

Norwood Public Schools

Elementary Student Handbook



Diane Ferreira, Balch School Principal
Scarlett Grandt, Callahan School Principal
Kerry Hutchins, Cleveland School Principal
Steven Olsen, Oldham School Principal
Bryan Riley, Prescott School Principal
Michael Baulier, Willett Early Childhood/Little Mustangs Preschool Academy Principal



September 2022

Dear Elementary Families,

We are excited to welcome your family back for the 2022-2023 school year!

The last few years have been a challenge for all, yet we are coming out of the pandemic as a cohesive and strong elementary team! Our teachers, aides and staff will continue to prioritize building meaningful relationships with kids and providing them with the skills and knowledge they need to feel confident and successful. Over the course of this school year, we'll continue to ensure that every member of each of our respective school communities feel heard, valued and a part of our wonderful Norwood Public Schools community.

Should you have any questions, we encourage you to reach out to your child's teacher or the building principal. Have a great year!

Best,

Diane Ferreira, Balch School

Scarlett Grandt, Callahan School

Kerry Hutchins, Cleveland School

Steven Olsen, Oldham School

Bryan Riley, Prescott School

Michael Baulier, Willett Early Childhood Center and Little Mustangs Academy



NORWOOD PUBLIC SCHOOLS

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June 2022

Dear Families,

It is my pleasure to welcome you to Norwood Public Schools for the 2022-2023 school year. We are looking forward to providing quality education to our students. We will continue to build on the lessons from last year in culturally responsive teaching practices to enhance and personalize learning for your child. The Norwood Public Schools continues to be committed to providing each student with a comprehensive and innovative education in an inclusive, safe, and supportive environment. This mission statement takes on new meaning as work to accelerate learning to compensate for the difficult past few years. This handbook is provided to make certain that each student and their family has full knowledge and access to the rules, expectations, and day-to-day procedures to ensure success in the Norwood Public Schools. Thus, it is imperative that you review this document together, and should you find any questions or concerns, please be sure to contact the administration at your student's school.

We are fortunate to have the support of this great community as we work to foster the growth of your student both individually as a person and academically. Central to this effort is good communication between the home and school that creates a partnership focused on ensuring a successful year.

Sincerely,

David L. Thomson, Ed.D.
Superintendent of Schools

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ADMISSION AND SCHOOL ENTRY REQUIREMENTS

AGE REQUIREMENTS FOR ADMISSION

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 without disabilities enrolling in the Integrated Preschool program as a peer role model 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.

KINDERGARTEN SCREENING

Kindergarten screening is a state mandated process. In the spring before a student's kindergarten year, we administer a few assessments that examine some basic skills for all children. This screening process is designed to identify children who may need intervention services such as English Language Learner and reading support. It is also meant to identify students who may need additional screenings to help support their growth in the areas of fine motor, gross motor and speech and language. The data from the screening provides valuable baseline information as we monitor student progress throughout the fall and academic year. Students registering for kindergarten during the summer months are screened in September. Parents are notified if any further assessments are recommended after the kindergarten screening.

PRE-SCHOOL SCREENING

In accordance with Massachusetts Special Education regulations, the Little Mustangs Preschool Academy offers preschool screenings for children between the ages of 3 and 5 years old. The screening process is designed as a first step in identifying children to be referred for a more comprehensive evaluation and who may need special education services in the preschool years. Children are screened in the following areas of development: speech and language, articulation, pre-academic/cognitive concepts, visual fine/gross motor, and social development. Contact the Little Mustangs Preschool Academy for additional information.

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.

VISITORS/VOLUNTEERS TO SCHOOL

Parents and guardians may visit the school during the school day. Parents and guardians 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.

ELEMENTARY CURRICULUM

Norwood Public Schools (NPS) curricula for K-5 students are aligned with the Massachusetts State Frameworks in Arts, English Language Arts and Literacy, English Language Development, Health, History and Social Science, Mathematics, and Science Technology Engineering. For more information on these state frameworks [go here](#). As the state updates its frameworks, NPS establishes committees to review and update its programs. This process is supported by the district's annual budget for curriculum renewal. Our K-5 Curriculum Overviews are posted on our website [here](#). Our vibrant library media program supports our core curriculum in many ways.

We use [Open Circle](#) for our social-emotional program. The Open Circle Curriculum's core lessons cover topics such as listening, calming down, speaking up, dealing with teasing, recognizing discrimination, expressing anger appropriately, reaching a consensus, and a six-step problem-solving process. Lessons are taught weekly for 15 to 30 minutes throughout the school year in the context of a class meeting known as Open Circle. The curriculum presents a consistent set of concepts across all grades, and these essential concepts are explored in greater depth and reinforced as students proceed from year to year, building a common vocabulary that is shared by the entire school community. Information and activities that involve parents will sometimes be sent home with the students.

HOMEWORK

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. Occasionally kindergarten students receive an activity to help reinforce a concept or skills but it is not regular practice at that age level.

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
- 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
- Show an interest in and willingness to assist their child with assignments
- Provide a suitable space for study; helping students to budget time between long-term and short-term assignments
- Encourage their child to seek individual assistance from teachers when assignments are difficult.

Students should

- Record homework in agendas or in some way
- Put forth daily effort on homework completion

- Work with parents and teacher on organization of materials and time management

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.

MULTI TIERED SYSTEM OF SUPPORT (MTSS)

According the Every Student Succeeds Act (ESSA, 2015), a multi-tiered system of support is “a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decision making.” Harlacher et al. (2014) described six key tenets of the MTSS framework:

- All students are capable of grade-level learning with adequate support.
- MTSS is rooted in proactivity and prevention.
- The system utilizes evidence-based practices.
- Decisions and procedures are driven by school and student data.
- The degree of support given to students is based on their needs.
- Implementation occurs school-wide and requires stakeholder collaboration.

Tiered Levels of support

Within the MTSS model, universal supports (Tier One) such as high quality, universally designed, culturally sustaining, and evidence-based curriculum, instruction, and assessments are provided for all students.

Movement amongst the three tiers is fluid and is not determined or defined by specific designations, such as diagnosed disabilities. Rather, movement is supported by data from universal screeners, diagnostic assessments, progress monitoring, and how a student responds to one level of intervention.

MTSS provides a continuum of supports, which are typically conceptualized across three levels of increasing intensity (Rodriguez, Loman & Borgmeier, 2016). These tiers represent the level of support a student may need at any point in his/her/their schooling.

Any and all students should have access to supports when they need them. In addition, obtaining services at one point does not mean that students will always need that level of support. The MTSS process is not always linear, but rather oriented around problem solving. When data

suggests that students require more or less intensive supports to aid either remediation or enrichment, they will move throughout the tiers based on that need. In addition, when a student receives interventions in tier 2, it should not replace tier 1 supports. These supports build upon one another. Moreover, students can move fluidly through tier 1, 2, and 3 supports as needed.

STUDENT SUPPORT TEAM

The Student Support Team (SST) is a school-level team utilized to provide teachers with support when students are not successful in the classroom setting. The Student Support Team exists to serve as a problem-solving team for all types of academic, social, and emotional learning issues. The membership of the Student Support Team at the elementary level includes the Principal, a Reading Specialist, grade level teachers, the Adjustment Counselor, and other parties who may provide insight into a particular student. . While parents are not typically included in the first SST meeting on a student, they will be invited to participate in subsequent meetings in the SST process. The Goals of the Student Support Team are:

- Prevention – The Student Support Team is accessible to all school personnel to prevent student learning problems or resolve them in their early stages.
- Problem Solving – The Student Support Team will apply a problem solving approach by clearly defining the problem, determining the root causes and identifying the needs of the students who are experiencing difficulties. •
- Intervention – The Student Support Team will develop and assist the teacher in implementing, based on the defined problem, appropriate interventions and will monitor progress to evaluate the results.

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 on 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.

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 2, 2022	December 9, 2022
II	March 13, 2023	March 18, 2023
III	June 15, 2023	Last Day of School

Kindergarten/LMPA students receive two progress reports.

Term	Marks Close	Progress Reports Distributed
I	January 20, 2023	January 26, 2023
II	June 15, 2023	Last Day of School

ASPEN INFORMATION SYSTEM

Aspen is the online grading system currently used by Norwood Public Schools. Teachers will post student grades as the academic quarter progresses. Please be mindful that the grade average in ASPEN only reflects work to date, and is not a final grade. Progress reports and report cards will be posted in ASPEN on the same day that a paper copy is sent home. Please visit the district website at <http://www.norwood.k12.ma.us/> for details on registering for ASPEN, or simply visit the main office.

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.

Renaissance Flow 360

Renaissance Flow 360 is an adaptive assessment tool to benchmark what students know and do not yet know in ELA and math. Results are used to provide more personalized learning support for those students. We administer this assessment in the Fall, Winter and Spring so we can track student progress.

Developmental Reading Assessment

The Developmental Reading Assessment (DRA) is a standardized reading test used to determine a student's instructional level in reading. The DRA is administered individually to students by teachers and/or reading specialists. Students read a selection (or selections) and then retell what they have read to the examiner. As the levels increase, so does the difficulty level for each selection. We administer the DRA in the Fall, Winter, and Spring so we can track student progress.

Massachusetts Comprehensive Assessment System (MCAS)

The MCAS is the DESE mandated state test. It helps teachers, parents, and students know where students are excelling and where they need help. Students in grades 3, 4 and 5 take the MCAS in ELA and Math. Students in grade 5 also take the MCAS in Science. MCAS is administered in the Spring. You can use this link to get up to date information regarding administration dates for Spring 2021. <http://www.doe.mass.edu/mcas/cal.html>

MCAS Testing and Attendance

We appreciate parental efforts to ensure that students are well prepared and attend school during our MCAS testing periods. Attendance plays a key role in our school's overall success in these state-mandated tests, so your support from home in getting your students to school is greatly appreciated.

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. Each elementary student is assigned their own laptop to utilize for the entire academic year.

SCHOOL DAY/HOURS

LMPA: 8:30-11:00, 8:30-1:30, 12:00-2:30

Willett Early Childhood Center:

7:55 am - Students may arrive on property/teacher supervision begins

8:10 am - School day begins

1:40 pm School dismissal begins

Grade 1-5 Schools:

7:35 am- students may arrive on property/teacher supervision provided

7:45 am - First bell rings- students enter building

7:50 am - Tardy bell- instruction begins

2:05 pm - Dismissal bell rings

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

The responsibility for the dress and appearance of the students will rest with individual students and parents/guardians.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration maintains discretion and is authorized to take action in instances where individual dress does not meet the stated requirements.

Inappropriate dress shall be defined, but not limited to, an article of clothing that displays or promotes, in pictures or words, any foul, obscene or offensive language; any tobacco product or the use of tobacco product; any alcoholic product or the use of any alcoholic product; material of a sexual nature whether explicit or implied; any illegal substance or the use of illegal substances; acts of actual or implied violence; material reasonably likely to incite or cause disruption in a racial, religious, ethnic, or other context.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

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. Students will be reminded to put cell phones away, if rule is ignored, cell phones may be confiscated. If parents must contact their children during the school day for an urgent matter, they should do so through the school office.

Students are not allowed to take pictures or videotape students, cell phones will be confiscated and parents will be notified if that occurs.

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. **Secure the Classroom:**

At least one "secure the classroom" drill is held in conjunction with the Norwood Police. Classroom teachers secure their classroom door and continue operations/teaching in their classroom.

3. **Run-Hide-Fight:**

Held at least one per year in conjunction with the Norwood Police. Teachers are provided a situation in which they have to decide to run from the building, hide in their rooms or fight.

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 an email directly to the teacher and/or a note with their child.

When you find it necessary to telephone your child at the school, please use the school's phone and not your child's cell phone. The message will be relayed to him/her. This should be done only in an emergency situation. **Please do not call or text your child during the school day with changes in dismissal or other information the office should know.** 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 at any time through their emails. Teachers are available for phone calls for 15 min. before school opens or after school is dismissed at 2:05 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.

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.

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 coats and sweatshirts) with children's names. Lunch boxes and backpacks also need identification..

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 PTO/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.

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, Prescott and Willett 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 with 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 Blackboard Connect 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. *It is important that families update the school anytime there is a phone number change.*

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 Blackboard Connect 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.

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 minute class. The Norwood Elementary Visual Arts Curriculum is aligned to the Massachusetts State Visual Arts Frameworks

EXTENDED DAY PROGRAM

781-440-5874

The Norwood Extended Day Program, sponsored by the Norwood Public Schools, will be offering Before School and After School services for students in Grades K-5. Registration is accepted on a first come, first serve basis. The number of slots will be based on building capacity. This is not a drop-off program, and your child must be registered to attend. A two day per week minimum enrollment is required. Those two days of the week are not interchangeable once selected. If your child attends Willett, you will need to know your home school when registering.

The Before School program's hours of operation are from 7:00 AM to 7:35 AM for grades K-5. Before school is closed if school opening is delayed due to inclement weather.

The After School program hours are as follows:

- Willett Hours 1:45 PM to 4 PM or 1:45 PM to 6:00 PM
- Grades 1-5 Hours 2:05 PM to 4:00 PM or 2:05 to 6:00 PM

The program is closed on professional and early release days. Extended Day follows the school calendar and is closed on all individual holidays recognized by the public schools.

HEAD TEACHER

There are times when the Principal is out of the building due to district wide meetings or leave. In those instances, there is a head teacher who acts as the principal's designee during their absence from the building. This may mean dealing with discipline problems that arise, parent concerns or the logistics of the building. When possible and appropriate, the head teacher consults with the principal on decisions.

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.

READING 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 reading 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.

INTERVENTIONIST

The Interventionist's role is to support the implementation of Norwood's core Literacy and Math programs. They provide targeted, ongoing direct service in Literacy and Math to identified students. The interventionist collects and analyzes student data to help target the instruction. They also work directly with teaching staff to help utilize data in planning instruction.

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 underdeveloped 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.

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 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) EDUCATION

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.

Norwood Public Schools is aligning the ELL curriculum designed by WIDA Consortium (World-Class 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

ESL education for limited English proficient students is provided, according to law and regulation, by a program designed to effect the mainstreaming of these pupils into regular education programs as they attain English fluency. Sheltered English immersion classes taught by licensed ESL teachers are offered to limited English proficient students. 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 collaborative model of both push-in and pull-out instruction. The program is designed to ensure that students, who are limited English proficient, receive both English-as-a-Second Language instruction and sheltered content area instruction.

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.

ELEMENTARY DISCIPLINE

ELEMENTARY DISCIPLINE PHILOSOPHY (FORMERLY “CODE”)

The elementary administrative team approaches elementary discipline in a holistic and developmentally appropriate manner which supports every student's academic and social emotional growth. It's expected that all students demonstrate self-respect, respect for others and for their greater school environment at all times. In school, we will work to reinforce behavioral expectations through setting clear expectations, recognizing positive behaviors and taking appropriate steps to support students in their meeting of these expectations. At each school, clear expectations for behavior are established and reinforced by school leadership, teachers and staff and, when necessary, appropriate consequences and supports are implemented. When behavior is addressed, it is done so in the moment and the consequences will be logical, timely and related to the disciplinary infraction.

As teachers establish meaningful relationships with their classroom communities, they will develop various positive reinforcements to recognize individual students or classes meeting or exceeding expectations. These positive reinforcements may be individual in nature (such as preferred activity time, choice of activities in the classroom etc) or class based (such as a themed reward day, extra recess or another reward decided upon by the class and teacher).

COMMUNITY EXPECTATIONS

At the elementary level, community expectations are set at both the classroom and school level. General expectations in classrooms and school communities include:

1. Being respectful of self, school-staff and the school environment
2. Being responsible for actions and behaviors
3. Doing your best work

Each teacher and school community will establish more detailed expectations utilizing these broad values as a framework.

SUPPORT SYSTEMS

The elementary leadership team is committed to fostering the social and emotional health of all students both inside the classroom and in the general community. The elementary school students are supported by a strong Social Emotional Learning curriculum in Open Circle that is directly connected to the CASEL Frameworks. Additionally, School Adjustment Counselors work hand in hand with classroom teachers and specialists to provide proactive supports to all students with the goal of ensuring every student has concrete strategies that address the core Social and Emotional Learning principles established by CASEL (Self- Awareness, Self-Management, Responsible Decision-Making, Relationship Skills and Social Awareness).

BEHAVIOR CONSEQUENCES/EXAMPLES

These examples are meant to provide general guidance for how sample behaviors would be handled by the building principal. This is not an exhaustive list nor is it intended to dictate the exact consequences of each individual situation.

Teacher/Classroom Consequences (Level 1)	
Example Behaviors	Consequences/Supports
<ul style="list-style-type: none"> ● Being disrespectful ● Not following classroom, cafeteria or bus expectations ● Disruptive behavior ● Not following recess expectations 	<ul style="list-style-type: none"> ● 1:1 conversation with teacher ● Fix the situation (such as an apology) ● Positive reinforcements
Teacher/Principal Consequences (Level 2)	
Example Behaviors	Consequences/Supports

<ul style="list-style-type: none"> ● Repeated Level 1 behaviors without change ● Dishonesty ● Misuse of technology 	<ul style="list-style-type: none"> ● 1:1 conversation with teacher and principal ● Parent notification ● Potential loss of privileges (like using a computer if misused in the past) ● Individual behavior intervention plan if needed ● Routine check-in on targeted desired behaviors ● Positive reinforcements
Behavioral Interventions (Level 3)	
Example Behaviors	Consequences/Supports
<ul style="list-style-type: none"> ● Repeated Level 2 behaviors without change ● Bullying or physical intimidation ● Any behaviors listed under the “suspension” section below. 	<ul style="list-style-type: none"> ● Parent conference with teacher and principal ● Behavior intervention/plans in place ● Loss of related privileges ● Possible suspension ● Possible referral for further evaluation

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 emergency removal of up to two days as described under M.G.L. Chapter 71, §37H ³/₄ 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 preventive 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 substantially 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.

CATEGORIES OF REMOVAL

In-school suspension means the 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 events, 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 substantially 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.

SUSPENSION

Suspension from classes means that a student has behaved in a manner that has caused the principal or his/her designee to suspend the student's right to participate in the educational process for part of a day, one full day, or sometimes even longer. Suspension is given for those situations where the student has shown, by his/her behavior, the need to be separated from the rest of the school population. In accordance with Massachusetts General Laws, the following criteria are taken into consideration when determining whether suspension is appropriate:

1. Disrupts teaching or learning for self or others;
2. Causes significant disorder in the school day; and/or
3. Invades the rights of others

In all cases, the Principal or his or her designee will consider mitigating factors, as well as whether the student is entitled to services through an Individualized Educational Program or a 504 Plan. The Principal or his or her designee will also consider a student's willingness to take responsibility for an action when deciding on consequences. The Principal retains the right and responsibility to all students and staff to issue penalties for acts not stated herein, to examine any mitigating factors that, in the Principal's judgment, should be considered, and to utilize penalties stated herein as guidelines (which may be adjusted to reflect the seriousness of the conduct in question). Furthermore, though progressive discipline is generally used, the Principal reserves the right to apply all provisions of this handbook consistent with what he/she determines to be in the best interest of the learning environment and educational processes in the school.

Offenses That May Warrant Suspension

1. Smoking and/or use of smokeless tobacco products (including vaporizers and electronic cigarettes) in the school building, school buses or on school grounds at any time. This will also include possession of tobacco products, vaping devices or a lighter.
2. The use of drugs or alcohol in school, school buses or school-sponsored activities, or prior to attending school or school-sponsored activities
3. Possession of drugs or alcohol or drug paraphernalia in school or school-sponsored activities
4. Involvement in the distribution (give, offer, barter, or exchange) of drugs (including tobacco or vaping related products) or alcohol in school or school sponsored activities.
5. Physical fight
6. Threat of physical attack
7. Physical attack /Battery (non-sexual)
8. Sexual Harassment
9. Sexual Assault
10. Theft (school, staff or student property)
11. Threat of robbery
12. Vandalism/Destruction of Property
13. Weapon on school premises
14. Bullying
15. Harassment
16. Hazing
17. Cheating/plagiarism
18. Failure to report to office when directed by a staff member
19. Repeated and/or intentional failure to comply with directives of any school personnel
20. Cutting class
21. Leaving school grounds
22. Insolent behavior, swearing, inappropriate or offensive remarks (not limited to swearing or profanity)
23. Threatening a member of the staff
24. Possession of stolen property
25. Intimidating behavior or instigating behavior in a manner that leads to an altercation or potential altercation
26. Any act that does not conform to the values and/or qualities articulated in the Norwood Public Schools' Mission Statement Administration reserves the right to increase the length of a suspension to any number of days up to and including ten (10). This would be done in situations

that are considered to be severe or for repeated disciplinary transgressions and/or in situations where corrective measures have not been heeded by the student. 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 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.

SUSPENSION PROCEDURES

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 ● a 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. The 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 a 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 a 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 methods 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, makeup 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 a 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>

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.

TRANSPORTATION/BUS EXPECTATIONS

EXPECTATIONS OF ALL STUDENTS RIDING THE BUS

- 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.
- Cell phone and electronic device use is prohibited on the bus, as it is in school. Cell phones should be stored in backpacks and may not be used without principal’s permission.
- 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.

SCHOOL BUS BEHAVIOR CONSEQUENCES

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.

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.

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 is 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 of Student Services and will then notify the Department of Elementary and Secondary Education as required by 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 applied 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.

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 remains 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; stomach aches 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 arranged..

Students with an injury requiring crutches or other accommodations in school must submit a doctor's note with specific instructions for activity limitations at school.

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

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 or on a field trip:

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. The medication 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. After a child is evaluated

by a qualified professional, the follow-up report should be shared with the school nurse so that appropriate accommodations can be made at school for the child.

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.

Norwood Smiles is a partnership between the Norwood Public Health and School Departments. Dental screening by school dentist, Dr. Despina Iiakos, is offered to students in grades 1-6 each Fall. Reports of the screenings are mailed to parents, referring students to the School Dental Clinic or their private dentist for cleaning and sealants. The School Dental Clinic is located at Dr. Iiakos' office. Dental insurance will be accepted. For students without dental coverage, the cost of services will be covered by the Norwood Smiles program. Parents are responsible for making appointments, transporting and accompanying their child to the dentist.

SBIRT (Screening, Brief Intervention and Referral to Treatment) is done in grades 7 and 10. Students are individually and privately screened by the school nurse or guidance counselor to assess their knowledge of substance use/abuse as well as other risky behaviors. Follow up is carried out with the participation of the student. Screening results do not become part of the student's school or health record and are not shared with academic or athletic school staff.

Parents/legal guardians who do not wish their child to participate in some or all screenings listed above must notify the school nurse of this request in writing. Families that decline State mandated screenings at school (vision, hearing, postural, and BMI) must provide documentation that a physician has completed the screening.

Pediculosis (Lice) screening is no longer done routinely at school per the recommendation of the American Academy of Pediatrics and National Association of School Nurses. Parents will be notified if their child is found to have head lice at school. The school nurse will provide parents with head lice treatment information and work with families toward resolution of the condition.

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 to share or discuss health care needs with individuals designated by the parent/guardian.

WELLNESS POLICY

The Norwood Public School district is committed to providing a school environment that promotes and protects lifelong wellness.

The Wellness Policy ensures:

- The School Nutrition Program is in daily compliance with federal, state and local laws and is accessible to all students
- The school meals program strives to improve the health of students by encouraging healthy eating, while accommodating cultural food preferences and special dietary needs
- The district will provide nutrition education and engage in nutritional promotion to all students
- The district promotes age-appropriate health education to the school community
- The use of food as a reward or incentive is prohibited unless a student's IEP specifically indicates using food as part of a behavior modification program
- Schools encourage non-food classroom celebrations
- Staff and students will not share food. Parents are prohibited from sending snacks to be shared by the entire classroom without teacher permission.
- The district will provide opportunities for all students to regularly participate in physical activity and understand the role physical activity means to a healthy life-style
- Discouragement of the withholding of physical education or recess as a punishment
- The district recognizes the critical importance of social and emotional well-being, and social and emotional learning is part of the preK-12 curriculum
- Continued collaboration with IMPACT Norwood, Minds Matter Coalition, and the Norwood Department of Health to enhance wellness opportunities for students, faculty and staff.

The School Health Council shall consist of individuals from both the school system and the community, including students, parents, teachers, administrators, food service professionals, health professionals, faith-based members and interested members from the community. The Council meets four times a year to facilitate awareness of new and current state laws and guidelines regarding nutrition, physical activity and social and emotional health of students. The School Health Council will evaluate and assess the Wellness Policy every two years. If you are interested in joining the School Health Council please contact the chair, Ryan Quigley, at rquigley@norwood.k12.ma.us

RELEVANT POLICY/LAWS

SCHOOL ATTENDANCE

The Norwood School Committee believes strongly in the importance of regular attendance by all students. The Committee adheres to, and is in full compliance with, Chapter 76 of the laws of the Commonwealth of Massachusetts, which defines attendance regulations. Except in cases of illness and other unique circumstances, students are expected to be present when school is in session. Students not in their classroom by 7:50 AM are marked absent for the day. Students reporting late for school must report to the main office to assure the accuracy of the school's attendance records.

Please note that starting with the 2018-2019 school year. Chronic absenteeism is part of a Massachusetts Public School Accountability Score. The importance of school attendance on a student's learning as well as their emotional well-being cannot be overstated. Parents/guardians should report any absences to their elementary school's main office.

Relevant State Laws

Regular school attendance is crucial for a student's academic and social success. According to M.G.L. Chapter 76, Section 1 of the Massachusetts General Laws, schools may excuse up to seven (7) necessary absences or fourteen (14) half-day absences in a six-month period. Furthermore, M.G. L. Chapter 76, Section 1B requires the school to notify a parent of any "student who has at least 5 days in which the student has missed 2 or more periods unexcused in a school year or who has missed 5 or more school days unexcused in a school year." The law requires school administrators or their appointed designees to schedule a meeting with the parents or guardians of such children. This team – the student, the parent or guardian, and the principal or designee – may also involve other school personnel, officials from relevant public safety, health and human services, housing and nonprofit agencies.

If a child is absent for three or more consecutive days, a parent may call the office and request that his/her child's teachers provide any work that has been missed. We ask that you give one day's notice before you plan to pick up the materials.

Family Trips

Parents/guardians are encouraged to schedule family trips when school is not in session. Parents/guardians who remove students from school for travel at times other than those designated on the school calendar as "vacation periods," need to be aware that these absences are unexcused and work may not be immediately available. It is recommended that the parents communicate with the teacher and the school early in the event of a family trip during school time. Please note there is no replacement for the learning that occurs in the school setting, please encourage your student, upon their return, to schedule time with their teachers to be sure that they are caught up on all of their work.

Absenteeism and Truancy

Any student who exceeds 10 or more unexcused absences in the course of the year can be considered chronically absent. This would require a parent meeting and an action plan for the student, even if the student has under 5 excused absences. Please note, valid medical or religious excused absences with proper documentation are not subject to these counts. Students will not be penalized in any way for missing school for reasons protected under Civil Right laws or to receive proper health care services.

When all other options have been exhausted, a student with chronic absenteeism may be considered truant and either a 51A report may be filed with the Massachusetts Department of Children and Families, or a CRA petition (Child Requiring Assistance) may be filed with the Massachusetts Juvenile Court Department at the discretion of the principal and in accordance with applicable state law.

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 ensure 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 the 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.

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.

BULLYING PROHIBITION & PREVENTION POLICY

Bullying is a form of harassment. **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 member 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, or 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 a 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. “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 conferences, 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 the 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 a 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, subpart 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 the authority of the Superintendent, all attempts will be made to notify parents through ConnectEd, 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.

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 another person, or which subjects such student or another 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.

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.

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	Scarlett Grandt, Principal	781-762-0693
Cleveland School	Kerry Hutchins, Principal	781-762-6522
Oldham School	Steven Olsen, Principal	781-769-2417
Prescott School	Bryan W. Riley, Principal	781-762-6497
Willett School	Michael Baulier, Principal	781-440-5901
Little Mustangs Preschool Academy	Michael Baulier, 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. Alexander Wyeth, *Title I, 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

Ms. Patty Borteck, *Grants Manager & Coordinator*

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
<https://www2.ed.gov/about/offices/list/ocr/index.htm>
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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.

RECESS

Recess is a necessary break in the day for optimizing a child's social, emotional, physical, and cognitive development. In essence, recess should be considered a child's personal time, and it should not be withheld for punitive reasons. All elementary students, Grades Kindergarten through Grade 5, will engage in (a) total daily recess period(s) for a minimum of 20 minutes, but not less than 15 minutes if multiple sessions are scheduled. Kindergarten shall begin engaging in (a) daily recess period(s) with a minimum of 20 minutes as of September 1, 2022; Grades 1-5 shall begin engaging in (a) daily recess period(s) with a minimum of 20 minutes as of September 1, 2022. Recess may be withdrawn only as a consequence of a student's behavior when that behavior jeopardizes the health and safety of the student or others, and only after all other means of addressing the behavioral issue have been exhausted. Recess should not be withheld for entire classes based on behavior issues. It is the expectation that other more effective interventions will be utilized to address classroom behavior. Whenever possible consideration should be given to scheduling recess before lunch; research indicates that physical activity prior to lunch can benefit the overall health of a child.

WEAPONS

Section 37 - Section 37L of said Chapter 71 of 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 a 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 the 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.

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.