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

<table>
<thead>
<tr>
<th>For absences:</th>
<th>For tardiness:</th>
<th>For dismissals:</th>
<th>For messages:</th>
</tr>
</thead>
<tbody>
<tr>
<td>If your child is going to be absent, 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.</td>
<td>If your child is going to arrive at school after 7:50 a.m. (when the school day begins), a parent/guardian must call the office by 8:00 a.m. at (781) 446-6235 to inform the school of the tardiness. If we do not receive a phone call, the tardiness will be considered unexcused for that day.</td>
<td>If your child needs to be dismissed from school before the end of the school day he/she should bring a note to the main office before school begins. The note should include the time of dismissal and the reason for leaving early. If your child does not bring a note and needs to be dismissed early, please call the office by 11:00 a.m. at (781) 446-6235 to inform the school of the dismissal. Please note that it will be necessary for you to come into the main office to pick up your child.</td>
<td>If you need to get a message to your child or drop off a forgotten item, please call/visit the main office by 11:00 a.m. to ensure that your child receives the message at lunchtime. <strong>We cannot disrupt classes for non-emergency situations.</strong></td>
</tr>
</tbody>
</table>

**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

  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 upon return for the absence to be excused.

- **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.

*Wellesley Middle School does not discriminate on the basis of race, sex, color, national origin, sexual orientation, disability, or homelessness.*
Wellesley Middle School
Student Handbook
2018-19

Published July 2018. version 1.0
Wellesley Public Schools reserves the right to change the content of this book throughout the school year.
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5. Assorted District Policies and Legal Rights & Responsibilities
Dear WMS students, parents and guardians,

We are pleased to provide you with the newly revised WMS Student Handbook. 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 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 2018-19 school year!

Sincerely,

Mark T. Ito
Principal

Cathi L. Gordon
Assistant Principal

Robyn Rease
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 2 or more teachers. A house ranges in size between 44-96 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) and Literacy Workshop. They have an opportunity to work with their peers from other houses when they participate in their required exploratory courses or “specials”: art, music, makerspace, Working on Wellness, and fitness and health.

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” (44-96 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” (~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.
Wellesley Middle School: Meeting the needs of the “whole child” (continued)

A Student’s Experience at Wellesley Middle School

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
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</thead>
<tbody>
<tr>
<td>Students are a member of a homeroom class that is part of a four-teacher* “house.” A house ranges in size between ~44 to 96 students. Students stay with their homerooms for math, science, English and social studies.</td>
<td>Students are a member of a homeroom class that is part of a four-teacher* “cluster.” A full cluster is comprised of ~44 to 96 students. Students intermix in their clusters for math, science, English and social studies. All CML classes are taught outside of the cluster.</td>
<td>Students are a member of a homeroom class that is part of a four-teacher “team.” A full team is comprised of ~96 students. Students intermix in their teams for math, science, English and social studies. All CML classes are taught outside of the team.</td>
</tr>
</tbody>
</table>

*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 to a house, cluster or team 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

WMS is proud to continue our 1:1 Program (iPad) 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 http://www.wellesley.k12.ma.us/wellesley-middle-school and clicking on the link “1:1 Program initiative.”
WPS Academic Year 2018-19 Calendar

### WPS 2018-19 ACADEMIC YEAR CALENDAR

#### August 18

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#### February 19

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</tr>
</tbody>
</table>

#### August 22-24 (Wed-Fri)
- New Professional Staff
- All Professional Staff

#### August 29 (Wed)
- School Begins All Students
- Kindergarten Begins - Half Days
- Labor Day - No School
- Rosh Hashanah - No School
- Yom Kippur - No School
- WHS Early Release - NEASC Prep
- Columbus Day - No School
- WHS Early Release - NEASC Prep
- Early Release WMS & WHS
- Early Release PreK-5 Parent Conf
- Veterans’ Day Observed - No School
- Early Release all schools
- Thanksgiving Recess - No School
- Professional Day - No School
- Year-end Vacation

#### December 24 - Jan. 1, 2019

#### January 2 (Wednesday)
- School Reopens
- Martin Luther King Jr Day - No School

#### February 18 - 22
- February Vacation Week

#### April 2 (Tuesday)
- Early Release PreK-5 Parent Conf
- April Vacation Week

#### May 27 (Monday)
- Memorial Day - No School
- June 7 (Friday)

#### June 20 (Thursday)
- Closing Day All Students (1/2 day - assumes 5 snow days)

#### June 21 (Friday)
- Closing Day - All Teachers (assumes 5 snow days)

Please see PAWS Website for PAWS-Specific Start/Stop Dates

### WHS Graduation day is Friday, June 7. The final day of school will be adjusted depending on days lost due to inclement weather. (Teachers work 184 days; students attend 180 days.)

- No School
- Additional Elementary Early Release Date for Parent Conf.
- Early Release Dates for WMS & WHS
- Early Release Date WHS Only
- Early Release Date WHS Only

#### Early Release - Elementary students are dismissed on Wednesdays at 12:00 noon. Middle School (11:15 am) and High School (11:29 am) Early release dates are: Sept. 26 (WHS only), October 10 (WHS only); October 17, November 7 and 21, December 5, January 9, February 6, and March 6, April 3. May 1. NB: June early dismissals are Middle School: June 5; High School: June 7.

#### 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: Friday, August 17, 2018
- Fall Athletics
- First day of practice: Thursday, August 23, 2018
- Winter Athletics
- First day of practice: Monday, Nov. 26, 2018
- Spring Athletics
- First day of practice: Monday, March 18, 2019

As Voted by School Committee: December 12, 2017
MCAS Schedule for 2018-19*
MCAS testing is not optional for our students. Please plan for your child’s attendance in school during the following timeframes.

Spring 2019 MCAS Tests for Elementary and Middle Schools
Grades 3-8 and Mathematics and Grades 5 and 8 STE
Grade 6    April 1-2, 2019 (ELA) and May 2-3, 2019 (Math)
Grade 7    April 23-24, 2019 (ELA) and May 14-15, 2019 (Math)
Grade 8    April 10-11, 2019 (ELA); May 8-9, 2018 (Math) and April 29-30 (STE)

Make-up dates:
Grades 6, 7 and 8    May 22-23, 2019

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

WMS Term Dates 2018-19
Listed below are the term dates for the 2018-19 school year. Depending on snow days, dates may change.

<table>
<thead>
<tr>
<th>Term</th>
<th>Start</th>
<th>Mid-term</th>
<th>End</th>
<th>Report cards distributed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE</td>
<td>8/29/18</td>
<td>10/5/18</td>
<td>11/2/18</td>
<td>Friday, 11/9/18</td>
</tr>
<tr>
<td>TWO</td>
<td>11/5/18</td>
<td>12/7/18</td>
<td>1/25/19</td>
<td>Friday, 2/1/19</td>
</tr>
<tr>
<td>THREE</td>
<td>1/28/19</td>
<td>3/8/19</td>
<td>4/5/19</td>
<td>Friday, 4/12/19</td>
</tr>
<tr>
<td>FOUR</td>
<td>4/8/19</td>
<td>5/10/19</td>
<td>6/14/19*</td>
<td>Available approximately 1 week after school ends.</td>
</tr>
</tbody>
</table>

*assumes one snow day
WMS Daily Bell Schedule

The schedule below reflects the WMS school day:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:25 a.m.</td>
<td>Doors open</td>
</tr>
<tr>
<td>7:25 - 8:00</td>
<td>Grades 7 &amp; 8 Jazz Band</td>
</tr>
<tr>
<td>7:40</td>
<td>Students leave cafeteria for homeroom</td>
</tr>
<tr>
<td>7:50 - 7:59</td>
<td>Homeroom</td>
</tr>
<tr>
<td>8:03 - 8:52</td>
<td>Period One</td>
</tr>
<tr>
<td>8:56 - 9:41</td>
<td>Period Two</td>
</tr>
<tr>
<td>9:45 - 10:30</td>
<td>Period Three</td>
</tr>
<tr>
<td>10:34 - 11:19</td>
<td>Period Four</td>
</tr>
<tr>
<td>11:23 - 12:46</td>
<td>Period Five (Lunch)</td>
</tr>
<tr>
<td>12:53 - 1:38</td>
<td>Period Six</td>
</tr>
<tr>
<td>1:42 - 2:29</td>
<td>Period Seven</td>
</tr>
<tr>
<td>2:39</td>
<td>Busses leave</td>
</tr>
<tr>
<td>2:34 - 3:19</td>
<td>Extra-help period</td>
</tr>
<tr>
<td>2:29 - 3:30</td>
<td>Office detention</td>
</tr>
<tr>
<td>3:35</td>
<td>Late busses leave</td>
</tr>
</tbody>
</table>

**LUNCH SHIFTS**
- 11:23 - 11:48 Grade 7
- 11:52 - 12:17 Grade 6
- 12:21 - 12:46 Grade 8
Guidelines for Appropriate Dress

As an educational community, we must ensure that all students and members of the faculty and staff feel as though their educational environment is not disturbed. We value the freedom to express individuality through dress, but also believe that all members of the school community should understand that respect is conveyed through behavior and appearance.

The following dress code policies must be observed:

- Items of clothing with inappropriate graphics, slogans, or the like are not permitted. Such garments include lewd or vulgar pictures, alcohol or drug references, sexual innuendoes, racial/ethnic/religiously offensive materials, or any graphic that may interfere with the educational process.
- Hats or other headwear are not acceptable at any time, except for medical reasons noted by a physician, or for religious reasons. All must be cleared through the guidance counselor or AP.
- Pajamas, costumes and torn clothing as deemed inappropriate by a school administrator.
- No showing of undergarments or midriff. Clothes that are revealing are subject to review by an assistant principal.

If a staff member believes that a student’s attire does not comply with the school’s guidelines for appropriate dress and/or distracts from the learning of others, then the staff member should address the student. The student will be provided with the opportunity to change into something more appropriate. If the student does not have suitable clothing to change into or chooses not to borrow clothing, then the parent/guardian will be contacted so that appropriate clothing can be brought to school. Alternatively, the student can be picked up and taken home to change. For the first offense, the student will have a conference with one of the assistant principals to discuss why the attire does not meet dress code regulations, and the student will be asked to change. Subsequent offenses will receive additional consequences as deemed appropriate by an assistant principal. The school administration reserves the right at all times to determine what is or is not appropriate school attire.

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 7:20 a.m. Grade 6 and Grade 7 students should report directly to the cafeteria until the 7:40 a.m. bell that signifies the beginning of the school day. Grade 8 students should report to Gym B. Students are not allowed to go to lockers before the 7:40 a.m. bell. Students may see teachers for extra help in the mornings. Before students report to their teacher, they must report to the WMS Main Office. Additionally, students may sign in to the library at 7:25 a.m. to check out books, quietly study, and/or complete assignments before the school day begins. *Note: All 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. In addition to the regular 2:35 p.m. bus, a late bus is available Monday thru Friday at 3:30 p.m. There is no late bus available on Early Release days. 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.
Drop off by car (continued)
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 homeroom
All students must report to their homerooms by 7:50 a.m. Students arriving before 7:40 should report to a supervised area: either Gym B (Grade 8) or the cafeteria (Grades 6 and 7). No students should be roaming the halls or going to their lockers. Students may only visit teachers if they receive a pass/approval from the WMS Main Office in advance. Additionally, no food or beverages, other than water, can leave the cafeteria or be consumed in homeroom.
Arriving at WMS (continued)

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 your homeroom on time gives you the opportunity to get organized and ready to learn. Homeroom attendance allows us to confirm your presence and safety. We want you to be very clear about the consequences that continued tardiness will bring. Please be advised: If you are persistently tardy, (excused or unexcused) you will be required to make up time. A letter will be sent home prior to your need to make up this time.

If you arrive to school after 7:50 a.m., you are tardy for school. Even if you are in the building and you arrive at homeroom after the 7:50 bell, you are tardy for school and will be marked late by your homeroom 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 homeroom teacher. If you are going to arrive after the school day begins, at 7:50 a.m., a parent/guardian must call the office by 8:00 a.m. at 781-446-6235 to inform the school of the tardiness. If we do not receive a phone call the tardiness will be unexcused for that day.

Truancy and excessive absences
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.
Guidelines for Extended Absences (continued)

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 of 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:

• Principal will notify parent that 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.
WMS Student Withdrawal from School (continued)

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 parent to the main office before school. 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. Whether for a meeting, event and/or drop-off of a forgotten item, it is necessary for our greater community to enter the building during the school day. When visiting, please buzz in at one of our entrances and state your purpose to the receiving secretary. Come directly to the main office, sign in and receive a visitor’s tag. If further assistance is needed, a secretary can help you. For safety reasons, no visitor should 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**

Every student will be assigned a locker. Please memorize your combination and do not share it with other 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.***

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 not to be carried in the hallways and should remain in your lockers until dismissal.
- 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.

*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. 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**

For 7th and 8th grade students, a snack can be eaten during period 3. For 6th grade students, snack time will be determined by the homeroom teacher. The particulars of how snack time works are left up to individual teachers; however, 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

Philosophy
Our WMS cafeteria accommodates a large number of students, approximately 400, during each lunch block. Due to this large number of students, we believe that safety and accountability are of utmost importance. At Wellesley Middle School 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, running 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 Six
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.

Duration
Grade 6 students are given additional time to eat lunch during the first week of school. Sixth grade lunch runs from 11:10-11:38 during the first week of school. Their regular lunchtime moves to 11:52-12:17 beginning the second week of school. 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.
WMS Cafeteria (continued)

Grade 7

Seating
Grade 7 students begin the year sitting at a table of their choice. Students are given the first week of school to decide with whom they would like to sit, and once a decision has been made, the expectation is that students will remain at those same tables with those same students. Table assignment lists will be generated once students choose their tables, and these lists are used to assign clean-up duties for each table and to ensure student safety. We believe that, by the second half of the 7th grade year, students should earn the privilege of being given increased independence. So, at this point in the year, students may change their seating arrangements, using the same protocol as was used in the first part of the year. Students are given a week to decide with whom they would like to sit, and once a decision has been made, the expectation is that students will remain at those same tables with those same students for the remainder of the year.

Duration
Grade 7 lunch block runs from 11:23 – 11:48.

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. They are afforded the privilege of this “open seating” model keeping with our philosophy of increasing independence here at WMS. As grade 6 begins with seating by homeroom, and grade 7 begins with assigned seats once a table is chosen, we believe that our 8th graders have earned the independence to choose daily with whom they sit from the first day.

Duration
Grade 8 lunch block runs from 12:21 – 12:46.

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.
WMS Cafeteria (continued)

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.

(continued)
**WMS Cafeteria (continued)**

*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. 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 evacuations, once outside, remain in silence with your class and your teacher. 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, and other electronic devices
Smart phones and watches and other electronic devices must be put away and stored in the locker at the 7:40 a.m. bell with no exceptions. These items are not considered “put away” if they are in the pockets of jackets, coats, or pants or in purses that students are carrying with them to class. If a student needs to make a phone call 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 call. No cell phone calls between families and students should occur.
Smart phones and watches and other electronic devices (continued)
Additionally, text messaging 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. For future offenses, the item will be returned at the discretion of the administrator. If this becomes a repetitive issue, 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: 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:
  o observe rules of formal English grammar, punctuation, spelling, etc.
  o avoid the use of all capitals, which many interpret as the equivalent of yelling
  o be aware: emails can be forwarded without the original sender’s permission
  o limit the use of “reply all”
  o avoid unnecessary or aggressive use of cc (carbon copy)
  o 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. (continued)
Detailed Guidance for Students, Parents, & Staff (continued)

- 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 7-12 should use their WPSraiders.org account when emailing teachers and should address email to the staff wellesleyyps.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.”

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.

<table>
<thead>
<tr>
<th>Prescriptive/Progressive (for cases where zero-tolerance is practiced)</th>
<th>Relational/Recovery (our goal for most cases)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Additionally, some cases require that consequences increase if behaviors do not change. This represents a progressive form of discipline. It is often based on the continued violation of our core values.</td>
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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 8th 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
Suspensions (continued)
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.

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
Grounds for Suspension (continued)
- Possession and use of tobacco, e-cigarettes (vaping), and marijuana
- Theft of property
- Possession of fireworks
- Fighting, altercations
- Possession and/or use of illegal drugs including alcoholic beverages
- Cutting of classes
- Destruction of property, graffiti
- Arson
- Violation of anti-hazing policy
- Violation of anti-harassment policy
- Violation of anti-discrimination policy
- Violation of anti-bullying policy

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). (continued)
WELLESLEY MIDDLE SCHOOL
WMS DAILY ROUTINES: SCHEDULES, PROCEDURES AND POLICIES
SECTION THREE

Student Due Process Rights (continued)

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

(continued)
Student Due Process Rights (continued)

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.
Student Due Process Rights (continued)
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
Student Due Process Rights (continued)

or expulsion to submit a written request for an appeal to the Superintendent but may be granted an extension of time of up to 7 calendar days. If the appeal is not timely filed, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

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

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

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

Repeat Infractions

If a student who has been suspended during a school year is found, after a hearing, to have acted in such a way as to have violated the student code again during the same school year, then that student may be subject to another suspension appropriate to the circumstances for 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

*(continued)*
**Discipline and Students with Disabilities (continued)**

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 form 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.

**Air Gun Regulation**

Air Guns are defined as "A weapon that expels a light projectile by means of pneumatic power or pressurized gas." This definition is expansive and includes airsoft and paintball guns as well as more traditional BB and pellet guns. Air guns are regulated by M.G.L. Ch. 269, s.12B and by Wellesley town bylaws. According to M.G.L. Ch.269, s.12B. 1) No one under the age of 18 shall possess an air gun in public unless an adult accompanies them or they hold a hunting or sporting license and have on their person a permit from the chief of police where they reside, 2) No one may

(continued)
Air Gun Regulation (continued)
discharge an air gun anywhere unless they are 18 years of age or older, or accompanied by an adult or have a hunting or sporting license and have on their person a permit from the chief of police where they reside, 3) No one may discharge an air gun across any street, alley, public way, or railroad or railroad right of way. Wellesley town bylaw 49.9A prohibits discharging an air gun in or across a street, town property, or within 500 feet of a dwelling or occupied building without written permission from the owner or tenant of the property.

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.

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:

(continued)
Pickup by car (continued)
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. 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.

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
At Wellesley Middle School, we believe that students should view homework as a tool for academic success that helps them to practice skills independently and allows teachers and themselves to gain a more individual sense of their understanding. We also believe in being flexible with student circumstances while maintaining the integrity of our courses. We do not believe teachers are required to give homework every night, and it is also not necessary to grade all homework. We believe families should play a collaborative role with the school in helping to guide their children with resources and to balance students’ out-of-school time.

Purpose of Homework
Homework assignments should be “meaningful” as determined by the teacher. Teachers should not assign homework as “busy work” or as a way to define course rigor (i.e., importance of course). Thoughtfully assigned homework has a variety of purposes for our students:

- Gives additional practice on skills learned; reinforces class lessons
- 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

Recording homework, Test Schedules and Daily timeframes
When assigning homework, students should use an assignment notebook or iPad to document their assignments. Being consistent from class to class with this expectation has proven an effective practice amongst teachers. Additionally, teachers will try to coordinate major tests (one period long) and major projects so that no more than two happen on the same due date. However, because demands grow in Grade 8, there are times when more assessments might fall on the same day. See “Grade 8 Assessments” later in this section for helpful guidelines on scheduling test/project dates.

The following chart outlines recommended timeframes for daily homework:

<table>
<thead>
<tr>
<th>Grade</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>15-20 minutes per night, per course, not to exceed one and one-half hours*</td>
<td>20-25 minutes per night, per course, not to exceed two hours*</td>
<td>20-30 minutes per night, per course, not to exceed two and one-half hours*</td>
</tr>
</tbody>
</table>

*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. If a child is having difficulty completing homework on a consistent basis, parents should contact their child’s teachers.
## WMS Homework Policy (continued)

**Role of student, teacher and parent**

The following chart outlines the roles of each contributing member to classroom homework.

<table>
<thead>
<tr>
<th>Contributor</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student</strong></td>
<td>• Works on homework independently so that it reflects student ability; sees mistakes as learning opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Documents all homework in assignment notebook or on iPad</td>
<td>• Continues to practice Grade 6 skills</td>
<td>• Continues to practice Grade 6 and 7 skills</td>
</tr>
<tr>
<td></td>
<td>• Organizes necessary materials before end of day</td>
<td>• Self-advocates with teachers to clarify homework assignments and due dates</td>
<td>• Manages time for effective long-term project completion</td>
</tr>
<tr>
<td></td>
<td>• Thoughtfully completes homework before class</td>
<td>• Schedules time for managing thoughtful homework completion; understands impact of foreign language classes</td>
<td>• Balances time needed for extra-curricular activities and thoughtful homework completion</td>
</tr>
<tr>
<td></td>
<td>• Turns off unnecessary screens, music, social networking, etc. to prevent potential distractions</td>
<td></td>
<td>• Understands own needs to finish homework, not in comparison with peers</td>
</tr>
<tr>
<td><strong>Teacher</strong></td>
<td>• Adheres to WMS “no homework” dates</td>
<td>• Same</td>
<td>• Same</td>
</tr>
<tr>
<td></td>
<td>• Coordinates dates for test/assignments with other teachers</td>
<td>• Same</td>
<td>• Same</td>
</tr>
<tr>
<td></td>
<td>• Posts homework and long-term project due dates to teacher website daily</td>
<td>• Same</td>
<td>• Same</td>
</tr>
<tr>
<td></td>
<td>• Gives clear instructions</td>
<td>• Same</td>
<td>• Same</td>
</tr>
<tr>
<td></td>
<td>• Posts homework for entire house in homeroom or online; reviews daily</td>
<td>• Posts homework for entire cluster in homeroom or online</td>
<td>• Posts homework consistently for class assignments</td>
</tr>
<tr>
<td></td>
<td>• Checks student assignment notebook regularly</td>
<td>• Checks assignment notebook as needed</td>
<td>• Communicates with student if a pattern exists with incomplete or missing homework; encourages independence and self-advocacy</td>
</tr>
<tr>
<td></td>
<td>• Communicates with student and parent early if trouble with homework routines exists</td>
<td>• Communicates with student, then follows up with parent if a pattern exists with incomplete/missing homework</td>
<td>• Communicates with parent if pattern persists</td>
</tr>
<tr>
<td><strong>Parent</strong></td>
<td>• Provides a space conducive to studying; monitors “screen” time</td>
<td>• Same</td>
<td>• Same</td>
</tr>
<tr>
<td></td>
<td>• Helps student manage time in relationship to out-of-school activities and events</td>
<td>• Same</td>
<td>• Same</td>
</tr>
<tr>
<td></td>
<td>• Checks assignment notebook and website as needed</td>
<td>• Same</td>
<td>• Same</td>
</tr>
<tr>
<td></td>
<td>• Allows student to work independently; provides discussion/support when needed</td>
<td>• Same</td>
<td>• Same</td>
</tr>
<tr>
<td></td>
<td>• Communicates with teacher in support of student goals</td>
<td>• Same</td>
<td>• Allows student to work independently; provides periodic check-ins and monitored involvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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WMS Homework Policy (continued)

**Grade 8 Assessments**

Grade 8 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 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 a student has 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 student must approach the teacher and the assessment 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 to review its homework policy. Ongoing feedback about homework to WMS administration is always welcome.

**“No Homework”**

A designated “no homework” night or day(s) 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 allowed through department heads, but they 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. However, 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.

**Homework Assignments**

All students will have access to an assignment notebook. When assigning homework, please make sure students are using this book or their iPad to document their assignments. Being consistent with this expectation has paid dividends. Please also note that we do not assign homework over long vacation periods (Thanksgiving, Year End, February and April breaks) and we have religious guidelines that also influence homework assignments. Additionally, we strongly discourage assigning homework during MCAS testing sessions in March and May as well as Grade 8 Parents’ Night at WHS.
WMS Homework Policy (continued)

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.

Calendar for 2018-2019

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.

<table>
<thead>
<tr>
<th>Holiday</th>
<th>School Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosh Hashanah will begin in the evening of Sunday, 10/9/18 and ends in the evening of Tuesday, 9/11/18. In observance, WMS will be closed on Monday, 9/10/18.</td>
<td>No homework or projects should be due and no tests/quizzes should be given on Tuesday, 9/11/18.</td>
</tr>
<tr>
<td>Yom Kippur will begin in the evening of Tuesday, 9/18/18 and ends in the evening of Wednesday, 9/19/18. In observance, WMS will be closed on Wednesday, 9/19/18.</td>
<td>No homework or projects should be due and no tests/quizzes should be given on Thursday, 9/20/18.</td>
</tr>
<tr>
<td>First night of Passover is Saturday, 4/20/19.</td>
<td>No homework or projects should be due and no tests/quizzes should be given on Monday, 4/22/19.</td>
</tr>
<tr>
<td>Good Friday is Friday, 4/19/19. Our April Break this year is Monday – Friday, 4/15-19/19.</td>
<td>No homework or projects should be due and no tests/quizzes should be given on Monday, 4/22/19.</td>
</tr>
<tr>
<td>Grade 8 only: Grade 8 Orientation Night at WHS, Tuesday, 1/29/19. (Please adjust school practice for snow dates.)</td>
<td>No homework or projects should be due and no tests/quizzes should be given on Wednesday, 1/30/19.</td>
</tr>
</tbody>
</table>
WMS Homework Policy (continued)

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


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 27, 2018 (after Thanksgiving recess)
• Wednesday, January 2, 2019 (after year-end vacation)
• Monday, February 25, 2019 (after February vacation)
• Monday, April 22, 2019 (after April vacation)

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

Make-up Work

Students should make up work one day after return to school, or in the case of multiple days absent, develop a plan with their teachers. Teachers, parents and students should coordinate assignments as best as they can, while the student is out. Upon return, students need to proactively request homework missed and complete it based on an agreed-upon schedule.

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.
• 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.
Student Cheating and Plagiarism (continued)
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 2018-19**

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

<table>
<thead>
<tr>
<th>Department</th>
<th>Administrator</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Natasha Goddard</td>
<td>Supervision of English and Reading Department grades 6-8</td>
</tr>
<tr>
<td>Math</td>
<td>Nancy Cali</td>
<td>Supervision of Math Department grades 6-8</td>
</tr>
<tr>
<td>Science, Engineering and Technology</td>
<td>Kate Morton</td>
<td>Supervision of Science and Makerspaces grades 6-8</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Adam Blumer</td>
<td>Supervision of Social Studies grades 6-8</td>
</tr>
<tr>
<td>Guidance</td>
<td>Kate Mahoney</td>
<td>Supervision of Guidance department grades 6-8</td>
</tr>
<tr>
<td>Special Education</td>
<td>Mimi Feerick</td>
<td>Supervision of Special Education department grades 6-8</td>
</tr>
<tr>
<td>Classical and Modern Languages</td>
<td>Tim Eagan</td>
<td>Supervision of Classical and Modern Languages grades 6-12</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Thom Carter</td>
<td>Supervision of Visual Arts grades K-12</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Michael LaCava</td>
<td>Supervision of Performing Arts grades K-12</td>
</tr>
<tr>
<td>Fitness and Health</td>
<td>Joanne Grant</td>
<td>Supervision of Fitness and Health grades K-12</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>Anne Higgins</td>
<td>Supervision of district’s ELL Program grades K-12</td>
</tr>
<tr>
<td>METCO</td>
<td>Kalise Womum</td>
<td>Director of district’s METCO Program grades K-12</td>
</tr>
<tr>
<td>Nursing</td>
<td>Linda Corridan</td>
<td>Supervision of district’s Nursing Department grades K-12</td>
</tr>
<tr>
<td>Library and Media</td>
<td>TBD (contact Cathi Gordon with questions and/or concerns)</td>
<td>Supervision of district’s Library and Media Services K-12</td>
</tr>
</tbody>
</table>
Library
• Director of Library and Media Services – To Be Determined
• Sarah Chessman, Librarian
• Esther Briskin, Library Teaching Assistant

Hours
*Monday-Friday 7:25 a.m. - 3:30 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
Students are welcome to come to the library before school beginning at 7:25 a.m. every day. 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 before school are:
• 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 homeroom 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
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/. 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.
The Metropolitan Council for Educational Opportunity METCO Program is a state funded, voluntary educational desegregation program designed to eliminate racial imbalance through busing. Our mission is to provide, through professional leadership and voluntary citizen action, the development and promotion of quality integrated educational opportunities for urban and suburban students in the Greater Boston community, and to work towards the expansion of a collaborative education program with the Boston and suburban school systems.

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

Middle School students arrive to school between 7:15 and 7:30 am. Monday, Tuesday and Wednesday the bus will depart from the middle school at 3:30 p.m. Students are not allowed to leave campus without written parental permission and oral permission from a METCO staff member. The late departure allows students an opportunity to meet with teachers and or attend extracurricular activities. The bus leaves promptly at 2:40 p.m. on Thursdays and Fridays.

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, (continued)
Illness, Injuries, and School Attendance (continued)

1. continued -- etc.) 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 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.
Illness, Injuries, and School Attendance (continued)

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.
Medication Policies (continued)

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.

Students in Crisis
When an administrator determines that a child is in crisis, s/he will contact the parent/guardian. If an administrator deems that a student's safety is in immediate jeopardy, emergency services may be called and the student may be transported to the nearest emergency room. When a parent/guardian has notified the student’s Principal that they have received safety assurance for their child, a re-entry meeting will be scheduled. The re-entry meeting will include the parent/guardian, student, school psychologist, and/or other school support personnel.

Student Services (Guidance) Department
Kate Mahoney, Department Head
Jerrie Chandler
Tara Dufour
Peg Toce, Secretary
Bill Craft
Alison Rogers
Jaime DeLuise
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.
Student Services (Guidance) Department (continued)

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 his/her 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 (continued)
**Other aspects of the counselor’s work continued:**

- 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

**Student Services (Guidance) Department (continued)**

Social and Emotional (development) topics may include:

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
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<tbody>
<tr>
<td>Social-emotional lessons (SEED Program)</td>
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<tr>
<td>Study Skills</td>
<td>Grade or cluster-specific specific discussions</td>
<td>Lunch groups</td>
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<td>Responsibility</td>
<td>Lunch groups</td>
<td>Course selection</td>
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<tr>
<td>Friendship</td>
<td>Course selection</td>
<td>Planning for high school transition</td>
</tr>
<tr>
<td>Diversity and Identity</td>
<td>Planning for grade 8</td>
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<tr>
<td>Communication</td>
<td>Class building activities</td>
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<tr>
<td>Social Skills</td>
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<td>Lunch groups</td>
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<tr>
<td>Course selection</td>
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<tr>
<td>Transition planning for grade 7</td>
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**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.
Student Services Department (continued)

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 (2018)
Middle school staff provides a variety of transition activities to ensure a smooth transition from 5th grade to 6th grade. Below is a list of the transition activities for the school year.

March: Parents/guardians of 5th grade students who receive special education services are invited to participate in an evening information program about support services at WMS.

March: The Wellesley Middle School staff meets with elementary specialists to discuss students with special needs for whom special planning is warranted.

March-May: Information is sought from parents/guardians, teachers and specialists so that 6th grade classes can be scheduled that are heterogeneous and balanced and that take into account the needs and strengths of each student.

April: There is a PTO Open House Night for all 5th grade parents/guardians.

April: 5th grade teachers consult with parents/guardians about the 6th grade program for their children.

May: Workshops facilitated by guidance counselors at the Middle School for parents/guardians of incoming 6th graders.
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.

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.
Home and School Communications (continued)

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.

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
WMS Social and Emotional Education Development (SEED) Program (continued)

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.

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)

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>• Students will focus on self-awareness as part of transitioning into a new setting and become productive citizens of the 6th grade.</td>
</tr>
<tr>
<td>7</td>
<td>• 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.</td>
</tr>
<tr>
<td>8</td>
<td>• 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.</td>
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</tbody>
</table>
WMS Social and Emotional Education Development (SEED) Program (continued)

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.

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is SEED and how does it apply to me?</td>
<td>• What are my strengths and struggles?</td>
<td>• How can recognizing and supporting the strength and struggles of others improve my relationships?</td>
</tr>
<tr>
<td>• How will understanding the SEED Program help me to become a successful learner at WMS and beyond?</td>
<td>• How do I keep my emotions, thoughts and behaviors balanced?</td>
<td>• How can I more positively impact my community?</td>
</tr>
</tbody>
</table>

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.

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
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.
After-school clubs, sports and social events (continued)

*Middle School Intramural Program*

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 and questions about Teen Center they should be directed to the Wellesley Recreations Department at 781-235-2370.

**Wavier 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.
WMS Field Trips

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

Field Trip Eligibility

The Wellesley School Committee (SC) recognizes that academic field trips are an extension of the classroom experience that expand and reinforce concepts learned in the classroom and can provide new and unique experiences not available in the classroom setting. An academic field trip is defined as a visit to a location beyond school grounds that has a direct relationship to a curricular field. Students participating in any type of field trip are required to adhere to school rules and regulations. Attendance on school sponsored trips is not a student’s right, but a privilege. No student may attend such a trip if, in the determination of the principal or his/her designee as part of disciplinary action unrelated to a disability, the student’s behavior has been so inappropriate or antisocial as to be deemed disruptive to the planned trip. At WMS, any teacher can request a meeting with a student’s teachers, guidance counselor and administration to discuss a student’s eligibility due to academic concerns which might include attendance, grades, and/or missed assignments. This request must be made with enough time to develop a plan for improvement between the student and an assistant principal. Support must be determined and given to the student prior to a decision to withdraw a student from a field trip. The final determination will be made by the Principal or his/her designee. Overall, we do not want to prevent student participation on field trips unless absolutely necessary. Knowing that each situation is unique, decisions will be made on a case-by-case basis.

Field Trip Consent Forms

Before a student is allowed to participate in a field trip, the school must receive a signed Field Trip Consent Form by a parent/guardian. Forms must be received by the deadline provided. Field Trip Consent Forms are consistent throughout the district and are specific to each event in which the student will participate. Field Trip Consent Forms will be made available to parents/guardians via their students prior to the field trip. Some designated field trip, that require a payment to participate, might have an electronic consent form component to be completed online. Parents/guardians will be contacted if this process applies to their child’s field trip.
WPS District Policies
For Wellesley Public Schools district policies, access the Wellesley Middle School website at http://www.wellesley.k12.ma.us/wellesley-middle-school. Locate the “Quick Links” section, then click on “School Committee Policies.” Please contact the WMS Main Office or WPS Central Office if more information is needed.

WPS Acceptable Use Policy -- Technology
The following section includes the Wellesley Public Schools’ Acceptable Use Policy -- Technology. Please contact the WMS Main Office or WPS Central Office if more information is needed.

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ACCEPTABLE USE POLICY – TECHNOLOGY

Description
Wellesley Public Schools provides computers, networks, and Internet access to enhance teaching and learning. The computer can be a powerful research tool in a school setting, providing information beyond what is available in local print resources. Through this technology, students have the opportunity to access and explore local, national, and international resources. The information available touches on every area of the curriculum. In order to become lifelong learners, it is important for students to gain electronic information retrieval and evaluation skills and to become responsible members of the global community.

Rights & Responsibilities
Computers enable students to conduct research and communicate with others. Access to computers, research and communication tools, and the Internet will be provided only to those students who agree to act in a responsible manner. Use of WPS computers, networks, and the Internet is a privilege, not a right. This policy has been developed to outline the responsibilities students must assume in order to maintain user privileges. Each student must respect and maintain the rights of all other users. Responsible, ethical, and legal behavior is expected from each student.

Rules and Regulations
Students are expected to follow all rules and regulations outlined in this policy, as well as those indicated by faculty and staff. Any student who does not follow these rules may lose computer privileges, face school disciplinary action, and even appropriate legal action. Unacceptable use of technology includes, but is not limited to, the following:

(continued)
WPS Acceptable Use Policy – Technology (continued)

1. Using the computer/network for any illegal activity including violation of copyright or other contracts, plagiarism, cyber-bullying, and electronic transmission of pornography.
2. Using the computer/network for financial or commercial gain.
3. Abusing or disrupting equipment, software, system configuration settings, or system performance, wastefully using finite resources (i.e. paper, ink. etc.), or violating computer system security.
4. Copying or installing software or plug-ins.
5. Deleting or altering files or file contents that do not belong to you.
6. Gaining unauthorized access to servers or server accounts other than one's own.
7. Invading the privacy of individuals, including vandalizing data and using an account owned by another user.
8. Posting personal communications without the original author's consent.
9. Accessing, downloading, storing, creating, or printing files or messages that are profane, obscene, or that use language that offends or tends to degrade others.
10. Sending "chain letters," or "broadcast" messages to lists or individuals, and any other types of use which would cause congestion of the network or otherwise interfere with the work of others.
11. Using impersonation, anonymity, and/or pseudonyms.
12. Using the computer/network for the purpose of harassing, threatening, or terrorizing any individual or group.
13. Using social networking, instant messaging and chat rooms for non-school related reasons.
14. Playing any type of computer game unless it is a school sanctioned activity.
15. Using bandwidth to watch streaming videos for non-school related reasons.
16. Using computers to check email for non-school related reasons.
17. Using the computer in a disruptive or loud way such as listening to audio or video without headphones. Be considerate of others.

Online Safety and Etiquette
Students are expected to abide by some general rules when using the Wellesley Public Schools’ networks. The accepted rules of online etiquette include but are not limited to the following:
1. Do not reveal personal information about yourself or others (i.e., last name, home address, name of school, e-mail address, phone number).
2. Remember that e-mail is not guaranteed to be private. Be careful what you say.
3. Be polite and use appropriate language. Do not swear or use offensive language.

Technology Suggestions/Recommendations
There are multiple ways to save and store files:
1. The Technology Department provides each student with storage space on a server that may be accessed in school but NOT from home. This space is accessed by a username and password given to each student. The server may not be used to store music or movies.
2. Another storage option is for a student to purchase a USB flash drive, also known as a “thumb drive,” for moving about from computer to computer.
WPS Policy for Student Records
The following section includes the Wellesley Public Schools’ Policy for Student Records. Please contact the WMS Main Office or WPS Central Office if more information is needed.

Student Record Regulations and FERPA
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.

(continued)
WPS Policy for Student Records (continued)

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. (CF. Chapter 71, section 34H). Unless notified by the custodial parent to the contrary, the non-custodial parent will have access to the same information as the custodial parent.

Discipline Records

A student transferring into the middle school must provide the new school system with complete school records from his or her prior school/s. Said records shall include, but not be limited to, reports of any incidents involving suspension or violation of criminal acts or any incident reports in which such student was “charged with any suspendable act.”

Noncustodial Parent

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.

(continued)
WPS Policy for Student Records (continued)

(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 Power School. 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 House Assistant.
WPS Nondiscrimination Policy
The following section includes the Wellesley Public Schools’ Policy for Nondiscrimination. Please contact the WMS Main Office or WPS Central Office if more information is needed.

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 or disability. If someone has a complaint or believes that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation or disability, their complaint should be registered with the Title IX compliance officer.

STUDENT-TO-STUDENT HARASSMENT
Harassment of students by other students 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, sex, gender identity, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion.

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;

(continued)
NONDISCRIMINATION POLICY TO PROTECT STUDENTS AND STAFF FROM HARASSMENT, INCLUDING SEXUAL HARASSMENT, BULLYING AND HAZING (continued)

- 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 who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including suspension and expulsion.

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.

(continued)
NONDISCRIMINATION POLICY TO PROTECT STUDENTS AND STAFF FROM HARASSMENT, INCLUDING SEXUAL HARASSMENT, BULLYING AND HAZING (continued)

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:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person’s employment or educational development.

2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual.

3. 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 he/she has been subjected to sexual harassment will report the incident(s) to the grievance officer, Gayle McCracken, Director of Human Resources. All complaints shall be investigated promptly and resolved as soon as possible.

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

BULLYING POLICY, PREVENTION AND INTERVENTION PLAN
The Wellesley Public Schools expect that all members of the school community will treat each other in a civil manner and with respect for differences.

(continued)
NONDISCRIMINATION POLICY TO PROTECT STUDENTS AND STAFF FROM HARASSMENT, INCLUDING SEXUAL HARASSMENT, BULLYING AND HAZING (continued)

“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;
- 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. (continued)
NONDISCRIMINATION POLICY TO PROTECT STUDENTS AND STAFF FROM HARASSMENT, INCLUDING SEXUAL HARASSMENT, BULLYING AND HAZING (continued)

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 homeless 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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(continued)
NONDISCRIMINATION POLICY TO PROTECT STUDENTS AND STAFF FROM HARASSMENT, INCLUDING SEXUAL HARASSMENT, BULLYING AND HAZING (continued)

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 safety of the alleged victim. If the Superintendent is the alleged aggressor, the School Committee, or its designee, shall be responsible for investigating the report, and other steps necessary to implement the Plan, including addressing the safety of the alleged victim.

PROHIBITION AGAINST BULLYING AND RETALIATION

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

I. On school grounds and property immediately adjacent to school grounds; at a school sponsored or school-related activity, function, or program whether on or off school grounds; at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by the school district; and

II. At a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by the Wellesley Public Schools, if the acts create a hostile environment at school for the victim or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

III. As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the Wellesley Public Schools to staff any non-school related activities, functions, or programs.

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

PROHIBITION OF HAZING

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

(continued)
NONDISCRIMINATION POLICY TO PROTECT STUDENTS AND STAFF FROM HARASSMENT, INCLUDING SEXUAL HARASSMENT, BULLYING AND HAZING (continued)

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

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

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

Any student determined by the Principal to be the organizer of a hazing activity may be recommended for expulsion from school but will receive no less disciplinary action than that of a participant. In all cases relating to hazing, students will receive procedural due process.

Voted June 14, 2016 School Committee

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, or handicap/disability 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.
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 first to contact the Director of Guidance.

The Wellesley Public Schools Coordinator for Section 504 of the Rehabilitation Act of 1973 is Ms. Lori Cimeno, 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 first to 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.

SPECIAL EDUCATION: 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 area 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.
WPS Federal Grants Policy
The following section includes the Wellesley Public Schools’ Policy for Federal Grants. Please contact the WMS Main Office or WPS Central Office if more information is needed.

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

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

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

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

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

If parents would like to receive any of the information listed above for you child’s teacher or paraprofessional, please contact your school’s principal.
WPS Federal Grants Policy (continued)

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.

Title I schools will:
Involve parents in an organized, ongoing and timely way in the planning, review, and improvement of Title programs, plans, and policies through School Council. Provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, by providing translated information and school reports.

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

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

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

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
WPS Attendance Policy
The following section includes the Wellesley Public Schools’ Policy for Attendance. Please contact the WMS Main Office or WPS Central Office if more information is needed.

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 for 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 their 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. 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
Extended Absence (continued)
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 (Individual Education Plan). 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 returns 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.

(continued)
Extended Absence (continued)
5. **Truant**: A student is considered truant for the day if s/he is absent from school without parental permission. An absence will be recorded.

6. **Unexcused Absence**: A student will be considered unexcused for the following reasons:
   a) the student comes to school late without an approved excuse
   b) the student’s absence has not been excused within 48 hours of his/her return to school

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

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

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

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

The provisions of this section shall not apply to a student who has completed the regular course of education, apply to a student whose absences have been excused, nor shall this section be construed to permanently exclude a student who wishes to resume his education.
WPS Policies for Smoking, Tobacco Use, Alcohol, and Drugs, Search/Seizure

The following section includes the Wellesley Public Schools’ Policy for smoking, tobacco use, alcohol and drugs, and search/seizure. Please contact the WMS Main Office or WPS Central Office if more information is needed.

SMOKING AND TOBACCO USE ON SCHOOL PREMISES

Use of any tobacco products or nicotine delivery systems, such as e-cigarettes, 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.

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

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

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

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

Consequence: The student will not be permitted to attend the next class activity or class event. If the remaining class event is a class end-of-year activity, the student may not attend that activity (i.e.
Rules and Consequences (continued)

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

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

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

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

SEARCH AND SEIZURE

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

Searches by school officials will be conducted in a way that protects the students’ rights consistent with the responsibility of the District to provide an atmosphere conducive to the educational process.
WPS Policies for Animals in School, Homelessness, and Pregnancies
The following section includes the Wellesley Public Schools’ Policy for animals in school, homelessness, and pregnancies. Please contact the WMS Main Office or WPS Central Office if more information is needed.

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

WELLESLEY PUBLIC SCHOOLS POLICY REGARDING THE EDUCATIONAL RIGHTS OF CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS
The Wellesley Public Schools comply with federal and state laws and regulations in the identification and education of children who are in homeless situations. The intent of this policy is to provide each child and youth equal access to the same free appropriate public education, including public preschool, as provided to other children and youth. An overview of the requirements is provided below.

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

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

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

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

Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services, as well as instruction, are offered; that return to school after leave is encouraged; and that every opportunity to complete high school is provided. *Massachusetts General Laws Chapter 71, Section 84*
### Grade 6 (18 HR's)

<table>
<thead>
<tr>
<th>House W</th>
<th>Cluster W</th>
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<tbody>
<tr>
<td>106 Ms. Santelli</td>
<td>207 Ms. Eichner</td>
</tr>
<tr>
<td>312 Mr. Diozzi</td>
<td>307 Ms. Blackwill</td>
</tr>
<tr>
<td>311 Ms. Marquedant</td>
<td>326 Ms. Wagner</td>
</tr>
<tr>
<td>312 Ms. Connor</td>
<td>328 Ms. Potter</td>
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<tr>
<td>323 Ms. Cohen</td>
<td>330 Dr. LeBlanc</td>
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<tr>
<td>329 Mr. Rabinowitz</td>
<td>332 Ms. Jacobson</td>
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<tr>
<td>331 Mr. Levin</td>
<td>338 Mr. Nichols</td>
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### Grade 7 (18 HR's)

<table>
<thead>
<tr>
<th>House M</th>
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<tbody>
<tr>
<td>107 Mr. Powell</td>
<td>116 Ms. Finnegan</td>
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<tr>
<td>325 Ms. Kenerson</td>
<td>207 Ms. Eichner</td>
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<tr>
<td>325 Ms. Cohen</td>
<td>211 Ms. DeGroot</td>
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<td>331 Mr. Levin</td>
<td>203 Ms. Coffey</td>
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### House S

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<tbody>
<tr>
<td>217 Ms. Diomandres</td>
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<tr>
<td>215 Mr. Campbell</td>
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<tr>
<td>219 Ms. Greenawalt</td>
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<tr>
<td>221 Ms. Driver</td>
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### Cluster WMS

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<tbody>
<tr>
<td>(R. Burdette, M. Santolap, J. DeVuise, M. Deffley, M. Buckheit, R. Parzivand)</td>
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<tr>
<td>111 Mr. Martinez</td>
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<tr>
<td>223 Ms. Barcelo</td>
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<td>225 Ms. O’Connell</td>
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<td>309 Ms. Sharp</td>
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### Grade 8 (16 HR's)

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<tr>
<th>Grade 8 Teams</th>
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<tr>
<td>Team W</td>
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<tr>
<td>(C. Gordon, J. Chandler, J. DeLuise)</td>
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<tr>
<td>101 Ms. Longley-Cook</td>
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<td>103 Ms. Derian</td>
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<tr>
<td>105 Ms. Geiger</td>
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<tr>
<td>210 Mr. Crowe</td>
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<tr>
<td>212 Ms. Tang</td>
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<td>216 Ms. E. Johnson</td>
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<tr>
<td>222 Ms. McLaughlin</td>
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<td>224 Ms. Taylor</td>
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<td>226 Mr. Blumer</td>
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<td>230 Mr. Collins</td>
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<td>234 Mr. Chute</td>
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<td>252 Mr. Clarke</td>
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<td>301 Mr. Andrews</td>
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<td>305 Ms. H. Johnson</td>
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<td>307 Mr. Mazzeo</td>
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<td>311 Dr. Peltier</td>
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### House WMS

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<tbody>
<tr>
<td>(R. Burdette, A. Rogers, T. Dufour, E. Harrison, A. Girelli)</td>
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<tr>
<td>228 Mr. Eldridge</td>
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<td>338 Mr. Nichols</td>
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Math Concepts: Ms. Cali (228)
Science Essential Concepts: Ms. Geiger (107)