

**Ashland Preschool Program
2016-2017
Parent Student Handbook**



Ashland Clockers

Setting New Standards of Academic Excellence

Ashland Preschool Program

75 Central Street

Ashland, MA 01721

Phone: (508) 881-0160

Absentee Phone: (508) 881-0160

Fax: (508) 881-0148

School Hours: 8:30am – 2:55pm

Patricia White

Principal

James Adams

Superintendent

School Committee

Laurie Tosti- Chair

Marc Terry- Vice-Chair

Kathleen Bates- Secretary

Paul Kendall- Member

Erin Williams-Member

The information in this handbook is current as of August 2016 publication. Ashland Public Schools reviews and revises its policies and curriculum on a regular basis to meet local and state guidelines.

A Message from Mrs. White

Dear Parents,

I would like to take this opportunity to welcome you and your child to our program. The Ashland Preschool is a self-supporting inclusion model offering enriching developmental experiences to children of preschool age. This non-profit organization is governed by the Ashland Public Schools and enhances the educational experiences of the children through the tireless efforts of the Ashland Preschool PTO.

Our program is represented by experienced, certified, and credentialed staff. All instructors are current in First Aid and CPR. Our teaching and support staff interact with children in a friendly, positive manner. Children are listened to and allowed the chance to respond with comments and suggestions to open-ended questions.

The child is valued as an individual and given constructive, positive reinforcement and personalized attention. Our staff recognizes and stresses the importance of accepting and celebrating one another's unique qualities, abilities, and cultural heritage.

In order to achieve our goals, our curriculum is designed to stimulate learning in all developmental areas— physical, social, emotional, and intellectual. Language development is an essential part of our program, because children at this age are constantly seeking ways to interact and receive answers to their questions. We encourage them to not only ask what they want to know, but to talk, discuss things, and offer their own ideas to develop thinking and problem-solving.

We encourage children to do things for themselves. To help foster independence, we have designed the classroom activity areas so they can plan, initiate, and carry through on tasks that interest them. We stress good personal habits, cleanliness and responsibility for belongings. Our goal for our families is to develop a partnership of trust and respect as we work towards supporting them in their child rearing efforts. Our goals for the community involve presenting a program that will help in meeting the needs of the very young, while contributing to the wholesome growth and development of our future citizens.

We look forward to our time with you and your family.
Sincerely,

Patricia White

Principal, William Pittaway School

Table of Contents

| Section | Page |
|---|------|
| Ashland Public Schools Strategic Plan | 3 |
| Academics | 4 |
| • Curriculum | 4 |
| • Progress Reports and Conferences | 4 |
| • Assessment of Child Progress | 4 |
| • Confidentiality Plan | 4 |
| General Information | 5 |
| • Translation of the Parent/Student Handbook | 5 |
| • No-school Announcements | 5 |
| • Calendar of Events | 5 |
| • Handbook Scope and Limitations | 5 |
| • Statement of Non-Discrimination | 6 |
| District Policies | 6 |
| Code of Conduct and Progressive Discipline Plan | 6 |
| Disciplining Students with Disabilities | 7 |
| MGL Chapter 71, Section 37H & 37H ½ | 8 |
| Bullying Prevention Plan | 10 |
| School Attendance | 11 |
| Transportation Policies and Procedures | 11 |
| Parent Information | 12 |
| • Organizational Chart | 12 |
| • Visitors | 13 |
| • Building Security and Access | 13 |
| • School Site Council | 13 |
| Health Services | 13 |
| • Illness | 13 |
| • Fever | 14 |
| • Strep Throat | 14 |
| • Head Lice | 14 |
| • Medication | 14 |
| • Health Record | 14 |
| • State Mandated Requirements | 14 |
| • Management of Life-Threatening Allergies | 15 |
| • Chronic Illness Policy | 15 |

Vision Statement:

The Ashland Public Schools will be a model district that embraces the academic and social-emotional growth of all students through a supportive, collaborative and challenging experience. Our students will develop into life-long learners who will contribute positively to society.

Our Mission:

Our mission is to provide a safe, engaging, and inclusive learning environment, empowering every student to acquire and develop the necessary skills and knowledge to become active, caring, and passionate life-long learners and citizens in an evolving and diverse world.

Theory of Action:

If we ensure equity in student growth and close the achievement gap; improve student, faculty and staff well-being; develop collaborative partnerships with families and community; foster an environment of educator growth and development, THEN all students will acquire and develop the necessary skills and knowledge to become active, caring, and passionate life-long learners and citizens in an evolving and diverse world.

Organizational Values:

~ The Ashland Public Schools lives by the following values:

Pride – We will be passionate champions for the Ashland Public Schools.

Integrity – We will be sincere in our adherence to ethical principles and do what is in the best interest of all we serve.

Respect – We will demonstrate an appreciation for the value of all. We will foster an environment that is safe and nurturing for students and staff.

Responsibility – We will take ownership for following through with our mission. We will expect staff, parents, students and community members to be accountable for their contribution to the educational process.

Achievement – We will continually improve.

Communication – We will seek the input of all our stakeholders; sharing information openly and honestly and expect the same of all stakeholders.

ACADEMICS:

Curriculum

Ashland Preschool is an educational program designed to promote the social, emotional, physical and cognitive development of our young children. The curriculum encourages children to be actively involved in the learning process by providing valuable, “hands-on” type of experiences. Our curriculum is comprised of the *Houghton Mifflin Pre-K curriculum*, supplemented by activities that are a reflection of the Massachusetts Dept. of Early Education and Care’s *Guidelines for Preschool Learning Experiences*, and the standards for PreK- K in the approved revisions of the 2011 *Massachusetts Curriculum Frameworks*. These guidelines structure learning through play and meaningful activities in a developmental sequence. [**Click here for Guidelines for Preschool Learning Experiences**](#)

[Click here for 2011 Massachusetts Curriculum Frameworks for English Language Arts & Literacy](#)

[Click here for 2011 Massachusetts Curriculum Frameworks for Mathematics](#)

Handwriting Without Tears is a program of activities used to promote fine motor development. *Second Step* is a character education program used with our older preschoolers to promote positive self-image and pro-social behaviors.

Ashland Preschool implements a school-wide Positive Behavior and Intervention Program (PBIS) emphasizing the core values of Be Safe and Be Kind.

We provide developmentally appropriate materials and equipment to emphasize the learning process rather than the product produced.

Progress Reports and Conferences

A transition note is sent home after the first few months of school to inform parents about their child’s adjustment to school. Progress reports are sent home in January, with a scheduled conference following shortly after. Additional conferences throughout the year are arranged as needed or desired by the parent. Children requiring additional services and/or support receive their child’s information as outlined in the individualized plan (IEP) from the Special Education department. Team meetings for student progress, annual review, and IEP development are scheduled through the Special Education Dept. Progress Reports are sent home in June, summarizing your child’s developmental skills.

Assessment of Child Progress

Our assessment process is an ongoing, systematic approach to collect information on your child’s learning and development. It is used to help determine the needs of individual students when planning for curriculum content and instruction. We achieve this using a variety of methods that include: family input from student registration, communication with families, observations, anecdotal records, data collection, work sampling, portfolios, checklists, informal testing, and progress reports. All information on development and learning that is shared with families will be done so privately, as outlined in our procedures on confidentiality.

Confidentiality Plan

The use or disclosure of any information pertaining to an individual child and his/her family, both in the home and in the school setting, shall be **used only for the purposes directly connected with program planning, and the administration of the Ashland Preschool Program**. Disclosure of a child’s records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require written familial consent (except in the cases of suspected abuse or neglect). The Ashland Preschool Program’s Confidentiality plan is based on mandates from the Ashland Public School System, the program standards for Early Learning Experiences from the Mass. Dept. of Early Education and Care, and the guidelines for accreditation from the National Association for the Education of Young Children.

A child’s individual file, health record, assessment information will be kept in a locked, and secure location.

GENERAL INFORMATION:

Translation of the Parent/Student Handbook

Please call the main office at the school if you would like a copy of this document translated into a language other than English.

Por favor llame a la oficina principal en la escuela si desea una copia de este documento sea traducido a otro idioma que no sea Inglés.

Por favor, ligue para o escritório principal da escola, se você quiser uma cópia deste documento traduzido em uma língua diferente do Inglês.

رجى الاتصال على المكتب الرئيسي في المدرسة إذا كنت تريد نسخة من هذه الوثيقة مترجمة إلى لغة غير اللغة الإنجليزية.

Gelieve telefonisch contact op het hoofdkantoor op de school als u graag een kopie van dit document vertaald in een andere taal dan het Engels.

만일 당신이 그 문서의 사본을 영어가 아닌 다른 언어로 번역하려는 학교에 메인 사무실로 전화 주시기 바랍니다.

No-school Announcements

No-school announcements are posted to the following live media outlets:

RADIO STATIONS WBZ, WRKO, WCVB

TELEVISION CHANNELS 4, 5, and 7. Ashland Cable Channel 10.

In the event of extreme weather conditions, no-school and/or early dismissal announcements will be broadcast over the same stations. Please do not call the police or fire departments.

Connect Ed-The district employs an emergency phone system which allows the district to communicate with families in an effective and efficient manner. This system is used when school is cancelled, delayed or dismissed early. It is also used if an emergency situation arises.

Calendar of Events

Please check the Ashland Public Schools website for school and district information and updates:

[Click here for school wide district calendar](#)

[Click here for the 2016-17 Ashland Public Schools Calendar](#)

[Click here for the 2016-17 Pittaway Preschool Calendar](#)

Handbook Scope and Limitations

The school and administration reserve the right to establish fair and reasonable rules and regulations for circumstances that may require actions that are not covered in this handbook. In all cases, rules, regulations and possible consequences shall be as consistent as possible with previously established rules, regulations and consequences for similar incidents. Matters omitted from this handbook should not be interpreted as a limitation to the scope of the school's responsibility and, therefore, the school's authority in dealing with any type of infraction that may not be in the best interest of safety and welfare of our students.

These rules and policies apply to any student who is on school property, who is in attendance at school, or any school sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the school, students and staff.

All students are responsible for adhering to the current rules and regulations set forth by the state of Massachusetts.

Statement of Non-Discrimination:

Massachusetts state law prohibits discrimination against students in public schools, including protection against discrimination based on sexual orientation. It states:

No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin or sexual orientation.

The Ashland Public Schools offer all courses of study, extra-curricular activities and school services without regard of race, color, sex, religion, national origin or sexual orientation. In addition, the School Department adheres to the Federal requirements provided under Title VI, Title IX and Section 504.

The Ashland Public Schools does not discriminate on the basis of race, color, sex, religion, national origin, sexual orientation or handicap in admission to, access to, treatment in or employment in its programs and activities.

The administrators identified at the link below have been designated to handle inquiries regarding the nondiscrimination policies:

[Civil Rights Laws/District Coordinator Information](#)

DISTRICT POLICIES:

The School Committee “shall have the power to establish educational goals and policies for the schools in the district consistent with the requirements of law and statewide goals and standards established by the Board of Education (M.G.L. c71, §37).” The Ashland Public Schools School Committee maintains policies to ensure the school district operates in an effective and efficient manner. Review of School Committee Policy is on-going throughout each school-year. It is the responsibility of each individual to monitor the Ashland Public School’s website for the most current policies. Policies printed within this handbook were current at the time of printing.

Please click the link below to access the Ashland Public School’s Policy Manual:

[Click here for School Policy Manual](#)

If you have any questions regarding current School Committee policies, please contact the Office of the Superintendent of Schools at 508-881-0150.

CODE OF CONDUCT AND PROGRESSIVE DISCIPLINE PLAN:

The Ashland Preschool Program strives to maintain an environment in which children are taught about responsibility, safety, respect, care of property, and consideration of others. We are also aware that our children come to us at different stages of emotional development, and sometimes display unacceptable behavior that needs to be addressed by staff. We attempt to identify with the child what that unacceptable behavior is, and how his/her behavior may affect others.

We then help the child see the possible consequences of this behavior and find more suitable alternatives.

We arrange our classroom environment in such a way as to prevent oppositional behavior and conflict as much as possible.

We accomplish this by setting limits, discussing rules, giving acceptance and acknowledgement for pro-social behavior with smiles, nods, and verbal praise, and most of all allowing the children to understand one another’s actions by encouraging them to “use their words” in expressing feelings. When a child is

unable to control behavior, attempts are made to redirect a child to an alternate activity or be given some personal space so he/she can regain control and rejoin the group, when ready.

Click here for the [Guidance and Discipline](#) document.

This is posted in each classroom and lists strategies that are used by staff for intervention and redirection.

PROCEDURES FOR DISCIPLINING STUDENTS WITH DISABILITIES:

In general, all students are expected to meet the requirements for behavior as set forth in the student handbook and the school's code of conduct. In accordance with Chapter 71B of the Massachusetts General Laws and with federal law IDEA 2004: Section 615 (k), and with Section 504 of the Rehabilitation Act of 1973: 29 U.S.C. Section 794 (A), the school may suspend or remove your child from his or her current placement for no more than 10 school days. Special provisions are outlined below for students with a documented disability who have an Individualized Education Program (IEP) or a Section 504 Plan.

Case-by case determination

School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who after disciplinary actions has been found to have violated the school code of conduct. (IDEA Regulations: 34 CFR Part 300, M.G.L. c71, §§ 37H, 37H½)

Procedures for suspension(s) not exceeding 10 school days

Any student with a disability may be suspended for up to ten (10) days during a school year. Disciplinary decisions are the same as for students without disabilities.

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

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

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

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

Prior to any removal that constitutes a change in placement, the school must inform you that the law requires the school district consider whether or not the behavior that forms the basis of the disciplinary action is related to your child's disability. This consideration is called a "manifestation determination". Parents have a right to participate in this process. All relevant information will be considered including the IEP or Section 504 Plan, teacher observations, and evaluations reports.

At a manifestation determination meeting, the Team will consider:

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

If the manifestation determination decision is that the disciplinary action *was* related to the disability, then your child may not be removed from the current educational placement (unless under the special circumstances). The Team will review the IEP or Section 504 Plan and any behavioral intervention plans. If the manifestation determination decision is that the disciplinary action *was not* related to the disability, then the school may suspend or otherwise discipline your child according to the school's code of conduct. For students with IEPs, during the period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to continue to make educational progress. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension.

Special circumstances for exclusion

Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-sponsored event; or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, the principal may place your child in an interim alternate educational setting (IAES) for up to 45 school days. Your child may remain in this IAES for a period of time not to exceed 45 school days. Thereafter, your child will return to the previously agreed-upon placement unless a hearing officer has ordered another placement, or you and the school agree to another placement. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension.

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

MGL Chapter 71, Section 37H, 37H ½, & 37H ¾:

Section 37H

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

(f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the

commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

(g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

Section 37H1/2

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

(a) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(b) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76.

Section 37H3/4

(a) This section shall govern the suspension and expulsion of students enrolled in a public school in the commonwealth who are not charged with a violation of subsections (a) or (b) of section 37H or with a felony under section 37H1/2.

(b) Any principal, headmaster, superintendent or other person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall exercise discretion; consider ways to re-engage the student in the learning process; and avoid using expulsion as a consequence until other remedies and consequences have been employed.

(c) For any suspension or expulsion under this section, the principal or headmaster of a school in which the student is enrolled, or a designee, shall provide, to the student and to the parent or guardian of the student,

notice of the charges and the reason for the suspension or expulsion in English and in the primary language spoken in the home of the student. The student shall receive the written notification and shall have the opportunity to meet with the principal or headmaster, or a designee, to discuss the charges and reasons for the suspension or expulsion prior to the suspension or expulsion taking effect. The principal or headmaster, or a designee, shall ensure that the parent or guardian of the student is included in the meeting, provided that such meeting may take place without the parent or guardian only if the principal or headmaster, or a designee, can document reasonable efforts to include the parent or guardian in that meeting. The department shall promulgate rules and regulations that address a principal's duties under this subsection and procedures for including parents in student exclusion meetings, hearings or interviews under this subsection.

(d) If a decision is made to suspend or expel the student after the meeting, the principal or headmaster, or a designee, shall update the notification for the suspension or expulsion to reflect the meeting with the student. If a student has been suspended or expelled for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year, the student and the parent or guardian of the student shall also receive, at the time of the suspension or expulsion decision, written notification of a right to appeal and the process for appealing the suspension or expulsion in English and in the primary language spoken in the home of the student; provided, however, that the suspension or expulsion shall remain in effect prior to any appeal hearing. The principal or headmaster or a designee shall notify the superintendent in writing, including, but not limited to, by electronic means, of any out-of-school suspension imposed on a student enrolled in kindergarten through grade 3 prior to such suspension taking effect. That notification shall describe the student's alleged misconduct and the reasons for suspending the student out-of-school. For the purposes of this section, the term "out-of-school suspension" shall mean a disciplinary action imposed by school officials to remove a student from participation in school activities for 1 day or more.

(e) A student who has been suspended or expelled from school for more than 10 school days for a single infraction or for more than 10 school days cumulatively for multiple infractions in any school year shall have the right to appeal the suspension or expulsion to the superintendent. The student or a parent or guardian of the student shall notify the superintendent in writing of a request for an appeal not later than 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The superintendent or a designee shall hold a hearing with the student and the parent or guardian of the student within 3 school days of the student's request for an appeal; provided that a student or a parent or guardian of the student may request and, if so requested, shall be granted an extension of up to 7 calendar days; provided further, that the superintendent, or a designee, may proceed with a hearing without a parent or guardian of the student if the superintendent, or a designee, makes a good faith effort to include the parent or guardian. At the hearing, the student shall have the right to present oral and written testimony, cross-examine witnesses and shall have the right to counsel. The superintendent shall render a decision on the appeal in writing within 5 calendar days of the hearing. That decision shall be the final decision of the school district with regard to the suspension or expulsion.

(f) No student shall be suspended or expelled from a school or school district for a time period that exceeds 90 school days, beginning the first day the student is removed from an assigned school building.

Bullying Prevention Plan:

Please see the entire [Ashland Public Schools Bullying Prevention and Intervention Plan](#) .

Bullying, pursuant to M.G.L. c. 71, §37O, means the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to himself or herself or damage to his or her property;

- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

Bullying shall include cyberbullying. Cyberbullying means bullying through the use of technology or any electronic communication, which shall include, but not 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 messaging or facsimile communications.

It is important for all members of the community to understand that conflict is not automatically synonymous with bullying. Arguing, bantering back and forth, ignoring, roughhousing and fighting, while potentially serious forms of conflict; are not necessarily instances of bullying. **Bullying is characterized by intention, repetition, and power imbalance.** Not every conflict meets these criteria.

In Ashland students are expected to behave in a friendly and respectful manner. Our goal is to maintain a positive environment, which promotes learning and contributes to each child's social, emotional, academic and physical development.

It is the responsibility of the building Principal or his/her designee to make clear to students and staff that bullying, cyberbullying, retaliation or harassment in the school building, on school grounds, on our school busses or school sanctioned transportation, or at school sponsored function will not be tolerated. The Principal or his/her designee shall be responsible for the implementation of bullying prevention and intervention procedures, including investigating all charges of bullying, cyberbullying, and retaliation. Please refer to Appendix A which includes a draft district wide process, draft forms, and procedures to support the reporting, response and investigation.

Reporting bullying or retaliation: The Ashland Public School Staff members are required to immediately report to the Principal or designee any instance of bullying or retaliation the staff member becomes aware of or witnesses.

Retaliation is 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.

Reports of bullying or retaliation may be made by staff, students, parents, or guardians, or others. This can be in oral or written form, face to face, via telephone or by email when he/she witnesses or becomes aware of conduct that may be bullying or retaliation.

SCHOOL ATTENDANCE:

If your child will be absent from school, we ask that you notify the school by calling (508) 881-0160. An answering machine is available to receive late evening or early morning phone calls. Please leave your name, child's name, and reason for absence.

TRANSPORTATION POLICY AND PROCEDURES:

Drop off and pick up procedures.

Parents and or authorized adults are responsible for transporting their children to school. Please use the visual description and directions given out to families at the Welcome to School Day.

Arriving on time is important in making your child to transition into the group, especially if the group has already begun their day.

When you bring your child to the program please drive all the way to the arrival spot, keeping your car in a

single line. PLEASE STAY IN YOUR CAR, and DISPLAY CAR SIGN. Do not pass other vehicles in the loop, unless otherwise directed by a staff member.

A staff member will be there to assist you. Your child will be given a chance to say goodbye, and the parents will have a chance to share important information as needed. A staff member will help your child out of the car and your child will be supervised as they enter the building to join other members of the class and be noted in the attendance record as part of the group. Please respect this procedure to ensure the safety of your child and others. If it is necessary for you to come into the building please park in the parking lot or on Central St. and enter the building by the Central St. entrance. Ring the buzzer at the door, and someone will assist you.

The process for dismissal will be the same except in reverse. Parents will line up and their child will be brought to their car and helped into the car seat.

Children who qualify for ACCEPT transportation will be transported to school in an authorized vehicle. Arrangements will be made through the Office of Student Services.

PARENT INFORMATION:

Communication and Organization

The first level of communication regarding your child is to contact the office. These are for matters regarding attendance, billing, student forms, event information, and other such matters. If the matter requires additional attention, or if there is a concern, please follow the sequence of contact below.

- Second Level: Child's teacher
- Third: Principal
- Fourth: Superintendent
- Fifth: Ashland School Committee

Organizational Chart

School Committee

Laurie Tosti, Chair
Marc Terry, Vice-Chair
Kathleen Bates, Secretary
Erin Williams, Member
Paul Kendall, Member

Superintendent of Schools

James Adams

Director of Student Services

Kathy Silva

Early Childhood Coordinator and Team Chair

Sara Davidson

Principal

Patricia White

Visitors

We love having our families visit the program, and we ask that you follow our procedure for doing so. Our “Be Our Guest” program allows parents and other family members to set up a day and time that is convenient for you to visit. We begin this program in November, once our children have had time to transition. We reserve the right to schedule times that are the least disruptive to student learning and program operations. **If you are interested in visiting, please call the school at (508) 881-0160 or email your child’s teacher to arrange a date and time.**

Building Security and Access

All school buildings in the Ashland School District follow strict security guidelines. The William Pittaway School uses a visual security monitor and door lock system. The main doors to all schools remain locked at all times when school is in session. When you approach the school entrance you will note a buzzer. Please press the buzzer to alert us of your arrival. You will be asked to identify yourself and the nature of your visit. It would be helpful to let us know in advance if you or a family member intend to visit or pick up at a particular time. Although this system may seem somewhat impersonal, it is intended to keep your children as safe as possible.

Warren/Pittaway Site Council

The Massachusetts Education Reform Act of 1993 mandated the formation of a School Improvement Council at each school in the Commonwealth. The council is comprised of teachers, parents, the building administrators, and a member of the local community. Councils are responsible for assisting the building administrators in adopting educational goals for the schools, identifying the educational needs of students attending either of the two schools, reviewing the schools’ annual budgets, and formulating School Improvement Plans. The School Council’s Improvement Plans are submitted to the School Committee for review and approval each year. The Site Council provides a unique opportunity for parents to become involved in identifying and implementing educational goals that benefit both the children and the respective school community as a whole.

HEALTH SERVICES:

The role of the professional school nurse is to strengthen the educational process by assisting students in maintaining optimal health. This is accomplished in a variety of ways: evaluation of health concerns, first aid and emergency care, medication administration, monitoring of chronic illnesses, maintaining individual health records in accordance with DPH requirements, and performing State mandated health screenings.

Illness

Families are strongly encouraged to communicate any student health concerns to the school nurse. If your child has allergies, asthma, diabetes, seizures, attention deficit disorder or any other medical or mental health issues please communicate with your school nurse regarding treatment plans and medications prior to school entry or upon diagnosis.

The nurse is available throughout the school day for students and staff who are injured or become ill in school.

Those who wish to see the nurse during school time must secure a pass from the teacher and present it to the nurse. If the nurse is not in her office, the student must report to the main office so that the nurse may be located and notified. If a student misuses the nurse’s office, administration and parents/guardians will be notified. Students who remain in the nurse’s office for an entire class period must provide a pass to the teacher that same day or the following day attesting to the amount of time spent in the nurse’s office. Time spent in the nurse’s office is for illness not for common fatigue.

Optimal learning requires good health. In an effort to promote parent-school cooperation for the benefit of our students, the following guidelines concerning health issues are enforced.

Fever: Students should not be sent to school with a fever (temperature of 100 degrees or higher). A student must be fever-free for 24 hours without fever-reducing medication before returning to school.

Strep Throat: If strep throat is suspected, students must remain out of school until the culture results are known. If the culture is positive, the student must be on antibiotics for 24 hours before returning to school.

For any illness requiring antibiotic treatment, the student must be on antibiotics for 24 hours before returning to school.

Students returning to school after recovering from a communicable disease must be readmitted through the school nurse's office.

Head Lice: If the parent of a child finds lice or nits in their child's head, the school nurse must be notified. If lice or nits are found by the school nurse, the child will be sent home for treatment. After treatment the student must return with a parent so that the student may be checked by the school nurse. In order to return to school, hair must be free of all nits and lice.

It is the responsibility of the parents/guardians to provide transportation and further care of the student if the student becomes ill or injured on school property. Students may not be sent home without parental approval. In an emergency situation the school nurse will call 911 and the student will be transported to the nearest hospital.

Medication

The School Nurse is responsible for the administration of all medications taken by the students during the school day, unless otherwise specified. The school nurse, with the permission of the Department of Public Health, will delegate authority to administer medication on a field trip to another adult.

The following form must be completed and on file in the Health Office before any medication is administered:

- Doctor's Order (Renewed yearly)
- Parent/Guardian Consent

Under protocols written by Ashland's School Physician, nurses may administer Acetaminophen, Ibuprofen, Tums, and lozenges as needed. Parent permission for these is required and is included on the Health-Emergency form completed at the beginning of each school year.

Medication Policy and all forms can be found on APS website under Health Services link.

Health Record (Physical Exams and Immunizations)

Each student has an individual health file. Please submit any new physical exams or immunization information to the school nurse. All students new to Ashland Public Schools are required to have a current physical examination and up to date immunizations. Immunization requirements change when new State regulations are passed.

State Mandated Requirements (Physical Exams and Screenings)

State mandated health requirements include the following: Physical exams are required in grades PK, K, 4, 7, and 10. Vision screening occurs annually in grades PK, K-5, 7 and 10. Hearing screening occurs annually in grades PK, K-3, 7 and 10. Postural screening occurs annually in grades 5 through 9. Body Mass Index (BMI) screening occurs annually in grades 1, 4, 7 and 10. Parents who choose to waive BMI screening must submit a written request to school nurse.

Management of Life-Threatening Allergies

Ashland Public Schools recognizes that students with life-threatening allergies (LTA) require reasonable accommodations necessary to ensure access to available education and education-related benefits.

Ashland Public Schools cannot guarantee to provide an allergen-free environment for all students with LTA. The goal is to minimize the risk to students with LTA. The guidelines established include building-based plans, the implementation of Individual Care Plans, and training programs for personnel. Specific responsibilities for the student, parent, and school personnel are listed in the policy.

Chronic Illness Policy

It is the policy of Ashland schools to work together with parents, students, health care providers, and the community to provide a safe and supportive educational environment for students with chronic illnesses and to ensure that students with chronic illnesses have the same educational opportunities as other students.

[Click here for a complete version of our Health Care Procedures and Routines **](#)**

More health related information can be found on our APS website on our [Health Services webpage](#).