



WELLESLEY PUBLIC SCHOOLS

Learning • Caring • Innovating



Elementary STUDENT HANDBOOK

2021 - 2022

ELEMENTARY SCHOOLS

BATES SCHOOL - 116 Elmwood Road

Toni Jolley, Principal
Melanie Friedman, Secretary

781-446-6260

Voice Mail: 781-446-6315

FISKE SCHOOL - 45 Hastings Street

Rachel McGregor, Principal
Susan Drayton, Secretary

781-446-6265

Voice Mail: 781-446-6219

HARDY SCHOOL - 293 Weston Road

Grant Smith, Principal
Janet Rixon, Secretary

781-446-6270

Voice Mail: 781-446-6225

HUNNEWELL SCHOOL - 28 Cameron Street

Ellen Quirk, Principal
Kristyn Chin, Secretary

781-446-6275

Voice Mail: 781-446-6245

SCHOFIELD SCHOOL - 27 Cedar Street

Gerardo Martinez, Principal
Kristin Lueken, Secretary

781-446-6280

Voice Mail: 781-336-6230

SPRAGUE SCHOOL - 401 School Street

Leigh Petrowsky, Principal
Lisa Licata, Secretary

781-263-1965

Voice Mail: 781-263-1969

UPHAM SCHOOL - 35 Wynnwood Road

Jeffery Dees, Principal
Robin Boucher, Secretary

781-446-6285

Voice Mail: 781-263-1510

Students and parents who are not comfortable reading or communicating in English, or who require some other accommodation, should notify the School Principal. Arrangements will be made for all relevant information from the K-5 Handbook to be available in the family's primary language and will make any other accommodations necessary to communicate appropriately.

Traducción disponible a solicitud.

可根据要求提供译文。

요청 시 번역을 제공해 드립니다.

Bản dịch có sẵn theo yêu cầu.

Tradiksyon disponib sou demann

Mayroong pagsasalin sa wika kapag hiniling.

ترجمه بنا به درخواست در دسترس می باشد

The Wellesley Public School System does not discriminate on the basis of race, color, sex, age, gender, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status in admission to, access to, employment in, or treatment in its programs and activities.

The Wellesley Public School System is committed to maintaining a school environment free of harassment based on race, color, sex, age, gender, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status.

All district academic and nonacademic programs and events are offered regardless of race, color, sex, age, gender, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status.

WELLESLEY PUBLIC SCHOOLS

40 Kingsbury Street • Wellesley • Massachusetts 02481
781-446-6200

Dr. DAVID F. LUSSIER
Superintendent of Schools

SANDRA A. TRACH
Assistant Superintendent, Teaching and Learning



CYNTHIA D. MAHR
Assistant Superintendent, Finance and Operations

August 2021

Dear Parents,

The partnership between schools and families is fundamental to the success of children. With that in mind, we have prepared this K-5 Handbook describing the elementary curriculum, enrichment programs and support services available to you and your children. It identifies key skills, which our instructional program is designed to nurture, and it outlines district policy and administrative procedures you will want to understand.

As you read through this handbook and experience our schools, I trust that you will see evidence of our commitment to our core values:

- ❖ **Academic Excellence**
- ❖ **Cooperative and Caring Relationships**
- ❖ **Respect for Human Differences**
- ❖ **Commitment to Community**

We hope you will find the information within this handbook to be useful. Please do not hesitate to contact your local elementary school principal for further information.

Sincerely,

A handwritten signature in black ink, appearing to read "David F. Lussier".

David F. Lussier Ed.D.
Superintendent of Schools

WPS CENTRAL OFFICE ADMINISTRATION

40 Kingsbury Street • 781-446-6210

David F. Lussier, Ed. D.

Superintendent of Schools

Sandra A. Trach

Assistant Superintendent, Teaching and Learning

Cynthia D. Mahr

Assistant Superintendent, Finance and Operations

Sarah Orlov

Director of Student Services

Kathleen Dooley

Director of Technology

Charmie Curry, Ed. D.

Director of Diversity, Equity, & Inclusion

Monica Visco

Director of Human Resources

WELLESLEY SCHOOL COMMITTEE

school_committee@wellesleyps.org

Catherine Mirick, **Chair**

Linda Chow, **Vice Chair**

Leda Eizenberg, **Secretary**

Melissa Martin, **Member**

Jim Roberti, **Member**

OUR MISSION

The Wellesley Public Schools (WPS) exist to provide a high quality, comprehensive educational experience that supports each student's academic, social, and emotional development and prepares them to be global citizens who are college, career, and life ready.

OUR VISION

WPS aspires to be a world-class school system that develops the heads, hearts, and hands of its students and inspires them to be the critical thinkers, problem-solvers, artists and innovators who make contributions to their communities, our nation, and the world.

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SECTION 1 - ABOUT THE WPS ELEMENTARY SCHOOLS

WPS DISTRICT PRIORITIES

GOAL 1: SOCIAL AND EMOTIONAL LEARNING

Develop a school and district approach to social and emotional learning (SEL) integrated into core curricular areas.

GOAL 2: TIERED SYSTEMS OF SUPPORT

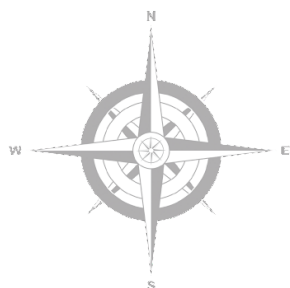
Develop and refine a tiered system of instructional supports PreK-12 so all students are appropriately challenged and experience continuous growth.

GOAL 3: 21st CENTURY LEARNING

Refine and expand opportunities PreK-12 for students to engage in creative, authentic and collaborative learning experiences that inspire curiosity, encourage innovation and engage students' imagination.

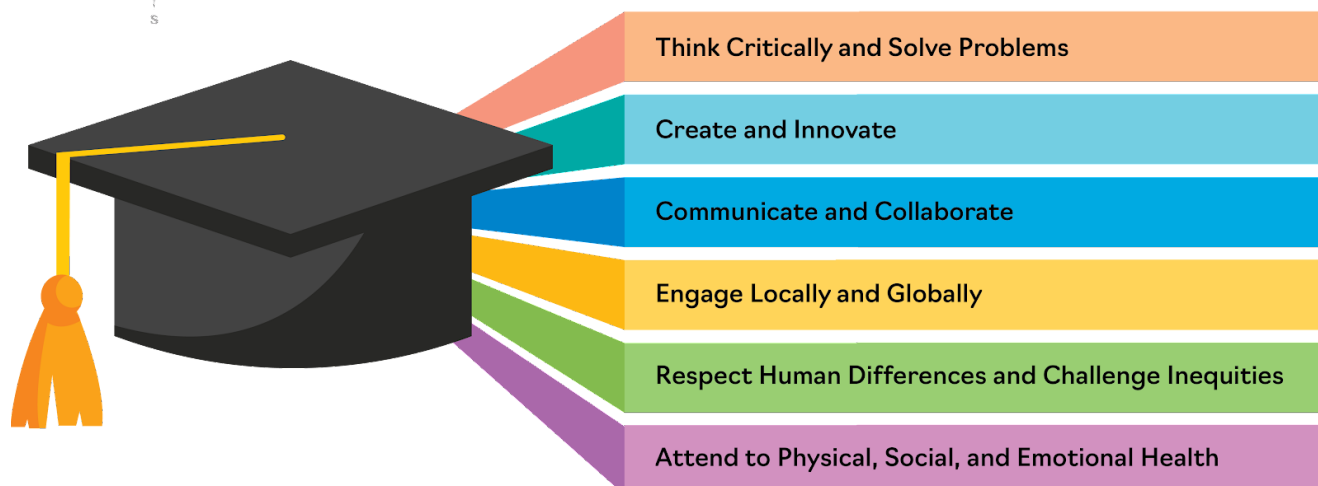
GOAL 4: CULTURAL PROFICIENCY AND INCLUSIVENESS

Establish and implement a coordinated, district-wide approach around cultural proficiency and inclusiveness that promotes a deeper understanding of and commitment to the strengths of diversity.



WELLESLEY PUBLIC SCHOOLS PROFILE OF A GRADUATE

WPS aspires to be a school system that develops the heads, hearts, and hands of its students by inspiring them to:



THE ELEMENTARY SCHOOL CHARACTERIZED

School Facilities

Each of Wellesley's seven elementary schools has classes of kindergarten through fifth grade. Each school contains between twelve and eighteen classrooms; an all-purpose room for fitness and health, lunch and assemblies; a learning center; a music/art room; and a library. In addition, each school is situated on a minimum of five acres divided into play areas for primary and intermediate levels.

The Principal

The principal is the administrative and instructional leader of the school and has the responsibility for providing, through the faculty, an efficient, sequential and sound educational experience for all of the children.

The principal is responsible for the administration of the building, including enforcing the rules and policies of the school committee and superintendent of schools; the final selection and evaluation of the staff, both professional and nonprofessional; the health and safety of all who occupy the physical plant; and the business management of the plant, including ordering textbooks, supplies, educational materials and equipment.

As the chief guidance person in the building, he/she is responsible for ensuring that each child is receiving instruction that is geared to his/her individual needs. The principal confers with parents and has the final responsibility for grade placement of individual children. He/she can call upon the supportive services of the school department whenever necessary to obtain additional help toward making decisions relative to either children or staff. The principal is responsible for interpretation of the school program to the community. He/she is directly responsible for the total curriculum within the school providing the educational leadership necessary to maintain high educational standards and for reviewing and improving the curriculum.

Whenever a parent has a question regarding a child, it is recommended that this first be discussed with the child's teacher. If further information is felt necessary, the parent should then contact the principal. Whenever a parent wishes interpretation of school policy, the principal should be contacted directly.

The Organization

The school is organized on the principle of self-contained, heterogeneous classrooms. Multi-grade classrooms are similarly organized on a self-contained, heterogeneous basis with an appropriate number of groups for specific learning purposes. In all classrooms, children are working at different learning levels and rates. Each spring classes are regrouped for the following year. The teacher is the key figure in all subject areas and is responsible for meeting the various needs and abilities of the children in the class.

Class Placement

The following goals guide the school staff when class assignments are made and apply to placement whether in single grade or multigrade classrooms:

- a. to form a class of children that is balanced with respect to intellectual, social, physical, emotional needs;
- b. to have a balanced girl/boy ratio in each classroom and each age group whenever possible; and
- c. to consider the effect individual children have upon one another so that the optimal learning environment for the entire group is achieved and to achieve an equitable teacher-student ratio.

Parents have the opportunity to provide schools with specific information about their children. The school welcomes information that may be considered in formulating class groupings. Requests for specific teachers cannot be made. The ultimate responsibility for placement is with the school principal.

School Council

The School Council, established under the Education Reform Act of 1993, advises the principal on various school matters including policies and practices and the annual school improvement plan. The Council is composed of the principal, three staff members, four elected parents and one community member. The Council meets monthly, and times are published at each school. All parents are encouraged to attend.

Parent Teacher Organization (PTO)

Parents are encouraged to participate in their school's PTO. Often the PTO sponsors presentations and workshops designed for parents. These include information sessions on school curriculum and special projects. Each school has a PTO Board and many volunteer opportunities. The PTO works to enrich the experience of students, their families and the school staff. Contact your school for more information.

Volunteers

There are many ways for parents and other adults in the community to enrich the school experiences of children; for example, speaking about your job or special past experiences, providing reading, writing or math help, assisting with the Art Appreciation, and other special programs. If interested, please contact your school principal.

METCO

Cynthia Russell, Director and Academic Coordinator of WHS

Dedra Moore, Academic Coordinator for WMS

Brandon Cox, Academic Coordinator for Elementary

Carla Lumley, Secretary and Transportation Coordinator

The Metropolitan Council for Educational Opportunity METCO Program is a state funded, voluntary educational desegregation program designed to eliminate racial imbalance through busing. Our mission is to provide, through professional leadership and voluntary citizen action, the development and promotion of quality integrated educational opportunities for urban and suburban students in the Greater Boston community, and to work towards the expansion of a collaborative education program with the Boston and suburban school systems.

Wellesley began its relationship with the METCO program in 1966 as one of the original seven founding districts. Well over 100 METCO students are enrolled in grades K -12 in all nine of Wellesley Public Schools: Fiske, Bates, Schofield, Sprague, Hunnewell, Hardy and Upham elementary schools, Wellesley Middle School, and Wellesley High School. Enrollment is based on annual program funding, available seating, and completion of the intake process.

WPS 2021-22 ACADEMIC YEAR CALENDAR

August 21						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 22						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

Aug 25-27 (Wed-Fri)
 Aug 30 & 31 (Mon/Tues)
Sept 1 (Wed)
Sept 1 thru Sept. 10
 Sept 6 (Mon)
 Sept 7 (Tues)
Sept 13 (Mon)
 Sept 16 (Thurs)
 Oct 11 (Mon)

New Professional Staff
All Professional Staff
School Begins All Students
Kindergarten Begins - Half Days
Labor Day - No School
Rosh Hashanah - No School
Kindergarten Full Days Start
Yom Kippur - No School
Indigenous Peoples Day-No School
Early Release WMS & WHS(TBC)
Early Release PreK-5 Parent Conf
Veterans' Day - No School
Early Release - All Schools
Thanksgiving Recess - No School
Professional Day - No School
Year-end Vacation - No School

September 21						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

March 22						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Oct 13 (Wed)
 Nov 2 (Tues)
 Nov 11 (Thurs)
 Nov 24 (Wed)
 Nov 25-26 (Thurs/Fri)
 Nov 29 (Mon)
 Dec 24 - Dec 31
2022

School Reopens
Martin Luther King Jr Day-No School
Winter Vacation Week-No School
Early Release PreK-5 Parent Conf
Good Friday - No School
Spring Vacation Week-No School
Memorial Day - No School
WHS Grad/Half Day WHS Only
Juneteenth Observed-No School
Closing Day All Students (1/2 day - assumes 5 contingency days)
Closing Day-All Teachers(assumes 5 contingency days)

October 21						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 22						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Jan 3 (Mon)
 Jan 17 (Mon)
 Feb 21 - 25 (Mon-Fri)
 March 29 (Tues)
 April 15 (Fri)
 April 18 - 22 (Mon-Fri)
 May 30 (Mon)
 June 3 (Fri)
 June 20 (Mon)
June 24 (Fri)

November 21						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 22						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 27 (Mon)

Please see PAWS Website for PAWS-Specific Start/Stop Dates
WHS Graduation day is Friday, June 3. The final day of school will be adjusted depending on the number of contingency days used if any.
 (Teachers work 184 days; students attend 180 days.)

December 21						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 22						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

No School
 Additional Elem. Early Release Date for Parent Conf.
 Early Release Dates for WMS & WHS
 Early Release Date **WMS Only**
 Early Release Date **WHS Only**

Early Release - Elementary students are dismissed on Wednesdays at 12:00 noon. **Middle School (11:19 am) and High School (11:29 am) Early release dates are:** October 13, November 3 and 24, December 1, January 5, February 2, March 2, April 6, May 4. **NB: June early dismissals are Middle School: June 1; High School: June 3**

January 22						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Student Scheduled Days

September 19 February 15
 October 20 March 23
 November 18 April 15
 December 17 May 21
 January 20 June 17
 Total: 185

The final day of school will be a half day. For elementary students there will be only one half day during the final week of school. If the last day of school is a Thursday or Friday, the preceding Wednesday for elementary students shall be a full day.

Football First day of practice:
Fall Athletics First day of practice:
Winter Athletics First day of practice:
Spring Athletics First day of practice:

As Voted by School Committee: 4/13/21

SECTION 2 - SCHOOL CALENDAR, DAILY ROUTINES, SCHEDULES & PROCEDURES

School Year Calendar

The first day of school for this year will be:

Wednesday, September 1, 2021

Projected last day of school (assuming 5 contingency days):

Friday, June 24, 2022

School Hours

8:30-3:05 except Wednesdays 8:30-12:00. Student supervision commences a minimum of 10 minutes prior to the designated starting time. In the afternoon, supervision ends with the departure of the last student on the bus.

Dismissals, Tardiness And Absences

The adult who picks up a child early must come into the school office to sign the dismissal log-book. Written notes are requested in advance if possible. Tardy students should be escorted by an adult to sign-in in the office upon arrival at school. Regular attendance is essential for a child to make continuous progress. While some work can be provided during absences, it cannot duplicate what takes place in the classroom. Please see [SECTION 4](#) for the [District Policy on Attendance](#).

Absence Reporting Form

New for 2021 – To better track illness trends across the district we are now using an online form for reporting absences. We are no longer using absentee phone lines. Your student's ***Absence Report Form*** can be found on the homepage for your individual school building. You may [bookmark your school's form as an icon on your phone using this video tutorial](#).

Safe Arrival Program

The Safe Arrival Program ensures that parents are notified promptly if their child fails to arrive at school. Parents are requested to call the Safe Arrival number if their child will be late or absent for any reason.

Before School And After School Programs

Before and after school programs are available on a limited basis at each elementary school. Please contact your school's office for more information.

Early Childhood And Kindergarten Screenings, Registration & Orientation

Early Childhood And Kindergarten Screening

CMR 28:00 gives the public schools the responsibility for identifying any child, ages three or four, who may have a special need.

The director of preschool programs and the early childhood coordinator work closely with local preschools and early childhood agencies to identify children who may be eligible for special education. In addition, parents receive regular public notice through local newspapers concerning their right to request a special education evaluation. Parents with any questions or concerns about their child's development are encouraged to contact the Wellesley Preschool office to speak with the early childhood coordinator.

Special education regulations also mandate that all children entering kindergarten undergo a screening to review each child's development and assist in identification of need for a special education evaluation. Kindergarten screenings are conducted annually in the spring before a child begins kindergarten. Information about the screening process is sent to all parents through their neighborhood school. A brief developmental screening tool is used to survey the child's development in the areas of speech and language, pre-academic, and fine and gross motor skills. Hearing screenings are conducted by the school nurse. Parents are asked to provide any relevant developmental and/or medical information as part of the kindergarten registration process. Based on information gained from the child's performance on the screening instrument, the parents, the school nurse, and conversations with the classroom teacher, the school-based screening team determines whether any further action is indicated. Information about each child's performance is shared with parents in writing. When appropriate, parents and the screening team may initiate a referral for a special education evaluation.

Entrance Age Requirements

Entering kindergarten children must be five years old on or before August 31st of the enrollment year. Entering first grade children are six years of age on or before August 31st of the enrollment year. Exceptions to Grade 1 age requirement will be considered in accordance with Wellesley Public Schools early admission to first grade protocol (See Appendix A)

Kindergarten Registration

"Kindergarten Roundup" - Each spring, information concerning the procedure for registering a child for entrance to kindergarten is distributed directly to all parents known to have eligible children. Before entering kindergarten the child must have a recent physical examination, which includes complete immunizations.

Kindergarten Orientation

In late spring or just before the opening of school, there is a kindergarten orientation for the child with his/her parents. As the opening of school gets closer, teachers send information about the first day and the first week to ensure that the child is well prepared. Some schools will meet with the parent and/or child at the beginning of the school year in order to share information that will support the child's school adjustment.

Open Enrollment Program

Open Enrollment is an option that allows parents to voluntarily request attendance at a school other than their home school. Prior to applying for Open Enrollment, a child must be registered in the Wellesley Public Schools. Open Enrollment requests must be submitted to the District Registrar between March 1st and May 1st for the following school year. Application forms may be downloaded from the WPS Website and/or requested from the Central Office. A family seeking Open Enrollment for more than one student must submit a separate application

for each child. Applications will be considered on an individual basis. There is no guarantee that Open Enrollment placements for more than one child in a family will be granted for each child.

All Open Enrollment applications will be reviewed after the May 1 submission deadline. Open Enrollment applications will first be considered based on the order of receipt. Decisions will be based primarily on space availability at the requested school. Additionally, the Assistant Superintendent for Finance and Operations will consult with the principal of the requested school to further assess the learning profile of the class/grade. Maintaining an optimum learning environment for all the students within that class/grade will be a priority. In order to ensure available seats for student residing within that attendance zone, the following space guidelines will inform decisions related to Open Enrollment:

- ❖ From May 1 through May 31, admission may be granted if there are more than 5 spaces available in the requested grade level.
- ❖ Applications not granted May 31, will remain active for consideration until June 30.
- ❖ From June 1 through June 30, admission may be granted if there are more than 3 spaces available in the requested grade level.
- ❖ No applications will be granted after June 30, for the following school year.

Once an Open Enrollment is granted, families will have 5 days to consider and accept the Open Enrollment decision in writing. Once accepted, the Open Enrollment assignment will be considered as a permanent placement and families will not have to reapply for Open Enrollment in subsequent years. Additionally, even though a student may be attending a school other than his/her home school, any future siblings of that student will still need to apply for Open Enrollment to attend the same school as their older sibling.

Other factors considered in making Open Enrollment decisions will include priority ranking for acceptance as follows:

- ❖ Siblings of students affected by a grade level closure and subsequent reassignment.
- ❖ Siblings of students placed due to the need for a specialized program (special education and/or ELL.)
- ❖ Students assigned through a previous Open Enrollment assignment.
- ❖ Children of WPS Professional Staff (Assigned through an internal process outside of Open Enrollment.)

Transportation

Transportation is not provided to any students who are enrolled in a school through the Open Enrollment process.

Bicycle Permission

The traffic and safety hazards vary at each elementary school. Each school has its own bicycle procedures, however, no youngster can ride a bike to school prior to entering grade 3, unless accompanied by an adult. Bicycle riding to any school and by any age youngster is a privilege. The right to bring a bicycle onto school grounds can be restricted by the principal for unsafe practices. The Commonwealth of Massachusetts requires children, 16 and under, to wear a helmet while either operating or riding a bicycle.

Bus Transportation

In accordance with school committee policy, students in grades K-6 living two miles or more from school are eligible for free school bus transportation. Students in grades K-6 living less than two miles from school are eligible to apply for transportation through the optional school bus transportation program. All students in grades 7-12 are also eligible to apply for the optional school bus transportation program. The optional school bus transportation program is fee based. Notice of the optional school bus program is sent via email from School Transportation Office. The email is sent by mid-March of the current school year for the next school year. Applications must be received by the deadline. Applications received after the deadline will be processed in the order in which they are received on a space available basis.

To ensure the safety of all students, good behavior is expected. If a student does not behave appropriately on the school bus, the driver will report the incident to the school principal. Students are urged to use seat belts on the buses.

Cancellation Or Delayed Opening Of School

When school is cancelled for the day, the cancellation is announced through our School Messenger program via email, phone, and text messages. It will also appear on all major radio and television stations (WRKO, WHDH, WBZ, WKOX, WNTN, WBUR, WBMX, WCRB, WCLB, WMJX, TV Channels 4, 5, 7, and Wellesley Cable Channel). Please do not call the school or the police station to obtain cancellation information, since phone lines need to remain open to deal with emergencies. Consult the media, or call the Wellesley Public Schools information number: 781-446-6200.

Emergency Closing Of Schools

At rare times it may be necessary to close schools before the regular dismissal time i.e., power failures, pending storms. When these occur, every effort will be made to reach parents through the school's emergency contact system. There are times, however, when contact cannot be made. When this occurs, the children will be sent to a designated person identified on the child's emergency contact information. If this procedure does not meet the parents' needs, please write a note to the school indicating an alternative. The school urges all parents to talk with their children about what they should do in the event that no one is home when they arrive. This procedure should be reviewed with children throughout the year. Two neighbors should be identified for these emergency situations.

Emergency/Safety Drills

The Wellesley Public Schools works in close collaboration with the Wellesley Police and Fire Departments to ensure all students are safe and school buildings are secure. Elementary students, teachers, and staff participate annually in practice emergency drills including fire drills, bus safety, and evacuation drills. All trainings and drills are framed in age-appropriate ways as students are prepared to know what to do in the case of an emergency. Directions and guidance from teachers and staff are given during drills so students know whether to shelter in place (stay in classrooms) or to evacuate quickly using the closest exit. During an evacuation drill, students are guided by teachers who know safety location sites identified in the surrounding community. Wellesley police officers and firefighters assist schools during safety drills. Students are expected to cooperate

fully and to follow the direction of any adult during all safety drills. For detailed information on your school's specific security and safety protocols, please contact your principal.

Lunch

Each elementary school provides a formal lunch program. Children may purchase a full lunch, which includes milk, or purchase milk separately. Monthly menus are available on each school's website.

For the 2021-2022 school year meals are free nationwide. A la carte items and second meals may be purchased using our traditional lunch program. The lunch program is a debit system. There must be a positive amount deposited in a child's account so that participation can be deducted from this amount. Students order a hot or cold lunch or milk in their classrooms at the beginning of the school day. These orders are then passed on to the Food Services Department and the transactions are then processed. There must be money in the account to cover this transaction.

Payment to a student's account can be made online through Whitson's My School Lunch [payment service](#). Payments can also be made by check or cash by calling the Food Service Department at 781-446-6250, extension 4107 or 4108.

Smart Phones, Smart Watches, And Other Electronic Devices

For reasons of distraction, safety, and security, smartphones, smartwatches and other electronic devices must be put away during the school day with no exceptions. These items are not considered "put away" if they are in the pockets of jackets, coats, or pants. Parents wishing to reach students during school hours are asked to call the main office and leave a message for the student or ask that the student come to the office and return the call.

Text messaging during the school day is prohibited and is not allowed even between the student and a parent/guardian. In the event that a student's cell phone or any other electronic device is visible during the school day, the following procedure will be followed: The phone or device will be confiscated and kept in the office. For the first offense, the student may pick up the item at the end of the school day. For future offenses, the item will be returned at the discretion of the Principal. If this becomes a repetitive issue, the phone will be confiscated and a parent will have to retrieve it from the office. Discipline for repeated violations will be left to the discretion of the Principal.

Taking pictures, recording videos or recording conversations without consent at any time during the school day is strictly prohibited.

For the WPS District Acceptable Use Policy - Technology, please refer to [SECTION 4](#) in this handbook, "District Policies, Legal Rights and Responsibilities."

SECTION 3 - THE WHOLE CHILD: ACADEMIC, SOCIAL & EMOTIONAL LEARNING

THE CORE CURRICULUM

There is differentiated instruction in self-contained, heterogeneous classrooms. Art, music, fitness and health, library, and Spanish FLES are taught by specialist teachers. Media and learning centers are staffed by professionals and teaching assistants. System-wide specialists in Literacy, mathematics, computer technology, and METCO multi-cultural specialists serve the schools. Chorus, orchestra and band are offered in each school. Wellesley's core curriculum creates a foundation of common learning expectations and experiences for all children. The core does not, however, occupy the entire school calendar. A balance exists between core experiences and those created from teacher and children's interests.

Social and Emotional Learning (SEL)

The Wellesley Public Schools' K-5 approach to social and emotional learning (SEL) is informed by the *Collaborative for Academic, Social and Emotional Learning (CASEL)* and the *Open Circle Curriculum*. According to the *CASEL* framework, SEL is the process of developing essential social and emotional skills, knowledge, and attitudes related to five key areas:

- ❖ **Self-Awareness:** recognizing one's emotions and values as well as one's strengths and limitations
- ❖ **Self-Management:** managing emotions and behaviors to achieve one's goal
- ❖ **Social Awareness:** showing and understanding empathy for others
- ❖ **Relationship Skills:** forming positive relationships, working in teams, dealing effectively with conflict
- ❖ **Responsible Decision-Making:** making ethical, constructive choices about personal and social behavior



Open Circle, an evidence-based social and emotional learning program developed by [Open Circle at the Wellesley Centers for Women at Wellesley College](#), reinforces and enhances social and emotional learning across all academic disciplines. Open Circle's kindergarten through grade 5 whole-school approach includes all adults in the school community - teachers, administrators, support staff and families - learning to model and reinforce prosocial skills throughout the school day and at home.

Classroom teachers implement the grade-differentiated *Open Circle* curriculum during twice-weekly, 15-minute *Open Circle Meetings*. Students form a circle of chairs, including an empty seat to symbolize that there is always room for another person, voice or opinion. *Open Circle* lessons are highly interactive, incorporating large and small group discussions, role playing, community-building and mindfulness activities and practices,

and children's literature. Lesson topics include listening well, including one another, cooperating, understanding feelings, teasing, bullying, recognizing differences among people, getting calm, problem solving, positive self-talk, and more. The goals of the lessons are to create a safe, caring and highly engaging classroom environment and to give children the skills they need to succeed academically, solve interpersonal problems and build positive relationships.

English Language Arts

Philosophy

The goal of the K-5 Wellesley English Language Arts Curriculum is to create students who are independent, critical thinkers and confident, effective communicators by developing strong reading, writing, listening and speaking skills. Students engage daily in productive reading, thinking, talking and writing about texts of various genres, representing a variety of cultural contexts. Through the writing process students develop effective writing and presentation strategies to construct meaning across all content areas. The development of literacy skills is gradual, and shifts over time as children grow, and the texts they read and pieces they write become more complex. Skills and strategies are introduced at specific grade levels and then are practiced, reinforced, and mastered in subsequent grades.

Instructional Program

The K-5 Wellesley English Language Arts Curriculum is comprehensive and process oriented. It is aligned to the [Massachusetts State Curriculum Framework for English/Language Arts](#). The elementary schools follow a workshop model of delivery that is focused on the gradual release of responsibility from teacher to student independence and mastery. Daily instruction in reading and writing includes active engagement in whole group, small group and independent work. Each of these structures is targeted to meet student needs in the context of the specific goals and objectives of lessons.

Reading instruction is comprised of word study (phonics and vocabulary), strategies for decoding and comprehension, as well as thinking, talking and writing about books and the ideas within them. Students read and write for different purposes in a variety of genres. Spelling and grammar are taught within the context of writing. Digital resources and tools are used where appropriate to engage students further in communication, collaboration, critical thinking, and creativity. The school and classroom libraries are vital resources in providing students access to a wide range of challenging texts across all grade levels and cultural contexts for independent reading and research.

Mathematics

The K-5 Wellesley Mathematics Curriculum reflects and supports the vision of the *Common Core State Standards for Mathematics* and the [Massachusetts State Curriculum Framework for Mathematics \(2017\)](#). Additionally, the elementary mathematics program is based on the district's K-12 philosophy that mathematical learning:

- is built on conceptual understanding and reasoning, not just rote memorization
- requires active and ongoing participation by the learner in building understanding and making connections

- requires communication, collaboration, and reflection.

The goal of mathematics instruction throughout the elementary grades is to have students develop both deep and complex understanding of mathematical concepts and skills as well as procedures they can use to solve problems accurately. Mathematics instruction emphasizes sensemaking, problem solving, reasoning, and understanding relationships.

The core mathematics curriculum for grades K-5 is [*Investigations in Number, Data, and Space, 3rd edition*](#). With this curriculum, students develop conceptual understanding and procedural proficiency in five content areas: number & operation, geometry, measurement, data, and algebra. Whole number computational fluency and automaticity with basic facts is a critical part of the elementary math program.

In addition to mathematical concepts and skills, our elementary mathematics program focuses on helping students develop the habits of mind and ways of thinking of mathematicians. Students are engaged in developing proficiency with the following “[Standards for Mathematical Practice](#)”:

1. Make sense of problems & persevere in solving them.
2. Reason abstractly & quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

In elementary classrooms, students work to make sense of ideas by participating in problem solving, guided explorations, and mathematical discussions. Problems presented to students often have multiple solutions or varied methods for reaching solutions. Because reflecting on and writing and talking about mathematical concepts and strategies contributes to student learning in significant ways, there is a strong emphasis on communicating mathematically. Students are consistently asked to explain their reasoning, reflect on the accuracy of answers, prove that methods for solving problems work, compare strategies, and describe and represent what they know about a mathematical idea. Teachers regularly assess students during a unit of study and at its completion to monitor student progress and make instructional decisions.

Science and Engineering

The K-5 Wellesley Science Curriculum reflects and supports the vision of the Next Generation Science Standards and the [Massachusetts State Science, Technology and Engineering Curriculum Framework](#); it is designed to develop students’ ability to think scientifically while learning about their world. Additionally, it aligns with the district’s PreK-12 Science and Technology/Engineering curriculum goals of creating knowledgeable, scientifically literate, and technologically capable problem solvers. By fostering a spirit of inquiry, nurturing our students’ curiosity, and bringing current, relevant and real-world science into the

classroom experience, we prepare our students to become educated citizens capable of comprehending and analyzing global issues in the fields of science and engineering.

In grades K-5, students actively engage in the practices of scientists and engineers while studying fundamental concepts in three science strands: life, physical, and earth and space. Each year students build on their previous years' studies to deepen their understanding of essential science concepts. Through actively engaging in scientific and engineering discussions and explorations, students learn how to carry out investigations, ask scientific questions, use data to understand their world, and how to effectively communicate their reasoning while considering the reasoning of others. This integration of science and engineering practice with content reflects how scientists and engineers work in the real world, and provides deeper, more meaningful experiences for our young learners.

The following Key Science and Engineering Practices are emphasized in grades K-5:

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Social Studies

The goal of Wellesley Public Schools K-5 Social Studies instruction is to develop students' skills and habits of mind so that they become productive and informed citizens of our community, country and world. Through the study of history, geography, civics, and economics, students explore the forces that shape the world around them, past and present. Students study the concepts of identity, community, culture, governance and democracy and learn about the ways in which individuals and groups can engage productively to effect change.

A core feature of the Wellesley Public Schools Social Studies instructional program is the active engagement of students in their own learning. Students generate, investigate and discuss questions of interest, create authentic products, use simulation and role-play, engage in service-learning projects, and grapple with current events and social justice issues. Students are supported to develop as critical thinkers, as writers and as engaged citizens.

They will construct understanding, analyze and synthesize information, recognize and build well-founded explanations, navigate the complexity of multiple perspectives, and communicate their thinking regarding various social, historical, political, and cultural perspectives. As students learn about their own and others' histories and cultures, they are encouraged to consider the perspectives and biases that may affect viewpoints, including their own.

Art

The Wellesley Public Schools K-5 Art Curriculum is built on the seven elements of art and design: line, shape, color, form, value, space and texture. The curriculum is informed by the four *National Core Arts Standards* asking students to create, perform, respond and connect. Beginning in kindergarten, these seven elements are introduced to students in a variety of learning experiences that build a foundation for perceptual, expressive, and cultural development. Through a continuous developmentally appropriate approach to the elements of art and design, students will experience an exploration of media in a multi-cultural, cross-curriculum that has them creatively problem solving and becoming aware of the power of self expression. The uniqueness of the individual is the focus at all levels of art education.

Fitness And Health

The Elementary Fitness and Health program develops movement competence and encourages participation in developmentally-appropriate physical activity. The focus of weekly instruction is knowledge and skills needed to participate in a healthy active lifestyle. Learning goals at each grade level reflect the intent of the National Standards for Health and Physical Education and support the wellness philosophy and core values of the Wellesley Public Schools.

Students will:

- ❖ demonstrate competency in many movement forms and proficiency in a few movement forms (motor skills);
- ❖ apply movement concepts and principles to the learning and development of motor skills (learning concepts);
- ❖ exhibit a physically active lifestyle. (active lifestyles outside of the classroom)
- ❖ achieve and maintain a health-enhancing level of physical fitness. (is physically fit)
- ❖ demonstrate responsible and personal social behavior in physical activity settings. (personal and social skills)
- ❖ demonstrate understanding and respect for differences among people in physical activity settings. (diversity)
- ❖ understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction. (values exercise)

Other topics of health education are woven into subject areas in grades one through four. Topics include nutrition, exercise, rest, safety, accident prevention, self-awareness, self-esteem, family relationships, and the body's functions.

Curriculum Involving Human Sexuality Issues

The *Puberty and Development* curriculum is taught by the **grade 5** classroom teacher and is designed to help students gain a better understanding of their changing bodies and themselves in relation to others. The values underlying the lessons are: the self worth of the individual, respect for and responsibility toward self and others, accurate information for responsible decision-making, and the promotion of positive health habits.

This curriculum was developed in the context of the district's core values of respectful and caring relationships and respect for human differences and the principles of community. Parents are welcome to review the content of this curriculum. Parents may request and be granted the right for their children not to participate in units on human sexuality. If you have any questions, please contact your principal.

Library

The K-5 Wellesley School Library Program adheres to the Standards for the 21st-Century Learner in Action established by the American Association of School Librarians, a national organization, part of the American Library Association. The teaching and learning that daily takes place in our libraries is guided by our mission and vision statements (see below).

Mission

The Wellesley Public Schools Library Program strives to ensure that students are effective users of ideas and information. It supports teaching and learning in all grade levels, fosters a lifelong love of learning and reading, encourages the development of research and critical thinking skills, and espouses the ethical use of information.

Vision

The goal in the Wellesley Public Schools Library Program and of the school library teachers is to enable our students to become critical thinkers and users of information who are able to access information in multiple resources and formats. Critical skills for searching, selecting, evaluating, and using information are taught, practiced, and reinforced in every grade. Library teachers and classroom teachers collaborate to guide students as they develop and pursue research questions. To become digitally literate, students need to be challenged to locate and evaluate the quality of information they gather. To achieve this, students require access to a comprehensive suite of databases, eBooks, and print resources. With this array of resources, students have the means to develop a meaningful sense of what good, reliable, and accurate information is. School library websites are the appropriate portals to the collection of resources available for use at school or at home. To fully utilize the 1:1 program, instructional technology is integrated into library instruction. And, of course, fostering a love and appreciation of reading in all students remains one of the library program's primary goals.

The K-5 library curriculum is based upon the six National School Library learning standards that empower learners to deepen their own learning by

- ❖ acquiring new knowledge by thinking critically and solving problems
- ❖ operating in a global society by interacting with and acknowledging the perspectives of others working with others to achieve common goals collecting, organizing and sharing resources following ethical and legal guidelines while engaging with information

To accomplish these goals each library teacher collaborates with classroom teachers to integrate their curriculum projects with the resources available in the school library. The library teacher provides instruction on the use of databases and other resources (print and digital) which are available for student research. The library teacher collaborates with classroom teachers to ensure that the library has the resources which directly support class projects. These online resources are also available for use at home through each school library's website.

At the same time, the library teachers nurture in all students a love of reading. Library teachers want to guide each child to that “great read” that turns them into avid readers. Library teachers look forward to working with each student as they engage in research and pursue information, to explore their own interests and answer their own questions about the world.

Music

The music education program in the elementary schools consists of three core components:

General Music: weekly classes for all children K-5 for the entire school year.

Choral Music: weekly rehearsals during the school day for all fifth grade children.

Instrumental Music: weekly building-based, elective rehearsals of band and string orchestra that meet before school. Private lessons on instruments are offered after school through the Music Extension Program. Note that both the ensembles and the lessons are fee-based. Opportunities to rehearse and perform in All Town Band and All Town Orchestra are part of the elementary instrumental experience.

The ultimate goal of the K-12 music program is to provide a multitude of high quality opportunities for students to develop creativity, performance skills, critical thinking skills and the ability to be educated consumers of the arts. Graduates of Wellesley Public Schools will be lifelong learners who appreciate, participate in and evaluate the performing arts through personal, historical and cultural contexts. They will recognize that the arts are a vital contributing force, enriching not only their own lives but the lives of the greater community.

The K-5 music curriculum has been organized under four overarching strands which incorporate standards and assessments based on the National Standards for Music Education and the Massachusetts Music Curriculum Framework.

Spanish FLES (Foreign Language For Elementary Schools)

The mission of the WPS Spanish FLES program is “To give our students the necessary tools to become proficient Spanish-speaking learners, culturally competent, and respectful citizens in a global changing world.”

The WPS FLES Spanish Program offers a sequential, proficiency-oriented, content-enriched and thematic-based model that lays the foundation of an integrated, and growing, K-12 sequence for the study of Spanish. Teachers and students use Spanish for a minimum of 90% of the FLES instruction time with the goal of students first understanding and then producing in the language. Because students spend more time using the target language and are exposed to a wider variety of topics, students in content-based FLES programs generally attain a higher level of proficiency than their counterparts in regular FLES programs.

Goals

The WPS Spanish for Elementary Schools has the following program goals:

- ❖ To develop functional proficiency skills in Spanish at an early stage of language acquisition by reinforcing listening, speaking, reading, and writing skills.
- ❖ To support content area instruction at each grade level by providing meaningful context for developing communication skills in Spanish.
- ❖ To cultivate a nurturing environment where students feel socially and emotionally supported while

learning Spanish.

- ❖ To foster openness and appreciation for other cultures by promoting global awareness and cross-cultural understanding.
- ❖ To ensure that all elementary school students have access to high quality Spanish instruction; regardless of learning styles, achievement levels, race/ethnic origin, socioeconomic status, home language, or future academic goals.

Program Model

K-5 Students participate in 3 classes a week:

Kindergarten and Grade 1

(3) 25 minute classes

Grades 2, 3, 4 & 5

(2) 25 minute classes &

(1) 30 minute class

Curriculum

The WPS Spanish FLES curriculum combines Wellesley's core content at each grade level with the national foreign language standards put forth by the Academic Council on the Teaching of Foreign Languages. Thus, Spanish language is acquired in a meaningful context. This program provides an interactive and stimulating learning environment that uses theoretically sound methodologies, creative instructional practices, and an array of authentic resources. The Spanish FLES program follows the natural sequence of language learning: understanding → speaking → reading → writing.

English Learners (EL)

The Wellesley Public Schools English Learner (EL) Department provides equitable access to all facets of our school system and assures our EL students are seamlessly integrated as members of our learning community. The EL Department aspires to empower EL students to compete with confidence among all peers in pursuit of the mission and vision of the district.

Our Program

WPS offers a Sheltered English Immersion (SEI) program for EL students. Students are identified to participate in the SEI program through the school/district registration process and are assessed using a variety of tools. During the assessment process an initial English language proficiency level is determined using the W-APT/WIDA screener. There are two main components within the SEI program:

1. *Core academic classes* – taught by licensed teachers who are specially trained to differentiate or shelter the language of the content for English language learners
2. *English as a second language class* – a separate content class taught by a teacher licensed in second language acquisition (ESL teacher)

The SEI program is offered at Fiske, Hardy, Sprague, and Schofield. WPS offers indirect support to children at non- program schools (Bates, Hunnewell, and Upham). Although SEI is the chosen program model, parents may elect to “opt-out” and place their child in schools and/or classrooms without any support in language acquisition or development.

Annual Assessment of EL Students

All EL students in Massachusetts are required to annually participate in Assessing Comprehension and Communication in English State-to-State for ELs (ACCESS). ACCESS measures students’ English skills in: Speaking, Listening, Writing, and Reading. All students, including those who have opted- out of program support, are required to participate in ACCESS. ACCESS takes place in January.

SEI Program Exit & Ongoing Monitoring of EL Students

The following criteria are considered for completion (“exit”) of the SEI program:

- ❖ ACCESS score of at least 5.0 across all domains (speaking, listening, reading, and writing)
- ❖ MCAS score of proficient in English Language Arts
- ❖ Meeting grade level standards in the core academic areas
- ❖ Classroom performance in ESL
- ❖ Teacher recommendation
- ❖ Social and emotional readiness

Every child learns at their own pace. While the exit criteria are the same for all students, the amount of time any individual child will need to master English may vary. After students exit the SEI program, they are monitored for the next four school years. ESL teachers gather reports and feedback from classroom teachers. Academic progress is reviewed to ensure students continue to successfully meet the academic expectations. If additional supports are needed, ESL teachers work with classroom teachers and administrators to make a plan for intervention.

Educational Technology

In K-5 classrooms, technology-based tools, desktop and laptop computers, and tablets are integrated to enhance students’ understanding of key curriculum concepts in all academic subject areas. Students learn to use technology as a tool for communication, research, problem solving and decision-making. Technology increases information access and the use of digital resources creates alternative educational experiences.

The responsible use of technology provides students with skills in basic operations and computer concepts, as well as skills in social, ethical and human issues. By using technology, students learn new skills, enhance learning, increase productivity and develop creativity. As a result, students develop lifelong positive attitudes toward technology.

For the WPS District Acceptable Use Policy - Technology, please refer to **SECTION 4** in this handbook, “District Policies, Legal Rights and Responsibilities.”

Homework

Homework is designed to provide practice, reinforcement and/or application of skills and knowledge learned in the classroom. Additionally, it promotes individual initiative, personal responsibility and self-direction. Each school has specific homework guidelines available to share with parents. Please contact your child's teacher with any questions.

Field Trips

Field trips are intended to give students learning experiences outside of the classroom and off school grounds. All field trips are approved by the Principal and the WPS Central Office. Permission slips signed by parents and/or guardians are necessary in order for students to participate. Field trips are considered an extension of the classroom, and often a special event in a student's academic experience.

Field Trip Eligibility

The Wellesley School Committee (SC) recognizes that academic field trips are an extension of the classroom experience that expand and reinforce concepts learned in the classroom and can provide new and unique experiences not available in the classroom setting. An academic field trip is defined as a visit to a location beyond school grounds that has a direct relationship to a curricular field. Students participating in any type of field trip are required to adhere to school rules and regulations. Attendance on school sponsored trips is not a student's right, but a privilege. No student may attend such a trip if, in the determination of the principal or his/her designee as part of disciplinary action unrelated to a disability, the student's behavior has been so inappropriate or antisocial as to be deemed disruptive to the planned trip. Knowing that each situation is unique, decisions will be made on a case-by-case basis.

Field Trip Consent Forms

Before a student is allowed to participate in a field trip, the school must receive a signed Field Trip Consent Form by a parent/guardian. Forms must be received by the deadline provided. Field Trip Consent Forms are consistent throughout the district and are specific to each event in which the student will participate. Field Trip Consent Forms will be made available to parents/guardians via their students or online prior to the field trip.

Chaperones for Field Trips

When a teacher needs parents to serve as a field trip chaperone, he/she will reach out for volunteers. Decisions around the number of chaperones needed and who is selected to chaperone will be determined by the classroom teacher and/or the principal. In some cases, chaperones may be limited due to the nature of the field trip. And, for some field trips, parent chaperones may not be needed. All parent chaperones must have a completed CORI form on file with the school district. The CORI application can be found on the WPS website or is available in the school office. (Note: CORIs are valid for three years.) Contact the school secretary to determine whether or not your CORI is still valid.

TESTING AND REPORTING ON STUDENT PROGRESS

Testing Program

The goals of the testing program are threefold: (1) compilation of progress data, preschool through grade 12; (2) program evaluation; (3) development of student profiles using achievement test data. In addition, the Massachusetts Department of Education requires testing at grades three, four and five.

Achievement test scores are reported to parents and recorded in the student cumulative folder. The need for supplemental individualized testing may be determined and recommended at any time throughout the school year. It is important to remember that standardized test scores reflect only one way to assess a child's achievement. Multiple sources of evidence, from the classroom and from testing, are needed to create an accurate picture of student progress. A brief description of the standardized test(s) at each grade level follows. Should you have any questions regarding this program, please confer with the principal at your school.

Standardized Testing

The Massachusetts Department of Education requires *Massachusetts Comprehensive Achievement System (MCAS)* testing in **grades three, four, and five**. The need for supplemental individualized testing may be determined and recommended at any time throughout the school year. It is important to remember that standardized test scores reflect only one way to assess a child's achievement. Multiple sources of evidence, from the classroom and from testing, are needed to create an accurate picture of student progress. Should you have any questions regarding standardized testing, please confer with the principal of your school.

In Grades 3-5, *MCAS* assessments are untimed and computer-based. Copies of test questions are released on the Department of Education website when results are sent to parents. All tests include multiple choice questions and most include short answer and open response questions requiring one or more paragraphs to answer. These tests are designed to assess a child's achievement in each curriculum area and the school's implementation of the state's curriculum framework.

The Wellesley Public Schools, on a planned cyclical basis, reviews both the state curriculum frameworks and the *MCAS* tests. The results of each review are reported publicly. When a curriculum is reviewed in Wellesley, the state frameworks are considered as well as frameworks publicized by the respective national professional organizations for each area of the curriculum, e.g., National Science Teachers Association, National Council of Teachers of Mathematics, International Literacy Association, etc. Wellesley's curriculum and the *MCAS* tests are well aligned in English Language Arts, Science and Mathematics.

The *MCAS* levels of achievement for each subject area are described below:

- ❖ ***Exceeding Expectations*** - A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.
- ❖ ***Meeting Expectations*** - A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.

- ❖ ***Partially Meeting Expectations*** - A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.
- ❖ ***Not Meeting Expectations*** - A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.

English Language Arts – Grades Three, Four and Five








Results are reported on student understanding of language, reading and literature, writing, and use of English grammatical conventions.

Mathematics – Grades Three, Four, and Five

Results are reported on student understanding of number sense and operations, patterns, relations and algebra geometry, measurement, data analysis, statistics, and probability.

Science Technology/Engineering – Grade Five only

Results are reported on student understanding of earth and space science, life science, physical science, and technology/engineering.

MCAS Tests at Elementary Grade Levels			
	English Language Arts	Mathematics	Science Technology/Engineering
GRADE 3			
GRADE 4			
GRADE 5			

Reporting Student Progress

Reporting on the progress students are making in the classroom is an ongoing practice. There are four formal reporting periods during the year; two parent-teacher conferences which take place in the fall and spring, and two written report cards issued in January and June.

In SY19-20, all elementary schools implemented a standards based report card (SBRC). The purpose of the SBRC is to clearly communicate student progress and performance towards Massachusetts' grade-level standards and expectations to students and families. The SBRC ensures that student learning is measured against a consistent set of academic criteria. Students are assessed using end-of-year grade-level expectations. They will receive an indication of their performance as outlined in the chart below.

Performance Indicators

Students are assessed using the *end-of-year* grade-level standards.

M	<i>Meeting</i> the standard consistently and independently.
P	<i>Progressing</i> towards meeting the standard.
B	<i>Beginning</i> to progress towards meeting the standard.
N	<i>Not yet</i> demonstrating progress towards meeting the standard.
*	<i>Asterisk</i> indicates that this standard has not been assessed during this particular term. Some units of study are taught at different times of the school year.

All subject areas, including Social and Emotional Learning, will be assessed using these performance indicators. For more information on the WPS K-5 SBRC, please visit the Wellesley Public Schools website (www.wellesleyps.org) and click on *Teaching and Learning*.

SECTION 4 - PreK-12 DISTRICT POLICIES, LEGAL RIGHTS & RESPONSIBILITIES

The Wellesley School Committee regularly reviews and, when necessary, revises or creates written policies governing the Wellesley Public Schools. All current/approved policies are located under the [School Committee Tab](#) of our web page: wellesleyyps.org. *Note: These policies are PreK-12. Some language may pertain only to middle or high school students. It is included here for district-wide consistency.*

WELLESLEY PUBLIC SCHOOLS NURSING SERVICES

“The WPS Department of Nursing Services provides comprehensive health care that enhances the optimal state of wellness for the whole child in order to support academic success.”

The purpose of the comprehensive school health program is to encourage the best possible health outcomes for each student and to teach concepts that help students make responsible decisions regarding their own health in the future.

The members of the Nursing Department collaborate with parents/guardians and staff to provide every possible educational opportunity for all students by providing services to support their health, well being, and safety in school.

The comprehensive school health program includes screening procedures, protocols to prevent the spread of communicable diseases, emergency care, and procedures to facilitate school attendance of children with special health care needs. Due to nursing assessment and intervention, more students are able to stay in school. The school nurse identifies health related barriers to learning, and collaborates with teachers to accommodate students with special health care needs. The nurse may act as liaison between schools and physicians and/or refer students to appropriate resources within the school or community.

Guidelines For School Attendance

School attendance is key to your child’s success in school. Children should be in school if they are rested, eating well, feeling good and are fever free. There are certain circumstances, however, when your child should stay home from school. The following information should give you direction when making the decision to send your child to school or keep them home. REMEMBER: Your school nurse is an excellent resource if you need any guidance or direction when making this decision. Never hesitate to consult with your school nurse.

Illness

Students receiving antibiotics for a contagious condition such as strep throat must stay out of school until 24 hours of antibiotic therapy has been completed. Excessive coughing and nasal discharge and generally not feeling well are indications that the child should remain home.

Fever

If your child has a temperature of 100 degrees or above (taken orally) in the morning, it is recommended that your child remain home. Students should remain home for 24 hours after a fever has subsided without the use of fever-reducing medication such as acetaminophen (Tylenol) or ibuprofen (Motrin). If your child develops a fever during school hours, they will not be allowed to return to the classroom and will remain in the nurse's office until dismissed to a parent/guardian or their designee.

Rash

If your child develops a rash please consult with the school nurse. Rashes are very difficult to diagnose and many are viral in origin and should not prevent your child from attending school. There are cases of breakthrough chicken pox disease and a few other diseases that would certainly influence your child's attendance in school and impact other students who may be medically compromised so consultation with your school nurse is important.

Injury

Any student who has sustained an injury that has been treated by a physician or in an emergency room and will have restricted activity for a limited period of time (cast, stitches, sprains, fractures, concussions, etc.), must bring a note from the physician stating the nature of the restrictions and when the student can resume participation in health and fitness class, recess, and sports in the upper grades. The student will not be allowed to return to health and fitness class and sports activities until this note is received. If your child sustains an injury, or you feel (s) he should limit her/his activity for 1 - 2 days; or that will affect her/his school performance, you will need to send an explanatory note to the nurse.

Dismissal Due to Illness or Injury

Students who become ill or injured at school will be dismissed to a parent/ guardian or their designee from the nurse's office. The student will not be allowed to walk home alone. It is the expectation that a sick or injured student will be picked up as soon as possible.

Emergency Information

Please keep the emergency information on your child current to facilitate contacting you if your child is ill or injured. Work numbers, home telephone and cell phone numbers change throughout the school year and the school needs to be informed of these changes so that you or your designee can be contacted quickly in the case of an emergency.

School Absence

Please notify the school when your child will be absent and whether it is due to illness or injury. By leaving information about your child's absence allows for the school nurse to track and trend illness in the school and begin interventions should a pattern of illness develop.

Concussion/Head Injury Protocol

The school nurses work collaboratively with parents, teachers, physicians and the student in order to support recovery from a traumatic head injury. Parents are encouraged to notify the nurse at their child's school once a

concussion diagnosis has been made so that an individualized plan can be developed in order to support their child during the recovery and healing process while attending school.

Immunizations

Massachusetts state law requires that students be fully immunized against DPT, Polio, Measles, Mumps, Rubella, Hepatitis B, and Varicella. The statute includes exemptions for medical and religious reasons -see **Exemptions** below.

Physical Examinations

Examinations by a licensed physician, nurse practitioner or physician's assistant are required for kindergarten students and new entrants at any grade. These examinations shall be within one year prior to entrance to school or within 30 days after school entry. Examinations are also required for all students in grades 4, 7 and 10. In order to participate in any interscholastic sport, documentation of a physical examination within the last 13 months by the student's primary health care provider must be on file with the school nurse prior to tryouts. A Massachusetts School Health Record is maintained for each student.

Screenings

1. Vision and Hearing Screenings are conducted according to guidelines provided by MDPH (<http://www.mass.gov/eohhs/gov/departments/dph/>). Upon entering kindergarten or within 30 days after school entry, the parent/ guardian of each child shall present certification that the student within the previous 12 months has passed a vision screening conducted by personnel approved by the MDPH.
2. Postural screening is conducted annually in collaboration with the Health and Fitness Department for students in Grades 5 through 9. A report from the student's doctor is required in order to be excused from the school screening.
3. Heights and weights are done on students in grades 1,4, 7, and 10. Body Mass Index (BMI) and corresponding percentile is calculated and recorded following guidelines from the MDPH for each student. Parents/ guardians may request in writing that their child not participate in the program.

Exemptions

A student may be exempt from physical examination, vision, hearing, and BMI screenings upon written request from the parent/ guardian, except with respect to communicable diseases per Massachusetts General Law (M.G.L. c.71,s.57) <http://www.mass.gov/eohhs/gov/departments/dph/>. Law in Massachusetts does not allow philosophical exemptions. There are only two situations in which children who are not fully immunized may be admitted to school:

1. Medical exemptions are allowed if a physician submits documentation stating that an immunization is medically contraindicated for the child.
2. Religious exemptions are allowed if a parent/ guardian submits a written statement that immunizations conflict with their sincere religious beliefs.

Medication Administration While at School

There are times during the school day when students will require the administration of medication. When at all possible, medication should be given at home but there are circumstances when it is important to maintain therapeutic levels or to keep a student pain free and comfortable during school hours. Students with medical conditions should have emergency and as needed medication available at school as well.

The following information is a guideline for you in deciding if medication administration during school is appropriate for your child. This information is part of the Massachusetts Department of Public Health regulations on administration of medication in a school setting. Your school nurse will help you navigate through the process of establishing a medication routine for your child while at school.

1. Medication orders must be renewed at the beginning of each school year.
2. All medications require a written order from the health care provider and written parent/guardian consent. This includes all daily medications, both prescription and over the counter (OTC) medications.
3. If short-term antibiotic medication (10 days or less) is to be administered during the school day, the original pharmacy container may be used as the “written order” from the health care provider. A written consent form signed by the parent/guardian is required.
4. All medication must be supplied in the correctly labeled original pharmacy container. Only a thirty (30) day supply will be accepted at any time.
5. The nurse may administer allergy eye drops to an individual child once during the school day for treatment of allergy symptoms. The parent/guardian will provide written consent and the medication in its original container.
6. Complementary/Alternative medications such as homeopathic medications, herbal medications and dietary supplements require a written order from a licensed Massachusetts physician and written parent/guardian consent. Medication must be FDA approved and provided in its original container.
7. Medications are administered only by the school nurse and are stored in a locked cabinet in the nurse’s office. The nurse may delegate administration of student medication during a field trip.
8. For safety reasons, students should never transport medication to and from school or keep medicine in their possession during the school day. The parent/guardian or an authorized adult are requested to deliver medication to the health office. Exception to this policy is the “self-administration” consent, which allows students to carry their personal inhaler and/or EpiPen and self-administer as directed. Consent from their health care provider and parent/guardian are required for the self-administration order.
9. School nurses and trained non-nursing personnel may administer Epinephrine (Epi-Pen) by auto-injector to students with identified severe allergic reactions.
10. At the end of the year, all medications must be picked up by a parent/guardian. Any medications not picked up will be discarded.

Student in Crisis

When an administrator determines that a child is in crisis, s/he will contact the parent/guardian. If an administrator deems that a student's safety is in immediate jeopardy, emergency services may be called and the student may be transported to the nearest emergency room. When a parent/guardian has notified the student's

Principal that they have received safety assurance for their child, a re-entry meeting will be scheduled. The re-entry meeting will include the parent/guardian, student, school psychologist, and/or other school support personnel.

SPECIAL EDUCATION / CHILD FIND

Individuals With Disabilities Education Act (IDEA)

In accordance with the Individuals with Disabilities Education Act (IDEA 2004) and 603 CMR 28.00, the Wellesley Public Schools provides services to identify and support students with disabilities who reside within Wellesley or who are otherwise entitled under IDEA 2004. If a student is unable to progress effectively within the general education program, a student may be referred for an evaluation by a parent or any person in a caregiving or professional position who is concerned with the student's development. Students over 18 years of age may also refer themselves. Upon consent of the parent, the school will arrange for the evaluation of the student by a team of specialists in the area(s) related to the suspected disability. A team meeting, including parents, is held to determine if the student has a disability and if the disability significantly affects the student's progress. If it is determined that the student has a disability and requires specially designed instruction and/or related services, an Individualized Education Program (IEP) is developed identifying the specific type and focus of special education services necessary to support that student's progress, and special education services are implemented upon written parent consent.

Any Wellesley resident who has not graduated from high school is entitled to this process until his/her 22nd birthday.

STUDENT RECORDS

FERPA / Records Regulations

The Family Educational Rights and Privacy Act is a federal law that provides two basic rights to parents in regards to student records:

1. The right to inspect and review their child's education records
2. The right to prevent unauthorized persons from seeing the same records

The Commonwealth's student record regulations (603 CMR 23.00) are designed to ensure parents and students of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in carrying out their responsibilities under state and federal law.

To request records, please send a written request to your child's school and/or to the Student Services Office, 40 Kingsbury Street, Wellesley, MA 02481.

Transcript and Temporary Records

The following is a summary of the Student Records Regulations adopted by the Massachusetts Board of Education on January 28, 1975. The purpose of these regulations is to ensure parental and student rights are protected regarding the confidentiality, inspection, amendment and destruction of student records. For students aged 14-17, or in ninth grade or above, these rights shall be exercised by the student and his/her parent, or by either acting alone. If a student is 18 or older, he/she alone shall exercise these rights, although a parent may continue to exercise them until expressly limited by a student who has filed the appropriate form in the Main Office. The student record shall consist of the transcript and the temporary record. The transcript shall contain records that constitute a minimum amount of data and shall be limited to the name, address and phone number of the student and of the parent or guardian, the student's birth date, course titles, grades, grade level completed and year completed. The temporary record shall consist of all information, not in the transcript, that is of importance to the educational process. The transcript shall be maintained by the School Department and may only be destroyed sixty years following a student's graduation, transfer or withdrawal from the school system. The temporary record shall be destroyed within seven years after the student transfers, graduates or withdraws from the school system.

Access

The eligible student and his/her parent, or either one as applicable, shall have access to the student record and may obtain copies of any information in the record. Authorized school personnel shall also have access to student records. In general, no information in a student record shall be disseminated without the specific, informed, written consent of the eligible student or the parent. Please note that federal student record regulations under the Family Educational Rights and Privacy Act ("FERPA"), 34 C.F. R. §99 also apply. A log shall be kept to record the dissemination of any information in the student record.

A parent has the right to see a copy of his/her student's academic record and can exercise this right by writing the guidance counselor.

Amendment

The eligible student and his/her parent, or either one, has the right to add information or other relevant material to the record. They also have the right to request the deletion or amendment of any information in the record. The school Principal or his/her designee is required to make a decision regarding such a request which may be appealed first to the Superintendent and then to the School Committee.

“Parent” shall mean a student’s father, mother, guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother or guardian. The term, as used in these regulations, shall include a divorced or separated parent, subject to any written agreement between parents or court order governing the rights of such a parent that is brought to the attention of the school principal. (M.G.L. Chapter 71, section 34H). Unless notified by the custodial parent to the contrary, the noncustodial parent will have access to the same information as the custodial parent.

Noncustodial Parent

(5) Access Procedures for Non-Custodial Parents. As required by M.G.L. c. 71, § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

(a) A non-custodial parent is eligible to obtain access to the student record unless:

1. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to custody or supervised visitation, or
2. the parent has been denied visitation, or
3. the parent’s access to the student has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
4. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.

(b) The school shall place in the student’s record documents indicating that a non-custodial parent’s access to the student’s record is limited or restricted pursuant to 603 CMR 23.07(5)(a).

(c) In order to obtain access, the non-custodial parent must submit a written request for the student record to the school Principal.

(d) Upon receipt of the request the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the Principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5)(a).

(e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial

parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

(f) Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

Release of Student Information

The school may release for publication a student's name, class, photograph, participation in officially recognized activities and sports, honors and awards. Parents who do not wish to have such information released to the news media should indicate "No" in PowerSchool.

Pursuant to 603 CMR 23.07(g), the WPS may provide student record information (including the special education record) to a school to which a student seeks or intends to transfer without the consent of the eligible student or parent, so long as the parent receives annual notification of this law.

Right to Request That Student's Information Be Withheld From Armed Forces Recruiters:

The National Defense Authorization Act requires that school officials provide military recruiters with student information including names, addresses, and telephone numbers. Parents and students of majority age have a right to request that their information be withheld from military recruiters. To do so, notify in writing your request to your child's Principal.

ATTENDANCE

Chapter 76 of the General Laws relating to education in the Commonwealth of Massachusetts specifically outlines the responsibilities of parents, students, and the school regarding attendance. School attendance prior to age 16 is compulsory. If a student is reported as ill for five or more consecutive days, the school may request a physician's statement for his/her absences. School becomes a privilege for students 16 years of age and older, except for students covered under Chapter 71B. Pursuant to Chapter 240 of the Acts of 2012, Child Requiring Assistance (CRA), the school may file when a student is habitually truant from school, (not excused for more than 8 days in a quarter).

Parents must notify their school of all student absences. Such notice may be given in the form of a written note signed by the parent/guardian or a telephone message from the parent/guardian to the appropriate school. The school should be notified before 9:00 A.M. (on each day of absence) but no later than on the day the student returns to school. See item #4 regarding planned absences. If a parent contacts the school providing the reason for his/her child's absence, a written note is not necessary.

School attendance is taken daily. If a student is missing from class, the elementary school will consider the student absent from school. The parent/guardian will receive a school message at the end of the day if the school has not been called.

Students who have been absent and whose parents have not communicated with the school must bring a note to their school secretary when they return to school, before attending their first class. Failure to do so will result in an unexcused absence from the class. Notes will be accepted only on the day or day after returning to school.

If a student is absent for a minimum of two days and an extended absence is anticipated, parents may request assignments by calling the school secretary. Teachers are expected to leave homework assignments in the school office by the end of the following second day.

Extended Absence

Upon receipt of a physician's written order verifying that any student enrolled in a public school or placed by the public school in a private setting must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than fourteen school days in any school year, the Principal shall arrange for provision of educational services in the home or hospital. 603 CMR 28.03(3)(c). Such services shall be provided with sufficient frequency to allow the student to continue his or her educational program, as long as such services do not interfere with the medical needs of the student. The Principal shall coordinate such services with the Director of Student Services for eligible students. Such educational services shall not be considered special education unless the student has been determined eligible for such services, and the services include services on the student's IEP (Individualized Education Program).

Absences fall into the following categories:

1. Excused: Students and parents should make every attempt to avoid any absence from school other than for:
 - a. personal illness of the student
 - b. serious illness or death in the family
 - c. religious observance
 - d. court appearance
 - e. suspension
 - f. extraordinary circumstances for which an absence has been pre-approved by the student's Principal.

Routine medical and dental appointments should be scheduled after school. If this is impossible, students should submit a note from either the doctor's office or a note from their parent with the name and phone number of the doctor. The office must have confirmation of the appointment upon the student's return to school for the absence to be excused.

Previously assigned school work including, but not limited to tests, quizzes, homework, etc. is due upon the student's return to school from an anticipated absence unless a teacher has previously specified the expectation. Teachers will work with students to determine a schedule for submission of missed work.

Assigned school work for students who have been suspended is due on the day they return to classes.

Students must submit school work (homework, papers, projects) that is due on the day of a field trip before leaving for the trip.

2. Vacations and Trips: The school strongly discourages non-school-sponsored trips and vacations which do not coincide with school vacations. The student and parent/guardian will need to speak with their Principal and develop a plan to make up for missed work. Failure to do so may result in academic consequences.
3. School-Sponsored Activities: Students participating in school-sponsored field trips, exchanges are considered present in school and are entitled to make up work. School assignments need to be turned in to teachers on the first day of a student's return to school.
4. Dismissal: Any student planning an early dismissal from school must submit a written parental request to their school office prior to their dismissal. Failure to do so will result in an absence. Dismissals are permitted if a parent telephones or appears at the school prior to the student's dismissal. A dismissal request without good cause will be denied. In the case of student illness, dismissal is arranged by the school nurse.
5. Truant: A student is considered truant for the day if s/he is absent from school without parental permission. An absence will be recorded.
6. Unexcused Absence: A student will be considered unexcused for the following reasons:
 - a. the student comes to school late without an approved excuse
 - b. the student's absence has not been excused within 48 hours of his/her return to school

Teachers and parents will be informed when a student's absence is unexcused and what the academic consequence may be.

Each Principal shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Pursuant to M.G.L Chapter 76, Section 1 the Superintendent and/or designee may excuse absences not exceeding seven full day sessions or fourteen half day session in any six month period. Should a student's attendance exceed this standard, the District may file a 51A report of suspected child abuse or neglect with the Department of Children and Families (DCF), file an application for "Child Requiring Assistance" (CRA) with the Juvenile Court or file a criminal complaint in court against the responsible parent/guardian.

In accordance with MGL, Chapter 76, section 18, no student sixteen years of age or older shall be considered to have permanently left public school unless an administrator of the school which such student last attended has sent notice within five days of the tenth consecutive absence to the parent or guardian of such student in both the primary language of such parent or guardian and English, stating that such student and his parent or guardian may meet with the superintendent or the superintendent's designee for an exit interview. The time for meeting may be extended at the request of the parent or guardian and with consent of the school committee or designated representatives, provided no extension shall be for longer than fourteen days. The superintendent or designee shall convene a team that may consist of the principal, guidance counselor, teachers, attendance officer and other relevant school staff, to participate in the exit interview. During the exit interview, the student shall be given information about the detrimental effects of early withdrawal from school, the benefits of earning a high school diploma and the alternative education programs and services available to the student.

The provisions of this section shall not apply to a student who has completed the regular course of education, apply to a student whose absences have been excused, nor shall this section be construed to permanently exclude a student who wishes to resume his education.

ACCEPTABLE USE POLICIES - TECHNOLOGY K-12

Purpose

The Wellesley Public Schools shall provide access for employees and students to the system/network, including access to external networks, for limited educational purposes. Educational purposes shall be defined as classroom activities, communication, career and professional development, and high quality self-discovery activities of an educational nature. The purpose of the system/network is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. The system/network will be used to increase communication (staff, parent, and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information. The system/network will also be utilized to provide information to the community, including parents, governmental agencies, and businesses.

Availability

The Superintendent or designee shall implement, monitor, and evaluate the District's system/network for instructional and administrative purposes.

Access to the system/network, including external networks, shall be made available to employees and students for instructional and administrative purposes and in accordance with administrative regulations and procedures.

Access to the system/network is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of the system and shall agree to comply with such regulations and procedures. Noncompliance with applicable regulations and procedures may result in suspension or termination of user privileges and other disciplinary actions consistent with the policies of the Wellesley Public Schools. Violations of law may result in criminal prosecution as well as disciplinary action by the Wellesley Public Schools.

Acceptable Use

The Superintendent or designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Wellesley Public Schools as well as with law and policy governing copyright.

Monitored Use

Electronic mail transmissions and other use of electronic resources by students and employees shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use for instructional and administrative purposes.

Liability

The Wellesley Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Wellesley Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Acceptable Use Policy - Technology

1. Commercial use of the system/network is prohibited.
2. The District will provide training to users in the proper use of the system/network.
3. The District will provide each user with copies of the Acceptable Use Policy and Procedures.
4. Copyrighted software or data shall not be placed on the District system/network without permission from the holder of the copyright and the system administrator.
5. Access will be granted to employees with a signed access agreement and permission of their supervisor.
6. Access will be granted to students with a signed access agreement and permission of the building administrator or designee(s).
7. Initial passwords provided by the network administrator should be set to expire on login.
8. Passwords are confidential. All passwords shall be protected by the user and not shared or displayed.
9. Students completing required coursework will have first priority for after hours use of equipment.
10. Principals or their designee will be responsible for disseminating and enforcing policies and procedures in the building(s) under their control.
11. Principals or their designee will ensure that all users complete and sign an agreement to abide by policies and procedures regarding use of District technology. All such agreements are to be maintained at the building level.
12. Principals or their designee will ensure that training is provided to users on appropriate use of electronic resources.
13. Superintendent or designee shall be authorized to monitor or examine all system activities, including electronic mail transmissions, as deemed appropriate to ensure proper use of electronic resources.
14. Individual users shall, at all times, be responsible for the proper use of accounts issued in their name.
15. The system/network may not be used for illegal purposes, in support of illegal activities, or for any activity prohibited by District policy.
16. System users shall not use another user's account.
17. System users should purge electronic information according to District retention guidelines.
18. System users may re-distribute copyrighted material only with the written permission of the copyright holder or designee. Such permission must be specified in the document or in accordance with applicable copyright laws, District policy, and administrative procedures.
19. System administrators may upload/download public domain programs to the system/network. System administrators are responsible for determining if a program is in the public domain.
20. Any malicious attempt to harm or destroy equipment, materials, data, or programs is prohibited.
21. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of District policy and/or as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creation of computer viruses.
22. Vandalism will result in the cancellation of system privileges and will require restitution for costs associated with hardware, software, and system restoration.
23. Forgery or attempted forgery is prohibited.
24. Attempts to read, delete, copy, or modify the electronic mail of other users or to interfere with the ability of other users to send/receive electronic mail is prohibited.
25. Use appropriate language; swearing, vulgarity, ethnic or racial slurs, and other inflammatory language is prohibited.
26. Pretending to be someone else when sending/receiving message is prohibited.
27. Transmitting or viewing obscene material is prohibited.

28. Revealing personal information (addresses, phone numbers, etc.) is prohibited.
29. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's system/network. A user who violates District policy or administrative procedures will be subject to suspension or termination of system/network privileges and will be subject to appropriate disciplinary action and/or prosecution.

Technology Use Guidelines for Elementary Schools

Laptop/Ipad/Technology Use:

1. I will use the laptop/iPad/technology as a learning tool for educational purposes as directed by the teacher.
2. I will only use applications/browsers when instructed by my teachers.
3. I will be sure to have permission before taking and/or sending pictures/ video/audio of other people.
4. I will not take or share pictures/video/audio of myself or others except for classroom assignments.

Account Use:

1. I will use my Wellesley Raiders account (wpsraiders.org) for school related work and communications.
2. I will not use chat or comment unless a teacher gives permission.
3. I will not use the account of another person.
4. I will not create or share any files unless directed by the teacher.

Laptop/Ipad/Technology Care & Charge:

1. I will not bring laptops, iPads or other technology to any cafeteria, locker room or bathroom where it could be damaged or used inappropriately.
2. I will never leave laptops, iPads or other technology unattended.
3. I will know where laptops, iPads or other technologies assigned to me is at all times.
4. I will make sure laptops, iPads and other technologies are charged and ready to use by returning devices to their assigned carts & plugging them in daily.
5. I will keep food & beverages away from laptops, iPads and other technologies since they may cause damage to the device; I will clean the screen with an appropriate cloth when necessary and instructed to do so.
6. I will protect laptops, iPads and other technologies by carrying all devices with two hands and walking.
7. I will always keep my device (iPad, etc) in its case when applicable; When I am not using my device I will keep the case closed securely.
8. I will not place decorations (stickers, markers, etc.) on laptops, iPads and other technologies.
9. I will not disassemble any part of a laptop, iPad or other technology or attempt any repairs.
10. I will report to my teacher if I think a laptop, iPad or other technology has been tampered with.

Other & Damage/Loss:

1. I will use laptops, iPads and other technology in ways that are appropriate and meet the Wellesley Public Schools Acceptable Use Policy.
2. I understand that laptops, iPads and other technology is subject to inspection at any time without notice.

If I do not adhere to these guidelines, I may forfeit the use of WPS Technology.

BRING YOUR OWN LAPTOP (BYOL) GUIDELINES - (HIGH SCHOOL)

Laptop Use:

1. I will use the laptop as a learning tool for educational purposes as directed by the teacher including turning off messaging and message notifications during class time.
2. I will use the laptop in ways that are appropriate and meet the Wellesley Public Schools Acceptable Use Policy.
3. I will obtain explicit permission before taking and/or sending pictures/video/audio of other people.
4. I will not take or share inappropriate pictures/video/audio of myself or others.
5. I will make sure my laptop is charged and ready to use for my first class of the day.
6. I understand that the Wellesley High School Honor Code as stated in the Student Handbook applies to my laptop and email use in the classroom.

Email Use:

1. I will use my Wellesley raiders gmail account for all school related work.
2. I will not send emails that contain inappropriate content, harassing/offensive language, gossip, bullying, or viruses.
3. I will not send or read email during class time (unless a teacher gives permission).
4. I will not use the account of another person.

Laptop Care:

1. I will notify the Wellesley Technology Department immediately if any school owned laptop is missing or damaged.
2. I will never leave my laptop unattended and will know where it is at all times.
3. I will keep food and beverages off my desk when I am working on my laptop and will clean the screen with an appropriate cloth when necessary.
4. I will report to my teacher if I think my laptop has been tampered with.

Other & Damage/Loss

1. I understand that the use of electronic resources shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use (as stated in the Acceptable Use Policy).

I will notify the school and file a police report with my parents in case of theft or vandalism.

GUIDELINES FOR EMAIL & OTHER ELECTRONIC COMMUNICATION

Overarching Expectation

Email and other electronic communication tools can be an effective and efficient means for communication. The guidance below is intended for all members of the WPS community: students, parents and staff. Our overarching expectation is that emails and electronic communication should:

- ❖ promote productive, honest, and respectful communication
- ❖ reflect the spirit of our district value of caring and cooperative relationships
- ❖ align with the WPS school improvement goal to foster a safe and welcoming community
- ❖ mirror the civility and professionalism of a face-to-face conversation

Detailed Guidance for Students, Parents, & Staff

- ❖ Emails are not confidential and are subject to Public Records Law. They can be requested by anyone.
- ❖ When writing/sending emails:
 - observe rules of formal English grammar, punctuation, spelling, etc.
 - avoid the use of all capitals, which many interpret as the equivalent of yelling
 - be aware: emails can be forwarded without the original sender's permission
 - limit the use of "reply all"
 - avoid unnecessary or aggressive use of cc (carbon copy)
 - use Bcc when emailing groups to keep email addresses confidential (blind carbon copy)
- ❖ To avoid misunderstandings and/or misinterpretations, keep emails simple, direct, and businesslike (e.g. limit emails to ~100 words).
- ❖ Emails should not be used to communicate any information that is highly emotional, sensitive or contentious. In such a case, emails may be used to arrange a time to meet or to have a phone conversation.
- ❖ On occasion, an email correspondence that begins cordially may start to feel contentious; when emotions start to run high, it is best to arrange a time to talk face-to-face or by phone.
- ❖ In urgent matters and time-sensitive communications such as dismissals, please call the office and speak to someone to have the message relayed to the faculty member. Faculty members are teaching students and are not always checking email during the school day.
- ❖ For nonurgent emails, it is reasonable to expect a response within 2-3 school days (excluding weekends).
- ❖ Students in Grades 7-12 should use their WPSraiders.org account when emailing teachers and should address email to the staff wellesleys.org account.
- ❖ School email accounts should not be used for business unrelated to the work of the school (e.g. fundraising, political campaigns, advertising non-school events, etc.).
- ❖ Educators are not given a school cell phone and therefore, except in pre-determined circumstances approved by a supervisor, texting should not be used as a means for parents and students to communicate with staff.

STUDENT CONDUCT AND DISCIPLINE

Students are expected to conduct themselves in a manner consistent with school rules and regulations to the end that a positive learning atmosphere be established. Among other things, student conduct shall reflect care and respect for all other members of the school community. The District addresses student discipline consistent with Massachusetts General Laws Chapter 71, section 37H, 37H½, and 37H¾ and Massachusetts student discipline regulations at 603 CMR 53.00.

Certain breaches of conduct are so serious that the Principal may long term suspend or expel a student under the provisions of M.G.L. c. 71, §37H and 37H½. These include:

- ❖ Possession of a dangerous weapon while on school grounds or at a school-sponsored event
- ❖ Possession of a controlled substance while on school grounds or at a school-sponsored event
- ❖ An assault on a School Administrator, teacher, teacher's aide, or other staff person.
- ❖ A felony charge or conviction

Expulsion means the removal of a student from the school premises, regular classroom activities, and school activities for more than 90 school days, indefinitely, or permanently, as permitted under M.G.L. c. 71, § 37H or 37H½ for: (a) possession of a dangerous weapon; (b) possession of a controlled substance; (c) assault on a member of the educational staff; or (d) a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, § 37H or 37H½.

Student Discipline

The Principal/Assistant Principal has the authority to exercise discretion in deciding the consequences for a student who has violated disciplinary rules. The Principal/Assistant Principal shall first consider ways to re-engage the student offender in the learning process, and shall avoid using expulsion until other remedies and consequences have been employed. Please note, additional information regarding categories of infraction, applicable to High School students, can be found in the Wellesley High School Handbook.

DETENTION (Middle/High School)

Detention is scheduled for 60 minutes after school from 2:35 to 3:35 P.M. for Category A Infractions When detention is assigned by the student's Assistant Principal, all other student commitments must be rescheduled (work, appointments, athletics). If a student fails to report to detention as assigned, his/her parent/guardian will be notified to inform them of the situation and to explain the consequences of cutting detention. If a student fails to report to detention on the second day, a Saturday School will be assigned.

MEDIATION (Middle/High School)

Mediation is an alternative to punitive discipline which allows students and staff to resolve disputes. It is a way of looking at a problem, identifying the issues, and thinking through the alternatives and consequences. Mediation is a voluntary activity, and is most successful when done before a situation escalates or a fight occurs, and may be an alternative to some disciplinary actions when approved by the Assistant Principal.

SATURDAY SCHOOL (High School)

Saturday School is scheduled on Saturdays from 9:00 to 11:00 A.M. When Saturday School is assigned by the student's Assistant Principal, all other commitments must be rescheduled. If a student fails to report to Saturday School as assigned, his/her home will be called to inform the parent/guardian and an automatic one day suspension will be assigned.

SUSPENSION

A suspension is a short term or long term removal from regular classroom activities. Short term suspension is the removal of a student from the school premises and regular classroom activities for 10 consecutive days or less. Long term suspension means the removal of a student from the school premises and regular classroom activities for more than 10 consecutive days, or for more than 10 days cumulatively for multiple disciplinary offenses in any school year.

A suspended student is restricted from entering the school buildings, or coming onto school grounds; and a suspended student may not participate in any school sponsored activities or functions during the suspension period.

The Principal or his/her designee has the sole responsibility for determining who is suspended. The suspended student may not be permitted to return to school until a parental conference has been held.

IN-SCHOOL SUSPENSION

At the discretion of the Principal/Assistant Principal, in-school suspension may also be imposed where a student is determined to have committed a suspendable offense. In-school suspension means the student is removed from regular classroom activities, but not from the school premises, for no more than 10 consecutive school days. Students will be subject to limitations on their movements and activities as determined by the Principal/Assistant Principal. In-school suspension for less than 10 days shall not be considered a short-term suspension. An in-school suspension of more than 10 days shall be deemed a long-term suspension.

For an in-school suspension, the Principal/Assistant Principal shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the Principal/Assistant Principal determines that the student committed the disciplinary offense, the Principal/Assistant Principal shall inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the Principal/Assistant Principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The Principal/Assistant Principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the Principal/Assistant Principal is unable to

reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The Principal/Assistant Principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the Principal/Assistant Principal, if such meeting has not already occurred. The Principal/Assistant Principal shall deliver such notice on the day of the suspension by hand- delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the Principal/Assistant Principal and the parent.

In-school suspension for ten days or less, consecutively or cumulatively during a school year, shall not be considered a short-term suspension. An in-school suspension of more than ten days, consecutively or cumulatively during a school year, shall be deemed a long-term suspension for due process, appeal, and reporting purposes.

Opportunity For Academic Progress During Suspension/Expulsion

Any student receiving in-school suspension, short-term suspension, or long-term suspension shall have the opportunity to make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal from the classroom or school.

Any student who is expelled or suspended from school for more than 10 consecutive days shall have an opportunity to receive a school-wide educational service plan that will enable the student to make academic progress toward meeting state and local requirements through the school-wide educational services plan. The school-wide educational plan includes access to tutoring services or access to online education platform. The academic work will be consistent with the academic standards and curriculum frameworks for all students under G.L. c.69 sections ID and IF.

Student Due Process Rights:

In administering discipline, school officials will be careful to observe the right to due process under the law for each student. The nature of the violation determines the due process that school officials follow.

1. Due Process Rights for Students Charged with Possession of a Dangerous Weapon, Possession of a Controlled Substance, Assault on School Staff and/or Students who Have Been Charged with or Convicted of a Felony (M.G.L. c. 71. s.37H and M.G.L. c. 71, s.37H ½)

Short Term Disciplinary Sanctions: Prior to the imposition of any disciplinary sanction that might result in a student's suspension from school for ten (10) consecutive school days or less, the student will be given oral notice of the offense with which he/she is charged and an opportunity to respond. In the event that the Principal/headmaster or designee determines that the student will be suspended from school, the student's parent(s)/guardian(s) will be notified by telephone and in writing.

Long Term Disciplinary Sanctions: Prior to the imposition of any disciplinary sanction that might result in the student's suspension from school for more than ten (10) consecutive school days or expulsion, the parents/guardians will be given written notice of a hearing at which they may be represented by an attorney at their expense and may examine and present witnesses and documentary evidence. Following this hearing, a written decision will be issued. The parent(s)/guardian(s) will have the right to appeal any decision imposing a long term suspension or expulsion from school to the Superintendent. Where the student is excluded in accordance with M.G.L. c. 71, §37H, the student shall have ten (10) days from the effective date of the exclusion to file a written appeal with the Superintendent of Schools. For exclusions imposed pursuant to M.G.L. c. 71, §37H ½, the student shall have five (5) days from the effective date of the exclusion to file a written appeal with the Superintendent. For exclusions imposed by the School Committee in accordance with M.G.L. c. 76, §17, the student shall have the right to file a written request for reconsideration by the committee within ten (10) days of the effective date of the exclusion. Pending the outcome of any such appeal, the disciplinary sanction imposed by the principal shall remain in effect. M.G.L. c. 76, §17, M.G.L. c. 71, §37H and M.G.L. c. 71, §37H ½.

2. Due Process Rights for Students Charged with Other Violations (M.G.L. c. 71, s. 37H ¾)

Notice and Principal's meeting:

For any suspension under this section, the Principal or designee shall provide notice of the charges and the reason for the suspension or expulsion to the parent(s)/guardian(s) in English and the primary language spoken in the student's home. The student shall receive written notice of the charges and the opportunity to meet with the Principal or designee to discuss charges and reasons for the suspension and/or exclusion prior to suspension/exclusion taking effect.

The Principal or designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. The meeting may take place without the student's parent(s)/guardian(s) so long as if the Principal has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

The purpose of the Principal's hearing is to hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

The Principal shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense.

a.) Short-term Suspension

The Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate. The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer

information, including mitigating circumstances, that the Principal should consider in determining consequences for the student. Based on the available information, including mitigating circumstances, the Principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The determination shall be in writing and may be in the form of an update to the original written notice.

b.) Long Term Suspension

In addition to the rights afforded a student in a short-term suspension hearing, in the event of a long term suspension hearing, the student shall also have the opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; the right to cross-examine witnesses presented by the school district; the right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

If present, the parent shall have an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

Based on the evidence, the Principal shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, or email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent.

If the student is suspended for more than 10 days for a single infraction or for more than 10 days cumulatively for multiple infractions in any school year, the notice will include written notification of the right to appeal to the Superintendent and the process for appealing in English and the primary language spoken in the student's home. No student will be suspended for greater than 90 days, beginning on the first day the student is removed from the building. The long term suspension shall remain in effect and until the Superintendent decides to reverse the Principal's determination on appeal.

Suspension for Students Grades K-3

The Principal, 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.

Emergency Removal

The Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal and the reason for it, and describe the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal.

In the event of an emergency removal, the Principal shall make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal. The Principal shall provide written notice to the student and parent as provided above, and provide the student an opportunity for a hearing with the Principal as provided above, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent.

The Principal shall render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements as described above.

In the event of an emergency removal from school, the Principal will not release the student until adequate provisions have been made for the student's safety and transportation.

Superintendent's Hearing

The parent(s)/guardian(s) shall have 5 calendar days following the effective date of the suspension or expulsion to submit a written request for an appeal to the Superintendent but may be granted an extension of time of up to 7 calendar days. If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

There is no right to appeal a short term suspension. A student who is placed on long term suspension following a hearing with the Principal has a right to appeal the Principal's decision to the Superintendent.

The Superintendent will hold a hearing with the student and the parent(s)/guardian(s) within 3 school days or the student's request for an appeal. The time may be extended up to 7 calendar days if requested by the parent(s)/guardian(s). The Superintendent's hearing may proceed without the parent(s)/guardian(s) if a good faith effort was made to include parent(s)/guardian(s). The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Superintendent to participate. The Superintendent shall send written notice to the parent of the date, time, and location of the hearing.

At the hearing, the Superintendent shall determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. Students shall have all of the rights afforded to students at the Principal/headmaster's hearing for long-term suspension. The Superintendent will issue a written decision within 5 calendar days of the hearing. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the Principal/headmaster, but shall not impose a suspension greater than that imposed by the Principal/headmaster's decision. The Superintendent's decision is the final decision of the district.

Repeat Infractions

If a student who has been suspended during a school year is found, after a hearing, to have acted in such a way as to have violated the student code again during the same school year, then that student may be subject to another suspension appropriate to the circumstances for another long-term suspension. In the usual case, first offenders shall be subject to a suspension of not more than five days for any one infraction, except that any student found to have violated the policy on alcohol and drugs, possession of a dangerous weapon, assault on a school staff, or to have endangered the safety of himself or others may be subject to greater penalties up to and including expulsion, even on his/her first offense. See Expulsion.

Discipline and Students with Disabilities:

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act and related regulations require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services. The school is deemed to have knowledge that a student is a student with a disability if before the behavior that precipitated the disciplinary action occurred: (1) the student's parent/guardian expressed concern in writing to administrative personnel, or the student's teacher/counselor, that the student is in need of special education and related services; (2) the student's parent/guardian requested an evaluation of the child; or (3) the student's teacher/counselor or other school personnel, expressed specific concerns directly to the Director of Student Services or to other supervisory personnel about a pattern of behavior demonstrated by the student. The school is not deemed to have knowledge of a disability if (1) the parent/guardian has not allowed an evaluation or refused special education and related services, or (2) the child has been evaluated and determined not to be a child with a disability. If a request for an evaluation is made during the time period in which the student is subject to disciplinary measures, the evaluation must be conducted in an expedited manner.

Students who have been found to have a disability that impacts upon a major life activity, as defined under Section 504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student's removal for more than ten (10) consecutive school days or where there is a pattern of short-term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities:

1. The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student's individual needs.

2. Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or ten (10) cumulative school days in a given school year, building administrators, the parents/guardians and relevant members of the student's IEP or 504 team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination). During disciplinary exclusions exceeding ten (10) school days in a single school year, the student shall have the right to receive services identified as necessary to provide him/her with a free appropriate public education during the period of exclusion.
3. If building administrators, the parents/guardians and relevant members of the student's IEP or 504 Team determine that the student's conduct was not a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide a free appropriate public education to those students with IEPs and 504 plans. The student's IEP team or 504 Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or where appropriate, conduct a functional behavioral assessment.
4. If building administrators, the parents/guardians, and relevant members of the student's IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further removal or exclusion from the student's current educational program based on that conduct (except for conduct involving weapons, drugs or resulting in serious bodily injury to others) until the IEP or 504 Team develops, and the parent/guardians consent to, a new placement, or unless the District obtains an order from a court or from the Bureau of Special Education Appeals (BSEA) authorizing a change in the student's placement. The Student's Team shall also review the student's IEP, and modify as appropriate, any existing behavioral intervention plan or arrange for a functional behavioral assessment.
5. If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may place the student in an interim alternative educational placement (IAES) for up to forty-five (45) school days. A court or BSEA hearing officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days.

Smoking And Tobacco Use On School Premises

Use of any tobacco products or nicotine delivery systems, including e-cigarettes and vaping, within the school buildings and school facilities, at school events, or on school grounds or school buses by any individual, including school personnel and students, is prohibited at all times.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

Alcohol And Drug Policy

It is the policy of the Wellesley Public Schools that the school environment shall be free from the usage, possession, transfer or distribution of drugs, drug paraphernalia, alcohol, or other controlled substances as defined in the General Laws of the Commonwealth of Massachusetts, (including but not limited to marijuana, cocaine, and heroin), as well as any other chemical substance that can impair the normal functioning of a person, other than medication specifically prescribed to an individual.

The primary purpose of the Wellesley Public Schools is to provide services, facilities and an atmosphere that encourages each student to identify and achieve his or her full potential. Alcohol and drugs do not help either the student or the Wellesley Public Schools to achieve this purpose. The Wellesley Public Schools will take every reasonable step to eliminate alcohol and drugs and their effect from the schools. This includes health and substance abuse education, close communication and cooperation with parents and other interested persons, and fair enforcement of this policy and the General Laws of the Commonwealth of Massachusetts. The Wellesley Public Schools focuses these activities on the welfare and development of the individual student.

Therefore, it shall be a violation of this policy for any student to display evidence of:

1. Using or having used alcohol and/or drugs;
2. Having alcohol and/or drugs on his/her person or under his/her control;
3. Being knowingly in the presence of alcohol and/or drugs;
4. Transferring or distributing alcohol and/or drugs; or
5. Knowingly or willfully assisting another person in using alcohol and/or drugs.

The policy shall be in effect during the school day and at all extra-curricular and school-related activities. School is considered to be any location where a school-sponsored activity is taking place.

Students who violate the alcohol portion of this policy will be prohibited from performing or competing in any school-sponsored extracurricular activity or event for two weeks or two events, whichever is greater, from the date of the offense. Students who violate the drug portion of this policy may be subject to expulsion from school.

Screening for Substance Abuse

The WPS complies with General Law chapter 71, section 97, which requires verbal screening of students at two grade levels for substance abuse disorders. Parents/guardians have the right to opt your child out of this screening by notifying your child's school at any time prior to the screening.

Student/Parent Agreement

This agreement states the rules that must be followed at all school sponsored events including end-of-year class events. By signing your name to this agreement, you acknowledge the following rules and agree to abide by them. It is understood that if you violate the code of conduct, you will be subject to the following consequences, listed below. Both student and parent/guardian must sign this agreement in order to attend any school events.

Rules and Consequences

The student will attend the school event alcohol and drug free. It shall be a violation of the alcohol and drug policy for any student to display evidence of:

1. Using or having used alcohol and/or drugs
2. Having alcohol and/or drugs on his/her person or under his/her control;
3. Being knowingly in the presence of alcohol and/or drugs;
4. Transferring or distributing alcohol and/or drugs; or
5. Knowingly or willfully assisting another person in using alcohol and/or drugs.

Consequence: The parent/guardian will be notified immediately and the student will be sent home. If a parent or another responsible adult is not available, the student will be placed in protective custody by the Wellesley Police. Following a due process hearing, the student may be suspended. Any student who is in possession of a controlled substance as defined in Chapter 94 C, including but not limited to marijuana, cocaine, and/or heroin, may be subject to expulsion from the school or school district.

Consequence: The student will not be permitted to attend the next class activity or class event. If the remaining class event is a class end-of-year activity, the student may not attend that activity (i.e. junior cruise, senior prom, banquet, etc.). If the student is invited as a guest to an end-of-year activity of another class, (i.e. senior prom), the student may not attend. If there are no more class activities or class events held during that school year, this penalty will apply for the first class activity or class event of the following school year.

Consequence: The Athletic Director will be notified, the MIAA Drug and Alcohol Policy will be imposed and the Student Handbook Policy on Team Captains will be reviewed. (See Athletic or Student Handbook for complete details.).

Consequence: The student will be prohibited from participating, performing or competing in any school-sponsored extracurricular activity or event for two weeks or two events, whichever is greater, from the date of the offense.

Consequence: The National Honor Society advisors will be notified of the incident for possible disciplinary action and/ or dismissal.

Search And Seizure

The Principal or Assistant Principal retains the right to search a student's person, property, including, but not limited to, any vehicle parked on school grounds when s/he has reasonable cause to believe that the student has violated a school rule, has committed a crime or possesses evidence of a disciplinary violation/crime. However, lockers, desks, computer/lab tables and similar property are the property of the Wellesley Public Schools, and a student has no expectation of privacy in these areas. Therefore, these areas may be searched at any time for any reason.

Searches by school officials will be conducted in a way that protects the students' rights consistent with the responsibility of the District to provide an atmosphere conducive to the educational process.

NOTICE OF ANTI-DISCRIMINATION POLICY

The Wellesley Public School District conducts its programs and activities in conformity with Title VI, Title IX, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, MGL, Ch. 76, Sec 5 and MGL, Ch.151, Sec.3A. It is the policy of the Wellesley Public School District not to discriminate, and not to allow discrimination on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, age, handicap/disability housing status, genetic information, ancestry, marital status, military status, pregnancy or pregnancy related conditions or any other characteristic protected by state or federal law in any of its activities. This policy also ensures that students should be free from retaliatory and/or harassment based upon any of the foregoing attributes. Anyone having a complaint alleging a violation of any anti-discrimination laws or regulations, including the proscription against sexual harassment, should immediately bring the complaint to the attention of the administration of the Wellesley Public School District who will conduct a prompt and thorough investigation into the charges. In the event that the charges are substantiated, the administration will take appropriate disciplinary action. The Director of Human Resources, 40 Kingsbury Street, Wellesley, MA 02181, 781-446-6200, has been designated as the employee responsible for coordinating the Wellesley Public School district's efforts to implement this nondiscriminatory policy. Any inquiries concerning the application of any anti-discrimination laws or regulations by the Wellesley Public Schools may be addressed to the Department of Education, 350 Main Street, Malden, MA 02148 (781-388-3300). The full policy can be found in our policy manual on the Wellesley Public Schools web page under the School Committee tab.

Nondiscrimination Policy To Protect Students And Staff From Harassment, Including Sexual Harassment, Bullying And Hazing

Wellesley Public Schools have the responsibility to overcome, insofar as possible, any barriers that prevent children from achieving their potential. The public school system will do its part. This commitment to the community is affirmed by the following statements that the School Committee intends to:

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; 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, gender identity, religion, national origin, sexual orientation, age, handicap/disability housing status, genetic information, ancestry, marital status, military status, pregnancy or pregnancy related conditions or any other characteristic protected by state or federal law. If someone has a complaint or believes that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation or disability, their complaint should be registered with the Title IX compliance officer.

Student-to-student Harassment

Harassment of students by other students or staff will not be tolerated in the Wellesley Public Schools. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, age, handicap/disability housing status, genetic

information, ancestry, marital status, military status, pregnancy or pregnancy related conditions. Students or staff whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including student suspension or expulsion or staff suspension or termination.

Harassment means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- ❖ Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities;
- ❖ Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student, or;
- ❖ Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- ❖ Verbal, physical or written (including texting, blogging, or other technological methods) harassment or abuse;
- ❖ Repeated remarks of a demeaning nature;
- ❖ Implied or explicit threats concerning one's grades, achievements, or other school matter.
- ❖ Demeaning jokes, stories, or activities directed at the student.

The District will promptly and reasonably investigate allegations of harassment. The Principal of each building will be responsible for handling all complaints by students alleging harassment.

Retaliation against a student, because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student or staff member who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or staff suspension or termination.

Sexual Harassment

All persons associated with the Wellesley Public Schools including, but not necessarily limited to, the Committee, the administration, staff, and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community will be in violation of this policy. Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating in an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated.

Because the Wellesley School Committee takes allegations of sexual harassment seriously, it will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, it will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth the Committee's goals of promoting a workplace and school environment that is free of sexual harassment, the policy is not designed or intended to limit its authority to discipline or take remedial action for workplace or school conduct which it deems unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

Definition of Sexual Harassment

Unwelcome sexual advances; requests for sexual favors; or other verbal or physical conduct of a sexual nature may constitute sexual harassment where:

- ❖ Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
- ❖ Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual.
- ❖ Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

Complaint Procedure

Students who believe that s/he has been subjected to sexual harassment, should report the incident to a member of the faculty or administration. Any member of the school community who believes that they have been subjected to sexual harassment will report the incident(s) to the appropriate grievance officer. The grievance officer for STAFF complaints is the Director of Human Resources. The grievance officer for STUDENT complaints is the Director of Student Services. All complaints shall be investigated promptly and resolved as soon as possible.

After reviewing the record made by the grievance officer, the Superintendent or his designee may attempt to gather any more evidence necessary to decide the case, and thereafter impose any sanctions deemed appropriate, including a recommendation to the committee for termination or expulsion. At this stage of the proceedings the parties may present witnesses and other evidence, and may also be represented. The parties, to the extent permissible by law, shall be informed of the disposition of the complaint. All matters involving sexual harassment complaints will remain confidential to the extent possible. If it is determined that inappropriate conduct has occurred, the District will act promptly to eliminate the offending conduct.

Bullying Policy, Prevention And Intervention Plan

The Wellesley Public Schools expect that all members of the school community will treat each other in a civil manner and with respect for differences.

"Bullying" is the repeated use by one or more students or school staff members 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 themselves or of damage to their 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.

“Cyber-bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- ❖ wire
- ❖ radio
- ❖ electromagnetic
- ❖ photo-electronic or photo-optical

The Wellesley Public Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation, in our school buildings, on school grounds, or in school-related activities. We will investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take prompt action to end that behavior and restore a target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The WPS Bullying Prevention and Incident Reporting Plan is a comprehensive approach to addressing bullying and cyber-bullying. The Wellesley Public Schools are committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of bullying and violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. The Wellesley Public Schools Principals are responsible for the implementation and oversight of the Plan at their respective buildings except when a reported bullying incident involves the Principal or the Assistant Principal as the alleged aggressor. In such cases, the Superintendent or designee shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safe system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

The Wellesley Public Schools are committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process.

The Wellesley Public Schools community understands that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and home status students may be more vulnerable to becoming targets of bullying, harassment, or teasing. The WPS will take specific steps to create a safe, supportive environment for vulnerable populations in the school community, and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing. If the Superintendent is the alleged aggressor, the School Committee, or its designee, shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

Prohibition Against Bullying And Retaliation:

Acts of bullying, which include cyber-bullying, are prohibited:

- i. On school grounds and property immediately adjacent to school grounds; at a school sponsored or school-related activity, function, or program whether on or off school grounds; at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by the school district; and
- ii. At a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by the Wellesley Public Schools, if the acts create a hostile environment at school for the victim or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.
- iii. As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the Wellesley Public Schools to staff any non-school related activities, functions, or programs.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

Prohibition Of Hazing:

In accordance with Massachusetts General Laws, Chapter 269, the School Committee hereby deems that no student, employee or school organization shall engage in the activity of hazing a student while on or off school property, or at a school sponsored event regardless of the location. No organization that uses the facilities or grounds under the control of the School Committee shall engage in the activity of hazing any person while on school property.

Any student who observes what appears to them to be the activity of hazing another student or person should report such information to the Principal including the time, date, location, names of identifiable participants and the types of behavior exhibited. Students and employees of the District are obligated by law to report incidents of hazing to the police department.

Any student who is present at a hazing has the obligation to report such an incident. Failure to do so may result in disciplinary action by the school against that student and could involve suspension from school for up to three days.

Any student who participates in the hazing of another student or other person may, upon the approval of the Superintendent of Schools, be suspended from school for up to ten (10) school days.

Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant.

In all cases relating to hazing, students will receive procedural due process.

Voted February 9, 2021 School Committee

ADDITIONAL DISTRICT POLICIES

Notification Of Civil Rights And 504 Coordinators

The Wellesley Public Schools Coordinator for Title VI and Title IX is Ms. Monica Visco, Director of Human Resources. She can be reached by mail at 40 Kingsbury Street, Wellesley, MA 02481 or by telephone at (781) 446-6210. For concerns related to your child, we encourage you to first contact the Director of Guidance.

The Wellesley Public Schools Coordinator for Section 504 of the Rehabilitation Act of 1973 is Ms. Sarah Orlov, Director of Student Services. She can be reached at 40 Kingsbury St., Wellesley, MA 02481 or by telephone at 781-446-6210. For concerns related to your child, we encourage you to first contact your Principal.

The U.S. Department of Education's, Office for Civil Rights address is: Office for Civil Rights/ED, 8th floor, 5 Post Office Square, Boston, MA 02109-3921, (617) 289-0111.

Regulations Concerning Physical Restraint

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations as a last resort and with extreme caution after other lawful and less intrusive alternatives have failed or been deemed inappropriate.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The District adheres to the Massachusetts regulations regarding the *Prevention of Physical Restraint and Requirements If Used* at 603 CMR 46.00. The definitions of forms of restraint shall be as defined in 603 CMR 46.02.

Individuals With Disabilities Education Act (IDEA)

A student may be referred for an evaluation by a parent or any person in a caregiving or professional position who is concerned with the student's development. Students over 18 years of age may also refer themselves. Upon consent of the parent, the school will arrange for the evaluation of the student by a team of specialists in the areas related to the suspected disability. A team meeting is held to determine if the student has a disability and if the disability significantly affects the student's progress. If it is determined that the student has a disability and requires specially designed instruction, an Individualized Education Program (IEP) is developed, and special education services are implemented upon written parent consent. Any Wellesley resident who has not graduated from high school is entitled to this process until his/her 22nd birthday.

Wellesley Public School Policy Regarding Animals In School

No animal shall be brought to school without prior permission of the building Principal. The Wellesley Public School District is committed to providing a high quality education program to all students in a safe and healthy environment.

Wellesley Public Schools Policy Regarding The Educational Rights Of Children And Youth Experiencing Homelessness

The Wellesley Public Schools comply with federal and state laws and regulations in the identification and education of children who are in homeless situations. The intent of this policy is to provide each child and youth equal access to the same free appropriate public education, including public preschool, as provided to other children and youth. An overview of the requirements is provided below.

In accordance with requirements of the McKinney-Vento Act, the Superintendent has designated the Director of Student Services as the Homeless Education Liaison. The responsibility of the Liaison includes assisting homeless students in enrollment, working to obtain records by contacting districts of previous attendance, and ensuring these students receive the educational services for which they are eligible.

Wellesley Public Schools Policy Regarding Pregnancies

The Wellesley Public Schools wishes to preserve educational opportunities for those students who may become pregnant and/or take on parenting responsibilities.

Pregnant students are permitted to remain in regular classes and participate in extracurricular activities throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave.

The Wellesley Public Schools does not require a pregnant student to obtain the certification of a physician that the student is physically and emotionally able to continue in school.

Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services, as well as instruction, are offered; that return to school after leave is encouraged; and that every opportunity to complete high school is provided. *M.G.L. Chapter 71, Section 84*

Federal Grants

The Wellesley Public Schools participates in several federal grant programs including Titles I, IIA, III and IV. Funding for these grants is contingent on criteria established at both the state and federal levels. Below are more details about each of these programs.

Title I

The Title I grant provides financial assistance to districts and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. The priorities of Title I are to:

- ❖ Strengthen the core program in schools and provide academic and/or support services to low-achieving students at the preschool, elementary, middle, and high school levels;
- ❖ Provide evidence-based programs that enable participating students to achieve the learning standards of the state curriculum frameworks;
- ❖ Elevate the quality of instruction by providing eligible staff with substantial opportunities for professional development; and,
- ❖ Involve parents/guardians of participating public and private school children as active partners in their children's education at school through open, meaningful communication, training, and, as appropriate, inclusion in decision-making processes.

The ***Every Student Succeeds Act of 2015 (ESSA)*** requires schools receiving federal Title I funding to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child. The Wellesley Public Schools will provide parents with this information in a timely manner if requested. Specifically, parents have the right to request the following information about their child's classroom teachers:

- ❖ Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
- ❖ Whether the teacher is teaching under emergency or provisional status because of special circumstances.
- ❖ The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.
- ❖ Whether paraprofessionals provide services to your child and, if so, their qualifications.

If parents would like to receive any of the information listed above for you child's teacher or paraprofessional, please contact your school's principal.

Title I Parent Involvement Policy:

The Wellesley Public Schools is committed to and encourages parent/guardian involvement in both their children's academic achievement and in school improvement efforts. Written parental involvement policies are distributed to parents whose children are supported by Title I funds. Additionally, the administration, staff and parents at Title I schools believe that the improved academic achievement of each student is a responsibility shared by the entire school community to ensure student success.

In schools receiving Title I funds, opportunities will be offered for parents to:

- ❖ Volunteer and be involved in school activities.
- ❖ Attend parent education events.
- ❖ Provide home support for their child's education.
- ❖ Participate in school decision-making.
- ❖ Effectively communicate between the school and parents.

Title I schools will:

- ❖ Involve parents in an organized, ongoing and timely way in the planning, review, and improvement of Title programs, plans, and policies through School Council.

- ❖ Provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, by providing translated information and school reports.
- ❖ Involve parents in the planning, review, and improvement of the Parent Involvement Policy and School-Parent Compact through School Council.
- ❖ Conduct and annually evaluate all the content and effectiveness of the Parent Involvement Policy.
- ❖ Make the Parent Involvement Policy and School-Parent Compacts available to the school community through the Elementary Student Handbook, Back-to-School nights, and online at wellesleyps.org.
- ❖ Host an annual meeting during Back-to-School night with the child's paraprofessional in September of each year to inform parents of the schools' participation in Title I, the requirement of Title I and the rights of parents to be involved.
- ❖ Encourage parents to attend the meeting and other school events through notices sent home with students, monthly newsletters, and via the district and school web pages.

Title IIA

The Title IIA grant provides supplemental resources to school districts to support systems of support for excellent teaching and leading. The priorities of Title IIA are to:

- ❖ Increase student achievement consistent with the challenging State academic standards;
- ❖ Improve the quality and effectiveness of teachers, principals, and other school leaders;
- ❖ Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- ❖ Provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title III

The Title III grant provides supplemental funds to improve the education of English learners (ELs), including immigrant children and youth, by assisting the children and youth to learn English and meet challenging state academic content and student academic achievement standards. The priorities of Title III are to:

- ❖ increase English proficiency and academic achievement in core academic subjects of English learners by providing high-quality language instruction programs and content area teaching;
- ❖ develop, implement, and provide extended day, weekend, and summer opportunities for English language and academic content instruction for EL students;
- ❖ provide high-quality professional development such as that which would enhance the skills and knowledge of classroom teachers to deliver effective sheltered content and English language instruction

Title IV

The Title IV grant helps ensure that all students have equitable access to high quality educational experiences. The priorities of Title IV are to:

- ❖ provide all students with access to a well-rounded education
- ❖ improve school conditions for learning to ensure safe and healthy students
- ❖ improve the use of technology to improve academic achievement
- ❖ ensure better outcomes for students



WELLESLEY PUBLIC SCHOOLS
40 Kingsbury Street • Wellesley, MA 02481 • 781-446-6200