

WESTFORD PUBLIC SCHOOLS



SUBSTITUTE TEACHER

HANDBOOK

Revised September, 2019

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WESTFORD PUBLIC SCHOOLS SUBSTITUTE TEACHER HANDBOOK



PHONE NUMBERS

SCHOOL ADMINISTRATION	(978) 692-5560
23 Depot Street	
Superintendent, Everett (Bill) Olsen, Jr.M.B.A	Ext. 2103
Assist Superintendent Curric/Instr, Kerry Clery	Ext. 2105
Director of Pupil Services, Courtney Moran.....	Ext. 2111
Director of Ed.Tech. & Info. Services, JoEllen Baird.....	Ext. 2124
Director of School Finance, Ingrid Nilsson.....	Ext. 2106
Human Resources, Jennifer Burk.....	Ext. 2108

SCHOOLS AND PRINCIPALS

Westford Academy (9-12), James Antonelli	(978) 692-5570
30 Patten Rd.	
Blanchard Middle (6-8), Timothy Hislop	(978) 692-5582
14 West St.	
Stony Brook Middle (6-8), Christopher Chew.....	(978) 692-2708
9 Farmer Way	
Abbot Elementary (3-5), Lori McDermott.....	(978) 692-5580
25 Depot St.	
Crisafulli Elementary (3-5), Sharon Kennelly	(978) 392-4483
13 Robinson Rd.	
Day Elementary (3-5), ChrisLouis Sardella	(978) 692-5591
75 E. Prescott St.	
Rita Miller Elementary (K-2), Donna Pobuk	(978) 392-4476
1 Mitchell Way	
Nabnasset Elementary (K-2), Susan DuBois	(978) 692-5583
99 Plain Rd.	
Robinson Elementary (K-2), Scott Middlemiss	(978) 692-5586
60 Concord Rd.	

WELCOME

Substitute teachers are a highly valued part of Westford's educational community. You provide the necessary coverage, continuity, and caring when a permanent teacher must be away. This booklet of pertinent information is intended to be a resource to help make your entry into this community a positive experience for all – substitute teacher, regular staff, and students alike.

We hope this booklet is useful and you will carry it with you to your assignments. Knowing these details in advance may free you to enjoy the challenge of daily changes, which is a defining feature of substitute teaching. The ability to perform with spontaneity and skill in the midst of daily change soon becomes the substitute teacher's unique area of expertise.

Welcome to the challenge. We are here to support you in every way we can. Get up-to-date general and school specific information on our website:

westfordk12.us

Mission, Vision and Core Values

Mission Statement

The Westford Public Schools will provide an excellent, free education to all students in the community. The school system will engage its students in a challenging learning environment to prepare them for the political, economic, social, and technological challenges of a rapidly changing world. It will develop in its students the skills and attitudes that will enable them to be lifelong learners, to exercise sound judgment and to become responsible, contributing members of society.

To accomplish this mission, the Westford Public Schools will:

- Provide a curriculum designed to educate the whole child while recognizing that each child is a unique and individual learner
- Engage staff and administration in ongoing professional development
- Provide support services that meet the needs of each individual student
- Encourage the collaboration of parents, residents, and the greater Westford community.
- Practice reasonable and creative fiscal planning and management.

Vision and Core Values

The Vision Statements provided below describe the desired state of the Westford Public Schools in the next 5 to 8 years. The Visions are an expression of possibility, yet based enough in reality to be plausible. The purpose is to inspire those involved and interested individuals to help the Vision become a reality. The Visions provide the basis from which the district determines priorities and establishes targets for performance.

1. Curriculum, Instruction, and Assessment

As a vibrant community of learners, the Westford Public Schools are excited by new ideas, and motivated to explore, question, think, and create, both individually and collaboratively. For each student, effort is recognized, unique skills and talents are fostered, and excellence is a common goal.

A rigorous core curriculum provides the educational foundation from which students pursue additional interests to extend and enrich their unique aptitudes. The curriculum is integrated and inter-disciplinary to ensure that students develop practical and critical thinking skills for navigating globally in the 21st century. A comprehensive curriculum review cycle ensures that the curriculum is evaluated and renewed, and supports the district's vision and goals.

Instruction occurs in flexible and collaborative environments, for both teachers and students, where academic and experiential opportunities are plentiful, both within and beyond the classroom. Research-based instructional approaches and best practices are shared, implemented, and evaluated as an approach to continuous improvement.

Developmentally appropriate approaches to assessment are used to better understand and evaluate teaching effectiveness, curriculum, professional development, and to ensure the progress of each student over his/her entire school career. The district uses projects, portfolios, presentations, and other interactive approaches, as fuller measures of potential and progress, to complement and augment test scores.

2. Personnel and Professional Development

The Westford Public Schools recruit and retain professional, creative, and dynamic faculty and staff, in a collegial environment, dedicated to the success of each student.

Westford faculty and staff embrace continuous growth and challenges; they regard each other as resources, participate in mentoring and peer evaluation, and share best practices on a regular basis. They are supported by innovative and continual opportunities for professional and personal development; these include collaborations with educational and business partners for academic and experiential learning. These professional development experiences enhance staff contributions as leaders in the local community and the world beyond.

3. Communications and Community Relations

The Westford Public Schools reach out to all of Westford to ensure that the schools are an open, inviting resource for the entire community. The district uses various forms of media to generate an optimum level of communication with all members of the community.

The Westford Public Schools value their cooperative working relationships with municipal officials and committees, and appreciate the support and benefits they receive from various school support groups and the community at-large. The schools also initiate and participate in sustained partnerships with various groups including alumni, businesses, community organizations, educational institutions, government, and media, as well as individuals.

4. Student Services

The Westford Public Schools understand that the growth and development of the "whole child" is enhanced when the emotional well-being and safety of each individual student is a focus. Support within and outside of the classroom is offered through an integrated and

seamless array of services including health services, peer tutoring, peer mediation, special education classes, alternative programming, guidance and mental health counseling, and co-curricular and enrichment activities. Faculty expertise is shared district-wide to further ensure success across grades and schools. Each student is supported by a strong connection with at least one adult within the schools.

As a district, special attention is paid to promoting stress reduction. The physical and mental health, of both students and staff, is balanced with their intellectual and personal growth, and meeting educational standards. Programmatic and scheduling decisions are made to ensure that students and staff have opportunities for relaxation and reflection, outdoor activities, healthy eating, and physical exercise.

The Westford Public Schools partner with parents to facilitate grade level transitions. All student services are regularly evaluated and continually improved. A decrease in absenteeism, an increase in student achievement, and productive community connections for all students are some indicators of the success of these essential services.

5. School Management and Leadership

The Westford Public School District is a forward-thinking, learning community, exercising leadership in meeting the needs and challenges of education in the 21st century.

The schools work closely with local government and Westford residents to ensure consistent and sustained municipal funding for the schools, as well as with the larger community for creative use of private, non-profit, and foundation resources.

In addition, the schools and their supporters participate in an active advocacy coalition in efforts to influence the state and federal government to fund legislative mandates, loosen restrictions, control costs, and enact other initiatives that support the success of the Westford School System.

The schools work diligently to ensure facilities are up-to-date, well-maintained, and capable of supporting the district's vision and goals. Services and resources are equitable from school to school, and shared as necessary. The Westford Schools collaborate with other area schools, including vocational-technical schools, on innovative ways to regionalize service delivery when appropriate.

The Westford Public Schools are continually evaluating the possibility of reconfiguring the grade structure of the district to ensure that educational and building capacity needs are being met. The structure of the school day and annual calendar are also regularly evaluated to ensure they support the district's needs. The Westford Schools are committed to a flexible and responsive structure.

Our Core Values are the behaviors, attitudes, beliefs and commitments that we must exhibit to fulfill our school system's vision. These values should be understood and shared by every member of our school system--our values are "what we stand for." These Core Values will guide our action, focus our energies and act as an anchor point for all our plans.

1. Pursuing Excellence in a Learning Community

- continually improving
- reaching for excellence and meeting high standards
- working together to support all students
- promoting collaborative initiatives, relationships, and interactions between students, staff, parents, and community
- expecting respect, integrity, ethical behavior, and good decision-making
- connecting and integrating curriculum
- providing appropriate facilities and technology for teaching, learning, and working

2. Promoting Individual Growth and Development

- being guided by the wisdom of what is best for children
- employing differentiated instruction techniques in a developmentally appropriate manner
- nurturing students' self-confidence, intellectual growth and social interactions
- setting high expectations/standards for students, staff, and parents
- recognizing and rewarding student achievements in co-curricular activities
- producing well-rounded individuals
- recognizing that the schools support the growth and development of teachers, staff, and parents
- providing leadership opportunities

3. Ensuring Safety and Well-Being

- being committed to physical safety and health
- recognizing the importance of psychological and emotional health and well-being
- ensuring safe and healthy facilities
- creating an environment of trust, support, respect
- providing a secure and comfortable learning environment

4. Supporting Creativity and Innovation

- encouraging teachers, staff, and students to innovate and take risks, without fear of judgment
- allowing more student choices
- motivating students to be engaged beyond scores and other traditional assessments
- encouraging self-motivation, life-long learning, and curiosity
- continually improving, growing, and changing

5. Fostering Connections with Local and Global Communities

- recognizing that the community is all-encompassing: from the local community of Westford to the global community of the entire world
- respecting diversity and caring for each other
- valuing community service (local to world) as a way of giving back and doing good
- seeing ourselves as global citizens, with the ability to contribute to change
- sharing resources within Westford and in the larger world

How to Apply to Substitute in Westford's School System

Westford's school system prefers substitutes to hold a Bachelor of Arts or Bachelor of Science degree, but you may qualify by having completed 2 years of college. Substitutes do not have to be certified in the field of education.

Candidates must complete a substitute teaching application, found at <https://www.westfordk12.us/district/human-resources/pages/employment-opportunities> and submit it to the Human Resource Department at Central Office. Once all paperwork is provided and reviewed, an interview will be scheduled for qualified candidates with an administrator. Upon hire, the substitute will be contacted by the Human Resources Department to complete employment paperwork and attend a one (1) hour training session prior to being assigned a placement in the schools.

If you are interested in the prospect of substituting in the Westford School System or if you have any questions about it, call Central Office at (978) 692-5560 ext. 2138. The Central Office is located at the Millennium School, 23 Depot Street.

Who Will Call You to Substitute

Once your application has been approved, and your employment paperwork and training session completed, your name will be placed on an active list of substitutes.

Westford Public Schools utilizes Aesop, an online absence management system. Once you have completed the necessary new hire paperwork and completed the required substitute training, a log in and PIN will be emailed to you. If you have an emergency or unforeseen schedule change, and it is within two hours of your assignment, please call the school in which you are scheduled as a substitute. If a change occurs more than two hours prior to the start of your assignment, you may cancel your assignment through Aesop.

Substitute Pay Rates

Full Day \$80 / Classroom Teacher

Half Day \$40 / Classroom Teacher

Full Day \$80 / Teacher Assistant

Half Day \$40 / Teacher Assistant

The pay rate for a full day of work is over 4 hours per day. The pay rate for a half day, is considered 4 hours or less of work in one day. ANY amount of work over 4 hours is considered a full day of work.

Substitutes must fill out the appropriate payroll slip, obtained from the secretary of your assigned school at the beginning of each workday.

Substitutes' salary checks will be mailed to your home or Direct Deposited to your bank from the Accounting Office on each payroll date.

Currently, checks are issued on Thursdays bi-weekly. Since your salary is paid in two-week increments retroactively, your first check may not arrive until a month after you start work.

In the event that school or your placement is called off ahead of time for a day you were scheduled to substitute, **no** compensation will be paid. If a scheduling error occurs

and a substitute must be sent home AFTER arriving for work, the substitute will be compensated for that day.

Long-term Substitute and Interim Status

Long-term substitute teachers shall be paid at the current substitute teacher per diem rate (\$80 full day, \$40 half day) for the first 15 days of a long-term assignment. Once a substitute has worked 16 or more days continuously, starting at any time in the school year, for the same absent teacher, a pay rate will increase to the rate he/she would be paid if he/she were a permanent teacher on Step 1, of either the Bachelors or Masters salary scale reflecting the substitute's educational degree.

Long-term substitute teachers assigned to a period of eight (8) or more consecutive weeks, starting at any time in the school year, for the same absent teacher shall be paid at the rate he/she would be paid if he/she were a permanent teacher on Step 1, of either the Bachelors or Masters salary scale reflecting the substitute's educational degree, beginning on day one of the assignment.

A retired teacher of Westford Public Schools acting as a Long-term substitute teacher assigned to a period of three (3) or more consecutive weeks, starting at any time in the school year, for the same absent teacher shall be paid at the rate he/she would be paid if he/she were a permanent teacher on Step 1, of either the Bachelors or Masters salary scale reflecting the retiree's educational degree, to a maximum of the Masters salary beginning on day one of the assignment.

Any long-term substitute teacher recommended for an assignment period of twelve (12) or more consecutive weeks must interview with the Superintendent of Schools prior to beginning such assignment. Interim status (an assignment of 12 or more consecutive weeks and ending on the final day of the school calendar) is awarded by the Superintendent of Schools at the building principal's request. The building principal must initiate this process.

A sick day taken by a long-term substitute will not be considered "breaking the chain" of continuous days worked when considering eligibility for interim status. Once interim status is achieved, the substitute teacher will receive the same number of sick days and personal days as a first-year teacher on a pro-rated basis.

Long-term substitute service ends when the classroom teacher returns to the classroom.

Your Paycheck

A bi-weekly paycheck, issued on Thursdays, will list the number of full and half days worked in the two-week period covered, year-to-date amounts, and deductions taken.

The Town of Westford participates in a mandatory Massachusetts Deferred Compensation Plan for government employees as an alternative to FICA contributions. The plan is in accordance with the Omnibus Budget Reconciliation Act of 1990 (OBRA) and subsequent Massachusetts GENERAL Laws, Chapter 494. As an OBRA classified employee, you must contribute a minimum of 7 1/2% of your gross pay to this retirement fund. Once enrolled, this amount is automatically deducted from your pay. You may request more to be withheld, but not less or none. It remains untaxed until retirement payout. Contact Great-West Retirement Services @ 1-877-457-1900.

State tax is not withheld except when the amount of a given paycheck is high enough to trigger a tax liability for you if you earned that amount consistently. Any paycheck below this amount will have no state tax withheld, no matter how much you have earned during the year. If this is a second paycheck, or you otherwise expect to have a tax liability from income earned by substitute teaching, you may wish to plan ahead. You can have the Payroll Office withhold a specific dollar amount from each paycheck or a specific percentage of whatever you make. Alternatively, you may want to consider whether you need or want to make quarterly estimated tax payments on the state or federal level. Federal tax is withheld likewise. Also, an amount (.0145%) is withheld for Medicare.

Job-Related Opportunities

Teaching substitutes may take advantage of the professional development opportunities offered to on-staff teachers on a space-available basis. These opportunities occur on the scheduled full or half-day teacher in-service days. You may earn professional development points toward re-certification. Any cost for attending will be paid by the substitute. Check teachers' room bulletin boards for postings.

Generally, opportunities that are offered to full-time staff such as flu shots and other vaccinations are available to substitute teachers as well.

Non Discrimination/Affirmative Action Policy

Westford Public Schools is an equal opportunity employer. It is the policy of the Westford Public School System to prohibit discrimination of any type and to afford equal employment opportunities to employees and applicants, without regard to race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, genetics, homelessness, or veteran status. Any employee, volunteer, or pupil shall not demonstrate any discrimination in any activity associated with the Westford Public Schools.

General Procedures and Policies

1. **Arrive early** – at least 15 minutes before school starts, so you have time to do the following:
2. **Report to the school's main office** – Verify your placement for the day as Principals may need to reassign your placement upon your arrival. Pick up an identification badge and fill out your pay slip. Check the teacher's mailbox for items meant for distribution that day or information, which affects your day. Ask if this school requires you to send the attendance slip to the office or whether someone will collect it.
3. **Report to the assigned room** – Teachers will have a substitute teacher's plans folder right on the room desk, some teachers may also upload substitute teacher plans to Aesop for you to review in advance. Student health plans will also be provided. If not, check if the teacher has a desk somewhere else, such as a department office. Locate the plan book or written description of lessons for the day and review. Locate and review textbook pages and resource materials.

Find the class list(s) and seating plan(s). Find the attendance slip to list absents when students arrive. Include yourself in the number of those buying lunch if this is noted on the attendance slip. Send all notes regarding attendance, early dismissal, and bus change needs to the office with the attendance slip (or leave all for pick-up by the office). They will be returned to you later for your teacher's records. Attendance records must be completely accurate! They constitute a legal record and carry weight of proof in a court of law.

Required morning exercises include: Pledge of Allegiance (conscientious/ religious objectors may refrain), patriotic song (some classes omit this), and a moment of silence (for personal thought or meditation). Require excellent behavior during these exercises. In some schools exercises are led by the principal over the intercom; in others, the teacher conducts them. Substitutes should follow the lesson plans and directions as provided. Teachers suggest that when specific directions are left to do an activity as "class work," try to finish the task in class, rather than giving students the option of finishing it for homework. Teachers usually know the work pace of their class and leave such directions to keep their classes constructively engaged.

Ask neighboring teachers, the team leader, department head, principal, or assistants for information or help as needed.

4. **Discipline** – Substitute teachers should strive to create an atmosphere of mutual respect in the classroom. Please avoid making threats and never lay a hand on a student. At the same time, require and expect good behavior.

Substitutes should be in the room when students arrive – a legal responsibility that will help establish good discipline and effective control. Never leave the group unattended unless totally unavoidable.

Inquire about school-wide rules particular to your school, such as bans on wearing hats or chewing gum in the building. Check if your school has banned specialized items like cell phones in the classroom or extra-long key chains.

In the case of serious behavior problems or unusual emergencies, you should speak directly with the office through the intercom or wall phone, or reach the team leader, department head, Principal, or Assistant Principal. Unruly students may be removed to the main office for discipline. Weapons found in the school require immediate disciplinary action and school leadership should be informed. Assistant Principals often take care of discipline, so know where their offices are. Westford Academy houses

them in the guidance suite.

Generally, all staff is asked to be alert for suspicious circumstances. Only the front door is unlocked for building entry during the day. All visitors should have entry passes. Ask if your school has special emergency procedures in place.

5. **Duties** – Substitutes should perform all school-wide duties expected of the classroom teacher. Assume the same responsibility for order in the classroom, corridor, lavatories, or playground as the regular teacher would.

The substitute assumes all responsibilities for school-wide regulations, such as **fire drills**. Acquaint yourself with building specific procedures.

Substitute teachers should expect their schedule for the day to be the same as the schedule of the absent teacher. Common sense should rule in non-typical situations where an absent teacher has several “free” periods (i.e. some teachers are part-time administrators with scheduled responsibilities substitutes would not be asked to fill). Middle and high school teacher schedules usually include one preparation period per day, which the substitute would also have as “free.” Otherwise, substitutes should be available to fill reasonable school scheduling needs as requested.

6. **Specialists/Enrichment** – Schools often have special teachers who help individuals, and sometimes whole classes, with reading and math skills. Note if these teachers are expected in your room during the day and how they can be best utilized within the regular teacher’s lesson plans. Some specialists actually take over the classroom for you, conducting their own lesson. Special education teachers also may visit to help individuals with other special needs in your class.

In elementary schools classes, such as art and music, may occur in your room or in the specialist’s room. Inquire what your role should be during these classes.

7. **Lunch** – Every schedule should include time for lunch. You may buy lunch from the menu offered to students or make selections from a separate service area for teachers, if one is available. While students pay a subsidized price for their lunches, teachers and substitutes pay a somewhat higher price. Like teachers, substitutes are allowed to go before students in lunch lines. Each school has a teacher’s lounge where you may eat or you may choose to eat in your room.

Students who come to school without their lunch money can usually borrow or get an IOU at lunchtime or just before. New lunch tickets must be purchased directly from the cafeteria when staff is there and the student’s schedule allows.

8. **End of the Day** – Substitutes may consider their duties generally concluded at the close of school, when buses and walkers have left, or whenever all of your scheduled responsibilities are over. You do not need to check out at the office.

For safety, students may not leave the room until their bus is called or walkers are dismissed. Walkers are usually dismissed last to keep them safe from bus traffic. Students who will be picked up from school are paged by the office when the parent comes to sign them out. Keep them in the room until then.

Please leave the room in good order. Leave pertinent information in a note for the classroom teacher to find.

9. **Confidentiality** – In the course of your work, you may become aware of confidential information about students, etc. Substitute teachers should be mindful to respect privacy, as common sense would dictate.

10. Professional Dress & Grooming - All employees are expected to come to school clean and to wear clothing that meets or exceeds their high regard for education and presents an image consistent with their job responsibilities.

Note: Some schools, such as Westford Academy, have developed their own orientation packets for substitute teachers new to the building. Ask in the main office.

Smoking

Schools are smoke-free environments. Smoking is not allowed by anyone in school buildings or on school grounds under penalty of fine.

Alcohol and Drug Policies

Alcoholic beverages and drugs are prohibited at all schools and on school grounds. The school nurse's office manages drugs appropriate for in-school use.

Fire Drills / Crisis Management

Fire drills are practiced randomly during the year. Staff is usually notified ahead of time, but the sounding alarm is not always practice. Room specific exit routes are posted on the wall of each classroom. Check school-specific information when you arrive, but generally this procedure is used:

- Students should be kept silent during the drill
- Line up immediately, taking jackets if needed and conveniently located
- Take the class list with you in case you need to verify that all the students are outside with you
- Leave the building quickly but in orderly fashion (lines) through the nearest exit that leads to an outdoor area where students can reassemble at a safe distance from the building. Notice where other teachers assemble their classes
- Students remain orderly and silent outside
- Wait for word from the administration to reenter the building

Universal Health Precautions of School Settings

Universal precautions should be used in order to reduce the health risk associated with all blood-borne organisms, such as AIDS or hepatitis B. These precautions (listed below) should be used for all injuries, such as bloody noses, in the classroom.

1. Wear latex gloves whenever coming into contact with or cleaning up blood or other body fluids (urine, vomit, feces). Get janitorial help if necessary
2. Treat human blood spills with caution
3. Clean up blood spills promptly. Get janitorial help if necessary.
4. Always wash hands after any contact with body fluids. This should be done immediately in order to avoid contaminating surfaces or parts of the body. Be

especially careful not to touch your eyes before washing up. Soap and water will kill HIV.

Every teacher's desk is equipped with school-provided band-aids and a pair of latex gloves for use when needed. You may wish to ask the school nurse for your own pair of gloves to carry with you. If you are allergic to latex, ask the school nurse to get vinyl gloves for you.

Every new substitute teacher should receive orientation information about the use of universal health precautions.

Directions to Westford Public Schools & Parking

Directions begin from Westford Center Common.

1. **Nabnasset School:** Main St. (east), left onto Depot St., cross RR tracks, bear right onto Plain Rd., school is on right-hand side. Park in front or on side of building.
2. **Miller School:** Main St. (east), left onto Depot St., bear left at fork after RR tracks, cross Rte. 40 and continue north on Tyngsboro Rd., left onto Vineyard Rd., right onto Russell's Way, driveway is immediately on your left. Park in any parking lot.
3. **Robinson School:** Main St. (west), left onto Flagg Rd., right onto Robinson Rd., right at stop sign at Concord Rd. (Rte 225), driveway is immediately on right. Park in front or back parking lot.
4. **Abbot School:** Main St. (east), left onto Depot St., school is on right-hand side. Park in lot to the right of building.
5. **Millennium School:** Follow Abbot School directions. The Millennium School is sited behind the Abbot School. Park in lot to right of Abbot, which is shared by both schools.
6. **Day School:** Main St. (west) turns into Forge Village Rd., right onto Town Farm Rd., cross RR tracks (pass Central Office on right), right at stop sign at E. Prescott St., driveway is immediately on left. Park in lot between the building and the road.
7. **Crisafulli School:** Main St. (west), left onto Flagg Rd., right onto Robinson Rd., right into driveway just opposite Hutchins Way. Park in any parking lot.
8. **Blanchard Middle School:** Follow directions to Day School on E. Prescott St., continue past Day School, left onto West St., driveway on left after St. Catherine's Church, Park in lot in front of building.
9. **Stony Brook School:** Main St. (east), left onto Depot St., bear left at fork after RR tracks, left onto Nutting Rd., left onto Rte. 40, left into town complex driveway, drive to end. Park in front of school or on right side.
10. **Westford Academy:** Main St. (west) becomes Forge Village Rd., left onto Patten Rd. or Cold Spring Rd., driveway on left past the school. Park in front or on sides of building.
11. **Central Office:** Central Office is located at the Millennium School. Follow Abbot School directions. The Millennium School is sited behind the Abbot School. Park in lot to right of Abbot, which is shared by both schools.

Calendar – Current Year

2019-2020 WESTFORD PUBLIC SCHOOLS CALENDAR

REV. B

AUGUST 2019							FEBRUARY 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3							1
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30	31	23	24	25	26	27	28	29
SEPTEMBER 2019							MARCH 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30						29	30	31				
OCTOBER 2019							APRIL 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
6	7	8	9	10	11	12	5	6	7	8	9	10	11
13	14	15	16	17	18	19	12	13	14	15	16	17	18
20	21	22	23	24	25	26	19	20	21	22	23	24	25
27	28	29	30	31			26	27	28	29	30		
NOVEMBER 2019							MAY 2020						
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3	4	5	6	7	8	9	3	4	5	6	7	8	9
10	11	12	13	14	15	16	10	11	12	13	14	15	16
17	18	19	20	21	22	23	17	18	19	20	21	22	23
24	25	26	27	28	29	30	24	25	26	27	28	29	30
							31						
DECEMBER 2019							JUNE 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	14	15	16	17	18	19	20
22	23	24	25	26	27	28	21	22	23	24	25	26	27
29	30	31					28	29	30				
JANUARY 2020							JULY 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4				1	2	3	4
5	6	7	8	9	10	11	5	6	7	8	9	10	11
12	13	14	15	16	17	18	12	13	14	15	16	17	18
19	20	21	22	23	24	25	19	20	21	22	23	24	25
26	27	28	29	30	31		26	27	28	29	30	31	

STARTING DATES

August 26	Teachers Return
August 27	Grades 1-5 Classes Begin
August 27	Grades 6 & 9 Orientation
August 27-29	PreK & Kindergarten Orientation Days
August 28	Grades 7, 8, & 10-12 Classes Begin
September 3	PreK & Kindergarten Classes Begin, along with Kindergarten Extended Day Program

NO SCHOOL - HOLIDAYS/VACATION DAYS/PROFESSIONAL DEVELOPMENT

August 30 - Sept. 2	Labor Day Weekend
October 14	Columbus Day
October 15	Professional Development
November 11	Veteran's Day
November 28 - 29	Thanksgiving Break
December 23 - 31	December Break
January 1	New Year's Day Observed
January 20	Martin L. King, Jr. Day
February 17 - 21	February Break
March 3	Primary Election Day/Professional Development
April 20 - 24	April Break
May 5	Town Election Day/No School Students & Staff
May 25	Memorial Day

EARLY RELEASE ALL SCHOOLS

November 27	Thanksgiving Break
December 5	Professional Development
February 5	Professional Development
April 1	Professional Development
April 10	Early Release
May 19	Professional Development
June 16	Tentative last student day

Kindergarten AM/PM Sessions – In order to achieve equity in instructional time, the Early Release days in November - March, AM students will attend; PM students will have no school. For the Early Release days in April - June, PM students will attend in the morning; AM students will have no school.

MAJOR RELIGIOUS & CULTURAL HOLIDAYS

* August 11- 12	Eid al-Adha
* September 29 - October 1	Rosh Hashanah
October 8 - 9	Yom Kippur
** October 27	Diwali
* December 22 - 30	Chanukah
December 25	Christmas
December 26 - January 1	Kwanzaa
January 7	Orthodox Christmas
January 25	Lunar New Year
* April 8 - April 16	Passover
April 10	Good Friday
April 12	Easter
April 19	Orthodox Easter
* April 23 - May 23	Ramadan
* May 23 - 24	Eid al-Fitr

* Observance begins at sundown of the first day (circled).
 ** Celebrations may occur on days preceding and following this date.

Please see policies related to celebrating holidays on back of calendar.

KEY

No School ALL Schools / Early Release ALL Schools

Religious & Cultural Holidays / 5 Snow Days

BOLD #'s Conference Days

Important note to staff & parents: June 17 - 23 are possible school days. It is highly recommended that you reserve these days.

Calendar – Current Year, Cont.

2019-2020 WESTFORD PUBLIC SCHOOLS CALENDAR

REV. B

BACK TO SCHOOL NIGHTS

September 12	Abbot School
September 12	Day School
September 12	Crisafulli School
September 16	1 st & 2 nd Grades
September 19	Blanchard - Grade 6
September 19	Stony Brook- Grades 6 - 8
September 26	Blanchard - Grades 7 & 8
September 26	Kindergarten
October 3	Westford Academy (No classes at WA)
October 17	Preschool

PARENT CONFERENCES

Please note the different dates for no school days and delays for conferences.

- Nov. 25** Grades PreK - 8 - 2-8 p.m. conferences - **No School**
Nov. 26 Grades PreK - 8 - a.m. conferences - 2 hour delay
Mar. 23 Grades PreK - 5 - 2-8 p.m. conferences - **No School**
Mar. 24 Grades PreK - 5 - a.m. conferences - 2 hour delay

MARKING PERIODS

Preschool Marking Period Ends: Jan. 24 & June 15
 Elementary Marking Period Ends: Nov. 26, March 6 & June 15
 Middle School Marking Period Ends: Nov. 22, March 13 & June 15
 High School Marking Period Ends: Nov. 1, Jan. 24, April 3 & June 15

STARTING AND DISMISSAL SCHEDULE

School	Start	Dismissal	Early Dismissal
Westford Academy	7:35 a.m.	1:55 p.m.	11:00 a.m.
Blanchard	7:35 a.m.	1:55 p.m.	11:00 a.m.
Stony Brook	7:35 a.m.	1:55 p.m.	11:00 a.m.
Grades 3-5	8:25 a.m.	2:30 p.m.	11:40 a.m.
Grades K-2	9:05 a.m.	3:10 p.m.	12:20 p.m.
K (a.m.)	9:05 a.m.	11:35 a.m.	12:20 p.m.
K (p.m.)	12:40 p.m.	3:10 p.m.	No school
PreK (a.m.)	9:00 a.m.	11:30 a.m.	11:30 a.m.
PreK (p.m.)	12:30 p.m.	3:00 p.m.	No school

SCHOOL CLOSING/DELAY ANNOUNCEMENTS

(Approximately 5:30 A.M.)

Web: westfordk12.us

Radio: WBZ (1030), WCAP (980), WRKO (680)

TV: WBZ (4), WCVB (5), WHDH (7), FOX 25

School Committee approved: March 4, 2019
 Rev. B: Aug. 1, 2019

* MAJOR RELIGIOUS & CULTURAL HOLIDAYS POLICIES

Per Policy 5114: The existence of a religious holiday on a given day is, in and of itself, not a valid reason for removing a full or half day from the school calendar. A partial list of major cultural holidays will be listed on the reverse of the school calendar for reference only. If a committee is in place, the district or town cultural committee will review the list bi-annually. A more complete list of Massachusetts's legal holidays and some major religious holidays can be accessed annually at <http://www.doe.mass.edu/resources/holidays.html>.

Per Policy 5203: To be consistent with the spirit and letter of the law, and to avoid compromising any student's religious freedoms, the following guidelines are established.

Excused Absences – The Westford Public Schools will allow excused absences to celebrate religious holidays.

Notification of Absence – Parents are expected to follow procedures for 'reporting an absence' as stipulated in the student handbook.

Religious Holiday Observance – A student may not be penalized for his/her observance of a religious holiday. The student is expected to complete work impacted by the religious observance within one week of the holiday. Any missed tests or quizzes shall be taken within a week of the missed day, at a time mutually agreeable to the teacher and the student. At the elementary and middle school, it may be necessary to involve the student's parent/guardian for transportation consideration. Staff and teachers shall provide students with class notes or syllabus, and any assignments prior to the absence if requested and if available. Otherwise these items shall be provided upon return from a religious holiday.

Sports and Extracurricular Activities – Students shall not be penalized because they are unable to participate in a sporting event, practice, try-outs or any other extra-curricular activity due to their observance of a religious holiday.

KINDERGARTEN REGISTRATION: March 9, 2020 6-8 p.m. and March 10, 2020, 9 - 12 noon

WA GRADUATION: June 5, 2020