

PRIMARY SCHOOL HANDBOOK

DRAFT 2019-2020

SCHOOL POLICIES AND INFORMATION

ENTRANCE REQUIREMENTS

All students entering the Weymouth Public Schools must provide proof of residency. Children who enter kindergarten must be five years of age, and children who enter first grade must be six years of age by August 31st of the year of entrance. A certified birth certificate must be presented at registration.

Kindergarten and first grade transfers from other public or private school systems will be entered according to the age criteria given above. After twenty school days, the principal, with the recommendation of the classroom teacher involved, and the building child study team, may reassign the child if a change in grade level is in the child's best interest. The Superintendent of Schools is authorized, if the transfer occurs during the second half of the school year, to waive the twenty school day period.

Registrations for kindergarten are held in the spring. Specific dates are announced in the local newspaper and on radio and television stations, and by notice from the individual primary schools.

No child will be admitted to a Massachusetts school without presentation of a physician's immunization certificate. If your child is not up to date with their immunizations at any grade level they will be excluded from school, unless they have a medical or religious exemption, or are progressing through a physician documented catch-up series of vaccines. All state requirements are subject to change according to Mass. Gen. Laws and DPH requirements

Children entering kindergarten must present proof of immunization against Diphtheria, Pertussis, Tetanus, Polio, Hepatitis B, Measles, Mumps, Rubella and Varicella (Chicken Pox). If your child has not been immunized against Chicken Pox, a physician's documentation that your child has had Chicken Pox disease will be required. Also, all students entering kindergarten must present evidence that they have been screened for lead poisoning.

REGISTRATION PROCEDURES

Children entering grades one through four as transfer students will not be admitted without a valid transfer record from the former school. If a parent is unable to present a complete valid transfer record, the school will evaluate the child by appointment to determine the child's instructional level in basic skill areas, as well as possible special needs as defined in Chapter 766 of the General Laws Relating to Education.

Any child admitted to the Weymouth Public Schools with or without a transfer record will be assigned to a grade, class, and program on a provisional basis for a period of twenty school days. This will allow the school an opportunity to assess the ability of the child to perform satisfactorily with the class, and to change the final grade, class, or program assignment if the provisional placement appears to be inappropriate in the judgment of the child study team.

WALKERS

1. Children must walk directly to and from school unless the parent has approved an alternate destination.
2. Walkers must use the sidewalks or approved public ways and must not cut through or trespass upon private property.
3. Children must never accept rides from anyone without parental permission.
4. Children must obey the police crossing guard, traffic signals and standard safety regulations.
5. ~~To help insure the safety of all children, students are not permitted to ride bicycles, skateboards, scooters, or rollerblades~~ **unsupervised** ~~to or from school.~~

SAFETY OFFICER/SCHOOL RESOURCE OFFICER

Periodically during the school year the Safety Officer conducts educational programs for all students. Topics **may** include bus safety, personal safety, bicycle safety, pedestrian safety and issues relating to seasonal safety. ~~The Safety Officer is responsible for the regulation and control of all vehicular traffic on school grounds.~~ **Please see the WPS website for the Memorandum of Understanding (MOU) between WPS, WPD, and Norfolk District Attorney Office.**

LUNCH PROGRAM

Lunch is available to students of grades one through four for a nominal cost. These are state-certified type A meals which include milk. Menus are distributed monthly to the students and are published in the local newspapers and on the WPS website. Lunches may be purchased on a daily basis. Lunches may also be ordered and payment made on a weekly basis. **Payment can be brought into the school or done online via Meal Pay.**

Primary school children may bring a lunch to school. All lunch students may purchase milk and ice cream. Parents are afforded the opportunity to apply for free or reduced price lunches through the National School Lunch Program. Applications and regulations for this program are distributed each September, and are available at any time from the school office.

ATTENDANCE POLICY

The Weymouth School Committee, under the power vested in it by Chapter ~~71~~**76**, Section ~~37~~**1** of the Massachusetts General Laws, will determine the number of weeks and the hours during which schools will be in session and make regulations as to attendance therein.

Massachusetts law requires compulsory attendance for all students. Chapter 76, section 1 of the Massachusetts General Laws requires all children between the ages of six and sixteen to attend school. The school must uphold state laws relative to student attendance.

We strongly discourage family vacations or trips abroad when school is in session. In addition to violating the attendance law, family vacations and/or trips abroad interrupt the educational process of each course in ways that make-up work cannot reverse. As such, Weymouth may need to file in the juvenile court or un-enroll the student from the Weymouth Public Schools for extended trips. Please note that teachers are not required to provide work in advance; teachers are not required to make up credit for missed/late work; and that it is the students' responsibility

to ask each teacher for any make-up assignments upon return.

According to state law, schools must be in session for a minimum of 180 days each school year. This regulation implies that every student must attend school except when absent with parental consent for legitimate reasons. For the purposes of this regulation, legitimate absence will include the following:

1. ~~Student's illness~~ **Excused Absence: validated by a doctor's note provided documentation is submitted (the student must have a note or appointment card from the doctor)**
2. ~~Death in family~~ **Bereavement with parental letter**
3. Observance of religious holidays
4. ~~Appearance in court~~ **Legal obligations with documentation**
5. Temporary relocation due to extreme emergencies such as fire, flood, or hospitalization of parent
6. ~~Necessary business which cannot be reasonably transacted when school is not in session~~
7. ~~Medical and dental appointments which cannot be scheduled outside school hours~~

The principal or his/her designee has the right to accept or reject any or all excuses for absence when there is a question of a valid reason. Students will receive failing marks for work missed during extended/repeated, unexcused absences unless the work is made up to the satisfaction of the teacher and principal within a period of time which they deem reasonable.

Absences for vacations taken during school time are not excused absences **and strongly discouraged**. The parent/guardian must submit a letter prior to the planned vacation to the main office and/or homeroom teacher. Parents and students must assume responsibility for the work lost during unauthorized absences and all tests, quizzes and other work must be made-up within a reasonable amount of time, determined by the teacher, generally two weeks. **Absences may impact student promotion to the following grade level.**

When parents request assignments for absentees, they should not assume that this can possibly replace the ~~5 hours and 15 minutes of~~ **daily** classroom instruction. A large percentage of the learning process consists of oral activities and group interaction; therefore, oral contributions in class influence the marks a child receives in any given subject. The oral involvement and participation in classroom instruction is impossible to replace.

Extremely late arrivals (more than half the school day) and extremely early dismissals (more than half the school day) are considered an absence under state attendance regulations.

~~Children who have unexcused absences of 10 or more during any marking period will receive a letter from the principal or designee of excessive absences. incomplete grades on their progress reports. If the work is completed within a period of time to be determined by the teacher and principal, the incomplete grades will be replaced by standard grades. If the work has not been completed during the designated period, the incomplete grades will become failures.~~

Absences

- On the fifth day of unexcused absence, in a marking period parents/guardians of students will be notified by letter of the expectations for students to come to school.
- On the seventh unexcused absence, a pre-CRA meeting may take place with school administration and necessary staff members ~~referral will be made to the CRA (Child Requiring Assistance) petition may be filed.~~
- On the tenth day of unexcused absence, a CRA petition will be filed on behalf of the student and a violation of Chapter 76, Section 2– Duties of Parents will be filed against the parent/guardian.

Tardies/Dismissals

- Students are allowed three excused tardies/dismissals per term.
- Once a student has reached three tardies/dismissals in a term, parents/guardians receive a letter outlining consequences for any additional tardies/dismissals in that term.
- **Students who are tardy/dismissed 4 through 6 times in a term receive a school determined consequence for each of those instances, a pre-CRA meeting may take place with school administration and necessary staff members**
- ~~Students who are tardy 6 times may receive a morning wakeup call one hour prior to the opening of school.~~
- ~~Students who have six to nine tardies/dismissals in a term will receive two lunch detentions or one after school detention for each of those instances.~~
- ~~Any additional unexcused tardies/dismissals after 9 in term, the student is subject to in-school suspension and a CRA petition may be filed.~~
- ~~Under Chapter 76, Section 1, unexcused tardies/dismissals in a term are considered partial days and also are calculated when filing CRA or a violation of Duties to Parents.~~

~~The following procedure will be used to investigate student absence:-~~

- ~~1. Teachers and secretaries **Principal's or designee** will alert the principal to uncommon patterns of absence or any absence which they have reason to question.~~
- ~~2. All absences will be checked by the principal on the third consecutive day of absence. They may be checked sooner as the individual situation warrants.~~
- ~~3. A note from the parent or guardian explaining the absence or tardiness will be required **upon return to school.**~~
- ~~4. Principals will ask parents/**guardians** of children who have been truant or who are suspected truants to call the school on any day that the child is absent with parental consent. If this call is not received within **145** minutes of the start of school, the absence will be investigated immediately **to ensure the well being of our students.**~~

When absences persist after the above steps have been taken, the principal will report the facts of the case to the School Safety Officer and the Assistant Superintendent of **Instructional Services and Support** Schools, and the principal and Assistant Superintendent may take any or all of the following actions:

1. The parent/**guardian** may be required to have a conference with the principal and Assistant

Superintendent of Instructional Services and Support.

2. Medical documentation of illness may be requested.
3. A 51A Child Abuse Report may be filed with the Massachusetts Department of Social Services.
4. Court action may be instituted.
5. Dept. of Early Education and Care (EEC) policy states that excessive unexplained absences occur when a child fails to attend their subsidized care program (voucher) for more than three consecutive days without parent contacting the provider. After the first occurrence of excessive absences with a 12 month authorization period the program will issue the parent an EEC unexplained absence warning notice. Upon the second occurrence of excessive absences with a 12 month authorization period the program will issue a notice of termination of the child's ability to attend the program using the subsidized care program (voucher). Please note the "program" refers to Weycare and tuition-based WPS options.

TARDINESS

Children who arrive at school after the official opening time are recorded as tardy. Extremely late arrivals (more than half the school day) and extremely early dismissals (more than half the school day) are considered absences under state attendance regulations.

STUDENT EXEMPTION POLICY

The Weymouth Public Schools recognize the right of each parent or guardian to request an exemption for their child from school programs and/or activities for valid religious or personal beliefs.

The following procedures will be used to determine eligibility for exemption and for the implementation of approved exemptions:

1. The parent or guardian must present a written statement to the principal requesting exemption from specific programs and/or activities, stating the reasons for which the request is being made.
2. The principal will communicate with the parent regarding the exemption request. A conference may be required.
3. A decision will be rendered by the principal.
 - a. If the request is denied, a written appeal may be made by the parent to the Superintendent of Schools or his/her designee.

If the request is approved, the following procedures will be implemented:

- A Student Exemption Alert Form will be completed in triplicate by the principal and signed by the parent.
- One copy to the parent, one copy to each teacher involved, and one copy to the Student Cumulative Record File.
- The original written statement from the parent is to be attached to the file copy.
- The principal will meet with the classroom teacher(s) and/or guidance counselor to explain the nature of the exemption.
- The classroom teacher or counselor is required to communicate with the parent relative to the specific areas of exemption after an exemption request has been approved.
- The classroom teacher(s) or guidance counselor is required to inform all other members of

the professional staff about the specifics of the student exemption. Notification should be given to the Information Literacy Specialist, Art, Music, Physical Education, Science, Substitute, Special Education, and Student Teachers, and to the School Nurse, as well as all other appropriate staff members who interact with the child.

- Notations pertaining to exempted students must be made in the Substitute Teacher Folder.
- When it is both reasonable and feasible, alternate activities should be designed by the teacher according to the uniqueness of each child's exemption.

PROMOTION

Primary Authority Regarding Grade Placement

Although parental concerns play an important part in the consideration of promotion or non-promotion, the School Principal, with the recommendation of the classroom teacher, has the final authority of making the decision for grade placement.

- I. All promotion/non-promotion and grade placement consideration will be within the following guidelines.
 1. Grade placement should serve the best interest of the child. Children transferring into the Weymouth Public School System will be conditionally assigned to a grade placement for a 20 day period of evaluation.
 2. Prior to January 1st it may be inappropriate to discuss the possibility of non-promotion with parents.
 3. ~~No teacher or administrator will state that a child is being retained prior to April 1st.~~
 4. If the school decision and the parent request are in opposition, the parent may note such disapproval in writing. ~~on a form provided by the school.~~
 5. In most cases, **retention of a student will not be recommended**, ~~no child should repeat~~
~~more than once at the primary level.~~

- II. When a child in the classroom is not progressing as expected and non-promotion is a possibility: ~~the procedure below will be followed:~~
 1. On-going communication among principal, teacher, and parent should occur.
 2. Informal observation will be **may** conducted by appropriate personnel.; ~~e.g., Title I tutor, special education staff, reading teacher, followed by a conference with the Child Study Team~~
 3. **Student may be referred to the Student Intervention Team** for suggestions on how to help ~~the child.~~ **academic or social emotional concerns.** ~~The school's initial recommendation will be made June 1.~~
 4. ~~When appropriate, preliminary assessment of the child's progress should be reported to the parents in February, and the possibility of non-promotion should be discussed.~~
 5. ~~The school's final decision will be made to the parents in writing.~~

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Determinants for grade placement are listed below:

Academic achievement _____
Academic aptitude _____
Attendance _____
Chronological age _____
Language development _____

~~Listening skills~~
~~Motor development~~—————
~~Other siblings~~
~~Parental attitude~~
~~Physical size~~
~~Potential success in next grade~~
~~Social & emotional maturity~~
~~Work habits~~

HOMEWORK

The Educational Partnership of the Home and School

Homework is an important component of a child's total educational program and provides a necessary link between the school and the home. It provides an opportunity for children to extend skills developed in the classroom, helps children to become self-reliant and responsible, and affirms the importance of the parents' roles as cooperative partners in the education of their children.

The purposes of homework are to improve the learning processes, to aid in the mastery of skills, and to create and stimulate interest in the content on the part of the student. Homework is a learning activity that should increase in complexity with the maturity of the student. This should be established through assignments that encourage students to investigate for themselves and to work independently and collaborate with other students on group assignments.

The Weymouth Primary Schools recognize the fundamental importance of developing literacy in young children and the need for these children to engage in literacy-based activities at home. Reading is one of the primary literacy activities through which children learn. Success in reading is essential for children today and for their participation in the technological world of tomorrow.

All children in the primary schools (pre-school through grade four) shall engage in reading/language arts activities daily.

TIME FRAME of HOMEWORK ASSIGNMENTS

While it is understood that the time it takes to complete homework assignments may vary with each child, the times below are the general guidelines for each grade level. If your child is having difficulty on a consistent basis completing assignments within the time frames established, please contact your child's teacher for assistance. The amount of work brought home may be impacted by any opportunities to complete assignments in school. Teachers will be aware of grade specific or school-wide evening commitments for students and adjust homework accordingly. Studying for quizzes/tests and work on long-term projects will be figured into the time guidelines.

Homework Time Frame	
PreK/Kindergarten	At least 15 minutes of reading* per night, Monday through Thursday
Grade 1	15 minutes of reading* per night 10 minutes of homework four nights per week, Monday through Thursday
Grade 2	15 minutes of reading* per night 15 minutes of homework four nights per week, Monday through Thursday
Grade 3	20 minutes of reading* per night 20 minutes of homework four nights per week, Monday through Thursday
Grade 4	30 minutes of reading* per night 20 minutes of homework four nights per week, Monday through Thursday
<p>Students should be encouraged to read for pleasure on weekends and vacations. * Reading also includes adults reading to children</p> <p>If a student experiences difficulty, parents/guardians have the option of signing off at the upper time limit for completing homework, if the student has worked studiously and has produced quality work.</p>	

HOME STUDY POLICY

The Educational Partnership of the Home and School

The Home Study Program for the Weymouth Primary Schools is an important component of a child's total educational program and provides a necessary link between the school and the home. It provides an opportunity for children to extend skills developed in the classroom, helps children to become self-reliant and responsible, and affirms the importance of the parents' roles as cooperative partners in the education of their children.

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All children in the primary schools (pre-school through grade four) are expected to engage in

reading/language arts activities daily.

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Pre-K through Grade 1—up to 15 minutes daily

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Suggested parent/child activities:

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1. Reading together for pleasure
2. Creating books such as picture books and alphabet books
3. Drawing and talking about the drawing
4. Assembling puzzles
5. Preparing for a classroom project
6. Following directions to make something
7. Storytelling
8. Finger plays such as *Itsy Bitsy Spider* and *Five Little Squirrels*
9. Movement activities like *London Bridge* and *Hokey Pokey*
10. Creative art activities that may or may not be directly connected to the curriculum

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~~The teacher may assign extensions of classroom activities in place of the above. (Unfinished classroom work should not be consistently assigned to an individual child for home study. Children who regularly fail to complete their class work should be referred to the child study team).~~

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Grade 2 through Grade 4—Requirement of 20 minutes daily at Grade 2 and 3 and 30 minutes at Grade 4

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Suggested parent/child activities:

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1. Reading jointly with your child
2. Reading independently for pleasure with parental supervision
3. Preparing for a classroom project in science & social studies
4. Preparing to share information in class, such as book reports, and oral presentations
5. Writing activities that are student or teacher initiated
6. Memorizing poems, limericks, choral readings, etc.
7. Creating books
8. Oral activities such as interviews and commercials
9. Performing Arts and/or movement activities

~~The teacher may assign extensions of classroom activities in place of the above. (Unfinished classroom work should not be consistently assigned to an individual child for home study. Children who regularly fail to complete their class work should be referred to the child study team).~~

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~~In addition to, and separate from the above requirements, the following guidelines apply to grades 3 and 4: after October first, teachers of grades 3 and 4 will provide subject specific homework assignments four evenings per week, Monday through Thursday. At grade 3 the assignment will be approximately 15 minutes in duration and will be in addition to the daily reading/language arts requirement of 20 minutes. At grade 4 the homework assignments will be approximately 30~~

minutes in duration and will be in addition to the daily reading/language arts requirement of 30 minutes. Also, at the grade 4 level, in the third term, the assignment will be linked to specific grades (10 percent).

RESPONSIBILITIES OF PARENTS AND THE HOME

Children are always encouraged to do well in school when they know that their parents are concerned about them as students. Parents can help their children to be successful and to develop a positive attitude when they do the following:-

1. Inquire frequently about their child's school work and progress.
2. Take an active interest in the academic work by examining the textbooks, daily school papers and home study assignments, and by inquiring about the on-going programs of instruction and special school projects and activities.
3. Emphasize the importance of education to their children and foster a positive attitude toward the school and its programs.

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Much learning and teaching takes place in the home. Home study provides an excellent opportunity for the student to complement, reinforce, and expand upon classroom instruction.

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The Weymouth Primary Schools expect that parents will do the following:-

1. Provide a quiet and distraction-free location in the home that is conducive to study. The child's use of television, radio, stereo, and telephone must be eliminated during home study.
2. Designate an appropriate and consistent period of time each school evening for study.
3. Provide children with the tools that are necessary for home study (pen, pencil, ruler, dictionary, paper etc.).
4. Familiarize themselves with the particular home study requirements of their children as well as the textbooks, daily papers, and complete home study assignments, checking them particularly for content, completeness, accuracy, and neatness.
5. Supervise the child during home study to ensure that an honest effort has been expended to complete the home study assignment.
6. Encourage the child to read widely and often. A daily period of reading or reading-related activities at home is required for all children in pre-kindergarten through grade four. Parents are expected to read with their child and closely supervise their reading activities on a daily basis.
7. Provide children with a variety of educational experiences through planned family trips to local museums, libraries, historical sites, and programs for the performing arts.

DISCIPLINE POLICY RATIONALE

A child's social development has a profound effect on his/her educational progress. Establishing productive, positive, social, and working relationships with other children provides the foundation for developing a sense of social competence. Prosocial behavior is promoted by providing stimulating, motivating activities which include cooperation, negotiation, and discussion to solve interpersonal problems. Despite their increased independence, young children still need the support of trusted adults but should not be expected to display adult levels of self-control.

Goals

1. To promote prosocial behavior.
2. To develop effective alternatives to unacceptable behavior.
3. To foster an atmosphere which will be conducive to developing relationships of mutual trust and respect within the school community.

STUDENT RIGHTS

Consequences for unacceptable behavior will be fair and developmentally age-appropriate. Travel to and from school will be without harassment. Every child has the right to a school environment that is positive, supportive, and free of harassment.

RESPONSIBILITIES OF THE SCHOOL COMMUNITY

Effective discipline will be achieved through the cooperative effort of the child, parent, and school.

All members of the school community are expected to display courteous behavior.

Students will be expected to practice self-control so that each child will achieve his/her academic and social potential.

All parents, children and school personnel will be informed of school discipline policies and procedures early in September of each year, and their support will be expected.

PERSONAL PROPERTY

Students must respect the personal property of others. Students will be assigned a desk and a locker or storage area to house personal property and materials related to school. The school retains joint custody of these desks, lockers, and storage areas, and as such, they may be searched by school officials if necessary. Students may not bring any item to school which is disruptive to the educational process.

STUDENT DISCIPLINE

Students are expected to act with proper behavior at all times while they are traveling to and from school, on school premises, on school buses, at bus stops or at school sponsored or school related events, including athletic events.

Violations or disregard for school rules and regulations will lead to disciplinary action which could result in a parental conference, suspension from one to ten days, exclusion from school or expulsion from school.

The following are considered particularly serious offenses and will lead to disciplinary action as noted above:

1. Physical assault, fighting or other acts of violence on any member of the school community
2. Threats of violence directed toward any member of school community

3. Use of obscene, abusive or profane language or gestures
4. Hazing
5. Harassment/discriminatory remarks or actions regarding but not limited to the following:
 - a. Race/color, sex, gender identity, religion, disability, national origin, sexual orientation
6. The sale, distribution, use or unauthorized possession of:
 - a. Drugs
 - b. Alcoholic beverages
 - c. Devices or materials of any sort injurious to the well-being of the school community
7. Possession of weapons of any kind, including knives of any length or shape, firearms, firecrackers or other explosives
8. Possession of replicas of weapons of any kind
9. Theft of school or personal property or receiving such stolen items
10. Obtaining money, material goods or favors by threat or physical harm
11. Destruction or damage to school or personal property
12. Sounding a false alarm for fire, police, tampering with the call box covers, calling a bomb threat, or disrupting the normal school procedure in any way
13. Starting a fire
14. Smoking, use or possession of tobacco products. Tobacco products will be confiscated by school personnel
15. Truancy
16. Leaving school building or school property during school hours without permission
17. Failure to meet detention obligations
18. Committing acts of vandalism
19. Loitering within the school building or on the school grounds after the normal school day or using any of the facilities without supervision of a teacher or coach
20. Inappropriate use of motor vehicles on school grounds
21. Forgery of school-related document
22. Open or continued defiant behavior toward school personnel

If a school official has reasonable suspicion a school rule is being violated and/or there may have been a crime committed, school officials may search the person and their belongings (including electronic devices) in order to ensure safety to the school setting.

Any student suspended from school will be released to the custody of the parent or guardian at which time the reason for the suspension will be explained. An additional conference between the parent or guardian, the school adjustment counselor, the classroom teacher or specialist and the school principal will take place before the child returns from suspension.

The Primary School Discipline policy for Weymouth applies to all children without regard to race, color, sex, gender identity, religion or national origin.

GENERAL INFORMATION

Progress Reports

Progress reports are issued periodically during the school year. In kindergarten, progress reports are issued in January and June. Reports for grades 1-4 are issued in December, March and June.

Parent-Teacher Conferences

A close relationship between home and school is necessary for the educational development of the child. Parents are encouraged to communicate with their children's teachers.

Periodically during the school year, afternoon and evening conferences are scheduled in each building. If a parent is unable to attend a regularly scheduled conference, arrangements can be made for individual conferences at a time convenient to all.

Additional conferences with any member of your school staff may be requested by calling the teacher or school principal.

Curriculum

The curriculum of the primary schools includes instruction in English Language Arts, Mathematics, History and Social Sciences, Science, Technology/Engineering, Comprehensive Health, and the Arts.

Curriculum offerings in these areas are continually evaluated and revised by a committee of teachers, and administrators.

A detailed outline of the curriculum in each area is available in the Media Center of each school.

Testing

Students testing at the primary school level may consist of informal, formal, and standardized assessments. The grade level of the student will dictate which standardized tests are administered.

Library / Media Center Services

All primary schools have facilities which contain collections, of books, research materials, and a variety of multimedia aids.

Computers

The computer is widely recognized as a component of a child's total educational program and is used in a variety of ways in the primary school for learning skills that are needed to succeed in a world that accesses and presents information through technology. Computers are used as a tool, providing students with programs that are designed to help them develop their skills and to implement curriculum concepts. We will continue to work towards integrating them into the instructional program and to provide our students with meaningful computer experiences.

Field Trip Guidelines

- ~~1. All field trips must be of educational value to students.~~
- ~~2. Teachers must have a strong educational justification for all proposed trips.~~
- ~~3. Teachers are responsible for the safety and welfare of all children who participate in a field trip and must explain the duties and responsibilities of chaperones to all adult volunteer~~

- participants. The "Guidelines for Chaperones" should be distributed in advance.
4. Teachers must ensure the overall supervision of all children, including small groups accompanied by a chaperone.
 5. School Committee Policy requires a minimum ratio of 2 adult per 15 students on field trips. The principal may require additional chaperones according to the age of students and the distance and nature of the trip.
 6. Every child must be seated on the bus.
 7. The Standard School Bus Regulations issued by the Superintendent of Schools each September apply to all field trips.
 8. Parents and children should not be informed of proposed field trips and funds for trips should not be collected until the application has been approved by the principal.
 9. Children who do not participate on the field trip are required to attend school that day. An alternate educational experience must be provided for them.
 10. Children should not be denied a field trip experience because of family financial constraints.
 11. Each school should prepare a first aid kit for field trips and it should be taken with each group that leaves Weymouth.

Following is a suggested first aid kit list:

2 first aid cleansing pads	rubber gloves
sanitary napkins	sterile gauze pads (3x3)
1 ace bandage	1 bottle of Bactine
small Band Aids	1 instant cold ice pack
wet handi-wipes	1 sling
cotton-tipped applicators	safety pins

*Please note: A plastic or metal school lunch box makes an ideal carrying case for the traveling first aid kit.

12. Riding on a school bus and participation in a field trip is a privilege which can be denied by the principal for just cause.
13. Special supervisory arrangements for some children may be required by the principal to ensure their safety. In extreme instances parents of children with attention deficit disorders, extreme hyperactivity, medication requirements, behavior and discipline problems, and/or other disorders or handicaps may be asked to chaperone their children in order for them to participate.
14. The time and distance of all field trips must be appropriate to the age and grade level of the students.
15. Take frequent head counts. Use the "buddy system."
16. No swimming or boating activities without the specific prior approval of the principal.
17. Educational activities on the bus are recommended in order to fulfill time and learning requirements.
18. Teachers must make application on the approved form and receive approval from the principal to undertake a field trip.
19. Parents must submit written approval for students to participate.
20. Teachers must give advance notice to the cafeteria of impending field trips.
21. Parents must make arrangements to pick up students for field trips which return after the

~~regular dismissal.~~

~~22. Teachers are urged to call the bus company one or more days in advance to confirm the bus charter.~~

~~23. Overnight trips require the approval of the School Committee.~~

1.

Telephone

~~Students must have permission of the office and or a teacher before using the telephone.~~

~~Students are not permitted to have telephone paging devices (beepers), telephones or other portable communication equipment in school. Use of other devices such as walkman and video games need the permission of a teacher. Unauthorized use of electronic equipment will result in confiscation by school personnel.~~

Field Trips

~~Field trips are an extension of the instructional program and provide enrichment for primary school children. These trips may include visits to museums, historical sites, natural science centers, performing arts theaters, and other locations that are appropriate extensions of the school program.~~

Preschool Programs

A preschool program for three to five year old children is held at the Johnson Early Childhood Center. Funding is provided by the Commonwealth of Massachusetts Department of Education, Weymouth School Department and a tuition charge to parents. Half and full day classes are held Monday through Friday. Registration and screenings are held in the spring. Applications are accepted throughout the school year and acceptances are mailed in July.

Special Education

Chapter 766 requires a broad range of special education programs. The purpose of these programs is to help children make progress in school by meeting their individual needs.

An evaluation is made with parental permission after a child has been referred. The purpose of this evaluation is to determine whether a child has special needs which require a special education program. One of the important features of this evaluation process is that parents may take part in it. Exact details on parents' rights and on the evaluation process are provided when a child is referred.

More detailed information may be obtained from the Administrator of Special Education or the building principal.

Display of Student Work

~~Throughout the school year, children's work will be displayed within the classroom and in other appropriate settings within the building. Parents who do not wish to have their child's work~~

~~displayed must notify the school principal in writing.~~

Wey Care

The Weymouth Public Schools Extended Day Program (Wey Care) is available to children attending ~~kindergarten~~ **Preschool** through grade 6. The program operates in the **Johnson School** and all primary and ~~middle schools~~ **Adams Middle School**. The before school session begins at 7:00 A.M. until school starts and the after school session begins at dismissal until 6:00 P.M. There is a vacation program (February, April, and ~~8~~ **6** weeks during the summer) for children in kindergarten through grade 4. Activities include homework time, board games, Legos, art, crafts, and sports. For applications and further information, please call 781-337-0086 or refer to the Weymouth Public Schools website.

Dept. of Early Education and Care (EEC) policy states that excessive unexplained absences occur when a child fails to attend their subsidized care program (voucher) for more than three consecutive days without parent contacting the provider. After the first occurrence of excessive absences with a 12 month authorization period the program will issue the parent an EEC unexplained absence warning notice. Upon the second occurrence of excessive absences with a 12 month authorization period the program will issue a notice of termination of the child's ability to attend the program using the subsidized care program (voucher). Please not the "program" refers to Weycare and tuition-based WPS options.

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