



# WESTWOOD PUBLIC SCHOOLS

*Honoring Tradition, Inspiring Excellence, Shaping the Future*

## Massachusetts School Building Authority School District Educational Profile Questionnaire

Date August 30, 2018

Name of School District Westwood Public Schools

District Contact (Name, Title) Heath Petracca, Director of Business and Finance

As part of the District's invitation into the Eligibility Period, the MSBA is seeking the following information to further inform our understanding of the School District's facilities, teaching methodology, grade configurations and program offerings. If the below information is available in documents previously provided to the MSBA, please indicate in which document and on which page this information may be found.

### SECTION ONE: Facilities

**A. Please confirm the following MSBA 2016 School Survey information for all public schools in the District using a "Y" for accurate and "N" for not accurate:**

District	School Name	Type	Year Founded	Last Reno.	GSF	Y/N
Westwood	Deerfield School	ES	1953	1995	35,078	Y
Westwood	Downey Elementary	ES	1957	2001	50,691	Y
Westwood	E W Thurston Middle School	MS	1939	2009	92,278	Y
Westwood	Martha Jones Elementary	ES	1957	2001	50,692	Y
Westwood	Paul Hanlon Elementary	ES	1951	2004	34,280	Y
Westwood	Westwood High	HS	1957	2005	234,429	Y
Westwood	William E. Sheehan Elementary	ES	1948	1968	49,589	Y

**Using the space below, provide additional information for any inaccurate or incomplete Needs Survey data.**

**B. Using the chart below, list Charter Schools (Commonwealth, Innovative, or Horace Mann) and private schools located in the District.**

Name of School	Type of School	Year Established	Grades Served	Current Enrollment
Xaverian Brothers High School	High School	1963	7-12	1011

**A. For elementary and middle schools only In the chart below, provide information about the current grade configuration for each public school facility adding or editing cells and rows as appropriate. Check the boxes provided to indicate program offerings at each facility. Next to the check, please indicate the number of hours and days the program is offered.**

Name of School, Grades Served	Science Classes	Art (Performing and Visual Art)	Music	Physical Education (Adaptive PE)	Library Classes	Extended Day Care	Lunch Seatings
Deerfield School, K-5	30-45 min daily, K-5	45 min week, K-5	45 min week, K-5	45 min week, K-5	45 min week, K-5	4.5 hours day for those enrolled	3 x 30 min
Downey Elementary, K-5	30-45 min daily, K-5	45 min week, K-5	45 min week, K-5	45 min week, K-5	45 min week, K-5	4.5 hours day for those enrolled	2 x 30 min
E W Thurston Middle School, 6-8	42 min daily	42 mins x 60 days per year	42 mins - 90 days per year	42 mins - 90 days per year	n/a - flexible schedule model	n/a	3 x 30 min
Martha Jones Elementary, K-5	30-45 min daily, K-5	45 min week, K-5	45 min week, K-5	45 min week, K-5	45 min week, K-5	4.5 hours day for those enrolled	3 x 30 min
Paul Hanlon Elementary, K-5	30-45 min daily,	45 min week, K-5	45 min week, K-5	45 min week, K-5	45 min week, K-5	4.5 hours day for those	3 x 30 min

	K-5					enrolled	
William E. Sheehan Elementary, K-5	30-45 min daily, K-5	45 min week, K-5	45 min week, K-5	45 min week, K-5	45 min week, K-5	4.5 hours day for those enrolled	3 x 30 min

~~For high schools only Attach to this questionnaire current program/scheduling information (core, non-core, enrichment and vocational).~~

**B. Does the District belong to a Collaborative? Yes ☒ No ☐**

**Does the District host a Collaborative? Yes ☒ No ☐**

**If yes, please provide the name of the Collaborative -**

The Education Collaborative (TEC)

1 Classroom at the High School

**Does the District provide Pre-Kindergarten? Yes ☒ No ☐**

**Is Kindergarten fee based? Yes ☒ No ☐**

**If yes, please provide the fee structure:**

Full Price \$900, Free/Reduced - Free

The kindergarten fee will be eliminated in FY20

**Does the District provide transportation? Yes ☒ No ☐**

**If yes, please provide the name of the provider(s) (District or vendor)**

Michael J. Connolly and Sons, Inc. - buses (vendor)

VanPool - vans (vendor)

**C. Using the space below, provide information about the Priority Statement of Interest School's teaching methodology (i.e. self-contained classroom, team teaching, departmental, or cluster). Include class-size policy and if applicable, scheduling particulars.**

The Paul Hanlon has 12 self-contained classrooms, Kindergarten through Fifth Grade. Guided by a shared commitment to meet the needs of a wide range of student learners, teacher plan lessons that are student-centered, hands-on, and inquiry-based. This means that Hanlon's



classrooms are a bustling hub of differentiated, cooperative, small-group learning teams. General Education Teacher, Special Education Teachers, and Interventionists share students across classrooms, utilizing break-out spaces and pushing into classrooms throughout the day. Because Hanlon's current spaces are smaller than average, "push-in" support and small group instruction takes place in classroom corners, on the floor, and at small tables in the backs of classrooms. Pull-out support happens in hallways, converted closets, the cafeteria, the lobby, shared office spaces, and in Special Education classrooms, which are converted offices.

Students are supported by a variety of staff including: two full time Special Educators, three Special Education Instructional Assistants, two Kindergarten Assistants, a full-time Literacy Specialist and part-time Literacy Paraprofessional, a full-time Math Specialist, a part-time Instructional Technology Specialist, a part-time Speech Therapist, a part-time School Psychologist, a part-time Occupational Therapist, a part-time Behavior Therapist, a part-time Physical Therapist, and a part time ESL teacher. Students attend weekly classes for Visual and Performing Arts, Library, and Physical Education.

The School Committee's class size guidelines (attached) are 18-22 students for grades K-3 and 18-24 students for grades 4-5. For the 2018-2019 school year, 10 classes are within these guidelines, and 2 classes are below the guideline.

The building schedule is created by a scheduling team consisting of general education teachers, special educators, and instructional specialists, as well as the principal. Priorities are given to creating 45-60 minute blocks for math, literacy, writing, science, and social studies, and aligning academic blocks across grade-level classrooms, thus allowing support staff to maximize their time with students. In addition, each grade-level has three 30-minute Intervention Blocks per week to ensure that students in need of related services such as Speech, OT, PT, etc., can be pulled out of classrooms without missing new academic instruction.

Specials (art, music, library, coding and PE) are scheduled with the goal of providing common planning time for grade-level teachers and the opportunity for teachers to collaborate with instructional coaches and special educators. This goal, which is critical to Westwood's vision of the use of formative assessments to plan for instruction, student-centered instructional coaching, and the seamless integration of general and special education, is complicated by the fact that art, music, and PE teachers currently share space and making it impossible to create this common professional time.. The schedule is further constrained by the fact that interventionists (literacy specialists, math specialists, ELL teacher, OT, etc.) currently share one space.

**D. In the chart below, use "Y" or "N" to indicate if the listed technology offerings are available adding cells and rows as appropriate:**

School	Desktop Computers	Laptop Computers	Tablets	Smart Board/ Smart Projectors	Printers	WiFi WAN/LAN
Deerfield School	Y	Y	Y	Y	Y	Y
Downey Elementary	Y	Y	Y	Y	Y	Y

E W Thurston Middle School	Y	Y	Y	Y	Y	Y
Martha Jones Elementary	Y	Y	Y	Y	Y	Y
Paul Hanlon Elementary	Y	Y	Y	Y	Y	Y
Westwood High	Y	Y	Y	N	Y	Y
Westwood Integrated Preschool	Y	Y	Y	Y	Y	Y
William E. Sheehan Elementary	Y	Y	Y	Y	Y	Y

**Using the space below, provide additional information for any of the aforementioned offerings marked with a “Y”.**

Desktop Computers: These are generally available to admin assistants, in SPED classrooms, and library spaces. At the high school, we also use desktop computers for video production, graphic design, and computer science/engineering.

Laptop Computers: We are fully 1-1 with Google Chromebooks in grades 3 - 12. In grades 3 - 5, we have an in-school 1-1 model with a cart of Chromebooks located in each classroom. In grades 6 - 12, students are given a Chromebook to keep with them at all times, to take home with them at the end of the school day. Teachers in grade 2 have access to a shared touchscreen Chromebook cart. This cart is also used for our 3rd grade coding special. We also have a few laptop computer carts that are used for special purposes, including digital photography and Dill language lab, both located at the high school. All professional and administrative staff are either issued a laptop or desktop computer.

Tablets: Each kindergarten and first grade classroom has 6 iPads. There are also packs of available iPads at elementary for use by other teachers that may wish to sign them out. Tablets are used throughout K-12 for special education students, including some iPads that are specifically assigned to students based on their accommodations. Tablets are also used by the Art Department.

Smart Boards/Smart Projectors: We have a handful of Mimio interactive whiteboards in pre-school and elementary. These have been assigned to teachers that have demonstrated a need and willingness to be trained on the use of interactive whiteboard technology. We have some aging interactive whiteboards at the middle school in the 8th grade wing. These interactive whiteboards are used very infrequently. Polyvision interactive whiteboards were installed at the high school when the building was opened in 2004. These units are no longer functional and have not been replaced.

Printers: At elementary, each classroom/office has a black and white laser printer. A centralized, high capacity color laser printer is available for staff as well. At the middle school, many classrooms have access to a black and white laser printer. Others print to a different location and all staff have access to a high capacity color laser printer. At the high school, laser printers are located in the department offices as well as other common areas (i.e. science prep rooms, offices, library, etc...). At all levels, networked photocopiers are available to staff.



WiFi WAN/LAN: The entire district was upgraded to a new wired and wireless infrastructure during the summer of 2017 and 2018. Coverage and capacity is complete in all buildings but will be monitored/enhanced over time.

<p><b>SECTION THREE: Proposed Program, Grade Configuration, Teaching Methodology for the Priority Statement of Interest School</b></p>
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**A. Using the chart below indicate proposed changes to the information as provided in Section Two adding or editing cells and rows as appropriate.**

Name of School, Grades Served	Science Classes	Art (Performing and Visual Art)	Music	Physical Education (Adaptive PE)	Library Classes	Extended Day Care	Lunch Seatings
Paul Hanlon Elementary, K-5 **See below							

The core academic and arts programming will remain the same as articulated in Section in terms of instructional minutes, with the possible exception of an expansion of coding classes to multiple grades. However, we would like to have dedicated instructional space for art, music, PE, and coding so that scheduling of students and assignment of teachers can be done more efficiently and effectively. In addition, we want to create library space that supports new and expanded programming, more along the lines of a makerspace or learning commons.

As explained elsewhere in this document, the new Hanlon would also serve the preschool and some district wide special education programming.

**B. Is the District considering joining a Collaborative?** Yes ☐ No ☒

**If yes, please provide the name of the Collaborative**

District is already a member of the TEC collaborative.

**Is the District considering hosting a Collaborative?** Yes ☐ No ☐

The District currently hosts one classroom for the TEC collaborative located at Westwood High School.

**Is the District considering offering Pre-Kindergarten?** Yes ☐ No ☐

The District currently offers an integrated Preschool which includes a classroom for students in the "Pre Kindergarten" age of 4 -5.

**Is the District considering a Kindergarten fee?** Yes ☐ No ☒

**If yes, please provide the proposed fee structure**

The District is currently embarked on a multi-year process to reduce to zero the current Kindergarten fee.

**Is the District considering providing transportation?** Yes ☐ No ☐

The District currently provides transportation through vendors via bus and small van.

**If yes, please provide the name of the proposed provider**

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**C. In the space below expand upon proposed changes to current grade configurations, districting, teaching methodology, programs, transportation, fees and technology. Indicate if any school facilities would be vacated, down-sized or re-organized. Indicate if changes to current staffing would result (increase/decrease).**

*Configuration and Redistricting*

The Westwood Public Schools anticipates a restructuring of the current five elementary schools and their corresponding "district enrollment zones" based on the final approved project scope. In the event a single school (the Hanlon) is the only building to be renovated, this may take the shape of closing or adding on to other elementary schools. In the event more than one school is to be involved in the final project scope, further district reconfiguration, movement of programs and services may also occur. Several options have begun to be considered, however the District has made no decisions and looks forward to the MSBA partnership and expertise in making these key decisions:

Possibilities include:

- Close one elementary school (Deerfield) and move students to new Hanlon site. This would involve redistricting but keeping a K-5 grade configuration.
- Close one elementary school (Deerfield) and change configuration significantly, such as two K-2 schools and two 3-5 schools.
- Close both Deerfield and Sheehan elementary schools. A larger school would be built on the Hanlon site. Both the Downey and Martha Jones elementary schools would be renovated and expanded. There would be significant redistricting and program reassignment. For example, a portion of the school at the Hanlon site could become an



“Early Childhood Center” hosting all preschool and kindergarten classrooms. The Hanlon School and other two remaining elementary schools would be grades 1-5.

- Maintain all five elementary school sites, rebuilding Hanlon and renovating Deerfield and Sheehan to bring up to code.

In all scenarios the preschool, currently housed at the high school, and the Focus program (currently housed at Deerfield) would likely relocate to the Hanlon School. The focus program serves students who are medically fragile or have intensive disabilities. This move would ensure that these students experience continuity of school location for preschool - grade 5. This would allow for the significant ADA investments and Universal Design architectural features of a newly built building to be accessed the students who most require these supports.

### *Teaching Methodology and Programming*

The Westwood Public Schools has invested significant personnel, professional development, materials, equipment and supplies into an elementary school experience for our students that is in line with best practices in the field of elementary education and has an articulated strategy for district improvement. Programmatically, the new educational space would need to support continued emphasis on a workshop model for literacy and increase the district’s ability to provide a hands-on, inquiry-based STEM education, a robust arts/specialist program, and special education programs designed to support students in their home community.

Though the WPS is proud of the educational experiences offered to students, at times, the facilities are incongruent with the educational vision and instructional strategic priorities (see attached District Strategy document). For example, the district recently invested in a comprehensive and updated elementary science curriculum (StemScopes) that embraces the new MA DESE science standards and our community’s desire to provide a high-quality STEM experience. This curriculum assumes a teacher’s ability to set up differentiated, inquiry based, material intensive science experiments that children can run and observe in the classroom. It assumes the ability to teach in cooperative, small-group learning teams. (Currently space limitations in classrooms and a lack of break-out space often necessitate using the gym or cafeteria for coding activities and science lessons.) A goal for the district is to have the educational facilities that allow us to fully realize this kind of science learning.

Additionally, many spaces are currently used for multiple functions throughout the school day. For example, the cafeteria and gym are used as teaching spaces for science experiments (such as building marble roller coasters that have to be dismantled between science lessons to make room for the next PE class), coding classes, and music classes. Math support, literacy support, OT services, and ELL services share one room. Decisions about differentiating instruction or providing instructional support to students are hampered by a lack of large instructional spaces, break out space and spaces for small group work. As a result, educational decisions are sometimes based on what the space and schedule will allow rather than pedagogical best practice. A goal for the district is to have the educational facilities that provide



space that is both functionally appropriate and flexible to support what we believe is best instructional practice for students.

The district has been exploring the function of school libraries in the 21st century and experimenting with the makerspace model. We envision a school library that serves as a “learning commons” where students’ engage in project-based work individually and in groups, interact with guest authors and experts in various fields, and explore up-to-date texts and resources in a wide range of formats.

A significant focus for the district currently is students’ social emotional learning (SEL). We envision educational space that is bright, roomy, uncluttered and reflects what research tells us about the influence of environment on students’ emotional well-being and ability to engage and focus in school.

#### *Other considerations and impacts*

The Paul Hanlon elementary school has only 12 self-contained classrooms, Kindergarten through Fifth Grade. A future proposed new building or building renovation would have as one of the key outcomes the “rightsizing” of this school population. In the past ten years, two classes of “singleton” grades have passed through the Hanlon. In addition to the operational inefficiencies of a very small school, these singleton classes make it difficult to adhere to the School Committee’s class size guideline, an inability to change class placements or group students flexibly, and do not support a model of professional collaboration in the service of student learning. Through “rightsizing,” staffing efficiencies could be realized through consolidation of some part-time positions into full time roles and fully scheduling specialists who are sometimes under utilized because of the scheduling challenges of sharing teachers across small buildings. We do not anticipate a major reduction of teaching staff, but could reorganize some administrative staff. While we acknowledge that any building project will likely involve increasing Hanlon’s enrollment capacity, the district is also committed to providing schools with a strong sense of community and a learning environment in which students are known as individuals.

The district is currently embarking on a comprehensive security audit of its facilities and incident protocols. Any proposed building project should address the community’s desire for safe and secure facilities. This project presents an opportunity to address concerns such as the current lack of sight lines in the Hanlon School between the main office and the school’s entrance, efficient evacuation of students by EMTs from the health office, etc.

The previously completed initial Master Plan document attached to the original District submission to the MSBA details 10 possible scenarios with more specifics. We are approaching the Feasibility Study process with an open mind and an interest in assessing the community’s desires for the future.

**D. Using the space below, indicate any proposed changes to current technology offerings (e.g. “One to One” technology, WiFi hotspots, laptop carts, etc.).**

Westwood's vision for being fully 1-1 in grades 3 - 12 is complete, having just added grades 3 and 4 for the 2018 - 2019 school year. The availability of technology at other grades and for areas that require specific equipment (i.e. PC desktops for computer science) are currently at adequate levels. Beyond the cycle of refresh, as needs change and new technologies emerge, the types of technology offerings for the district will likely evolve over time.

<b>SECTION FOUR: Space - District's Priority Statement of Interest</b>
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ELEMENTARY SCHOOL

**A. Complete current information in the table provided below adding or editing cells and rows as appropriate:**

<u>ROOM TYPE</u>	<b>No. of Rooms</b>	<b>Comments</b>
<b><u>CORE ACADEMIC SPACES</u></b>	<u>12</u>	
<i>Pre-Kindergarten</i>	<u>0</u>	
<i>Kindergarten (indicate full or half day)</i>	<u>2</u>	
<i>Grade 1</i>	<u>2</u>	
<i>Grade 2</i>	<u>2</u>	
<i>Grade 3</i>	<u>2</u>	
<i>Grade 4</i>	<u>2</u>	
<i>Grade 5</i>	<u>2</u>	
<b><u>SPECIAL EDUCATION</u></b>	<u>2</u>	<i>technically a single space with partition wall</i>



<u>ART &amp; MUSIC</u>	<u>1</u>	<u>one shared space and overflow in gym</u>
<u>HEALTH &amp; PHYSICAL EDUCATION</u>		
Gymnasium	1	
<u>MEDIA CENTER</u>	1	
<u>DINING &amp; FOOD SERVICE</u>	1	
<u>MEDICAL SUITE</u>		
Nurses' Office	1	Not a confidential space. The Health room has 3 doorways and is a 'passthrough' room to get from one space to another
<u>ADMINISTRATION &amp; GUIDANCE</u>	1	many offices interconnected/walk-throughs (e.g., walk through speech office to get to psychologist), also some closet/storage spaces have been converted to office space

**B. If not offered within the District's Priority Statement of Interest school, indicate in the space provided below where the District's collaborative, special education, art, music, health/physical education, media center, dining/food service and technology spaces are offered.**

The Westwood Public Schools is very committed to educating students in an inclusive environment and as such has a very low (less than 1%) of students who attend out of district placements. In fact, it received a commendation from the DESE last year for closing achievement gaps at the High School level. This commitment requires elementary school buildings that can be accessed by students with mobility, sensory and behavioral disabilities and breakout educational spaces (both large and small) that are designed with the principles of Universal Design theory at the foundation of all planning decisions. As our current buildings do not allow for this, programming is often created where there is space available and in the location that is most accessible, not necessarily the home school of the student or in a location that allows a balanced and equitable distribution of programs, staff and students.

As noted in the section above, depending on the final approved option substantial special education program shifts are contemplated in a Hanlon redesign project.

Additionally (see attached charts of the district's elementary special education programs), the District will consider the possible consolidation and reorganization of schools and associated special education administration, related service provider staffing and teaching staff/programming. The goal of this reorganization is to provide more equitable distribution of students and staff across the district, decrease isolated singleton positions, and consolidate fractional staffing (ex. OT who is two days a week in one school, one day in another and a half day in a third could consolidate to a single larger building) in the Student Services Department if a larger Hanlon redesign and/or other school closure is the preferred outcome and final project scope. This could rectify current unbalanced distribution of program locations which were decided upon historically due to multiple elementary buildings not being ADA compliant and or inaccessible due to structural impediments beyond the scope of ADA (ex. "Art room" on the stage at Hanlon, "Art room" in the boys locker room at Deerfield, lack of space for a confidential psychologist office at Hanlon, etc.)

The District looks forward to collaborating with the MSBA on the final project decision process and anticipates ADA and other programming issues to be front and center in the community dialogue and design process.

<b>SECTION FIVE: Safety and Security Statement</b>
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**Has the District formulated a school specific Multi-Hazard Evacuation Plan (Section 363 of the FY 02 State Budget) for each school under the superintendent's supervision?**

Yes ☒ No ☐

**What was the date of the last review with local public safety and law enforcement officials?**

Date: Revised 2011, reviewed annually.

<b>SECTION SIX: Attachments</b>
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Please attach to this completed questionnaire any Executive Reports or Conclusions of reports or studies that relate to accreditation, an assessment of facility conditions and/or findings as issued by the Department of Elementary and Secondary Education (DESE). Below, please list the documents attached (as applicable).

Documents attached:



Master Plan/Capital Needs Study

DESE CPR Report

Class Size Guidelines

District Strategy document

Elementary Student Services program graphic

Should you have any questions about this questionnaire, please contact Project Coordinator  
Brian Lynch at:

Massachusetts School Building Authority

617-720-4466

[www.massschoolbuildings.org](http://www.massschoolbuildings.org)

## **File: IIB - CLASS SIZE**

The Westwood School Committee is committed to favorable class sizes at all grade levels as one important element of the learning experience for students. To the extent possible, the School Committee will maintain reasonable class sizes in all classrooms throughout the system. Recommended class sizes are listed below, with the understanding that these are guidelines rather than absolute limits requiring strict, literal adherence, and should serve as a guide for budgeting purposes and in response to the enrollment of new students into classes that are near or at the numbers listed below:

<u>Grade Level</u>	<u>Class Size</u>
K-3	18-22
4-5	18-24
6-12	Reasonable class sizes (18-24), ideally not higher than 28, with the exception of traditionally large group classes (e.g. band)

In the event that a class in grades K-3 reaches 23 students or a class in grades 4-5 reaches 25 students, or if a principal believes that a particular class is not functioning properly, the superintendent in consultation with the building principal may recommend one of the following actions:

1. Reallocate or increase literacy or math specialist support
2. Reallocate or increase literacy paraprofessional support
3. Assign an instructional assistant to the class for part or all of the day
4. Provide an additional teacher in a co-teaching model
5. Open an additional class section at that grade
6. Use other practical solutions as may be deemed appropriate

If, in the judgment of the superintendent, it is necessary to take action that would affect the budget, such as increasing professional staffing, a recommendation will be brought to the School Committee for approval.

*First Reading: November 16, 2017*

*Second Reading: December 14, 2017*

*Approved: December 14, 2017*



Westwood Public Schools  
Strategy for District Improvement  
2018-2019

**VISION:**

Graduates of the Westwood Public Schools are skilled, confident, curious, and kind:  
excited for their futures and ready to contribute to their communities

**MISSION:**

To prepare students for college, career, and civic life by providing  
rich and challenging curriculum, high-quality instruction, and authentic educational experiences

**CORE VALUES:**

Academic excellence and a commitment to improvement  
Curiosity and tenacity  
Respectful relationships in a caring, collaborative community

Objectives	Priorities
<b>1. Meaningful Learning Experiences</b>	<p>1.1 Continue to explore and implement inquiry-based STEM initiatives.</p> <p>1.2 Expand and invest in programs and practices that provide authentic, student-centered learning.</p> <p>1.3 Explore options for instructional time that integrate an ambitious educational vision with the developmental needs of students.</p>
<b>2. Coherent, Connected Curriculum</b>	<p>2.1 Improve student reading and writing outcomes by aligning curriculum and instruction PreK - 12.</p> <p>2.2 Promote coaching, peer observation and peer feedback within and across schools in order to help students progress toward learning goals from year to year/building to building without unnecessary repetition or gaps.</p> <p>2.3 Develop a manageable approach to common assessment that provides educators, students and parents information about student learning</p>
<b>3. Healthy and Supported School Community</b>	<p>3.1 Develop and implement a district wide plan for meeting students' social and emotional learning needs.</p> <p>3.2 Implement programs and instructional practices that recognize and support the needs of students and families in an increasingly diverse community.</p> <p>3.3 Expand efforts to help students navigate the technology-infused environment in a way that is safe, effective, healthy, and well-balanced.</p>
<b>4. Facilities for the Future</b>	<p>4.1 Secure state financial support for a school building project.</p> <p>4.2 Engage residents in open dialogue about the qualities of school facilities that will support the next generation of Westwood students.</p> <p>4.3 Conduct a comprehensive security audit of facilities and protocols and begin to implement priority recommendations.</p>





# GUIDE TO STUDENT SERVICES SUPPORTS

## K-5 Westwood Elementary Schools

This guide is meant to provide families with an overview of the Student Services supports that are available in the K-5 Westwood elementary schools. Each student's program will be developed individually to meet his or her unique needs. See the District Program Guide on the WPS website for details.



*Questions?* Contact the Westwood Public Schools Student Services Department at  
(781) 326-7500 x1345 or [studentservices@westwood.k12.ma.us](mailto:studentservices@westwood.k12.ma.us)

WESTWOOD PUBLIC SCHOOLS

HONORING TRADITION • INSPIRING EXCELLENCE • SHAPING THE FUTURE • CREATING OPPORTUNITY