

WMS

Wellesley Middle School

# STUDENT HANDBOOK 2021-22



social & emotional  
education development program

# WELLESLEY MIDDLE SCHOOL PROCEDURES

## *Quick reference chart*

The chart below outlines procedures to follow when communicating with our WMS Main Office staff:

<b>For absences:</b>	<b>For tardiness:</b>	<b>For dismissals:</b>	<b>For messages:</b>
<p>If your child is going to be absent, a parent/guardian must fill out the <a href="#">Absence Reporting Form</a>.</p> <p><b>If we do not receive notification, the absence will be considered unexcused for that day.</b></p> <p><i>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 parents upon return for the absence to be excused.</i></p>	<p>If your child is going to arrive at school after 7:45 a.m. (when the school day begins), a parent/guardian must fill out the <a href="#">Absence Reporting Form</a>.</p> <p>When your child is tardy they must come to the main office for a pass.</p> <p><b>If we do not receive notification, the tardiness will be considered unexcused for that day.</b></p>	<p>If your child needs to be dismissed before the end of the school day, please do <b>one of the following:</b></p> <ol style="list-style-type: none"><li>1. Before 7:45 a.m., a parent/ guardian must fill out the <a href="#">Absence Reporting Form</a> if known ahead of time.</li><li>2. After 7:45 a.m., students should bring a note to the main office before school begins. Please include the time of dismissal and the reason.</li><li>3. If the school day has already begun and your child needs to be dismissed early, please call the office at <b>(781) 446-6250</b>.</li></ol> <p>*If someone other than a parent is picking up your child, you will need to inform us. Please note that it will be necessary for you or the person picking up your child to come to the main office.</p>	<p>If you need to get a message to your child or drop off a forgotten item, please call/visit the main office <b>by 11:00 a.m.</b> to ensure that your child receives the message at lunchtime. <b>We cannot disrupt classes for non-emergency situations.</b></p>

### **Absences fall into the following categories:**

#### 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 Assistant Principal

#### UNEXCUSED

A student will be considered unexcused for the following reasons: 1) the student comes to school late without an approved excuse, or 2) the student's absence has not been excused within 48 hours of his/her return to school.



# **Wellesley Middle School**

## **Student Handbook**

### **2021-22**



**Published August 2021.**

***Wellesley Public Schools reserves the right to change the content of this book throughout the school year.***

***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.***

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## **WMS Student Handbook 2021-22**

September 2021

Dear WMS students, parents and guardians,

We are pleased to provide you with the WMS Student Handbook 2021-22. All information within this book has been updated in an effort to communicate clearly our goals, policies and practices. We also formatted the book for ease of reference. Our hope is that you will find important information quickly and easily.

As our community grows, it becomes increasingly important to understand practices and policies that allow us to operate smoothly. Some policies are mandated by the state of Massachusetts and certain practices are what we have learned, over time, work best in our district and school. It is a combination of these procedures that contribute to the institutional legacy of Wellesley Middle School. We strive to educate the “whole child” academically, emotionally and socially.

We are asking that you review this handbook in its entirety. Should you have questions, comments or concerns, please do not hesitate to discuss with us. Each year, we work toward continual growth as we improve together our school community. We appreciate your ongoing support.

Welcome to the WMS 2021-22 school year!

Sincerely,

*Mark T. Ito*

Mark T. Ito  
Principal

*Cathi L. Gordon*

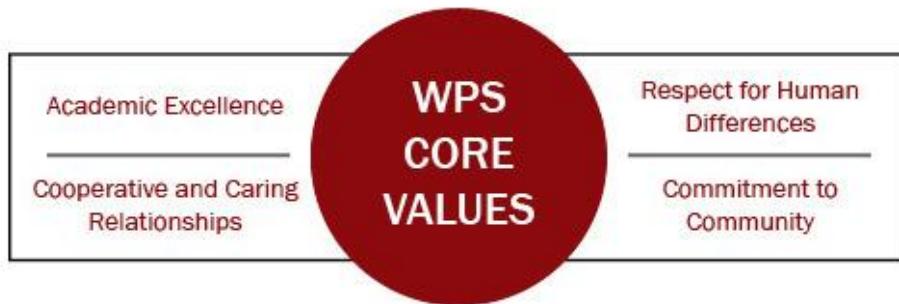
Cathi L. Gordon  
Assistant Principal

*George Benzie*

George Benzie  
Assistant Principal

## Wellesley Public Schools Core Values

The Wellesley Public School District is committed to the following core values through all its schools: Wellesley High School, Wellesley Middle School, Bates Elementary School, Fiske Elementary School, Hardy Elementary School, Hunnewell Elementary School, Schofield Elementary School, Sprague Elementary School, Upham Elementary School and P.A.W.S. We strive to uphold these values through a strong commitment to educating our students in Wellesley.



## WMS Core Values: Respect and Responsibility

At WMS, we are committed to creating a learning community where everyone is included, valued, and receives the support to grow. This can only be achieved if we show respect for ourselves, others, and our environment. Exhibiting this kind of respect involves taking responsibility for our own learning and for the general well-being of our school. This requires hard work and, from time to time, the courage to do what's right even when there is pressure to do otherwise.



Included in this handbook are policies that reflect our values in the day-to-day operations of our school. Over the course of the year, our goal is that your understanding of these responsibilities and the significant role that respect plays in making our school an effective place to learn, will grow deeper and broader over time.

## Wellesley Middle School: Meeting the Needs of the “Whole Child”

### ***Grouping Policy***

To provide a challenging learning atmosphere, Wellesley Middle School attempts to meet the individual differences in student skills, interests, backgrounds, and rates of learning. Teachers have a variety of ways to work with the range of skill levels within a class. Attention is especially given to the changing needs of students during the middle school years. Ensuring that the transition from elementary to high school is challenging yet secure is the main focus of our grouping practice. Consequently, grouping practices vary at each grade level.

### ***Grade 6 Organization: “Houses”***

In Grade 6, students work in heterogeneous groups with a “house” of 4 or more teachers. A house ranges in size of approximately 96 students. Each student is assigned to a “homeroom” within their house with whom they travel for their 4 required academic subjects (i.e., math, science, English and social studies). They have an opportunity to work with their peers from other houses when they participate in their required exploratory courses: art, music, makerspace, Working on Wellness, and fitness and health. Grade 6 students also intermix with their greater sixth grade class during ”priority” courses (i.e., a classical/modern language course and Literacy Workshop) which meet every other day for the full year.

### ***Grade 7 Organization: “Clusters”***

The heterogeneous grouping of students is continued for all subjects in Grade 7. Teaming is made possible by the students' participation in “clusters” (approximately 96 students) for all required academic subjects (i.e., math, science, English and social studies). Grade 7 students also participate in a required lab and have the opportunity to take a foreign language. “Specials” continue in Grade 7 in art, music, makerspace, and fitness and health.

### ***Grade 8 Organization: “Teams”***

The heterogeneous grouping of students is continued for all subjects *except for math in Grade 8*. Teaming is made possible by the students' participation on “teams” (approximately 96 students) for all required academic subjects. Students intermix with all students on their team for science, English and social studies, and are appropriately assigned to leveled Algebra classes within their teams. Grade 8 students also participate in a required ”flex” time, and have the opportunity to take a foreign language for a second year. A number of elective classes are also offered, as there are no ”specials” in Grade 8.

In Grade 8 mathematics, there are three course offerings: a core course in Algebra, an accelerated Algebra course, or a course designed for students who would benefit from a measured pace to master the major topics of first year Algebra. Math teachers will offer their perspectives to parents and seventh grade students for their level placement in eighth grade mathematics. After careful consideration by the teacher of a student’s work and study habits, classroom performance, and current achievement, an appropriate level placement will be suggested.

***A Student's Experience at Wellesley Middle School***

Grade 6	Grade 7	Grade 8
<b>Students are members of a homeroom class that is part of a four-teacher* “house.” A house ranges in size of approximately 96 students. Students stay with their homerooms for math, science, English and social studies.</b>	<b>Students are members of a homeroom class that is part of a four-teacher* “cluster.” A full cluster is comprised of approximately 96 students. Students intermix in their clusters for math, science, English and social studies. All CML classes are taught outside of the cluster.</b>	<b>Students are members of a homeroom class that is part of a four-teacher or six-teacher “team.” A full team is comprised of approximately 96 students. Students intermix in their teams for math, science, English and social studies. Math classes are leveled within the teams. All CML classes are taught outside of the team.</b>

\*Due to enrollment shifts, partial houses and clusters are sometimes created that have two teachers that teach two subjects (i.e., math and science or English and social studies) each.

The Principal is responsible for making the final decision about a student's assignment for organizational and instructional purposes. The Superintendent is authorized to approve such recommendations, which under the class size guidelines may result in a change of classes, levels, and/or course offerings, within the budget approved by the School Committee.

***Fostering a “Growth Mindset” at WMS***

Based on the work of Dr. Carol Dweck, WMS strives to foster an environment that sees mistakes and failures as temporary. It is through the successes and failures that come from taking risks that students learn the important qualities of perseverance, grit and resiliency. For additional information, please reference the work of Dr. Dweck through her book, *Mindset: The New Psychology of Success*.

***1:1 Program Initiative***

Students in grades 6, 7 and 8 will use iPads throughout the school day, with many students taking the iPads home with them at night. For more details about the 1:1 program, please refer to the ***1:1 Learning Initiative Student and Parent Handbook***. A copy of this document can be found online by accessing our WMS homepage at [www.wellesleyps.org/wms](http://www.wellesleyps.org/wms) and clicking on the link “[1:1 Program initiative](#).”

***Student Advisory***

Continuing this year, WMS will be supporting a student advisory within our schedule. Our Advisory will be for 15 minutes daily during the middle of the school day. Advisory will be run by two educators together with the intent of creating connections for students with peers and adults. During 2020-21, we learned even more so how social and emotional health improves when our children feel connected. We aim to provide this opportunity for our students, and we are excited about growing our Advisory program this year. See Page 13 for our revised WMS Daily Schedule that now includes midday Advisory time.

WELLESLEY MIDDLE SCHOOL  
**WMS SCHOOL YEAR 2021-22: CALENDAR AND DATES**

**SECTION  
TWO**

**WPS Academic Year 2021-22 Calendar**

**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
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

**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		

**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
31						

**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
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**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
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	

**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**

**MCAS Schedule for 2021-22\***

MCAS testing is yet to be determined by the MA Department of Elementary and Secondary Education. When determined, please plan for your child's attendance in school.

***Spring 2022 MCAS Tests for Elementary and Middle Schools******Grades 3-8 ELA and Mathematics and Grades 5 and 8 STE***

**Grade 6**                    March 29 (ELA) and April 11 (Math)

**Grade 7**                    March 29 (ELA) and April 11 (Math)

**Grade 8**                    March 29 (ELA); April 11 (Math) and May 24 (STE)

***Make-up dates:***

**Grades 6, 7 and 8**      TBD

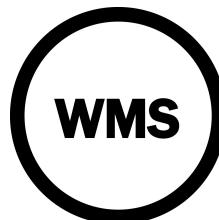
*\*MCAS dates are subject to change dependent on guidelines set by the MA Department of Education.*

**WMS Term Dates 2021-22**

Listed below are the term dates for the 2021-22 school year. Depending on snow days, dates may change.

Term	Start	Mid-term	End	Report cards distributed
ONE	9/1/21	10/5/21	11/5/21	Wednesday, 11/15/21
TWO	11/8/21	12/13/21	1/21/22	Friday, 1/28/22
THREE	1/24/22	3/2/22	4/1/22	Friday, 4/1/22
FOUR	4/4/22	5/12/22	6/14/22 or 6/24/22*	Available approximately 1 week after school ends.

## WMS Daily Bell Schedule



### WMS Daily Schedule 2021-22

	Advisory in the Middle of Day		
	Time	Time on Learning (minutes)	Passing time (after)
<b>Doors Open</b>	7:30		
<b>Holding Period</b>	7:30-7:40	0	5
<b>Period 1</b> includes 5 minutes for morning announcements	7:45-8:35	45	4
<b>Period 2</b>	8:39-9:24	45	4
<b>Period 3</b>	9:28-10:13	45	4
<b>Period 4</b>	10:17-11:02	45	4
<b>Advisory</b>	<b>11:06-11:21</b>	<b>15</b>	4
<b>G7 Lunch* / Period 5</b>	11:25-11:50	54	4
<b>G6 Lunch* / Period 5</b>	11:54-12:19	50	8
<b>G8 Lunch* / Period 5</b>	12:23-12:48	54	4
<b>Period 6</b>	12:52-1:37	45	4
<b>Period 7</b> includes 3 minutes for afternoon announcement	1:41-2:29	45	0
*Lunch = 25 minutes **Based on G6 P5 Time on Learning minutes	<b>TOTAL in MINUTES**</b>	335	37
	<b>TOTAL in HOURS</b>	5.6	
	<b>TOTAL SCHOOL YEAR HOURS</b>	1005	

## Dress Code Guidelines

At Wellesley Middle School, we recognize and value the freedom to express personal identity (i.e., gender identity and culture) through our clothing choices. Studies show that our “traditional” view of student dress codes is detrimental to many individuals in our student body, particularly to students of color, those students who identify as female, and those with certain body types. The following quotations are from studies which delineate the data that has influenced our current thinking about our dress code policy here at WMS.

- *Dress codes across the country promote narratives of females as objects and potential victims of harassment because of their clothing choices, and not the actions of their perpetrators. (Parsons, 2017)*
- *Black girls in District of Columbia schools are singled out by unfair dress codes, which, when enforced, can cause them to fall behind in school. (National Women's Law Center, 2018)*
- *All students should be allowed to dress in a manner that is comfortable to them, conducive to their learning and in accordance with their gender identity. This is especially important for transgender and non-binary students. (Human Rights Campaign, 2017)*

The responsibility for student dress and attire rests with both the student and their family. We hold true to our commitment to ensure that all members of our school community feel safe, welcomed and valued in their learning environment. To that end, the following dress code policies must be observed:

- Items of clothing that display references to/harmful messages about alcohol, drugs, violence, sexual innuendos, racist/sexist/homophobic references, ethnically/religiously offensive material are not permitted.
- Items of clothing that adversely affect safety and/or participation in one’s classes are not permitted
- Students are expected to wear a top, bottom and footwear in keeping with health codes.
- Undergarments are to remain under one’s clothes, however visible waistbands or straps worn under other clothing are not a violation.

Staff members will address dress code violations with the student. If it is not possible, the staff member will engage the support of the Assistant Principal. At that time, the Assistant Principal will determine next steps, which may include calling parents/guardians/caregivers to bring a change of clothing to school. Repeated violations may result in a meeting with parents/guardians/caregivers.

WMS administration reserves the right, at all times, to make the final determination about dress code violations.

## General Information About the School Day

### ***Cancellation or Delayed Opening of School***

When school is canceled for the day, you will receive a voice recording and email from the Superintendent notifying you that school is cancelled. Additionally, the cancellation is announced on all major radio and television stations (WRKO, WHDH, WBZ, WKOX, WBUR, WBMX, WCRB, WCLB, WMJX, TV Channels 4, 5, 7, and Wellesley Cable Channel 9). Our district and school websites will also include updated information as well as WPD text alerts (if you signed up). Please do not call the middle school or the police station to obtain cancellation information, as phone lines need to remain open to deal with emergencies. Refer to the media or call the Wellesley Public Schools information number at (781) 446-6200.

The cycle calendar is not changed when a school day is canceled. For example, if school is canceled on a Day 1, the following school day is a Day 2. When the opening of school is delayed, students report to the cafeteria or gym, and are dismissed to their homerooms.

### ***WMS School Day Opening***

The school doors officially open to students at 7:30 a.m. All students should report to the Cafeteria (Grade 6), Gym A (Grade 7), and Gym B (Grade 8). Any need for an early arrival needs to be approved by a staff member and for students, a written pass is needed. Otherwise, please do not drop your students off early, as the building will not be open. Note: Most doors are locked at 7:50 a.m. until the end of the school day.

## Getting to WMS

### ***Bus***

The Middle School provides bus transportation to all students who live two miles or more from the school. There is a fee based transportation service to all non-bus eligible students. The drop-off area for school busses is supervised by teachers both morning and afternoon to assist students and maintain order. To ensure bus safety, please refer to regulations sent home to you by the Central Office Transportation Department.

Please remember that the bus is an extension of the school day and that rules regarding appropriate behavior are the same in school and inappropriate conduct will be dealt with accordingly. Students may not leave the bus upon drop off to areas off the school grounds. Additional consequences may include suspension or revocation of a student's bus pass for misconduct and repeated violation of bus rules. Busses may be monitored via video cameras, and footage may be reviewed by school administration, in response to an incident. Due to confidentiality, no video footage is shared with any party outside of school personnel.

### ***Drop off by car***

When dropping off your child in the morning, we request that the following instructions are followed in order to ensure the safety of all students:

**Calvin Road (side of school):**

Drop off students on the school side only. Signs are posted on the other side of Calvin Road that forbid parking, stopping and standing. We strongly urge drivers to obey these signs; doing so will eliminate the possibility of children darting out in front of cars in an attempt to cross the street to enter the school.

**Kingsbury Street (front of school):**

Thirty minute parking is available on most of Kingsbury Street. Signs are posted on the SCHOOL SIDE of Kingsbury Street that indicate the location of these spots. Orange traffic cones denote the areas in which all parking/stopping/standing is restricted. These restrictions ensure that drivers have clear visibility of the Kingsbury Street crosswalk. Drivers should pick up/drop off students on the SCHOOL SIDE ONLY. Signs are posted on the other side of Kingsbury Street that forbid parking, stopping and standing. We strongly urge drivers to obey these signs; doing so will eliminate the possibility of children darting out in front of cars in an attempt to cross the street to enter the school.

**Donizetti Road (back of school):**

Due to the route of our busses and the safety of our students, drop offs, stopping and/or standing are restricted in our Donizetti parking lot from 7:15 a.m. to 2:45 p.m. Failure to observe these restrictions could potentially create a traffic jam in this area, resulting in an unsafe environment for our students.

***Bicycles, skateboards, rollerblades, walking***

Bicycle racks are provided in the front courtyard of the school to the left of the flagpole. Students riding bicycles to and from school should use extreme caution and follow all safety and traffic rules for bicycles. State law requires that students 16 years of age or under wear safety helmets when riding bicycles. Students whose families are unable to purchase safety helmets should see their guidance counselor or an assistant principal for assistance. MGL C.85 s. 11(b). WMS strongly suggests the use of a lock to secure bicycles on the school grounds. Wellesley Middle School is not responsible for stolen bikes parked on our premises.

Please be advised that we do not recommend that skateboards, rollerblades, and scooters be used as forms of transportation to and from school. They cannot be stored in lockers and will be held in the main office.

***Railroad Safety***

Students are warned that crossing railroad tracks, walking on railroad property, or throwing anything at a railroad train is dangerous and will result in your arrest, appearance in court, and possible fine or other penalties. You must avoid railroad property.

## Arriving at WMS

### *Reporting to School*

All students must report to Period 1 by 7:45 a.m. Students should not arrive before 7:30 to enter the building, as it will be closed. No students should be roaming the halls or gathering with classmates. Additionally, no food or beverages, other than water or medical purposes, can be consumed in classrooms, including drinks from coffee shops and outside vendors. Students will be asked to discard these items once they are in class.

### **WMS School Attendance (see page 75 for WPS Attendance Policy)**

Attending school every day and arriving on time is very important. If you are going to be absent, there are rules you will need to follow:

- A parent/guardian must call the school's absence line by 8:00 a.m. at 781-446-6250 and press #2 to report a student's absence. Please give the name of the student, the homeroom number, and the date the student will be absent. If we do not receive a phone call, the absence will be considered "unexcused" for that day. Please [see inside cover](#) for more details.

### **Tardiness**

Arriving to class on time gives you the opportunity to get organized and ready to learn. Class attendance allows us to confirm your presence and safety. We want you to be very clear about the consequences that continued tardiness will bring. A letter will be sent home prior to your need to make up this time.

If you arrive at school after 7:45 a.m., you are tardy for school. Even if you are in the building and you arrive at class after the 7:45 bell, you are tardy for school and will be marked late by your teacher. If after 8:00, please report to the main office for an admit slip. The admit slip alerts the office that you are present. Please bring the admit slip to your teacher. If you are going to arrive after the school day begins at 7:45 a.m., your parent/guardian must submit a Google Form or call the main office by 8:00 a.m. at 781-446-6250 to inform the school. If we do not receive a phone call or a Google Form, the tardiness will be unexcused for that day.

### **Truancy and excessive absences**

One of the keys to academic achievement is good attendance. Consistent participation in school and school-based activities is important for making a successful transition from youth to adulthood. Tardiness and truancy are the first indicators that a student may be experiencing stress or other difficulties in his or her life. Massachusetts laws pertaining to attendance are designed to protect children and ensure that they are safe and productive.

All students are expected to attend school on each regularly scheduled day of the current school year as approved by the School Committee. Students will be marked absent when entering school after 11:30 a.m. Students will be marked absent when dismissed for the remainder of the day before 11:30 a.m. Students will be considered present when dismissed for the day after 11:30 a.m.

The following Massachusetts General Laws pertain to school attendance:

1. School Attendance Chapter 76, section 1 of the Massachusetts General Laws states that all children between the ages of six and sixteen must attend school. A school district may excuse up to seven day sessions or fourteen half day sessions in any period of six months.
2. Notification and Contact Information Chapter 76, section 1A of the Massachusetts General Laws states that parents/guardians must be provided each year with the instructions for calling a designated phone number at a designated time to inform the school of the absence of a student and the reason for the absence. In addition, parents/guardians must provide the school with a home, work or other emergency telephone number so that they may be contacted during the school day so the school may call and inquire about said absence.
3. Supervisor of Attendance Chapter 76, section 19 of the Massachusetts General Laws states that each school committee must employ a supervisor of attendance. A supervisor of attendance has the power to apprehend and take to school any child who is truant and is required to investigate all cases where a child in the district fails to attend school.
4. CRA (Child Requiring Assistance) Application Under Chapter 119 of the Acts of 2012, Governor Patrick signed an amendment into law that changes Children in Need of Services (“CHINS”) to Families and Children Engaged in Services (“FACES”). This modification impacts schools with regard to the filing of FACES applications. A “CRA” (Child Requiring Assistance) application may be filed in court by a school district if a school-aged child who is “habitually truant,” that is, who willfully fails to attend school for more than eight school days in a quarter, or who repeatedly fails to obey the lawful and reasonable regulations of his or her school. The Court’s authority pursuant to a CRA petition includes the power to place the child in the custody of the state agency known as the Department of Children and Families.
5. A 51A is a report of suspected child abuse or neglect that is filed with the Department of Social Services. Under Chapter 119, section 51A of the Massachusetts General Laws, a report can be filed on behalf of a child under the age of eighteen for educational neglect if a child is not attending school on a regular basis. Parental Responsibility Parents or guardians are legally responsible for ensuring that a child under their control attends school daily. It is a crime for a responsible parent or guardian not to cause such a child to attend school. If a child fails to attend school for seven day sessions or fourteen half day sessions within any six month period, the supervisor of attendance may file a criminal complaint in court against the responsible parent/guardian.

Each month, the assistant principal will review and record data pertaining to:

- Students with 6 or more tardies in a 6 month period
- Students with 5 or more absences in a 6 month period

Students who fall into either of these categories will be spoken to by an assistant principal, in an attempt to gather information about reasons for the attendance issue. Parents/guardians/caregivers of students who fall into these categories will be notified with an email or phone call by the assistant principal. Through this email/phone call, the assistant principal will attempt to understand the reasons for the absences/tardies, and offer any assistance possible, if needed, to address these issues. A record of parental contact will be maintained.

If a student continues to experience attendance challenges following the initial contact with caregivers, a letter will be sent home requesting a meeting to further discuss the issues keeping the child from school. Based upon the discretion of the assistant principal, the principal and/or WMS SRO may be invited to this meeting to discuss next steps, should the issue persist.

If it is determined that the student is tardy/absent due to his/her/their refusal to attend, a consequence, determined by the assistant principal, will be issued to the student.

At WMS, truancy is a very serious offense. Truancy is not only the illegal tardiness or absence from school without parental permission, but is also defined as skipping classes during the school day. Consequences for truancy are dealt with on a case-by-case basis by an assistant principal, in accordance with state guidelines and the principal's supervision. Additionally, the school works closely with the Wellesley Police Department; in conjunction, our School Resource Officer monitors tardies and absences closely.

State guidelines mandate that a school investigate when a student is absent for more than seven (7) school days or fourteen (14) half days within a six month period. Upon completion of an investigation, if the school determines the absences are not related to a child's health, a complaint may be filed with the Juvenile Division of the Dedham District Court. This court office is responsible for handling concerns about school attendance. Before any court is notified, a warning letter will be sent home and parents will be asked for documentation explaining the absences, followed by a request to come in for a meeting with guidance counselors and school administrators.

## **Guidelines for Extended Absences**

### ***Absences of 5 consecutive days or more***

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.

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 the WMS Main Office 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 on the WMS Main Office “absence line.” The school should be notified before 8:00 a.m. on each day of the absence. School attendance is taken daily. The parent/guardian will receive a school message at some point during the day if the school has not been called.

### ***Family vacations***

Extended absences during the regular school session, early departures for, or late returns from scheduled vacations are strongly discouraged by the school. Class discussion and classroom interaction often provide the main focus for learning and cannot be replicated through make-up assignments. If missing school is unavoidable, parents should inform the guidance counselor in writing with a copy to the main office two (2) weeks in advance of the absence. Upon return, students will be responsible for completing missed work within a period of time comparable to the number of school days absent. There will be instances where teachers cannot make up for missed class activities and assignments which could affect a student’s grade. Where feasible and meaningful, alternative, out of class work will be assigned upon the student's return, and not prior to the vacation. In many cases, issuing work in advance of an anticipated absence is not possible. Typically, assignments are based upon work and discussions done in class.

### ***Extended period of time for non-health related reasons***

It is important for students to be consistently present in school in order to take full advantage of classroom experiences and time on learning; therefore, excessive absences not related to illness are highly discouraged by administration. Absences cannot be considered health related, without the required documentation from a physician.

If missing school is unavoidable, parents should inform the guidance counselor in writing with a copy to the main office two (2) weeks in advance of the absence. Upon return, students will be responsible for completing missed work within a period of time comparable to the number of school days absent. There will be instances where teachers cannot make up for missed class activities and assignments which could affect a student’s grade. Where feasible and meaningful, alternative, out of class work will be assigned upon the student's return, and not prior to the vacation. In many cases, issuing work in advance of an anticipated absence is not possible. Typically, assignments are based upon work and discussions done in class.

### ***Protocol for Extended Absences Lasting Three School Weeks or More***

Extended absences during the regular school session, early departures for, or late returns from scheduled vacations are strongly discouraged by the school.

If a student has an extended absence during the regular school session lasting a duration of three school weeks or more without interruption, the following protocol will be followed :

- Parent notifies guidance counselor via email or letter detailing reason for absence and dates of absence, copy to be put into student’s cumulative file.

- School or facility required to send letter verifying that student will be educated on their site, copy to be included in student's cumulative file.
- Counselor, upon receipt of letter or email, advises parent that a meeting might be requested by the Principal. Counselor schedules meeting with parent and the Principal, if necessary.
- The Principal's signature is required for approval.
- School or facility will need to send transcript or comments for time student attended the school, copy to be included in student's cumulative file.

*Information shared at the meeting:*

- Parents will be notified that their student will be considered "unenrolled" for the duration of absence and re-enrolled upon return.
- Teachers will be responsible for sharing learning goals that will be covered in each class during duration of absence.
- Teachers will not be responsible to supply work prior to absence, grade or send work during the absence, or tutor student on missed work upon return to school.
- Once re-enrolled, teacher and counselor will decide if student needs to be graded "based on work received, or Pass/Fail or "N" for no grade.

## **WMS Student Withdrawal from School**

If a student who is currently enrolled at WMS will be leaving during the school year, and will not be returning to WPS, please inform the student's guidance counselor. It is necessary to tell the student that his or her parent/guardian must either call or write a note to the guidance counselor stating the student's last day of attendance at the middle school, his/her new address, and the name and address of his/her new school. When a student is leaving, our policy states that one person – the Guidance Secretary - will be the receiver of this information. It is important that we all follow this procedure specifically because the DESE has instituted a policy that states that if we do not know where a student has moved, the student's name is submitted to the state and that student is considered a drop-out.

If a student needs to be withdrawn from school early due to extenuating circumstances, the following procedures should be followed: 1) parents/guardians must write a formal request for an early dismissal and provide medical documentation, if applicable, that confirms the need. Paperwork should be submitted to the Guidance Department and approved by the Principal, 2) Teachers will be asked what the impact would be of grading the student now and if it would be consistent with what they predict for the year. If grading can be done, teachers will give a grade "based on work received" and write comments. A report card will be mailed to the family upon completion, 3) All documentation will be placed in the student's cumulative file and housed by the school. Absences will be recorded on the child's report card. If necessary, teachers will provide a list of skills missed. Parents will be responsible for working with their children to make-up the skills missed.

## Early Dismissal and Visitors

### ***Early Dismissal***

If you need to be dismissed from school early, you should bring a note from your parents or parents should submit an Absent Reporting Form via Google found on our WMS website to the main office. The note should include the time you need to be dismissed and your reason for leaving early. The office staff will issue a dismissal slip. Before you leave, you should show your dismissal slip to your teacher and report to the main office and place the slip in the dismissal box. If you do not have a note, your parent or guardian must call the main office. **Please be advised that without a note, your parent/guardian will have to come into the office to pick you up.** You are responsible for any school work that you miss.

### ***Student Visitors***

At WMS, we do not allow outside visitors to shadow our students during the school day. ***Due to issues of health safety and potential disruptions, we maintain the right to deny requests for visits.*** WMS does not offer “shadow” visits for public vs. private school decisions; however, meetings/tours can be arranged through the discretion of our Guidance Department. For further assistance, please call our main office.

### ***Family Members Visiting Teachers and Students at School***

At WMS, we understand that family members often need to visit the school. ***Due to health and safety concerns, we will be monitoring visits closely and will often be asking visitors to take care of business outside of the school building.*** When visiting, please buzz in at one of our entrances and state your purpose to the receiving secretary. If allowed to enter, please come directly to the main office, sign in and receive a visitor’s tag. If further assistance is needed, a secretary can help you. Under no circumstances should a visitor go directly to a teacher’s room or area of the building without checking in with the main office first.

## Lockers, Hallways and Facilities

### ***Locker Use and Hallways***

**To start the school year, students will not be issued lockers and will be carrying backpacks throughout the school day.** Upon review and if determined necessary, all students will be issued a locker to store phones, jackets, lunches, sports equipment, small instruments, extra water bottles and any item not needed throughout the school day. Backpacks will still be allowed during the school day.

When issued, students will need to bring a standard padlock from home for use in school. Please memorize your combination and do not share it with other students. Teachers will keep a log of combinations for their homeroom students. Lockers may be used before school, after the 7:40 a.m. bell, between periods, and after school. Make sure to plan your time well so that access between periods is minimized. Also, be sure to lock your locker whenever it is not in use. Wellesley Middle School does not advise that valuable items be brought to school. ***WMS is not responsible for lost, damaged or stolen items. We will practice due diligence in terms of***

***investigating any incident, but cannot guarantee the recovery of these items.*** Please let someone in the office know if you have an issue with your locker. Do your best to keep your locker neat and free of excess papers, old food, and debris. School-wide locker clean out is planned for twice per school year. The following locker/hallway rules have been instituted:

- Backpacks are allowed in hallways in order to transport daily needs for classroom use.
- Passing in corridors needs to occur in an orderly and respectful manner; specifically, no running, pushing, shoving, or extremely loud noises are allowed. Students should pass to the right in the hallway to avoid congestion and ensure safe passage between classes.
- Maintaining social distancing in hallways is still encouraged, but passing quickly within six feet is not considered a health and safety risk.

*Note: Lockers are considered school property and should not be defaced, vandalized or altered.*

### **Bathrooms, Locker Rooms and Changing Facilities**

Bathrooms are available to students on every floor. Gender neutral bathrooms are available to students throughout the building. If marked on door signs, occupancy limits must be followed. Students are expected to treat bathrooms respectfully and not deface, vandalize and/or litter the space. Bathrooms should not be used as a place to meet other students. Additionally, bathrooms are identified by gender but all students are entitled to access bathrooms, locker rooms and changing facilities that correspond to the student's gender identity. As a public school, WMS does not discriminate on account of race, color, sex, gender identity, religion, national origin or sexual orientation. Please contact school administration for more information about the MA DESE document, "Guidance for MA Public Schools Creating a Safe and Supportive School Environment."

### **Snacks**

Eating snacks is not encouraged in classrooms, although we do realize that there are medical and health exceptions to this rule; teachers will monitor this need. Students are not allowed to go to the cafeteria to buy snacks. Healthy snacks are encouraged. Snacks are not to be shared with other students, nor should they be disruptive to instructional time. Snacks provided by the teacher or coordinated by the class must be for special occasions (i.e., not on a regular basis) and a balance of healthy options (i.e. not just sweet treats) must be available.

## **WMS Cafeteria**

Note: To start the school year, students will eat outside unless determined impossible (e.g., inclement weather) by school administration. Students will eat by homeroom in designated areas. No switching of locations will be permitted without the approval of an assistant principal. This will remain the practice until further notice. All copy below references WMS policies during an in-building, routine school schedule.

### ***Philosophy***

Our WMS cafeteria accommodates approximately 400, during each lunch block. Due to this large number of students, we believe that safety and accountability are of utmost importance. At WMS we believe that students in the cafeteria should 1) be physically safe and accounted for, 2) experience emotional security and inclusion, and 3) be given a level of progressive independence. Our goal in organizing and monitoring the WMS cafeteria is to establish a system that honors these priorities. As students change grades, we believe that they are capable and ready to make increasingly responsible decisions, and we give them opportunities to demonstrate this growth.

Ideally, the lunch block is a time for students to relax, socialize and to enjoy a break from the stress of the school day. It is not time for students to complete homework or print out assignments. If a student struggles with the cafeteria setting, he/she should notify his/her guidance counselor or teacher to decide on next steps.

### **Grade 6**

#### **Seating**

Grade six students begin the year seated at tables by homeroom. We seat them in this manner because they are still getting to know one another, and we want to create a safe and inclusive space in their new cafeteria. As the first few months progress, and teachers can see what peer/friend groupings emerge, students are rearranged into different table groupings, while remaining seated within their houses. Beginning Semester 2, students are given the privilege of “open seating.”

#### **Duration**

Grade 6 students are given additional time to eat lunch during the first week of school. Sixth grade lunch will run as noted in the Daily Schedule (page 13). The cafeteria is new to them, and the menu options are numerous. Additionally, students become familiar with using their PIN numbers and navigating the cafeteria lines. We provide extra time in order to alleviate a bit of stress for them, and to allow them to become familiar with the cafeteria, their peers and the lunchtime routine.

#### **Dismissal**

For the first half of the year, students are picked up by their teachers from the cafeteria. Students are dismissed directly to the teachers, who walk their students back to class. For the second half of the year, we dismiss the students as a larger group, by houses, and they are expected to walk independently back to classes, where their teachers wait for them in the classrooms.

**Grade 7****Seating**

Grade 7 students begin the year with the immediate privilege of choosing their tables and peers on a daily basis. We believe that 7<sup>th</sup> graders have earned the independence started in 6<sup>th</sup> grade to choose daily with whom they sit from the first day.

**Duration**

Seventh grade lunch will run as noted in the Daily Schedule (page 13).

**Dismissal**

Grade 7 students are dismissed by row after the lunch monitor has checked each table for cleanliness. Teachers should be awaiting the arrival of the students outside of their classrooms.

**Grade 8****Seating**

Grade 8 students begin the year with the immediate privilege of choosing their tables and peers on a daily basis. We believe that 8<sup>th</sup> graders have continued to earn the independence started in 7<sup>th</sup> grade to choose daily with whom they sit from the first day.

**Duration**

Eighth grade lunch will run as noted in the Daily Schedule (page 13).

**Dismissal**

Grade 8 students are dismissed by row after the lunch monitor has checked each table for cleanliness. Teachers should be awaiting the arrival of the students outside of their classrooms.

**Monitors**

Monitors are present in the cafeteria at each lunch block. Teachers and Teaching Assistants are responsible for making sure that each table has a student to clean the top of the table as well as a sweeper. Monitors should be circulating throughout the cafeteria during the entire lunch block, to create an atmosphere of safety, cleanliness and community. Monitors should arrive at the start of the lunch period, and leave after student dismissal.

**Clean up**

When there are 5 minutes remaining at the end of each lunch, the Cafeteria Manager will announce that it is time for clean up. At this time, all students should throw away trash, and those students assigned to clean up for their table that day must wash the table top and sweep beneath the table. Once the monitor checks to see that the table is sufficiently clean, he/she will signal the Cafeteria Manager, and the table will be given the approval

for dismissal. Students may not refuse to clean up when asked by an adult. There will be times that a student is asked to pick up an item of trash that may not “belong” to him or her.

### ***Restricted Lunch Table***

If a student demonstrates behavior that is not conducive to the cleanliness, safety or feeling of community in our cafeteria, that student may be asked to sit at a Restricted Lunch table, located at the front of the cafeteria close to the lunch monitor. Depending upon the severity of the behavior, that student may also be asked to speak to an Assistant Principal.

### ***Cafeteria rules***

You have the opportunity to eat lunch with your friends and classmates. The school cafeteria provides a substantial and balanced hot meal. Milk and juice are sold separately for students who wish to bring their lunches. While in the cafeteria, it is important to observe the following rules:

1. Students should enter the cafeteria in an orderly fashion and proceed to their assigned table or the lunch line if they are purchasing lunch.
2. Once seated, students are to remain at their assigned or selected table. Moving around the cafeteria to socialize with classmates is not allowed. Students are to remain seated at their table until dismissed from the cafeteria by an Assistant Principal or the Cafeteria Manager.
3. Running, pushing, cutting the lunch line, or any physical roughhousing or horseplay is strictly prohibited in the cafeteria.
4. Throwing food, no matter how small the particle, throwing juice/drink, forks, etc., and pitching items into the trash receptacles is strictly prohibited. These offenses will receive immediate consequences.
5. All food and beverages must be consumed in the cafeteria. Only water bottles are allowed in the classroom.
6. After finishing lunch, tables are to be cleared of all trash and debris. If spills have occurred, the person responsible for the spill must thoroughly clean it up. Additionally, every day a student at each table is assigned the duty of cleaning the table - to sweep the floor around the table and make sure that the table is tidy for the next students who will use it. The lunch table is a community, is viewed by lunch supervisors and administrators as a community, and should be viewed by students as a community at all times.
7. Students are NOT allowed to leave the cafeteria for any reason without signing out or getting an adult's permission.
8. Students who fail to observe good cafeteria behavior will be referred to the office. Continual offenses or serious misbehavior can result in loss of cafeteria privileges and possible further disciplinary action.
9. **In an effort to avoid exclusion, exposure to allergens, and to limit the level of commotion in the cafeteria, table “parties” for birthdays and other celebrations/special events are not allowed. Special lunches/desserts/drinks cannot be brought in and shared with others.**
10. No students are allowed in the library during their lunch period for printing of classwork, meeting up with friends, or as an excuse for wanting to leave the cafeteria.

11. In the interest of safety and accountability, students who spend lunch block with a teacher must sign in with that teacher, who will report these names to the main office.
12. Administration reserves the right to discipline the entire cafeteria by grade, even if not every student is participating in the infraction. Consequences will be given in an effort to keep the whole cafeteria environment safe. At times, all-grade consequences are the most effective way to restore order, especially when a majority of students are misbehaving.

## **Substitute Teachers**

From time to time, you may have a substitute teacher. Remember to be courteous and to cooperate as if your regular teacher were present. This is another place where respect and responsibility are important.

## **Emergency, Fire and Safety (Lockdown) Evacuation 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. Students, teachers, and staff participate regularly 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. For all evacuations, the following rules should be practiced:

- Be SILENT and aware of your surroundings. Stay calm. Listen for important announcements.
- For fire evacuation, walk quietly and quickly in an orderly fashion out of the building. For safety evacuations, practice ALICE and run with your hands up.
- For fire evacuation drills, students should exit in silence. Once outside, remain silent with your class and your teacher. While students should be calm and organized upon returning back into the building, you may speak quietly, as silence is not required. For safety evacuations, find a safe place as far away from danger as possible. Remain there until help arrives.
- For fire evacuations, always stay on the sidewalk. In all situations, be aware of traffic.
- Wait for instructions from your teacher or an administrator to return to your classroom and/or school, or to be told that a safer option is available. Be on alert for more specific instructions that may be given at any time.
- Do not use cell phones in a way that interferes with police or school authority. Also, do not cause additional panic in an already challenging situation.

## Acceptable Use Policies

### ***Smart phones and watches, headphones/AirPods, and other electronic devices***

Smart phones and headphones/Airpods must be put away at the 7:45 a.m. bell with no exceptions. These items are considered “put away” if they are stored in your backpack. If students need to contact their parents during the day, they may come to the main office or ask to use the phone in one of the classrooms during a time that is convenient for the teacher. Parents wishing to reach students 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 message. No cell phone calls or text messages between families and students should occur.

Smartwatches, or devices that connect to the internet, may be worn in the school. Teachers may ask students to remove the Smartwatch/device during assessments or at other times. If students misuse the worn devices, teachers/administrators may confiscate them and hold them until the end of the school day. Misuse could consist of but is not limited to texting, taking photographs, accessing websites/applications, etc. Furthermore, text messaging altogether during the school day is prohibited and is not allowed between students and families. 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 logged in the main office. For the first offense, the student may pick up the item at the end of the school day after having a conversation with an assistant principal. For the second offense, the phone will be confiscated and a parent will have to retrieve it from the office. Additionally, a student repeating this offense will be sent to the main office for appropriate discipline. Once the school day has finished, students may use their cell phones and other electronic devices in common areas (hallways, courtyard, cafeteria, etc.) These devices are not allowed on students during school hours due to distractibility, safety and security concerns. For the WPS District Acceptable Use Policy, please refer to the section, “WPS District Policies.”

## Email and Other Electronic Communications

### ***Overarching Expectation***

Email and other electronic communication tools can be an effective and efficient means for communication. The Detailed Guidance below is intended for all members of the WPS community. 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 everyone.
- 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 non-urgent emails, you can expect a response within 2-3 school days (excluding weekends).
- Students in Grades 6-12 should use their *WPSraiders.org account* when emailing teachers and should address email to the staff *wellesleyps.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.

## Fitness and Health Department Policies

### ***Medical Excuse Policy***

In order to be excused from Fitness & Health class, you must have a note from your parent or guardian stating the reason why you cannot participate. This should be presented to the nurse before school. The note is accepted for two classes for the same illness or injury, and at the nurse's discretion, may be extended once more. A student who is excused from class is assigned to the library or study hall to complete an assignment pertinent to the study of personal fitness and health. Students may not remain in the class as a spectator. A long term medical excuse must be from a physician. An arrangement will be made between the student and teacher for the completion of a project related to fitness and health to fulfill the class requirement. In individual cases, there may be allowances for a study in the event that a student has missed several days of school.

### ***Bathrooms, Locker Rooms and Changing Facilities***

Bathrooms are identified by gender but all students are entitled to access bathrooms, locker rooms and changing facilities that correspond to the student's gender identity. As a public school, WMS does not discriminate on

account of race, color, sex, gender identity, religion, national origin or sexual orientation. Please contact school administration for more information about the MA DESE document, “Guidance for MA Public Schools Creating a Safe and Supportive School Environment.” If noted on bathroom signs, occupancy guidelines should be followed.

### ***Dress, Jewelry, and Locker Policies***

**Dress:** Each student will be required to have a change of clothing for Fitness & Health class. It should be clothing and sneakers that will allow for functional, safe and healthy participation. Hikers and platform sneakers are not appropriate for the active participation required of students in class.

**Jewelry:** Jewelry or any other ornamental items which are determined to be safety hazards by the Fitness & Health staff will not be worn in Fitness and Health classes.

**Locker:** A locker with a combination lock is provided in the locker room for each student. The purpose of the assigned locker is for students to have a secure place for their belongings. Students are expected to use these assigned lockers to secure their personal belongings. WMS is not responsible for lost or stolen items.

## **WMS Student Discipline**

### ***Philosophy***

At WMS, we believe that student discipline should be a learning experience in which poor conduct or disrespectful behaviors change. Our common objective is to provide an opportunity for students to grow, as they test boundaries and understand important ways that their actions impact our greater community. As a community, we know that children learn best when a consistent approach is taken and similar messages are given from both school and home. Parents and administrators/teachers should work as a team when a consequence is issued to ensure that the student learns from the experience, changes behavior and recovers socially/emotionally. In the best interest of the child, positive intent should be assumed by all parties. In the case of a classroom issue, parents and teachers should work directly together to solve the issue.

Discipline should not be used to “label” or “define” a child permanently without a path for improvement and recovery. Discipline cases are handled individually, respecting the rights, developmental needs and dignity of the student while taking into account the needs and best interest of the entire school community. Most discipline problems can be handled by administration and staff on an informal basis; however, it is sometimes necessary to employ more formal disciplinary procedures. To respect the confidentiality of all of our students and families, we are not at liberty to discuss the disciplinary actions taken regarding students other than your own.

### ***Types of Discipline***

Although we understand the need for, and at times, employ a range of disciplinary practices at WMS, we aim to improve student conduct through a “relational/recovery” approach: to understand an individual student’s circumstances, to build trusting relationships, and to offer an effective path to positive change.

<b>Prescriptive/Progressive (for cases where zero-tolerance is practiced)</b>	<b>Relational/Recovery (our goal for most cases)</b>
<p>Standard consequences that are non-negotiable. Often considered a punitive approach. If “A” is committed, then “B” is issued. Could cultivate an environment where student behaviors are not intrinsically motivated, but rather driven by the fear of being caught. Does not take into consideration circumstances that may have impacted the behavior.</p> <p>Additionally, some cases require that consequences increase if behaviors do not change. This represents a <b><i>progressive form</i></b> of discipline. It is often based on the continued violation of our core values.</p>	<p>Considers the reasons behind the act, and assumes that poor conduct or disrespectful behavior is often the symptom of a larger issues, poor decision-making, etc. Consequences may or may not be issued and they might vary dependent on the circumstance, and from student to student. The goal of building trusting relationships through ongoing work is considered.</p>

*Note: 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.*

***Guidelines for Addressing Student Conduct Issues***

Most student conduct issues can be worked out effectively between teachers and students. Many times, a private conversation to explore student rationale for the poor decision that has been made is adequate to resolve the issue and to create a new level of understanding for the student. When a conversation fails to interrupt the unwanted behavior, teachers may issue student consequences (e.g., an 8<sup>th</sup> period, lunch with the teacher, etc.). Teacher issued consequences can be coordinated by Houses, Clusters, Teams or departments. When issuing consequences, communication to parents/guardians is required. At any time, a guidance counselor may provide additional support and/or consultation.

If the aforementioned strategies prove to be ineffective, the student should be referred to his/her Assistant Principal to further discuss the issue. At that time, further consequences may be issued. Please note that the option of sending a student to the office should be considered only after the above strategies have been attempted, or if the student behavior is dangerous or significantly disrupts the learning of other students. Once a student has been sent to the office, 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.

Certain breaches of conduct are so serious that the Principal or his designee 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.

***Video Surveillance Cameras***

Wellesley Middle School employs the use of video surveillance cameras on its premises. At times, it is necessary to review footage to identify or verify a student's involvement in an incident. Video footage is only used reactively; it will not be used proactively to seek out misconduct. Video footage is considered confidential and will not be shared with any party outside of school personnel. Cameras are installed for the protection of our community against outside intruders in the building.

### **8th Periods**

From time to time, a teacher might assign an 8th period as a consequence for inappropriate behavior. It is called an "eighth" period because there are seven (7) periods within the school day and this required consequence begins immediately after seventh period, from 2:35 p.m. - 3:20 p.m. If an eighth period is assigned by one of your teachers, you are expected to meet that teacher on time to serve the period. If you fail to show up for an eighth period, your teacher may refer your name to the office for further consequences. If you have another after school obligation and cannot serve your eighth period, please let your teacher know so that you can make arrangements to make up the time. *Note: In the past, 8th periods have been assigned by teachers for students to receive extra help after school. These sessions will now be referred to as "work or help sessions," reserving the term "8th period" for discipline only.*

### **Office Detention**

Office detention is assigned by an Assistant Principal and is served after school from 2:35 p.m. - 3:30 p.m. This detention is usually given for larger, more severe offenses usually when a student is sent to the office by a teacher or is directly disciplined by an Assistant Principal. Like restricted lunches, more than one office detention can be given to a student at a time depending on the severity of the offense. Office detention is supervised by an Assistant Principal and is held Monday through Friday of each week, except on Thursdays when there is a faculty meeting. Some examples of behaviors that could result in an office detention are: being sent out of class, skipping class, being disrespectful toward school property and/or personnel.

### **Restricted Lunch**

Restricted lunch is assigned to a student as a disciplinary action. This action removes the student from the cafeteria social experience. More than one restricted lunch can be given for an offense. Additionally, teachers may assign a restricted lunch in their classroom to give extra help to a student or for a student to complete a test or other missed work. If the restricted lunch is for academic purposes, the teacher may contact a parent in advance. Some examples of behaviors that could result in a restricted lunch are: disrupting class, inappropriate cafeteria behavior, being disrespectful to peers, not listening to adult direction and/or excessive time in the hallways

### **Suspensions**

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. Middle school suspensions do not go on a child's permanent record.

**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.

**Grounds for Suspension**

- Possession and/or use of tobacco, e-cigarettes (vaping), marijuana, and devices that allow for the inhaling of any substance
- Theft of property
- Fighting, altercations
- Cutting of classes
- Destruction of property, graffiti

**Grounds for Suspension (continued)**

- Arson
- Violation of anti-hazing policy
- Violation of anti-harassment policy
- Violation of anti-discrimination policy
- Violation of anti-bullying policy
- Possession and/or use of illegal drugs including alcoholic beverages
- Extreme disrespect/defiance toward any adult in the building (swearing, excessive verbal “pushback,” yelling, etc.)
- Unsafe behaviors
- Taking photos and/or posting images of teachers and/or peers without knowledge or permission

***Restorative Justice***

Restorative justice is a way of looking at the harm as it meets the victim’s needs, and asks those responsible for the harm to make repair. The confidential process is voluntary and also involves the support of family, community members and the police. A restorative justice approach to discipline/recovery will be considered on a case-by-case basis by school administration.

***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 services 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 1D and 1F.

***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, §37H and M.G.L. c. 71, §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, §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, 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, 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.

### **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 suspensions. 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 up to another ten day period. 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.

Students who have been found to have a disability that impacts upon a major life activity, as defined under §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.

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 Special Education 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.

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. 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.

### ***Lost and Found Items***

Lost items will be placed in the WMS Lost and Found box located in the WMS Student Cafeteria. The last week of each month, all lost items will be displayed on tables in the cafeteria during all three student lunch blocks, so that students will have the opportunity to find lost items. On the last Friday of each month, items that remain in the Lost and Found will be donated. We highly recommend that student items be labeled with their names, particularly outerwear or items that they may use for layering in cold weather (sweatshirts, fleeces, etc.).

## **Leaving WMS at the End of the Day**

### ***2:30 p.m. bus***

School busses arrive for student pickup at the 2:30 p.m. dismissal. Busses are identified by a letter that corresponds to the child's route. Busses are located on D'Auria Drive and in the Donizetti Street parking lot. Bus passes are required to ride the bus home to your neighborhood.

### ***Late Bus (3:30 p.m. pickup)/Afterschool Supervision***

The Late Bus is intended to provide transportation for those students who remain after regular school hours for additional work with teachers, participation in clubs/sports, or a quiet place to work on homework. Only students with a valid WPS bus pass are eligible to ride the Late Bus. In order to take the Late Bus, students must present a signed pass from the teacher, coach or advisor with whom they were staying. Students may not leave school grounds while waiting for the late bus. This pass must include the time that the student was dismissed by the teacher.

There is a Late Bus monitor who is based in the cafeteria from 2:40 p.m. to 3:35 p.m. The monitor is responsible for checking passes and ensuring that all students who are taking the Late Bus are eligible to do so. Additionally, the monitor is responsible for maintaining discipline in the cafeteria as students await the arrival of the Late Bus. Students must show their WPS bus passes to the monitor as well as to the bus driver before getting on the bus. The Late Bus monitor has a list of all WMS students who are eligible to ride the bus. If there is a question about a student's eligibility to ride the late bus, the Late Bus monitor will check to be sure that: a) the student has a Late Bus pass from a teacher, coach or advisor; and/or b) the student has a valid WPS bus pass. The Late Bus monitor will report inappropriate behavior in the cafeteria and/or attempts to board the Late Bus without the proper passes to Ms. Gordon, Assistant Principal. If taking the late bus, students are not permitted to leave campus for any reason, as the student remains the responsibility of the school. Students who demonstrate inappropriate behavior after school while waiting to take the Late Bus may lose the privilege to ride the Late Bus indefinitely.

**Pickup by Car**

When picking up your child in the afternoon, we request that the following instructions are followed in order to ensure the safety of all students:

**Calvin Road (side of school):**

Pick up/drop off students on the school side only. Signs are posted on the other side of Calvin Road that forbid parking, stopping and standing. We strongly urge drivers to obey these signs; doing so will eliminate the possibility of children darting out in front of cars in an attempt to cross the street to enter the school.

**Kingsbury Street (front of school):**

Thirty minute parking is available on most of Kingsbury Street. Signs are posted on the school side of Kingsbury Street that indicate the location of these spots. Orange traffic cones denote the areas in which all parking/stopping/standing is restricted. These restrictions ensure that drivers have clear visibility of the Kingsbury Street crosswalk. Pick up/drop off students on the school side only. Signs are posted on the other side of Kingsbury Street that forbid parking, stopping and standing. We strongly urge drivers to obey these signs; doing so will eliminate the possibility of children darting out in front of cars in the attempt to cross the street to enter the school.

**Donizetti Road (rear of school):**

Due to a high rate of traffic in the Donizetti parking lot, pick up, stopping and/or standing is restricted from 2:30 p.m. to 2:45 p.m. Failure to observe these restrictions could potentially create a traffic jam in this area, resulting in an unsafe environment for our students.

**Afterschool Expectations**

Students are expected to leave the building after the school day at 2:30 p.m.

When we return to a routine school schedule, and if students need to stay for afterschool help, eighth periods, performances, athletics practices/games or activities, they must be in the supervision of an adult at all times. Students may not leave the campus and return without a supervised, school-related purpose. Athletes must remain under the supervision of their coaches. “Hang out” time is not allowed after 2:30 p.m. throughout the school building. To avoid students “hanging out” after school, students staying after school for academic support, clubs and activities, or sports, must have a pass from a supervising adult or coach to ride the late bus.

***Please remember:***

- Snowball throwing is prohibited on school property.
- Cleats are not allowed in the building.
- Presence in locker rooms must be supervised by an adult/coach.

## WMS Homework Policy

### ***Homework philosophy: A “whole child” approach***

At Wellesley Middle School, we believe that students should view homework as a tool for academic growth that helps them to develop and practice skills independently. It should allow them, as well as their teachers, to gain a more individual sense of student understanding. Homework should be a safe space to make mistakes and employ a “growth mindset.” We believe families should work collaboratively with the school in helping to guide their children with resources and to balance students’ out-of-school time. We believe that teachers should assign homework in support of student learning and understanding, which may or may not be daily or counted towards a class grade. We believe in being flexible with student circumstances while maintaining the integrity of our courses.

### ***Purpose of homework***

Homework assignments should be “meaningful” as determined by the teacher. Rather than a way to define course rigor (i.e., importance of course and/or a teacher), meaningful implies that homework is relevant to the learning. Thoughtfully assigned homework has a variety of purposes for our students:

- Gives additional practice on skills learned; reinforces class lessons and provides opportunities for differentiated options where applicable
- Uses academic strategies taught in class
- Promotes self reflection and independence
- Provides collaboration opportunities with peers, parents and teachers
- Expands knowledge of the curriculum taught; inspires curiosity about the subject
- Previews for students the next day’s lesson and prepares them for participation in class
- Provides choice for relevant learning and encourages the use of a student’s voice
- Can be used as a formative assessment in helping teachers to evaluate learning and improve instruction

### ***Recording homework, test schedules and daily time frames***

When assigning homework, students are expected to document their assignments on their iPads or by writing them down. Being consistent between classes with this expectation has proven an effective practice amongst teachers. The following chart outlines recommended daily guidelines:

***Note:*** Minutes identified in this chart may vary by student. A review by an administrator, faculty member or parent/guardian of a student’s overall workload may be considered, if needed.

Grade 6	Grade 7	Grade 8
<p><b><i>On average:</i></b> 10-15 minutes per night, per course, not to exceed a total of 60 minutes*</p> <p><b><i>Note:</i></b> Teachers should be coordinating so that “drop days” by subject per week/cycle are considered.</p>	<p><b><i>On average:</i></b> 15-20 minutes per night, per course, not to exceed a total of 80 minutes*</p> <p><b><i>Note:</i></b> Teachers should be coordinating so that “drop days” by subject per week/cycle are considered.</p>	<p><b><i>On average:</i></b> 20-25 minutes per night, per course, not to exceed a total of 100 minutes*</p> <p><b><i>Note:</i></b> Teachers should be coordinating so that “drop days” by subject per week/cycle are considered.</p>

\*If a student is experiencing difficulty, parents/guardians have the option of signing off at the upper time limit for a course’s daily homework, if the student has worked studiously and productively during homework time. Follow up communications between a parent and teacher should be initiated if a child is consistently having difficulty completing homework

***Role of student, teacher and parent in classroom homework***

<b>STUDENT</b>		
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<ul style="list-style-type: none"> <li>• Works on homework independently (or collaboratively, if assigned) so that it reflects student ability; sees mistakes as learning opportunities</li> <li>• Documents all homework on an iPad or by writing them down</li> <li>• Organizes necessary materials before end of day</li> <li>• Avoids unnecessary screens, music, social networking, etc. to prevent potential distractions</li> </ul>	<i>Build on G6 skills</i>	<i>Build on G7 skills</i>
<ul style="list-style-type: none"> <li>• Thoughtfully completes homework before the next class</li> <li>• Understands the need to seek support</li> </ul>	<ul style="list-style-type: none"> <li>• Schedules time for managing thoughtful homework completion</li> <li>• Self-advocates with teachers to clarify homework assignments and due dates</li> </ul>	<ul style="list-style-type: none"> <li>• Manages time for effective long-term project completion and balances time needed for extra-curricular activities and thoughtful homework completion</li> <li>• Understands own needs to finish homework, not in comparison with peers (i.e., self-assessment and self-management)</li> </ul>
<b>TEACHER</b>		
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<ul style="list-style-type: none"> <li>• <u>Adheres to WMS “no homework” dates</u></li> <li>• Coordinates dates for major assessments with other teachers to avoid &gt;2 on one day</li> <li>• Posts homework and long-term project due dates to teacher website consistent with WMS school practices.</li> <li>• Provides resources and guidance to students; gives clear instructions</li> <li>• Coordinates with other like subject-area teachers for consistency</li> </ul>	<i>Same</i>	<i>Same</i>
<ul style="list-style-type: none"> <li>• Posts homework for entire house in homeroom or online; reviews daily</li> <li>• Communicates with student and parent early if trouble with homework routines exists</li> <li>• Checks student’s recording of homework</li> </ul>	<ul style="list-style-type: none"> <li>• Posts homework for entire cluster in homeroom or online</li> <li>• Communicates with student, then follows up with parent if a pattern exists with incomplete homework</li> <li>• Checks student’s recording of homework as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Posts homework consistently for class assignments</li> <li>• Communicates with student if a pattern exists with incomplete homework; Communicates with parent if pattern continues to persist</li> <li>• Encourages independence and self-advocacy in recording homework</li> </ul>
<b>PARENT</b>		
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<ul style="list-style-type: none"> <li>• Provides a space conducive to studying; monitors “screen” time</li> <li>• Helps student manage time in relationship to out-of-school activities and events</li> <li>• Checks recording of homework and website as needed</li> <li>• Communicates with teacher in support of student goals</li> <li>• Encourages self-advocacy</li> </ul>	<i>Same</i>	<i>Same</i>
<ul style="list-style-type: none"> <li>• Allows student to work independently; provides regular discussion/support</li> </ul>	<i>Same</i>	<ul style="list-style-type: none"> <li>• Allows student to work independently; provides periodic check-ins and monitored involvement</li> </ul>

### ***Major assessments***

Teachers will announce all major, in-class assessments at least one week in advance. These assessments include anything that is expected to take more than half the class period to complete such as tests, in-class essays, etc. Teachers will give students at least one week's notice for such assessments which should provide students with sufficient time to prepare, and also time to inform teachers if several major assessments are scheduled for the same day. If students have more than two major assessments on the same day, they may reschedule the third announced assessment by giving the teacher at least two days notice along with written confirmation of the conflicting assessments. The students must approach the teachers and the assessments will be rescheduled at the teacher's convenience.

### ***Role of WMS administrators***

In addition to the roles played by student, teacher and parent, administrators will monitor homework requirements across all grade levels. The principal, assistant principals and department heads will ensure an incremental increase in homework skills and expectations from one grade to the next. With the help of WMS School Council, administrators will also survey students, teachers and/or parents every three years or as deemed necessary to review its Homework Policy. Ongoing feedback about homework to WMS administration is always welcome.

### ***Homework assignments***

All students will have access to an assignment notebook (if needed). When assigning homework, please make sure students are using this book or their iPad to document their assignments.

### **Consistency within grade level**

Amongst teams and between them, teachers are aware of how much homework is being assigned, and they work to obtain consistency. Parents and students should understand that factors such as curriculum needs, classroom schedules and teacher creativity are all considered in this process, which could lead to valuable differences amongst teachers.

### **“Drop day”**

Due to the potentially high demand on student time, teachers can consider a “drop day” once a week/cycle. A drop day would mean that no homework is assigned for that day and no homework is due the following day in a particular class. This does not include extended assignments. The goal of a drop day is to reduce stress, as students are learning important time management skills. Teams currently attempt to coordinate drop days that fall on different days of the week/cycle.

### **Posting homework assignments online**

Teachers will post their homework assignments online in a schoolwide, consistent fashion for ease of access by students. Teachers will use Google Calendar as a common platform. If needed, our WMS Technology Department can support teachers with this implementation.

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A designated “no homework” day or days means that nothing is expected of students during this time, whether it be a single night or a week-long vacation. Long-term assignments should either be due before a break or be introduced to the students following the break. Long-term exceptions can be approved by the teacher’s department head, but long-term assignments cannot be changed to require work over the vacation.

Teachers should be explicit about the number of days required to complete long-term assignments and projects, and that no work is expected over a break. At times, teachers will make assignments due after a break because students like the “time management” flexibility that a break offers. If a teacher decides to “give extra time” for this reason, it needs to be clearly communicated to students and parents. Additionally, students need to take responsibility by avoiding procrastination and inform their parents of due dates. Parents need to communicate with teachers if due dates are in question.

***WMS religious holidays and school vacation day guidelines for assigning homework***

- ***For religious holidays that fall on weekday evenings***, teachers will give appropriate consideration to students unable to complete homework assignments on the dates below.
- ***For religious holidays that fall on school days with school remaining in session***, teachers will not schedule quizzes, tests, field trips, special events, and athletic contests on the holidays below. Teachers will give appropriate consideration to students missing presentation of new material.
- ***For other religious holidays***, teachers will be sensitive to students unable to complete homework assigned on other holidays or to participate in other activities interfering with religious observances not recognized on our school calendar. It is expected that teachers will be flexible with the timing and manner in which make-up homework is completed. Students will take responsibility for developing a reasonable plan with their teachers to complete required homework that is missing.
- ***For scheduling parent or faculty meetings and events***, administrators, teachers, and parents will make every effort not to schedule meetings and special events on religious holidays.

***Policy for school vacations:***

Similarly, no homework or projects should be assigned over a break. Additionally, no homework and projects should be due and no tests/quizzes should be given on these days:

- Tuesday, November 30, 2021 (after Thanksgiving recess)
- Monday, January 3, 2022 (after year-end vacation)
- Monday, February 28, 2022 (after February vacation)
- Monday, April 25, 2022 (after April vacation)

**Note:** On any other holidays and/or long weekends, homework due is at the discretion of individual teachers.

***Calendar for 2021-22***

WMS school policy is not to assign homework on the dates listed below. Homework should not be assigned on these days or due on the following school day. Additionally, no tests/quizzes (with the exception of any that do not require preparation outside of class like a lab notebook quiz) should be given and no projects should be due on the school day following the holidays listed below.

Holiday	School Practice
Rosh Hashanah will begin in the evening of Monday, 9/6/21 and ends in the evening of Wednesday, 9/8/21. In observance, WMS will be closed on Tuesday, 9/7/21.	No homework or projects should be due and no tests/quizzes should be given on Wednesday, 9/8/21.
Yom Kippur will begin in the evening of Wednesday, 9/15/21 and ends in the evening of Thursday, 9/16/21. In observance, WMS will be closed on Thursday, 9/16/21.	No homework or projects should be due and no tests/quizzes should be given on Friday, 9/17/21.
First night of Passover is Friday, 4/15/22.	No change to practice.
Good Friday is Friday, 4/15/22.	No change to practice.

Other holidays not listed on this calendar but to be aware of include:

- Lunar New Year: begins Tuesday, February 1, 2022 and finishes Wednesday, February, 2, 2022.
- Ramadan 2022: begins Friday, April 1, 2022 and finishes Saturday, April 30, 2022.
- Eid al-Fitr: begins Monday, May 2, 2022 and ends the evening of Tuesday, May 3, 2022.

Consideration of “no homework” should be given to students celebrating holidays specific to their religious beliefs. Parents/guardians and students should feel comfortable approaching teachers with this request.

## Student Cheating and Plagiarism

The following information is intended to provide students with guidelines that promote academic integrity and honesty. Examples of academic dishonesty include, but are not limited to:

- Copying assignments from others or allowing another student to copy your assignment.
- Looking at another’s test or quiz or allowing another student to look at your test or quiz.
- Using, sending or receiving information or any electronic device during a test or quiz.
- Possession or use of unauthorized materials obtained from any source during a test or quiz.
- Talking, signaling, and/or passing information during a test or quiz.
- Changing an answer after work has been graded, then presenting it as improperly graded.

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- Sharing answers on a take home exam, or asking or allowing another student to take an examination for you.
- Obtaining or seeing a test, quiz, or answer key before the test without the teacher's permission.
- Discussing or providing information about a quiz or test with students who have not yet completed the assessment.
- Submitting text or another's ideas from an internet source/website, book, textbook, database, or any other source as your own without proper citation.
- Allowing others to do the research and writing of an assigned paper for you.
- Allowing another person to do your work, and then submitting that work under your own name.

If students are caught cheating or plagiarizing by a teacher, consequences may be issued at the teacher's discretion. We do understand that students in middle school are learning what plagiarism and cheating is, and still may require education about these behaviors. Parents should be notified about the student's actions and work directly with teachers with questions, comments or concerns. If warranted, teachers can involve school administration in the issuing of consequences and conferences with families.

## **Scheduling (changing classes or teachers)**

Scheduling is an extremely complex endeavor, and changing a student's schedule is difficult and labor-intensive and often results in a less-than-ideal schedule for the student. For these reasons, it is important for students and their parents to understand the following:

- The move must be requested before the end of the first marking term of the semester. Preferably, the request would be made in the first couple of weeks.
- The move may not be possible due to full sections, conflicts with other courses, or other scheduling complications. All students impacted must be considered in the decision.
- If the move is made, it may change the student's schedule, elective options, and/or teachers.
- The student is responsible to catch up with any work in the new course deemed necessary by the receiving teacher.

Due to the difficulties with scheduling, it is highly unlikely that any change will be made due to a perceived teacher's or student's reputation, for friendship purposes or student's self-perceived "boredom." If a move is requested due to a "conflict" between a student and a teacher, every effort will be made to reconcile the conflict in place of a move. School administration reserves the right to refuse any change to a student's schedule. Please contact your child's guidance counselor with any questions/concerns you might have.

**Supervision of Curriculum, Instruction and Student Services*****WMS Departments 2021-22***

The following chart includes Wellesley Middle School administrators responsible for their respective departments:

<b>Department</b>	<b>Administrator</b>	<b>Responsibilities</b>
<b>English</b>	Ehrin Johnson	Interim Supervision of English and Reading Department grades 6-8
<b>Math</b>	Elizabeth Gentes	Supervision of Math Department grades 6-8
<b>Science, Technology and Engineering</b>	Kate Morton	Supervision of Science and Makerspaces grades 6-8
<b>Social Studies</b>	Adam Blumer	Supervision of Social Studies grades 6-8
<b>Guidance</b>	Kate Mahoney	Supervision of Guidance department grades 6-8
<b>Special Education</b>	Cristina Malinn	Supervision of Special Education department grades 6-8
<b>Classical and Modern Languages</b>	Tim Eagan	Supervision of Classical and Modern Languages grades 6-12
<b>Visual Arts</b>	Thom Carter	Supervision of Visual Arts grades K-12
<b>Performing Arts</b>	Michael LaCava	Supervision of Performing Arts grades K-12
<b>Fitness and Health</b>	Joanne Grant	Supervision of Fitness and Health grades K-12
<b>English Language Learners</b>	Anne Higgins	Supervision of district's ELL Program grades K-12
<b>METCO</b>	Cynthia Russell	Director of district's METCO Program grades K-12
<b>Nursing</b>	Ashley Hulme	Supervision of district's Nursing Department grades K-12
<b>Library and Media</b>	Toni Carlson	Supervision of district's Library and Media Services K-12

***Library***

**Director of Library and Media Services – Toni Carlson**

**Sarah Chessman, Librarian**

**Esther Briskin, Library Teaching Assistant**

**Hours**

***Monday-Friday 7:30 a.m. - 2:30 p.m.***

There are times when the library will be closed due to special programs and availability of teacher supervision. When at all possible, these closures will be announced in the morning and/or posted outside the library and on the library website.

***Before School***

During a routine schedule, students need to sign in on the morning sign in sheet and give a specific reason for their attendance. Acceptable reasons to be in the library include:

- Finishing and/or printing a homework assignment
- Checking out or returning a book
- Brief and quiet small group meetings
- Reading
- Assistance from the librarian with a reference or research project

If students complete what they have come to the library for before the first period bell has rung, they are expected to go directly to the cafeteria. The librarians reserve the right to require that disruptive students leave the library space.

***During and After School***

During a routine schedule, students are welcome and encouraged to use the library during study halls and after school for the following reasons:

- Checking out or returning a book
- Help choosing a book
- Use of library print materials
- Assistance with reference or research project
- Quiet reading or individual study
- Computer use for educational reasons
- Quiet small group meetings
- Students are expected to have a pass and sign in and out of the library during the day.
- All students must sign in after school.
- Students are not allowed in the library during their lunch period. If a student needs to print an assignment, etc., the student should ask the teacher's permission during class time to go to the library.

## ***Library (continued)***

### **Library Guidelines for All Times**

Students are responsible for making sure their behavior is respectful of learning and study. Students are welcome to use the library as long as their behavior demonstrates that they understand these values. If students are not behaving in a manner determined appropriate by the library staff, they may be asked to leave.

### **Circulation**

Books in the WMS Library circulate for a period of three weeks. Books will be stamped with the due date at check out and the due date is posted and updated daily.

### **Overdue Notices**

Overdue notices are sent to students via their homerooms at the end of each month. After three such notices (i.e. when a book is three months overdue) a letter and bill will be sent home. Students will be obligated to pay for lost or damaged materials, however, refunds will be issued if items are returned in useable condition during the student's tenure at WMS. Lost book replacement fees are as follows: Hardcover fiction - \$20.00, Paperback fiction - \$10.00, Non-fiction - \$30.00.

### **Library Website**

The library website can be found at [http://www.wellesley.k12.ma.us/wms/pages/WMS\\_Library/](http://www.wellesley.k12.ma.us/wms/pages/WMS_Library/). On this site, you are able to check the library calendar for class visits and closures, and find links to pages created for class projects, research databases, reading lists, book suggestions, how-to sheets, and library catalogs. The library website can also be accessed from the WMS homepage.

### **Other Information**

The librarian and library assistant are available during the school day to help students find books for educational and recreational purposes. Students are also welcome and encouraged to write reviews for the library students review folder and recommend books they would like to see purchased for the library.

## ***METCO***

**Cynthia Russell, WPS METCO Director**

**Dedra Moore, METCO Academic Coordinator**

**Carla Lumley, Secretary**

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

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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.

Middle School students arrive to school between 7:15 and 7:30 am. The bus will depart from the middle school at 2:30 p.m. Students are not allowed to leave campus without written parental permission and oral permission from a METCO staff member. There is no planned late departure until further notice.

**Nursing**

- **Ashley Hulme, Department Head**
- **Caroline Reading, Kristina Gusmini, nurses**

**(Note: During the Covid-19 pandemic, please reference WPS district policies for up-to-date nursing guidelines).**

The members of the Nursing Department collaborate with parents and staff to provide the fullest possible educational opportunity for all students by providing services to support their health, wellbeing 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. The nurse may act as liaison between schools and physicians and/or refer students to appropriate resources either within the school or community. 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.

**Illness, Injuries, and School Attendance**

1. **Absence** - notify the school when your child will be absent due to illness or injury. Students receiving antibiotics for a contagious condition (such as strep throat, bacterial conjunctivitis, must stay out of school until 24 hours of antibiotic therapy has been completed.
2. **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 (stitches, sprains, fractures, 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. The student will not be allowed to return to health and fitness class until this note is received. If your child sustains an injury, or you feel (s) he should limit her/his activity for

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1 - 2 days; or that will affect her/his school performance, you will need to send an explanatory note to the nurse.

3. **Fever** - If your child has a temperature of 100 degrees or above (taken orally) in the morning, it is recommended that (s) he remain home. Students should remain home for 24 hours after a fever has subsided. If your child develops a fever during school hours, (s) he will not be allowed to return to the classroom; and will remain in the health office until dismissed to a parent or the parents' designee.
4. **Contagious diagnoses** – It is important to notify the school nurse of any contagious diagnoses, (i.e., pertussis, chicken pox, etc.). If your child will be absent from school for an extended period of time such as for a surgical procedure, let the school nurses know so that they can assist with the transition process as your child returns to school.
5. **Dismissal** - students who become ill or injured at school will be dismissed to a parent/guardian from the nurse's office. S/he will not be allowed to walk home alone.
6. **Immunizations** - Massachusetts state law requires that students be fully immunized against DPT, Polio, Measles, Mumps, rubella, Hepatitis B; and Varicella.
7. **Physical Examinations** - examinations by a licensed physician, nurse practitioner or physician assistant are required for kindergartners 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.
8. **Screenings** - Vision and Hearing Screenings are conducted according to guidelines provided by MDPH. Upon entering Kindergarten or within 30 days after school entry, parent or 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. 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 PCP is required in order to be excused from the school screening. Body Mass Index (BMI) and corresponding percentile is calculated and recorded following guidelines from the MDPH for each student in grades 1, 4, 7 and 10. Results are reported directly and confidentially to a parent or legal guardian. Parents or legal guardians may request in writing that their child not participate in the program. SBIRT (Screening, Brief Intervention, Referral for Treatment) screenings will be conducted for all Grade 8 students.
9. **Religious Objection** - A student shall be exempt from physical examinations or screenings on religious grounds, upon written request of the parent or legal guardian, except with respect to communicable diseases. (M.G.L. c.71,s.57)
10. Students must have someone to *call in an emergency* if a parent/guardian cannot be reached. It is the responsibility of the parent/guardian to update information in PowerSchool each year.

**Medication Policies**

1. Medication orders must be renewed at the beginning of each school year. Medication must be supplied to the school nurse in the appropriate dosage and in the original pharmacy container. No more than a 30-day supply should be kept at the school.

2. A written “Order” from the student’s licensed health care provider and a written “Consent” form signed by the student’s parent or guardian must be submitted to the school nurse. This applies to daily medications and those medications taken on an as needed basis such as inhalers and EpiPens.
3. At the Wellesley Middle and High Schools, nurses may administer ibuprofen or acetaminophen to an individual student once during the school day for dental pain, headache, menstrual cramps or muscle soreness, if parent/guardian has signed a consent form. The middle school and high school supply ibuprofen and acetaminophen in tablet form only. Parent/guardian must provide chewable or liquid medication, if their child is unable to swallow tablets.
4. If short-term (10 day or less) prescription medication is to be administered during the school day, the original pharmacy container will serve as the written “Order” from the health care provider. A “Consent” form signed by parent/guardian is still required.
5. Elementary nurses may administer children’s acetaminophen and/or ibuprofen for dental discomfort to an individual child once during school day. Parent/ guardian must provide written consent and medication in its original container.
6. School nurses may administer allergy eye drops to an individual child once during the school day for treatment of allergy symptoms. Parent/guardian will provide written consent and medication in its original container.
7. School nurses may administer decongestant and/or cough suppressant to an individual child once during school day for up to three days. Dosage will be determined by dosing chart on the container. Parent/guardian must provide written consent and medication in its original container.
8. Complementary/Alternative medications such as homeopathic mediations, 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.
9. Medication is administered only by the school nurse and is stored in a locked cabinet in the nurse’s office. The nurse may delegate administration of student medication during a field trip.
10. For their own safety, students should never transport medication to and from school or keep medicine in their possession during the school day. The exception to this policy is that students may carry their personal inhaler and/or EpiPen and self-administer but only with consent from their physician and parent/guardian.
11. School nurses and trained non-nursing personnel can administer Epinephrine by auto-injector to students with identified severe allergic reactions.

**Concussion/Head Injury Protocol**

The nurses, counselors, teachers and athletic trainer collaborate to ensure prompt identification of a student concussion and/or head injury symptoms in order to initiate an appropriate management plan. Recognizing that each student responds and recovers from a head injury differently, parents should contact the school nurses so that the appropriate accommodations can be put in place in order to support your child during the brain healing process. Student athletes must have an ImPACT test prior to participation in interscholastic sports.

***Student Services (Guidance) Department*****Kate Mahoney, Department Head****Irina Safina, Secretary****Jerrie Chandler****Bill Craft****Danielle Caveney****Tara Dufour****Alison Rogers****Margot Spatola****Organization**

Grade 6 students are assigned to a House (a team of teachers) and a homeroom. A guidance counselor is assigned to each homeroom, and other support services from the Student Services Department are assigned to each House. Guidance counselors follow their students, as the student progresses into Grade 7 clusters and onto Grade 8 teams. Each student is assigned for three years to the same school counselor.

**Guidance Counseling Services**

The school counselors are very interested in getting to know their students by meeting with them individually, in small groups, and in classroom-based lessons. The work of the guidance counselor is to encourage students in their development as confident and caring individuals and to support them in the process of becoming committed learners.

**Grouping Policy**

To provide a challenging learning atmosphere, the Middle School considers individual differences in the students' development, learning rates, interests, and backgrounds. We try to ensure that the academic transition from elementary school to middle school is challenging, but manageable. Typically, sixth and seventh graders are grouped in heterogeneous (mixed ability) classrooms. Teachers work with a range of skill levels within a classroom, where students may be placed in small working groups around specific skills or in learning teams. In 8th grade, students continue to be heterogeneously grouped in academic classes, with the exception of mathematics. During the second half of 7th grade, the mathematics teachers carefully consider student achievement, study habits, and classroom performance in order to make a recommendation for 8th grade math placement. These recommendations are shared with the student and parents as part of the course selection process. A core course in Algebra, an accelerated Algebra course (8R), and a course offering a more measured pace (Concepts) are typically offered. If parents have concerns about the suggested placement, they should discuss the decision with the child's math teacher. The parents'/guardians' final decision will be honored.

**The Counselor**

- Helps students to understand themselves better by discussing with them their needs, responsibilities, development, and choices
- Talks with students about their academic accomplishments and concerns
- Fosters emotional growth in students
- Usually serves as the student's counselor for three years, remains a constant in their life at the Middle School, and develops a relationship with the student
- Monitors student progress in all areas over the course of middle school

***Approaches the counselor uses include:***

- Talking with students individually on a short term basis
- Seeing students in groups, lunch groups, or groups with a particular focus
- Teaching social and emotional content (development) classes for students in Grade 6 one class period per cycle and periodically meeting with students in Grade 7 and Grade 8 classes
- Presenting Grade 9 programs in 8th grade classes and meeting each 8th grade student individually to plan for high school
- Presenting Grade 7 and Grade 8 programs and choices for course selection in 6th and 7th grade classes

***Other aspects of the counselor's work include:***

- Working together with teachers as members of the teacher teams
- Consulting with specialists
- Meeting and planning with parents
- Helping to facilitate Grades 6,7 & 8 SEED
- Consulting with personnel of other schools and with mental health professionals
- Registering and welcoming new students
- Helping with transitions from elementary school and to the high school
- Leading parent education workshops
- Overseeing the formulation of 504 Plans and coordinating Student Support Process)

***Social & Emotional (development) topic may include:***

<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<ul style="list-style-type: none"> <li>● Social-emotional lessons (SEED Program)</li> <li>● Study Skills</li> <li>● Responsibility</li> <li>● Friendship</li> <li>● Diversity and Identity</li> <li>● Communication</li> <li>● Social Skills</li> <li>● Lunch groups</li> <li>● Course selection</li> <li>● Transition planning for grade 7</li> </ul>	<ul style="list-style-type: none"> <li>● Social-emotional lessons (SEED Program)</li> <li>● Grade or cluster-specific specific discussions</li> <li>● Lunch groups</li> <li>● Course selection</li> <li>● Planning for grade 8</li> <li>● Class building activities</li> </ul>	<ul style="list-style-type: none"> <li>● Social-emotional lessons (SEED Program)</li> <li>● Lunch groups</li> <li>● Course selection</li> <li>● Planning for high school transition</li> </ul>

**New Students**

New students to Wellesley Middle School have an initial meeting with a guidance counselor to acquaint them with the school, its procedures, and academic program. New students and their families are invited to attend an orientation program before the beginning of the school year and are introduced to a student buddy who helps them get to know the school and other students.

**Grade 8 Transition**

Each 8th grader meets with his/her counselor in early spring to plan for the high school. The students also spend part of a day at Wellesley High School in February. Wellesley High School holds a meeting for 8th grade parents/guardians in late January or early February. The parents and students receive information about the course selection process in early spring.

**Special Education**

Special education services are available to students based on the federal legislation "Individual with Disabilities Education Act" (IDEA). Students in Special Education are found eligible through a Team process that involves the determination of an educational disability. Students in special education all have Individual Educational Programs (IEPs) that guide the specialized instruction. All services designated on an IEP are based upon each student's educational needs.

**Learning Centers**

These programs address the needs of special education students in a small group setting. Learning Centers concentrate on basic skill-building and provide supplemental help in all the academic areas. They also provide supportive and consultative assistance to classroom teachers.

**Psychological and Counseling Services**

Psychologists/adjustment counselors are available to students and their parents on a one-to-one and group basis. Psychological assessments and evaluations are provided through the Chapter 766 process.

**Counseling Groups**

Small supportive groups are conducted by the Student Services staff to reinforce the student's assets, to develop social skills, to encourage the development of a positive self-image, and to provide successful school experiences. Participation and group goals are discussed with the parents of these students prior to the start of the group. Parent/guardian counseling groups are also available to facilitate home-school-student communication and understanding.

**Speech /Language Therapy**

A speech and language pathologist is available for teacher consultation and to evaluate students who are suspected of having a disability. They provide therapy for eligible students who have expressive and receptive language difficulties.

**Grade 5 to 6 Transition**

Middle school staff provide a variety of transition activities to ensure a smooth transition from 5th grade to 6th grade.

## Academic Study tips

### *In class try to follow these helpful hints:*

- Keep your assignment notebook with you in all classes and write down your assignments
- Come to class with proper materials and your homework
- Take out your homework and be ready for class
- Be active in classroom discussion
- Listen carefully to your teachers and to other students
- Ask questions when you don't understand
- Follow directions carefully
- Think over what is taught or discussed
- Check the teachers' websites for clarification

### *At home:*

- Try to find a place that is quiet and well lit
- Bring all your materials with you
- Review your class notes
- Organize your study schedule
- Be sure to read directions carefully
- Make sure your work is neat and well organized; take pride in your work
- Check your homework and correct any errors
- If you are unable to figure out an answer, keep trying. If you continue to have trouble, make a note to get help from your teacher the next day in class or when extra help is given
- Always do the best job you can

## Care of Books

Please take good care of your books. Please write your name on the inside of your books in the space provided so that if you misplace a book, it can be returned to you. If you do lose a book during the school year or do not return your books at the end of the school year, a financial charge will be assessed. At the end of the school year we will collect your school books.

## Home and School Communications

### *Conferences*

All 6th grade parents/guardians will have a conference with their child's teacher(s) during October. At this meeting your teachers and parents/guardians will discuss your transition to WMS. In 7th and 8th grades, conferences are not scheduled but may be initiated by parents/guardians, teachers, counselors or administrators. We believe in calling your home and setting up parent conferences whenever they are beneficial to your growth.

**THE WHOLE CHILD: ACADEMIC, SOCIAL & EMOTIONAL SUPPORT*****Report Cards, Warnings and Progress Reports*****Report Cards**

Students in grades 6, 7 and 8 receive a report card four times during the school year. Report cards will be made available electronically after the close of each term. Report cards will be sent to parent email addresses in PowerSchool. Should you not have access to technology, please notify the main office. A hard copy report will be sent to you via US Post.

**Incomplete Grades**

When work in a subject is not complete at the end of a marking term due to circumstances beyond the student's or teacher's control, an "incomplete" may be used by the teacher in place of a grade on your report card. Should this happen, the work must be made up and a grade recorded by the time Progress Reports are given out for the next term.

**Warning Letters**

Warning letters are mailed home at the mid-term if a student's performance can be described in one or more of the following ways:

- Achievement is C- or below
- There are recurring issues related to classroom behavior
- Insufficient effort is being applied to one's studies

The warning letter will indicate what areas are in need of improvement. We encourage parents to contact the teacher who has issued the letter in order to discuss the situation more fully. Students will be contacted by their guidance counselor if they receive two or more warnings.

**Progress Reports**

Progress reports are issued to inform parents/guardians about academic progress. These reports are communicated near the mid-term but may also be used at any other time during the school year.

At the Wellesley Middle School we believe that consistent effort on a daily basis will result in improved performance. If, at progress report time, a teacher communicates that a student is not performing with satisfactory effort in a subject, he/she will be required to work after school once a week with the teacher of that subject until the teacher determines that the effort is what it should be.

***Phone calls, emails and websites***

Students are not allowed to carry or use their cell phones during the school day. If a parent needs to reach his/her child, he/she should call the WMS Main Office at 781-446-6235. A message will be given to the student at appropriate times during the day such as before/after class, lunchtime, or after school. In an emergency, classroom teachers will be notified via classroom phones or the PA system. All messages will be given to students upon request.

**THE WHOLE CHILD: ACADEMIC, SOCIAL & EMOTIONAL SUPPORT**

Teachers and parents/guardians may email to share important information about a student. Teacher email addresses can be found on the WMS website under “About.” Parents should email with questions, comments and/or concerns about their child, and can expect an acknowledgement from the teacher that the email was received and/or a direct response to his/her message. Please be patient knowing that teachers often receive several messages and cannot check email accounts regularly during the time when classes meet. Additionally, any message requiring a long, written response should be addressed via a phone call or scheduled meeting time.

All teachers post homework to a site that can be accessed via the Internet. Web pages can be found by accessing the WMS website under “About” followed by “Staff Directory” then clicking the teacher’s name.

### **WMS Social and Emotional Education Development (SEED) Program**

At Wellesley Middle School, our philosophy is to value the “whole child.” We continually think of ways that we can improve the social/emotional stability and growth of our students while maintaining strong academic growth. The purpose of the Social & Emotional Education Development (SEED) Program is to nurture the social and emotional growth of our students at WMS. The program emphasizes learning competencies at each grade level, where every year students build on subsequent experiences. Core competencies including identity, self-management, self and social awareness, relationship skills and responsible decision-making are highlighted to empower our students to be thoughtful citizens. Our vision is to develop confidence and grit in our students when caring for themselves, our community and the greater world. We believe that removing the barriers to learning will result in greater student success.



In Grade 6, we have “Stay Home” days where once every cycle teachers and guidance counselors work with students on skills primarily related to middle school transitions. In Grade 7 homerooms, social-emotional topics are discussed such as: class/teambuilding, growth mindset, independence and responsibility, identity, study skills, course selection and planning for eighth grade. Grade-level assemblies are held that address social media skills and social skills (e.g., bullying). In Grade 8, students engage in a series of activities created to educate Grade 8 students on issues related to age-appropriate social/emotional development. It is a place for students to get to know their peers and adults in a non-academic setting, as well as to be challenged to think about important issues.

**THE WHOLE CHILD: ACADEMIC, SOCIAL & EMOTIONAL SUPPORT*****WMS SEED Core Competencies***

The following pie chart outlines the core competencies that seventh and eighth graders should acquire through social/emotional programming followed by a brief description of each:

**Grade 7**

- **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.



*From: Collaborative for Academic, Social, and Emotional Learning ([www.casel.org](http://www.casel.org))*

**Grade 8**

- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

***WMS SEED Program Goals***

Outlined below are social/emotional goals for grades 6-8:

Grade	Goals
6	Students will focus on self-awareness as part of transitioning into a new setting and become productive citizens of the 6 <sup>th</sup> grade.
7	Students will focus on self-awareness and self-management skills using a growth vs. fixed mindset framework. Students will identify their own strengths and weaknesses and learn how to balance the emotions that come with them.
8	Students will focus on relationship skills, social awareness, and responsible decision making by looking at specific topics (e.g., power, race, gender) that affect how individuals function in a society. Students will work with their greater community to broaden their perspective and practice giving to others as it relates to benefitting our greater world.

***WMS SEED Essential Questions***

Listed below are the essential questions that correlate with each grade level activity. In Grades 7 and 8, a reflective writing after each session may be asked of students as they look to increase their understanding of social and emotional growth.

Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> <li>• What is SEED and how does it apply to me?</li> <li>• How will understanding the SEED Program help me to become a successful learner at WMS and beyond?</li> </ul>	<ul style="list-style-type: none"> <li>• What are my strengths and struggles?</li> <li>• How do I keep my emotions, thoughts and behaviors balanced?</li> </ul>	<ul style="list-style-type: none"> <li>• How can recognizing and supporting the strength and struggles of others improve my relationships?</li> <li>• How can I more positively impact my community?</li> </ul>

**After-school Clubs, Sports and Social Events**

The Wellesley Middle School does not discriminate or limit access for any activities on the basis of race, sex, color, religion, national origin, sexual orientation, disability, or homelessness.

***Until further notice, there will be no in-person clubs to start the school year.*** When available, WMS is proud to offer a variety of after school clubs and activities for students to join. Club and activity offerings change from year to year, but some may include the Yearbook, the Math Club, the Drama Club, and many others of varying interests so that all students may find something to enjoy. An Activities Fair is held every year in September after school. The date will be announced over the public address system so that students may attend. During the fair, there is a station for all club offerings for the current school year. The club advisors are usually present to greet students and give them more information about the club. Students sign up during the fair and are given a list of meeting times and places for the clubs. An activities fee of \$150 per year is required for all students to participate in clubs and all other after-school activities. An activities card is issued in the main office and must be presented to the club or activities advisor in order to participate in the club/activity. Please be advised that there are no after school activities on days when faculty meetings are scheduled. If you need assistance with the activity fee, please contact the guidance counselor or the principal.

***Interscholastic Sports***

**Pending safety protocol restrictions,** students in Grade 8 are eligible for interscholastic sports. Those sports are cross-country, football, volleyball, wrestling, field hockey, soccer, basketball, track & field, baseball, and softball. Grade 6 and 7 students can participate in cross-country and track & field. Students must be in school in order to practice or play in a game. Extenuating circumstances will be handled by the coach and administration on an individual basis. Students excused from fitness and health class for medical reasons cannot participate in a team practice or games for the duration of their absence from Fitness and Health.

### **Middle School Intramural Program**

*Until further notice, there will be no intramural sports to start the school year.* When available, the intramural program is designed to involve as many students as possible in a variety of activities and sports. We encourage students of all abilities, skills, and interests to take advantage of the intramural program. Students are not required to sign up in advance and can participate based on their personal after school schedule. There are varying sports and activities offered for intramurals. Some include football, swing dance, hip hop, tennis, indoor soccer and many others. A fencing program is offered and requires a registration process due to the limited number of students per instructor and specialized equipment. The intramural program is offered Monday - Thursday from 2:30-3:30PM. An activities card is required to participate in the intramural program.

### **School Dances**

Two dances are held during the school year. All school rules, safety regulations, and the dress code policy are in effect during school dances. Please note: Dances begin at 7:00 p.m. and will end promptly at 9:00 p.m. All students should plan to arrive at the dance no later than 7:30 p.m. Students arriving after 7:30 p.m. must be escorted by a parent. Tickets for dances are sold at the door. If you are absent from school on the day of a dance, you will not be permitted to attend the dance. ***Only Wellesley Middle School students are allowed to attend school dances.*** Students attending dances must remain inside the building until they leave the dance at 9:00PM or are picked up by parents at an earlier time. Students should be picked up promptly at 9:00PM when the dance ends. Dances are chaperoned by the administration and faculty, with assistance from the PTO. WMS Administration reserves the right to determine a student's eligibility to attend a school dance.

*Important: Wellesley Teen Center events are not WMS sponsored events, and thus not supervised by WMS staff and administrators. If you have any questions about Teen Center they should be directed to the Wellesley Recreations Department at 781-235-2370.*

### **Waiver for Students in Need of Financial Assistance**

If you need assistance with fees for any club, activity, social event, field trip, or school photo, please contact our School Counseling (Guidance) Department who will direct you in our process. For families who qualify for "free and reduced" (F&R) lunch, you will need to complete and submit the district "information sharing" form and check all boxes where financial assistance is necessary. This can be done via hard copy or link on the WPS website. Note: information about F&R lunch cannot be shared without consent from the parent/guardian. This form grants that consent. Once verified by school staff, a WMS Waiver form will need to be filled out by the school counselor and submitted for the Principal's approval. This ensures that the request is approved, logged and appropriate funds are transferred to cover the costs. For families who do not qualify for F&R lunch, assistance can still be considered by filling out and submitting the "Wellesley Financial Assistance" Form. If approved, there is no need to fill out an "information sharing" form as needed for F&R lunch candidates. Once verified by school staff, a WMS Waiver form will need to be filled out and approved by the Principal. This ensures that the request is approved, logged and appropriate funds are transferred to cover the costs.

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: <http://www.wellesleyps.org>. Please contact the WMS Main Office or WPS Central Office if more information is needed.

## 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 makeup work missed. 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.

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 Policy - Technology

### 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.

## **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 wellesleyps.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, 37H $\frac{1}{2}$ , and 37H $\frac{3}{4}$  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 37H $\frac{1}{2}$ . 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 37H $\frac{1}{2}$  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 37H $\frac{1}{2}$ .

### ***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.

#### **DETENTION (Middle School)**

Detention is scheduled for 40 minutes after school from 2:45 to 3:25 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 or additional consequence, as determined by the assistant principal, will be assigned and/or determined.

#### **MEDIATION (Middle 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.

### **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.

### **1. 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.

**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-terms 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. 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.

**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, 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, their complaint should be registered with the Title IX compliance officer.

## Student-to-student Harassment

Harassment of students by other students 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 or any other characteristic protected by state or federal law. Students 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 a 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:** 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 and prevent its recurrence.

## 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 him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

“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 housing 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. 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.

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## **Prohibition Against Bullying and Retaliation**

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

1. 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
2. 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.
3. 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.

## Additional District Policies

### ***Notification of Civil Rights and 504 Coordinators***

The Wellesley Public Schools Coordinator for Title VI and Title IX is Ms. Gayle McCracken, 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 a Disruption in Home Status***

The Wellesley Public Schools comply with federal and state laws and regulations in the identification and education of children who are experiencing a disruption in their home status. 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 Home Status Education Liaison. The responsibility of the Liaison includes assisting the enrollment of students with a disruption in home status, 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 your 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 parents' 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.

- 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



## WMS Homerooms, Advisories and Teaming Structures 2021-2022

WMS Advisories (50)					
Grade 6 (16)		Grade 7 (16)		Grade 8 (18)	
109	Ms. Gentes & Ms. Gilbert	126 116, 304B	Ms. Borneo, Ms. Finnegan & Ms. Sturman	251 101	Ms. Ridker & Ms. Santelli
349 111	Ms. Hawkins & Mr. Martinez	Guid 118	Ms. Dufour & Ms. Gentile	103 208 B	Ms. K. Derian & Mr. Shepardson
204 113	Ms. Frazer & Ms. Powell	120	Mr. N. Derian, Mr. Eldridge & Ms. Malinn	105 220, Gym	Ms. Geiger, Ms. Chizmadia & Mr. K. Johnson
215 115	Mr. Campbell & Ms. Hannon	124 Guid	Ms. Ayer & Ms. Rogers	341 203	Ms. Kelleher & Ms. Neptune
335 217	Mr. Adams & Ms. Diomandes	208 212	Ms. Short & Ms. Stickle	243 206	Mr. Buckheit & Dr. Peltier
213 219	Mr. Frassa & Ms. Greenawalt	222 304A	Dr. LeBlanc & Ms. Steinberg	351 207	Ms. Bennett & Ms. Jacobson
244 223	Mr. Kelly & Ms. Summers/Ms. Lochner	242 224	Mr. Cummings & Ms. Driver	210	Mr. Chute & Ms. Erickson
225	Ms. Morton & Mr. Sullivan	226 FS	Ms. Gabrielson & Ms. L. McCarthy	211 218	Mr. Blumer/Ms. Karol & Ms. Caparco
309 303	Ms. Sharp & Ms. Smith	400 230	Ms. L. Connors & Ms. Graham	Library , 216 304 B	Ms. Chessman, Mr. Harvey & Ms. Sturman
311	Ms. Cohen & Ms. Mullen	234 334	Ms. DeGroot & Ms. Forshner	227 345	Ms. H. Johnson & Ms. Tarnauskas
313	Ms. Diozzi & Ms. Moore	306 318	Ms. Lau & Mr. Stanmyer	228	Mr. Faherty & Ms. E. Johnson
316 319	Ms. Cole & Ms. Marquedant	324 241	Ms. Blackwill & (TBA)	229 Guidance, 214	Ms. Berges, Mr. Craft & Ms. Sepinuck
321 240	Ms. A. Connor, Mr. Clarke & Ms. Harrison	336 326	Ms. Cartier & Mr. Wagner	Guidance 231	Ms. Chandler & Mr. Crowe
323 333	Ms. Kenerson & Ms. Wheeler	328	Ms. Lawrence & Ms. O'Connell	252 Guidance	Ms. Longley-Cook & Ms. Mahoney
Gym 329	Mr. Fredericks & Mr. Rabinowitz, Ms. Venditto	332 245	Ms. Aceti & Mr. Bourne	301 249	Ms. Tang & Ms. Zhou
331 325	Mr. Levin & Ms. Parzivand	338 363	Mr. Nichols & Ms. Speed	Guidance 305	Ms. Spatola & Ms. Taylor
				343 307	Ms. Blouwolff & Mr. Mazzeo
				Guidance 330	Ms. Caveney & Ms. Eichner

\*Assistant Principals and School Psychologists will be available to join advisories when possible

WMS Homerooms and Teaming Structures					
Grade 6 Houses		Grade 7 Clusters		Grade 8 Teams	
House W		Cluster W		Team W	
AP: C. Gordon METCO: D. Moore GC: A. Rogers SpEd: A. Cole, J. Steinhilber, J. Trofatter		AP: G. Benzie GC: M. Spatola, A. Rogers SpEd: J. Forshner, E. Harrison		AP: G. Benzie GC: J. Chandler, D. Caveney SpEd: J. Caparco, L. Egan, M. Anastas	
109 Science	Ms. Gilbert	124 Science	Ms. Ayer	101 Science	Ms. Santelli
313 SS	Ms. Diozzi	226 SS	Ms. Gabrielson	211 SS	Mr. Blumer/Ms. Karol
319 Math	Ms. Marquedant	230 English	Ms. Graham	227 Math	Ms. H. Johnson
321 English	Ms. A. Connor	234 Math	Ms. DeGroot	231 English	Mr. Crowe
House M		Cluster M		Team M	
AP: G. Benzie GC: J. Chandler SpEd: R. Parzivand, E. Harrison		AP: C. Gordon GC: T. Dufour, M. Spatola SpEd: L. Cartier		AP: C. Gordon GC: M. Spatola, D. Caveney SpEd: E. Harrison, M. Buckheit	
113 Science	Ms. Powell	116 Science	Ms. Finnegan	206 Math	Dr. Peltier
311 English	Ms. Cohen	318 English	Mr. Stanmyer	210 SS	Mr. Chute
323 SS	Ms. Kenerson	324 SS	Ms. Blackwill	216 English	Mr. Harvey
331 Math	Mr. Levin	326 Math	Mr. Wagner	228 Science/Math	Mr. Faherty
				252 Science	Ms. Longley-Cook
				330 English/SS	Ms. Eichner
House S		Cluster S		Team S	
AP: G. Benzie GC: T. Dufour SpEd: A. Frassa		AP: G. Benzie METCO: D. Moore GC: T. Dufour, D. Caveney SpEd: D. Borneo, L. Egan, M. Anastas		AP: C. Gordon METCO: D. Moore GC: M. Spatola, B. Craft SpEd: B. Shepardson	
215 English	Mr. Campbell	118 Science	Ms. Gentile	103 Science	Ms. Derian
217 Science	Ms. Diomandes	212 Math	Ms. Stickle	301 English	Ms. Tang
219 Math	Ms. Greenawalt	222 English	Dr. LeBlanc	305 SS	Ms. Taylor
329 SS	Mr. Rabinowitz	224 SS	Ms. Driver	307 Math	Mr. Mazzeo
House WMS		Cluster WMS		Team WMS	
AP: C. Gordon METCO: D. Moore GC: B. Craft SpEd: I. McCarthy, L. Egan, M. Anastas		AP: C. Gordon METCO: D. Moore GC: A. Rogers, D. Caveney SpEd: S. Sepinuck, J. Steinhilber, J. Trofatter		AP: G. Benzie GC: J. Chandler, B. Craft SpEd: S. Sepinuck, I. Chizmadia	
111 Science	Mr. Martinez	120 Science	Mr. Eldridge	105 Science	Ms. Geiger
223 English	Ms. Summers/Ms. Lochner	328 Math	Ms. O'Connell	203 Math	Ms. Neptune
225 Math	Mr. Sullivan	332 English	Ms. Aceti	207 SS	Ms. Jacobson
309 SS	Ms. Sharp	338 SS	Mr. Nichols	229 English	Ms. Berges/Ms. E. Johnson
Grade 8 non-teamed required courses:		328 -- Math Concepts -- TBD		/ 109 -- Science Concepts -- K. Morton	



***Wellesley Middle School***  
50 Kingsbury Street, Wellesley, MA 02481  
WMS Main Office phone: (781) 446-6250  
WMS Automated Directory: (781) 446-6235  
[www.wellesleyps.org/wms](http://www.wellesleyps.org/wms)