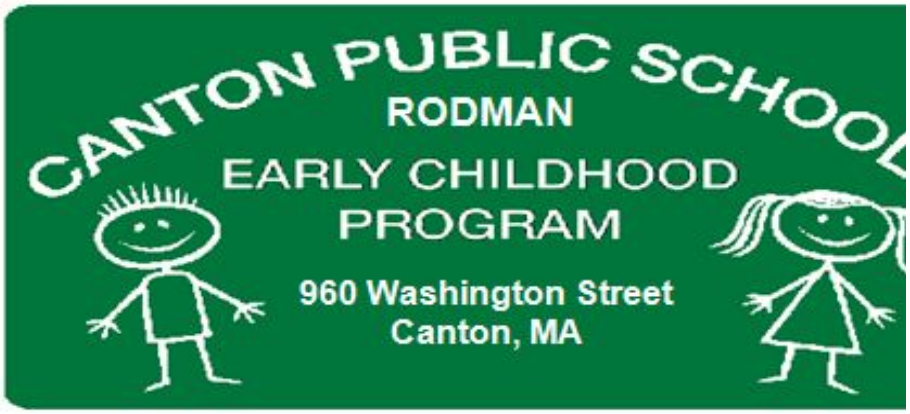

Rodman Early Childhood Program Student/Family Handbook 2024-2025

Shelley Needle, Early Childhood Director
960 Washington Street
Canton, MA 02021
Phone: 781-821-5060 Extension 1505
Fax: 781-821-575-6500

Website: https://www.cantonma.org/preschool

Canton Public Schools

Vision

An exceptional education that develops innovative thinkers, curious and empowered learners, and compassionate citizens.

Core Values

- Respectful and collaborative relationships
- Equity
- Academic and personal excellence
- Community engagement
- High-quality teaching, learning and leading

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Strategic Planning Process

CPS: Who We Are

Priorities & Strategies



Mission Statement

The Mission Statement explains who we are and highlights our fundamental reason for existing. When others read the mission statement they should understand what our core role is as a district. The mission creates fundamental questions for all organizations to ask:

- What is it that we do?
- Who benefits from our work?
- What are the results of our work?

The Strategic Planning Committee reviewed all collected data from parents, community, and staff and then engaged in a great deal of conversation regarding the aforementioned questions and developed the following mission statement:

We are an inclusive, student-centered learning community that fosters academic growth, resilience, and achievement while ensuring that every member experiences a sense of belonging, embraces challenge, and positively impacts their world.









Vision Statement

A Vision Statement represents an aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. It is intended to serve as a clear guide for choosing current and future courses of action. It is intended to be our compass – our North Star. The vision statement should be a brief, but concise statement that clearly exemplifies the district's vision for those it serves.

An exceptional education that develops innovative thinkers, curious and empowered learners, and compassionate citizens

10

Core Values

The Canton Public Schools' Core Values should remain constant in an ever-changing world. These values provide the foundation for our work and influence how we conduct ourselves and engage with others. The following set of core values were established:

- **R**espectful and Collaborative Relationships
- **E**ducational Equity
- **A**cademic and Personal Excellence
- **C**ommunity Engagement
- **H**igh-quality Teaching, Learning, and Leading





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August 2024

Welcome to the Rodman Early Childhood Program! Get ready for an exhilarating journey with our team of amazing early childhood and special education professionals. We're thrilled to offer your child a dynamic learning adventure filled with exploration and discovery, where they'll be empowered to flourish and thrive.

Our innovative program fosters a culture of inclusivity and teamwork among our preschoolers, families, and staff. In our integrated classrooms, children of all abilities come together to learn and grow side by side. With differentiated instruction tailored to individual strengths and needs, every child is set up for success and enrichment.

At Rodman, we believe in the power of peer learning. Through engaging social interactions, our students become both teachers and learners, unlocking their full potential at their own pace. By embracing diversity and empathy, we cultivate a supportive environment where every child is valued for their uniqueness.

Our preschool is guided by core values of respect, acceptance, and inclusion, with a focus on celebrating each child's identity and background. We are dedicated to providing an equitable educational experience that reflects the diversity of our community, ensuring every student feels a sense of belonging.

We remain committed to strengthening our bonds with families and fostering a true sense of community at Rodman. Your involvement is key to shaping our collective growth and success.

In my role as Early Childhood Coordinator, entering my second year at the Rodman, I feel incredibly fortunate to support our students, staff, and families in delivering the highest quality early childhood education. At Rodman, we believe in the mantra "Rodman Rocks," embodying our passion for excellence and innovation in every aspect of our program. Join us on this amazing journey!

Shelley Needle, MS, BCBA, LABA
Early Childhood Director

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Translations

English
If you need any of this document translated please contact Sarah Shaw,Director of Student Services, at shaws@cantonma.org
or 781-821-5060 x1178

Arabic
إذا كنت بحاجة إلى ترجمة أي من هذه الوثيقة، فيرجى الاتصال بسيارة شو، مديرة خدمات الطلاب، على shaws@cantonma.org
x1178 أو 5060-821-781

Chinese (Traditional)
如果您需要翻譯本文件的任何內容，請聯絡 Sarah Shaw，總監學生服務，shaws@cantonma.org
或 781-821-5060 x1178

Chinese (Simplified)
如果您需要翻译本文件的任何内容，请联系 Sarah Shaw，总监学生服务，shaws@cantonma.org
或 781-821-5060 x1178

French
Si vous avez besoin d'une traduction de ce document, veuillez contacter Sarah Shaw, directrice de Services aux étudiants, à shaws@cantonma.org
ou 781-821-5060 poste 1178

Haitian Creole
Si w bezwen tradui nenpòt dokiman sa a, tanpri kontakte Sarah Shaw, Direktè Sèvis Elèv yo, nan shaws@cantonma.org
oswa 781-821-5060 x1178

Portuguese
Se você precisar traduzir algum documento deste documento, entre em contato com Sarah Shaw, Diretora de Serviços estudantis, em shaws@cantonma.org
ou 781-821-5060 x1178

Russian
Если вам нужен перевод какого-либо документа, пожалуйста, свяжитесь с Сарой Шоу, директором Служба поддержки студентов: shaws@cantonma.org.
или 781-821-5060 x1178

Spanish
Si necesita traducir parte de este documento, comuníquese con Sarah Shaw, Directora de Servicios estudiantiles, en shaws@cantonma.org
o 781-821-5060 x1178

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Ukrainian
Якщо вам потрібен переклад цього документа, зв'яжіться з Сарою Шоу, директором
Студентська служба за адресою shaws@cantonma.org
або 781-821-5060 x1178

Vietnamese
Nếu bạn cần dịch bất kỳ tài liệu nào trong số này, vui lòng liên hệ với Sarah Shaw, Giám đốc
Dịch vụ Sinh viên, tại shaws@cantonma.org
hoặc 781-821-5060 x1178

District Liaisons

Director of Student Services	Sarah Shaw	781- 821-5060 ext. 1178
Homeless Liaisons	Sarah Shaw, Director Stephanie Shapiro, Coordinator	781- 821-5060 ext. 1178 781- 821-5050 ext. 2107
English Language Learner Liaison	Sarah Shaw, Director	781- 821-5060 ext. 1178
Section 504 District Coordinator	Sarah Shaw, Director	781- 821-5060 ext. 1178
Title II Liaison	Sarah Shaw, Director	781- 821-5060 ext. 1178
Title VI Civil Rights Officer	Sarah Shaw, Director	781- 821-5060 ext. 1178
Title IX Officer	Sarah Shaw, Director	781- 821-5060 ext. 1178

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2024-2025 Rodman Early Childhood Handbook

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Canton Public Schools District Appendix

In addition to the Early Childhood Program School Handbook which outlines a range of elementary specific procedures, processes and information the Canton Public Schools has an in-depth District Appendix that includes the District policies, State and Federal laws and regulations and detailed information. It is important that as part of this Handbook, the District Appendix also be reviewed. The District Appendix can be found linked here or on our website; cantonma.org

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Marilyn G. Rodman Education and Administration Center



In recognition of her service as a member of the Canton School Committee from 1978-2000 and the Canton Arts Council from 1988-1999. The Marilyn G. Rodman Education and Administration Center was dedicated by the Town of Canton in honor of her commitment to quality education and compassion for students and teachers April 30, 2006.

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Equal Opportunity And Nondiscrimination

The Canton Public Schools is committed to equal education opportunities for all students. It is the goal of the Canton Public Schools to maintain a school environment free of harassment and/or discrimination based on race, color, religious creed, national origin, ethnicity, sex, sexual orientation, age, ancestry, disability, gender identity, veteran status, genetic information, homelessness or any other class protected by state or federal law. The Canton Public Schools will not tolerate discrimination or harassment in any of its schools, including any school programs, services or activities. The Canton Public Schools is committed to equal opportunity in school admission, admissions to courses, course content, guidance, and extracurricular and athletic activities. The Canton Public Schools does not discriminate in admission to its schools, access or treatment in its services, programs and activities for any student.

Program Information

Program Overview:

The Canton Public Schools Early Childhood Program is committed to fostering each child's development as a unique "whole child," approaching learning comprehensively across seven developmental domains. With this focus, we have built our curriculum on the high standards established by *The National Association for the Education of Young Children* (NAEYC) and reflected in the MA and Common Core Standards. These tools have formed the foundation for a comprehensive curriculum that addresses the following developmental domains that make up each "whole child":

Cognitive
Early Academic Readiness
Fine Motor
Gross Motor
Independence
Speech and Language
Social and Emotional

Activities are selected and designed through a curriculum mapping process, based on the Common Core Standards, involving our teachers and specialists in order to contribute to and enhance the logical development of all students participating in the program.

Language and movement play a significant role in young children's brain development and we strive to seamlessly weave both language and movement in our preschool curriculum. We provide opportunities for staff to collaborate with our Speech Language Pathologist, Occupational Therapist and Physical Therapist, creating stimulating experiences which incorporate language and motor development throughout the preschool day.

Here at the Rodman Early Childhood Program, we recognize and value that the parent is the child's first teacher who knows and understands that child in a way that only a parent can. We are committed to creating essential opportunities for partnerships between home and school in order to allow each of our students to develop to their maximum potential

Our students participate in an inclusive, or "integrated" preschool model. In these language-based classrooms, children of all ability levels, with and without identified special needs, are taught together in an environment that nurtures peers as partners in learning. Research has proven that linking children of varying ability levels

actually enhances the growth and development of all the children. Each of our classrooms maintains a low class size, maxing out at 15, with a Massachusetts certified teacher and a qualified educational assistant.

Integrated Preschool Classroom Descriptions

2-Day Program	Tuesday, Thursday	9:00 a.m.-1:00 p.m.
3-Day Program	Monday,Wednesday,Friday	9:00 a.m.-1:00 p.m.
4-Day Program	Monday, Tuesday, Wednesday, Thursday	9:00 a.m. - 1:00 p.m.
5-Day Program	Monday, Tuesday, Wednesday, Thursday, Friday	9:00 a.m. - 1:00 p.m.

Program Staff

Classroom Teachers
The Canton Public Schools is committed to hiring educators of the highest quality, and our early childhood program is no exception! Each classroom is staffed with one licensed teacher certified in early childhood development/special education as well as at least one highly qualified educational assistant.

Specialists
At the Rodman Early Childhood Program we have a board certified ***Speech and Language Pathologist, Occupational and Physical Therapists*** and a ***School Psychologist*** on staff. Each of these specialists not only provides services for our children with special needs, but also consult with our classroom teachers and facilitate whole group activities to ensure the growth and development of all our students.

Nursing
The Rodman Early Childhood Program also has a full-time nurse on staff who is available to consult with families and teachers about medical conditions, allergies and even promoting overall health and wellness. In addition, the Nurse Leader for the district is also located in the Rodman building and is available to staff and families as needed.

Team Chair
Because our program is an integrated preschool, we provide services to children with disabilities found eligible for special education through the eligibility process, we also have a team chair. This person oversees the special education eligibility process and all special education services at the preschool.

BCBA & ABA Tutors
At the Rodman Early Childhood Program, we utilize the research-based science of applied behavior analysis to support students in skill development and self-regulation. Our ABA tutors support the classroom environment by using ABA methodology throughout the school day and are overseen by a Board Certified Behavior Analyst to ensure the highest quality of care.

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School Calendar

The Canton Early Childhood Program will follow the Canton Public School Calendar as published on the website: https://www.cantonma.org/preschool

Early Release Days

- Occasionally there will be early release days for the Canton Public Schools that have been set by the Canton School Committee to provide for staff development opportunities. Dismissal time on those days will be at 11:30.

Daily Operations

Arrival Time

Our day at the Rodman begins at 9:00 and students should arrive between 9:00 and 9:10 in order to ensure a smooth transition to the school day. This window was created to allow for safer and smooth arrivals. Arriving on time to school is important to ensuring your child's smooth daily transition. Late arrival can make it more difficult for your child to enter the group and can be very disruptive once the classroom routine has begun. A child is considered tardy if they arrive after 9:15. Please see below for specific information on arrival and dismissal protocols.

Dressing for Preschool

Here at the Rodman Early Childhood Program we recognize that children learn when they are busy exploring their environment and the materials around them. In other words, we love to play!

- We are known to enjoy more than our share of messy activities, so all clothing should be washable.
- Consider the changing weather and please dress your child accordingly. Provide sweaters and jackets even on the first sunny fall days, it is easy to remove an unneeded item, but harder to find an extra one on those chilly days.
- Appropriate footwear should also be considered for the playground and the motor room which are used almost daily. Open toed shoes and crocs are not recommended.

Protocol for Managing Food Allergens in the Classroom during Lunch

The Rodman Early Childhood Program does not have a cafeteria where students eat lunch. Lunch is consumed in the classroom. Our program adheres to the district's Food Allergy Management Policy and Food Allergy Awareness and Management plan approved November 2023, in order to minimize the incidence of life-threatening allergic reactions.

This protocol addresses the accommodations necessary to ensure the safety of children with life threatening allergies specific to lunch in the classrooms at the Rodman Early Childhood Program.

- Students and staff will wash hands before and after eating lunch. Alcohol based hand wipes or hand sanitizers are not acceptable for a student with food allergies

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- Establish an allergy aware table in the classroom during lunch where a student with allergies may eat
- A staff member must remain at the allergy aware table to monitor for safety
- A strict “no food/drink sharing” and “no utensil sharing” policy will be enforced
- A child consuming an allergen should be placed at another table and a staff member must remain at the table to monitor
- After lunch, immediate and thorough hand washing with soap and water must take place to rid the student’s hands of the allergen
- The table and chair where the food allergen was consumed must be washed with a school supplied antiseptic cleaner
- Sweep/vacuum floor after lunch

Snack

Snack time is learning time here at the Rodman. It is a time that fosters rich conversation, self-help skills and nutritional awareness. A snack will be provided by the program and will be a selection of individually prepackaged foods purchased through our food services program.

In an effort to ensure that our students develop healthy snack habits, we supply snacks that are both approved by our school nurse and found on the “A-List” of *acceptable* foods utilized by the entire Canton School District and available at www.cantonma.org.

Be sure to inform us of any food allergies or intolerances (i.e. chocolate, nuts, sugar, milk, eggs, dairy etc.) so we can ensure that snack time is safe for your child by contacting our school nurse, Bailey Hewit.

Lunch

Lunch is an important time of the day for community building, strengthening social and language development. You would be amazed at the amount of learning that happens during meal time. We are pleased to offer the option of purchasing lunch through our school lunch program at the Canton Public Schools. The food services staff has been busy preparing special “preschool menus” for our friends. Parents have the option of applying for free and/or reduced lunch for their child.

If you are sending lunch with your child there are a few things you should know.

Per NAEYC criteria, children under the age of four are not allowed to have popcorn. Grapes and hotdogs for all preschoolers should be quartered. Chunks of hard carrots, nuts or hard candy are not allowed. We support and teach healthy eating habits so no soda or candy please.

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Policies and Procedures

Confidentiality

To protect the privacy of children and their families, we follow strict confidentiality laws. We do not release the names, ages or other personal information including evaluation results, without written permission. Information regarding a child's development, progress or evaluation results is shared with the immediate staff working with the child and is shared for ensuring the child's safety and for curriculum planning purposes only. Please respect the privacy of the other families by only discussing and sharing information about your own child

Enrollment

The Canton Public Schools offers an inclusive early childhood program through the Rodman Early Childhood Program for children ages three to five. Placement in one of our integrated classrooms is through either the special education/team evaluation and eligibility process, as part of the student's IEP, or through the annual application and lottery process for community peers. This lottery is completed in February of each year to determine enrollment for the following school year. The number of students enrolled in each classroom is determined by the Massachusetts regulations and by the space available.

Students with Disabilities

The Rodman Early Childhood Program is an integrated and inclusive preschool that serves students with and without disabilities. Our classrooms are comprised of students on IEPs with varying levels of need, as well as neurotypical students. Students with disabilities may be enrolled in the Rodman Early Childhood Program after determination of eligibility and the development of an Individualized Education Program. In some instances, a student undergoing a special education evaluation may be enrolled in the program during the evaluation process. This would be determined by the team based on the needs of the student.

Community Peers

Eligibility criteria for Community Peers:

- Child must be 3.0 by September 1st of the year participating
- Child must be a Canton resident
- Child may not have been found eligible for special education services through the TEAM process.
- Parents assume responsibility for annual tuition payments, following the payment schedule provided with their enrollment application.

Community Peer slots are awarded by a lottery held in February of each year. Parents/Guardians must submit a lottery application in order to participate in the lottery system.

Upon acceptance into the Early Childhood Program as a community peer, parents are required to return an agreement and non refundable deposit to the Early Childhood Coordinator that is forwarded to the Business Manager's office. It is the parent's responsibility to make payment according to the payment schedule ***as no bills will be sent***. Checks Payable to the Canton Public School are to be mailed to:

Canton Public Schools Business Office
960 Washington Street Canton, MA 02021

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Failure to pay tuition will result in your child's inability to attend the program.

Under no circumstances is transportation provided by the Canton Public Schools for community peers.

A community peer may no longer be eligible to participate in the Early Childhood Program if it is felt that his or her behavior, once determined not to be related to a disability, is detrimental to the health or safety of other, or is such that it may interfere with the appropriate developmental acquisition of skills of the other children participating in the program.

Tuition

Each integrated classroom has up to 8 spots that are reserved for community peers. These spots are awarded through a lottery that is held the second week in February. Rates for the 2024-2025 school year are as follows:

Program Days	Tuition Cost
2 Day Program	$2408
3 Day Program	$3612
4 Day Program	$4816
5 Day Program	$6020

Tuition assistance is based on a sliding fee scale and is available for qualifying families. All families receive this application at the beginning of the school year. If you wish to be considered for tuition assistance, please complete the application and return it to Mrs. Crespi, our Administrative Assistant. She will communicate with you if further documentation is required.

Awards are good for the current school year. Families must reapply for assistance each school year, and are required to provide up to date, current documentation.

Transportation

Rodman Arrival / Dismissal Protocol

Focus: At the Rodman Early Childhood Program, the paramount concern is that of the safety and well-being of our students, families, and staff. To that end, a refined protocol has been devised for the arrival and departure processes. This strategic measure seeks not only to bolster safety measures, but also to mitigate traffic and parking challenges. The following plan will be initiated on the first day of school (9/4/24) and closely monitored for safety and support of the community.

The **MAIN ENTRANCE** for the Rodman Early Childhood Program will continue to be the doors located on the backside of the Rodman building near tennis courts. All tardies, early pickups and communication with the Rodman office will occur at these doors.

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ARRIVAL - First Floor Students - Rooms 1, 2, 7, 9, 10
Parents with students on the first floor will park in the lower parking lot, closest to the tennis courts. If available, parents can use the 15 minute parking spots. Please do not park in the admin parking spots. At 9:00am, first floor students will enter the back door of Rodman School designated by the Rodman Early Childhood Program sign. Parents will walk their child(ren) to the student's classroom.

ARRIVAL - Second Floor Students - Rooms 23, 25, 28, 30
Parents with students on the 2nd floor will park in the upper parking lot, closest to Washington Street. If available, parents can use the 15 minute parking spots that surround the front of the building. Second floor students will enter the front doors of Rodman School on the far left side of the building, by the gym. You will see stairs and a wheelchair accessible ramp to these doors. Doors to this entrance will be closed/locked at 9:10 and will not be opened again until dismissal (1:00pm). If your child is tardy, please use the main entrance door located on the backside of the Rodman building.

DISMISSAL - First Floor Students - Rooms 1, 2, 7, 9, 10
At approximately 12:55pm, parents with students on the first floor will gather by the main entrance doors on the backside of the Rodman building. Doors will open at 1:00pm and parents will walk to classrooms to gather their child(ren).

DISMISSAL - Second Floor Students - Rooms 23, 25, 28, 30
At approximately 12:55pm, parents with students on the second floor will gather by the front door entrance of Rodman, near the gym. Doors will open at 1:00pm and parents will walk to classrooms to gather their child(ren).

Parking Lot Reminders
-Please **hold your child's hand** while in the parking lot. If they will not hold a hand, please hold on to their backpack, anything to keep them within arm's reach.
-Please do not walk in the middle of the street. Use the **sidewalks and crosswalks** for safety.
-Please park in **designated parking spots only**. Do not stop in the middle of the street or parking lot to drop off.

Van Transportation:

- Children enrolled in the Rodman Early Childhood Program with an IEP who may not otherwise be able to access services are eligible for van transportation.
- Parents who can transport their children are encouraged to do so as it provides an opportunity for family and peer connections while families congregate outside the school entrance.
- Students are required to wear their "bus tag" for the first month of school to ensure safety and accuracy. The bus tag helps staff ensure that your child gets on the correct bus.
- Parents will be notified at the beginning of the school year (or service delivery period) of the van schedule through the transportation company.
- Any transportation issues must be reported to and are resolved by contacting the Student Services office at 781 821-5060 x1135, or the Early Childhood Coordinator at x1505.

Health

Your child's health is a matter of major importance to us. Your child may be sent home if they appear to have symptoms of illness during the school day. In addition, it is important that you keep your child home if they:

- Has evidence of a newly developed cold (runny, stuffy nose, coughing, sneezing). The greatest period of contagion is the first 2-3 days after onset of symptoms.)

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- Has the flu or flu-like symptoms.
- Has had an elevated temperature, over 100 degrees within the past 24 hours.
- Has a suspicious rash.
- Has sore or discharging eye(s) or ear(s).
- Has had an upset stomach, vomiting or diarrhea within the past 24 hours.
- Has a contagious disease (i.e. strep throat, tonsillitis, bronchitis, conjunctivitis, etc.) until he/she has been on medication at least 24-48 hours from the first dose.

Please call the school nurse with any health related questions at 781-821-5060 ext. 1508.

Absences

All absences must be reported to the Administrative Assistant, Susan Crespi.
Please email Ms. Crespi at crespis@cantonma.org or call 781-821-5060 ext. 1503 and leave a message when you know your child will be absent.
Upon return to school, your child must have a note from the parent explaining the absence.
(This is a policy established by the Canton Public Schools and outlined in the District Appendix.)
If your child is tardy, or dismissed early, please sign them out at the office.

Diapering/Toileting Procedures

A bathroom equipped with appropriate fixtures is either within the classroom or just outside and students will be encouraged to use the facilities. They will be supervised and given assistance as needed. All areas are sanitized and maintained in a safe manner. Toilet training will not be coerced. Generally staff will assist parents in carrying out the toileting routine upon which you have decided. For best results, please discuss this with your child's teacher. Families should supply all necessary diapers, pull-ups and wipes for their child. Students wash their hands with liquid soap and running water after toileting. Staff members also wash their hands with liquid soap and running water after assisting children with any toileting routine or if dealing with bodily fluids. Individual paper towels shall be used to dry hands. Clothing soiled by feces, urine, vomit or blood shall be double-bagged in sealed plastic bags and stored apart from other items.

Diaper Changing

Children at the Rodman Early Childhood program shall not be denied admittance based on whether they are toilet trained. Staff will work together with families to meet the developmental needs surrounding toileting of all children.

A supply of clean diapers and wipes is maintained for each child by the child's family.

Diapers are changed by classroom staff and nursing staff. Staff responsible for the preparation of food does not change diapers.

Diapers are checked every two hours and are changed when wet or soiled as soon as possible. If a child falls asleep, the diaper will be checked when the child awakes.

Diapers are changed either in the large bathroom stall in each of the children's bathrooms.

If a child is wearing cloth diapers the following will be in place:

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- The diaper must have an absorbent inner liner and be completely covered by a waterproof material. The waterproof "pants" are changed along with the diaper.
- Soiled or wet cloth diapers are placed in a plastic bag, sealed and sent home at the end of the school day.

Evacuation and Lockdown Drills

Fire evacuation, shelter in place and lockdown drills are held periodically to ensure that students and staff are aware of emergency procedures. Procedures are posted by the door in each classroom. All parents will be notified via email on the day of the drill, after it has occurred. Our teachers are very aware of the feelings these drills may cause in young children and are quick to reassure them. We explain to the students that this is just one of the many ways we keep everyone safe. Please let us know if you or your child has any questions about any aspect of safety in our program.The complete policy can be found in the attached Appendix.

Discipline

At the Rodman Early Childhood Program, we understand that challenging behavior is a form of communication and not atypical for preschoolers. We focus on providing a consistent routine and expectations with appropriate experiences for our students. We strive to create a welcoming and nurturing environment where students feel safe to express themselves, engage with peers and develop their skills in a positive learning setting. We work to foster positive relationships with staff, students and families.
When challenging behaviors arise, we work as a team to support the student. Our educators use a variety of strategies including utilizing positive behavior expectations and reinforcement, modeling appropriate behavior, offering choices, giving space for calming and regulation when necessary, and implementing a social skills curriculum. The collaborative problem solving approach is fostered throughout the program and staff encourages parents to engage in this process as well. The program employs a Board Certified Behavior Analyst, a part time licensed social worker who serves as a home-to-school liaison, and a school psychologist to support staff, children and families.

Behavioral Expectations: The physical and emotional safety of all students and Rodman Early Childhood community members is a top priority of the Code of Conduct. Additionally, in keeping with the Core Values and Beliefs of the Canton Public Schools, Canton Elementary School community members are expected to foster respectful and responsible relationships and contribute positively to a diverse and inclusive learning environment. Students who detract from these community goals, or fail to act as positive community members, will be required to account for their behavior in accordance with the school's restorative or progressive approach to accountability.

Students will not engage in the following list of behaviors including but not limited to:

Canton Public Schools PreK-4 Behavior Matrix

Tier 1	
Peer Conflict	Engaging in behavior that creates a conflict with a student, either in or outside of class.
Disruptive Behavior	Disrupting class or out of class activities during the school day, or any extra-curricular activities or events outside the school day.
Profanity toward students	Profanity, obscenity, discourtesy, or disrespect directed toward a classmate or student
Non Compliance	Insubordination, failure to comply with/ignoring the requests of a staff member. This includes a student's failure to properly identify themselves when asked by a staff member for their name.
Leaving Designated Space	Leaving the designated learning space without permission.
Dishonesty	Dishonesty, including but not limited to forgery, dishonesty about incidents or behavior, and giving a false name.
Inappropriate Use of Electronics	Create, post, or inappropriately use technology (computers, smartwatches, phones etc). Create, post, or inappropriately comment on any online or social media item that harasses, threatens, intimidates, abuses, or demeans individuals or groups on the basis of race, ethnicity, religion, gender, gender identity, sexual orientation, creed, national origin, disability status, or language spoken.

Tier 2	
Repeat Tier 1 Violation	Continuing to engage in a Tier I behavior that has already been addressed by the school administration.
Peer Conflict	Engaging in behavior that creates or continues a conflict with a student, either in or outside of class.
Inappropriate use of Electronic Devices	Create, post, or inappropriately comment on any online or social media item that harasses, threatens, intimidates, abuses, or demeans individuals or groups on the basis of race, ethnicity, religion, gender, gender identity, sexual orientation, creed, national origin, disability status, or language spoken.
Leaving Building Without Permission	Leaving the building without permission but remaining on school property.
Inciting others to Violate School Rules	Inciting or provoking another student to violate school rules, disrupt school or a school-related event, or engage in dangerous or inappropriate behavior.
Harm to Staff	Student makes contact with staff with intention to harm. ~~resulting in an injury.~~
Theft or Attempted Theft	Theft, or attempts to steal the belongings of another; this includes the theft or attempt to steal school equipment, materials, or supplies.

Tier 3	
Repeat Tier 2 Violation	Continuing to engage in a Tier II behavior that has already been addressed by the school administration.
Nicotine/Vaping Violation	Possession, intent to possess, consumption, distribution, selling, purchasing, or being under the influence of any tobacco-related products, electronic cigarettes, vaping products, and vaping paraphernalia.
Inciting others to violate school rules	Inciting or provoking another student to violate school rules, disrupt school or a school-related event, or engage in dangerous or inappropriate behavior.
Substantiated Findings of Bullying	Behavior determined, as the result of an investigation, to meet the definition of bullying, in accordance with the district Bullying Prevention and Intervention Plan.
Sexual Misconduct	Behavior, sexual in nature, that is inappropriate, to include inappropriate comments, inappropriate touching, or sharing inappropriate content, in person or online.
Striking Another Person	Assaulting, fighting, striking, or inappropriately touching another person, or threatening to assault, fight, or strike another person.
Discrimination/Harassment	Behavior formally determined, as the result of an investigation, to meet the definition of discrimination based on that student's race, color, religion, national origin, ethnic background, gender, sexual orientation, gender identity, disability status, or language spoken; or targeting, ridiculing, or using as a source of humor another student's race, color, religion, national origin, ethnic background, gender, sexual orientation, gender identity, disability status, or language spoken; this includes actions and comments made in person and online.
Sexual Harassment	Sexually harassing another person, either by words or actions. This includes words, expressions, or images posted online or on social media platforms.
Instigating Emergency Response	Disrupting school by pulling a fire alarm or falsely reporting a risk that leads to an emergency response (i.e. a bomb threat).
Drug and or Alcohol Violation	Possession, intent to possess, consumption, distribution, selling, purchasing, or being under the influence of any drug or alcoholic beverage, or intoxicant of any kind; this includes the possession of drug paraphernalia.
Serious Harm to Staff Member	Fighting or striking with force resulting in bodily harm.
Weapons Violation	Possession of a weapon of any kind, including, but not limited to knives, blades, guns, or other dangerous instruments such as lighters and pepper spray. This includes the possession of mock weapons.
Leaving School Property	Leaving the school property without permission.

Restraint Policy

The Canton Public Schools complies with the provisions of 603 CMR Section 46.00 dealing with restraint of students in public schools. To that end, the district's policy developed pursuant to those regulations is available upon request from the Early Childhood Coordinator, the Director of Student Services or at the Superintendent's office. See District Appendix for full policy.

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Inclement Weather

Our program operates according to the school calendar that is posted on the Canton Public School's website. In the event of snow or other weather-related concerns, please check television channels 4, 5 and 7. You can sign up for instant notifications via email or text message on each of these websites. In addition, a "Connect Ed" telephone message will go out from the superintendent to all homes announcing the cancellation or delay. Start times for any delayed openings are posted on the calendar also.

Curriculum

Our curriculum is designed to support our belief in the value of play, the need for exploration and the benefits of hands-on learning to support the development of key early readiness skills. Our curriculum, literature and materials reflect our students; their race and cultures. Representation is a major area of focus for us. Our children's literature is chosen after a careful review designed to identify bias and negative stereotyping. Lessons are selected and designed through a curriculum mapping process involving our educators and specialists in order to contribute to and enhance the logical development of all students participating in the program. Throughout the school year we explore different thematic units which may include seasons, families, and animals and their habitats . There is an overarching theme of community! These units are created by our staff to meet the needs of current students and to reflect the MA curriculum standards. The staff has also created units of study to support the vocabulary and language development of mathematics, as well as the study of various artists. In addition to these units, we also implement the following curriculum programs:

Lively Letters
Heggerty Phonemic Awareness
We Thinkers! (Social Thinking)
Be Your Best Self

Holiday Celebrations

In line with our core values of inclusion, respect and acceptance, we do not have holiday parties at the Rodman. Instead, we like to bring in the culture, language and traditions of our students. Some of these traditions may be celebrations and you may see that reflected in our curriculum. Our goal is to ensure that no child or family feels excluded in our program and that our students have a preschool experience exposing them to diverse races and cultures.

Conferences, Report Cards and Progress Notes

Parent Conferences are held twice a year with the first one occurring in November and the second in April. This is a wonderful opportunity for parents,guardians and classroom teachers to connect and you are highly encouraged to participate in these. A strong partnership between school and home is ideal for student success. Report cards will be sent home in January and June. Our report card is based on the research of child development and supports students as they proceed through a continuum of early readiness skills. Progress notes for students on IEPs are sent home at the same time report cards go out. Progress notes provide updates on progress toward IEP objectives.

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Student Assessment

Our assessment system focuses on all areas of child development and includes a variety of data collection strategies. Assessments in the program are used for a variety of purposes; to measure student growth and learning in all areas of child development including; cognitive, language, social-emotional, approaches to learning, health and wellness, fine and gross motor, self-help or independence. We use these assessments to inform curriculum and teaching decisions, to identify student interests, to assist in determining special education eligibility and to monitor progress and development. Families are encouraged to participate in the assessment process by sharing any relevant information about their child with the classroom teacher. Your input is important to us and staff will be looking to you for your thoughts on areas of development.

Tools & Methods

A variety of methods and tools are utilized on an ongoing and integrated basis including the following:

- Teacher observation throughout the classroom day
- Teacher created checklists utilized through play and teacher directed times
- Pre- and post-curriculum assessments completed during play and teacher directed times
- Collection of work samples & photographs
- Developmental screening is conducted with all community peer students. These screenings take place within the first two months of the school year. Children enrolled in special education do not participate in this screening. This screening is used to identify individual student strengths and areas of improvement in order to guide instruction and/or to lead to a referral for a formal evaluation to determine the presence of a disability. **Parents/guardians wishing to refer their child for a formal evaluation should contact the Rodman Team Chair Anna Russo at russoa@cantonma.org to schedule a meeting.** Results of the screening are shared with families via a screening report form. Translation of this report is available upon request.
- BASC-3 Behavioral and Emotional Screening System is also used to determine the need for any additional support or interventions from the classroom teacher or school psychologist, as needed. This tool has a parent/guardian reporting form which the program uses as well. The data also helps us evaluate the effectiveness of our social thinking curriculum.

Assessment results are reviewed with the program staff in October, January and May and with parents and guardians four times a year; twice through report cards and twice through conferences. The first set of report cards will arrive in January with the second coming in June. Report cards are electronic and will be emailed directly to families. Please let us know if you need a paper copy. Progress reports for students on an IEP are also sent twice a year and follow a very similar schedule. If at any time you have any questions about your child's progress or development please let us know. We are happy to meet with you. Conferences are a great opportunity for classroom teachers to connect with families to share assessment results and report on progress and to learn more from families on their assessment of the child. Families are encouraged to connect with classroom teachers at any time for updates on development or to share any questions, concerns or assessment information.

Student Support Team

If staff identify areas of concern (e.g. academic progress, behavior) the teacher may consult with the program's Student Support Team. This interdisciplinary team may consist of the Early Childhood Coordinator, Student Services Coordinator, School Psychologist, Behavior Analyst, Speech Pathologist, Occupational Therapist, Physical Therapist, and additional special education staff. Parents are made aware of Student Support Team referrals and are encouraged to collaborate with the team. The team represents much expertise and the desire for

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all students to succeed! The Student Support Team implores a whole child, strengths based approach to designing appropriate short term interventions to support student growth.The Student Support Team may recommend the implementation of additional supports and progress monitoring. In cases where more information is needed about a student, other assessments may be utilized at the discretion of the team and guardians. Need for these types of assessments is determined through a multi tiered systems of support and parents/guardians receive communications and updates regarding the process.

Parents as Partners

Coffee and Collaboration
Every other month we host an informal coffee hour (Coffee with the Coordinator) for parents and the early childhood coordinator to discuss topics around child development, parenting, behavior and program news. These are held during the evening hours. Watch the monthly calendar and newsletters for specific information.

Visiting the Program
The Rodman Early Childhood Program has an open door policy. Parents and Guardians are welcome in the program at all times of the day. Please sign the visitor sign in sheet upon arrival and check in with either the Student Services Coordinator or the Early Childhood Coordinator. If you wish to observe in your child's classroom please contact the Student Services Coordinator to schedule a time.

Parent Volunteer Opportunities
Parents and guardians who complete a Cori are invited to volunteer in the preschool. We are always looking for ways to incorporate parent volunteers in our program. Maybe you would like to join us for storytime? Maybe you enjoy copying newsletters or helping to sort recyclables? Do you enjoy prepping art activities or cutting out pictures? Are you a gardener? Our garden always needs someone with a green thumb! Maybe you have a special talent you want to share? Whatever it is, please let us know.We are eager to get to know you as well as your child.

Program Evaluation
We periodically evaluate the early childhood program in our effort to improve the quality of the program and services offered to families. Your input into the evaluation is important. Please take a few minutes to share your thoughts and ideas so, when possible, we can adjust our program to the changing needs of our families.

Important Tips and Tidbits

Spare Clothes
Learning in preschool can be messy and sometimes toileting accidents and spills happen! It is critical that we are prepared. Please send in a complete set of extra clothing in a large zip-lock bag that we can keep at school. Each bag should include: shirt, pants, underwear, diapers (if needed) and socks and each item must be labeled. If spare clothing is needed, please remember to clean them and send them back to school as soon as possible.

Labeling
Make sure labels are on the inside of all personal belongings, with both first and last names (jackets, sweater, boots, mittens, books, backpacks, sharing items, etc.).

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Communication Folders
Recognizing the importance of opening the lines of communication, each child is provided with a folder. This folder will hold any notes from school and we also encourage you to use the folder to send in any notes you may have. Teachers check the folder daily, and we ask that you do as well. It is sure to be filled with beautiful pieces of artwork from your little one!

Birthday Celebrations
Birthdays are a very important and exciting celebration for many of our preschool children and their families and we are also excited to share in your child's special day if this is customary in your home. On their birthday, each child will have the opportunity to wear a birthday crown/ hat and be recognized in many special ways by their teacher and class. Some ways to celebrate might include being the line leader that day, picking out the story for that day, and/or participating in music and movement activities.
In keeping with our snack policy, as well as the district's health and wellness initiative, special snacks are not allowed. We understand you may want to send in special gift bags or treats for your child's class, however this can be overwhelming, distracting or upsetting for some of our students. Therefore, please refrain from sending in gifts or favors. If you are interested in joining us in some way for your child's celebration or have any questions for us please contact your child's teacher as their birthday approaches.

Home Toys
We have plenty of toys and games at school to excite and engage your child so we encourage them to leave their toys at home to enjoy after school. It can be distracting and upsetting for some of our friends when toys from home arrive at school. Often this causes more distress than comfort to your child as they are not prepared for the attention their toy will receive from peers.In our busy classrooms there is also the risk that it may get lost. We cannot be responsible for toys that are brought to school. We do however understand that each child is unique with their own individual needs and some children may need to bring a small transition item. If that is necessary please let the teacher know, label the item and be sure it does not present a choking hazard. Preschoolers still have a tendency to put things in their mouths. Toy guns, war toys,weapons, super heroes or other toys of destruction are not allowed.

Communicating with Teachers and Staff
Email is probably the best way to contact our classroom teachers and special education staff. Each email is in the same format:

- Shelley Needle needles@cantonma.org
  (Last name, first initial @cantonma.org)

By Telephone:

- Classroom teachers and specialists each have voicemail, but their phones will not ring in the classroom. They will return calls at their earliest convenience. You can find their extensions on page 8 of this document.
- Emergency calls should be made directly to:
  - School Nurse: 781-821-5060 ext. 1508
  - Student Services Office 781-821-5060 ext. 1178

Paperwork
Please make sure you return all the required paperwork to your classroom teacher as soon as possible:

- Signature Return Page stating that;

Parents/Guardians have read the Family/Student Handbook
Parents/Guardians have read the Acceptable Use Policy (AUP) for technology
Provides us permission to take and use pictures and video of your child for educational purposes

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- Parent Goals

This gives parents an opportunity to share their goals for their child over the next year.

Thank you for taking the time to review our Student/Family Handbook. Please let us know if you have any questions about anything you have read.

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