and where you are visiting. Visitor passes will be issued and must be worn while in the school building and on school grounds.

WEBSITE

The Norwood Public Schools' web page is www.norwood.k12.ma.us. The web site provides a wealth of information about Norwood Public Schools in general with links to each individual school.

PARENT SIGNATURE PAGE

I HAVE RECEIVED A COPY OF THE STUDENT HANDBOOK WHICH INCLUDES THE FOLLOWING: (1) A COPY OF **CHAPTER 269** OF THE MASSACHUSETTS GENERAL LAWS DESCRIBING THE LAW WHICH PROHIBITS **HAZING**; (2) A SUMMARY OF THE **SEXUAL HARASSMENT POLICY**; (3) AN EXPLANATION OF THE **PARENTAL NOTIFICATION LAW**; AND (4) NORWOOD'S **RESPONSIBLE USE POLICY FOR TECHNOLOGY**.

Student(s) Name:

Date

Parent/Guardian Signature

Grade/Teacher