

WELLESLEY PUBLIC SCHOOLS



K-5
HANDBOOK

SCHOOL YEAR 2016-2017

ELEMENTARY SCHOOLS

BATES SCHOOL - 116 Elmwood Road Toni Jolley, Principal Maureen Herzig, Secretary	781-446-6260 Voice Mail: 781-446-6315
FISKE SCHOOL - 45 Hastings Street Rachel McGregor, Principal Beth Watson, Secretary	781-446-6265 Voice Mail: 781-446-6219
HARDY SCHOOL - 293 Weston Road Charlene Cook, Principal Janet Rixon, Secretary	781-446-6270 Voice Mail: 781-446-6225
HUNNEWELL SCHOOL - 28 Cameron Street Ellen Quirk, Principal Amy Mistrot, Secretary	781-446-6275 Voice Mail: 781-446-6245
SCHOFIELD SCHOOL - 27 Cedar Street Gerardo Martinez, Principal Kristin Lueken, Secretary	781-446-6280 Voice Mail: 781-336-6230
SPRAGUE SCHOOL - 401 School Street Susan Snyder, Principal Lennie Becker, Secretary	781-263-1965 Voice Mail: 781-263-1969
UPHAM SCHOOL - 35 Wynnewood Road Jeffery Dees, Principal Robin Boucher, Secretary	781-446-6285 Voice Mail: 781-263-1510

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

The Wellesley Public Schools does not discriminate on the basis of race, sex, color, national origin, sexual orientation, disability, or homelessness.

August 2016

Dear Parents,

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

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

Academic excellence

Cooperative and caring relationships

Respect for human differences

Commitment to community

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

Sincerely,

A handwritten signature in black ink, appearing to read "David F. Lussier". The signature is fluid and cursive, with a large initial "D" and "L".

David F. Lussier Ed.D.
Superintendent of Schools

Central Office Administration

781-446-6210

David F. Lussier, Ed. D.
Superintendent of Schools

Joan Dabrowski, Ed. D.
Assistant Superintendent of Teaching and
Learning

Judith M. Belliveau
Assistant Superintendent of Finance and
Operations

Lori Cimeno
Director of Student Services

Kathleen Dooley
Director of Technology

Gayle McCracken
Director of Human Resources

Wellesley School Committee

Ms. Sharon Gray, Chair
Mr. Matt Kelley, Vice Chair
Michael D'Ortenzio, Secretary
Mr. Anthony Bent, Member
Ms. Wendy Paul, Member

School Year Calendar

In any given year the start day of school for students will be determined on the basis of the date of Labor Day. When Labor Day occurs on September 1, 2, or 3, the first day of school for students will be on the Tuesday after Labor Day. When Labor Day occurs on September 4, 5, 6, or 7, the first day of school for students will be the Wednesday preceding Labor Day.

The first day of school for this year will be:

2016 - Wednesday, August 31st

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

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

September 16						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

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

October 16						
Su	M	Tu	W	Th	F	Sa
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 17						
Su	M	Tu	W	Th	F	Sa
						1
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9	10	11	12	13	14	15
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23	24	25	26	27	28	29
30						

November 16						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

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

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

June 17						
Su	M	Tu	W	Th	F	Sa
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
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25	26	27	28	29	30	

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

Student Scheduled Days	
August	1
September	21
October	18
November	18
December	17
January	20

Aug 25 & 26 (Thurs/Fri) **New Professional Staff**
 Aug 29 & 30 (Mon/Tues) **All Professional Staff**
August 31 (Wed) School Begins All Students
Aug. 31 thru Sept. 9 Kindergarten Begins - Half Days
 September 5 (Monday) **Labor Day - No School**
 September 12 (Monday) **Kindergarten - Full Days Start**
 October 3 (Monday) **Rosh Hashanah - No School**
 October 10 (Monday) **Columbus Day - No School**
 October 12 (Wednesday) **Yom Kippur - No School**
 November 1 (Tuesday) *Early Dismissal PreK-5 Parent Conf*
 November 8 (Tues)Elections *2 Hour Delayed Opening All Schools*
 November 11 (Friday) **Veteran's Day - No School**
 November 23 (Wednesday) *Early dismissal all schools*
 November 24-25(Thurs,Fri) **Thanksgiving Recess - No School**
 November 28 (Monday) **Professional Day - No School**
 December 26 - Jan. 2, 2016 **Year-end Vacation**

2017
 January 3 (Tuesday) School Reopens
 January 16 (Monday) **Martin Luther King Day-No School**
 February 20 - 24 **February Vacation Week**
Early Dismissal PreK-5 Parent Conf
 April 4 (Tuesday)
 April 14 (Friday) **Good Friday - No School**
 April 17 - 21 **April Vacation Week**
 May 29 (Monday) **Memorial Day - No School**
 June 2 (Friday) **WHS Grad/Half Day WHS Only**
June 22 (Thursday) Closing Day All Students (1/2 day-assumes 5 snow days)
June 23 (Friday) Closing Day-All Teachers(assumes 5 snow days)

NOTES:
 Graduation day is Friday, **June 2**. 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
 2 Hour Delayed Opening - All Schools - Election Day
 Early Dismissal Date **WHS Only**
 Early Dismissal Date **WMS Only**
Early Dismissal-Elementary students are dismissed on Wednesdays at 12:00 noon. Middle School (11:19 am) and High School (11:29 am) Early dismissal dates are: October 19, November 2 and 23, December 7, January 11, February 1, March 1, April 5, May 3. **NB:** June early dismissals are Middle School: June 7; High School: June 2

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 19, 2016
Fall Athletics First day of practice: Thursday, August 25, 2016
Winter Athletics First day of practice: Monday, Nov. 28, 2016
Spring Athletics First day of practice: Monday, March 20, 2017
As Voted by School Committee: June 21, 2016

WPS GOALS FOR ELEMENTARY STUDENTS:

Our efforts will be directed to enable every student to become a...

SELF-DIRECTED LEARNER

who...

- creates a positive vision for self and future;
- sets goals and priorities;
- monitors progress achieving goals; and
- takes responsibility for actions and quality of performance.

SKILLED COMMUNICATOR

who...

- listens with an open, focused and inquisitive mind;
- organizes and conveys feelings, ideas and information appropriately for purpose and audience; and
- communicates in a variety of media with clarity, engagement and personal style.

COMPLEX THINKER

who...

- accesses, evaluates and integrates information effectively from a variety of resources;
- uses a wide variety of thinking processes with accuracy to resolve complex issues;
- demonstrates flexibility, persistence and commitment to ethical considerations; and
- uses the methods of analysis, knowledge, and concepts of the artist, the historian, the geographer, the mathematician, and the scientist to construct meaning for individual life, community life and the natural world.

COMMUNITY CONTRIBUTOR

who...

- collaborates effectively as a team member in pursuit of group goals and products;
- works well with people from diverse backgrounds and perspectives;
- respects and understands diversity and the interdependence of people in local and global communities;
- exercises leadership and cooperation on behalf of the common good; and makes informed decisions.

THE ELEMENTARY SCHOOL CHARACTERIZED

School Facilities

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

The Principal

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

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

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

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

The Organization

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

Class Placement

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

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

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

School Council

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

Parent Teacher Organization (PTO)

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

Volunteers

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

METCO

METCO (Metropolitan Council for Educational Opportunity) is a state-funded voluntary desegregation program that serves minority children from Boston in suburban schools. The purposes of METCO are to provide a quality education and to diminish racial isolation. Wellesley was one of the original participants in the program. Boston students are enrolled in Wellesley schools K-12. Wellesley has a Family Friends component that affords participating families opportunities to get to know each other.

THE CURRICULUM

There is differentiated instruction in self-contained, heterogeneous classrooms. Art, music, physical education and library are taught by specialists. Media and learning centers are staffed by professionals and teaching assistants. System-wide specialists in literacy, mathematics, science, computer technology and METCO multi-cultural specialists serve the schools. Chorus, orchestra and band are offered in each school.

Wellesley's core curriculum creates a foundation of common learning expectations and experiences for all children. This foundation ensures children a depth of experience in the language arts so that they learn to communicate clearly with confidence and personal voice. In mathematics, children learn to compute and to reason and problem-solve using a range of numbers, data and geometry concepts. The foundation also intends to give all children the skills and curiosity for continuous learning and reasoning about the natural world and the human community. The core curriculum provides the foundation for teacher collegiality as well. Special educators, librarians, and technology specialists as well as other curriculum specialists know the curriculum at each of the elementary grades. The specialists plan relevant integrations of curriculum as well as professional development programs for teachers. The core does not, however, occupy the entire school calendar. A balance is needed between core experiences and those created from teacher and children's interests.

LITERACY

Philosophy

To create students that are independent and confident in their communication skills, the Wellesley elementary school system emphasizes the development of reading, writing, listening and speaking through its literacy program. Through the writing process students use effective writing and presentation strategies to construct meaning. Students engage in productive discussions around the genres of realistic fiction, historical fiction, nonfiction and traditional tales in an effort to develop their ability to think within, beyond and about the texts. The process of literacy skills acquisition is gradual. Skills and strategies are introduced at specific grade levels and then are reinforced, utilized, and mastered in subsequent grades.

Instructional Program

The Wellesley elementary schools use the balanced literacy approach, including guided reading and writing enabling each student to be challenged at his/her instructional level. Reading instruction is comprised of phonics, reading strategies and comprehension strategies. Spelling and grammar are taught within the context of writing. The Wellesley elementary literacy program is comprehensive and process oriented. Detailed learning goals for literacy are available in the Wellesley K-12 English Language Arts Curriculum which is aligned to the Massachusetts State Curriculum Framework for English/Language Arts.

The model of instruction includes whole and small group instruction, guided reading and writing groups, cooperative groups, and independent reading and writing. Each of these organizational options is thoughtfully selected at different points in the instructional plan. Groups are dynamic and fluid depending upon the specific goals and objectives of lessons along with the needs of the students within the given group.

Students read and write for different purposes in a variety of genres of literature. As a result of these experiences, students are motivated to extend their reading and writing to other pieces of literature in order to achieve the ultimate goal of becoming a lifelong reader and writer. The school and classroom libraries are vital resources in providing trade books for independent reading.

MATHEMATICS

The K-5 Wellesley Mathematics Curriculum reflects and supports the vision of the National Council of Teachers of Mathematics *Principles and Standards for School Mathematics* and the Massachusetts State Curriculum Framework for Mathematics.

The elementary mathematics program is based on the district's K-12 philosophy that mathematical learning:

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

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

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

Investigations in Number, Data, and Space is used in grades K-5 as the core mathematics curriculum. With this curriculum, students develop conceptual understanding and procedural proficiency in five content areas: number & operation, geometry, measurement, data & probability, and algebra. Whole number computational fluency and automaticity with basic facts is a critical part of the elementary math program. The grade level content summaries that follow provide a brief description of the concepts and skills students learn in Kindergarten through Fifth Grade.

More information about *Investigations in Number, Data, and Space* is also available online (<http://investigations.terc.edu/>).

SCIENCE

The purpose of science education is to stimulate interest in, an understanding of, and appreciation for, the natural world. Science is both a process used for discovery and a body of accumulated knowledge about the universe that reveals patterns for future predictions. It is a way of thinking and doing as well as a body of knowledge. It grows out of a sense of wonder and is honed by curiosity. It matures through systematic inquiry coupled with creative thinking. Students, therefore, learn not only a body of knowledge but also engage in questioning and open-ended thinking. They will be given many opportunities to explore and investigate their world, to complete designed experiments themselves and predict the outcomes, to observe, measure, record, classify, analyze, interpret, to communicate their explanations using evidence from their data and draw conclusions.

NOTE: We are currently in the process of aligning our PK-5 Science curriculum with new Next Generation Science Standards and the Massachusetts state frameworks for Science education. The curriculum outlined below represents the curriculum with which all students are currently engaged.

As students are acquiring the skills of scientific thinking, they are also studying concepts that help them understand their world. During the K-5 years, students study various topics in life, earth, and physical science. Two common themes are present at every grade level; classification, and adaptation. At every grade level students sort and classify organisms or objects according to their characteristics to address guiding questions such as, “What makes a bird a bird?” in grade 1 or “How are plant and animal cells similar and different?” in grade 5. Each year students study how organisms are adapted to where they live, or how structures are adapted for what they do, or the interrelationship of living and non-living components within a system.

The elementary science curriculum is designed to develop students’ ability to think scientifically while learning about their world. In the early grades, students develop the skills of observation, prediction, and communication of experimental results. In later grades, students are introduced to a scientific method and the skills developed; controlling variables, data collection and analysis, and making conclusions.

SOCIAL STUDIES

The Wellesley Public Schools K-5 social studies curriculum seeks to awaken in students a sense of curiosity about the world and its people. We believe students are better citizens when they have both a body of useful knowledge and strong social studies skills.

Active Engagement in the Learning Process

A core feature of a Wellesley Public Schools social studies classroom is the active engagement of students in their own learning. Students will generate, investigate and discuss questions of interest, create authentic products, use simulation and role-play, engage in service-learning projects, and grapple with current events and social justice issues.

Teaching of Skills

Teaching skills explicitly is a critical part of the social studies curriculum. By applying skills learned at the elementary level, students will be able to engage in higher-level thinking. They will construct understanding, analyze and synthesize information, recognize and build well-founded explanations, navigate the complexity of multiple perspectives, and communicate their thinking regarding various social, historical, political, and cultural perspectives.

Making the Case for History

The study of history has intrinsic worth. Students consider how ideas, values, time, place, and resources shape historical outcomes. In so doing, they develop empathy, a more complicated understanding of the past, and an appreciation of individual efficacy.

The Value of Civic Participation

The K-5 social studies program guides students in becoming informed, principled, and engaged citizens of the world, of their nation, and of their local communities. In order to contribute meaningfully in an interconnected world, it is essential for students to learn about the structures, processes, and limits of government. It is also essential for students to understand the power of the individual to effect change.

The Importance of Culture

In addition to learning about the geography and historical events of various countries around the world including the United States, students will explore the aspects of the human experience that are shared across cultures and those aspects that make them unique. As students learn about their own and others' histories and cultures, they are encouraged to consider the perspectives and biases that may affect viewpoints, including their own.

ART

The K-5 Art Curriculum is built on the five strands of line, shape, color, form and composition. Beginning in kindergarten, these strands are introduced to students in a variety of learning experiences that build a foundation for perceptual, expressive and cultural development. The uniqueness of the individual is the focus at all levels of art education.

MUSIC EDUCATION

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

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

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

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

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

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

FITNESS AND HEALTH

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

Students will:

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

Other topics of health education are woven into subject areas in grades one through four. Topics include nutrition, exercise, rest, dental health, safety, accident prevention, self-awareness, self-esteem, family relationships, and the body's functions. In grade five, environmental health, disease control and prevention, maturation, growth and development, and substance use and abuse are studied through the science curriculum, which includes the P.R.I.D.E. program, a unit of study called, "Drugs, Decisions, and You," and a unit on early adolescent growth and development called "Puberty and Development." A copy of the teaching guide is available in each school library.

CURRICULUM INVOLVING HUMAN SEXUALITY ISSUES

During your child's years in elementary school, the following areas of the curriculum touch on aspects of human sexuality: Grade 1 and 2 (follow up) - **The Personal Safety Curriculum** and Grade 5 - **Puberty and Development**. Each of these courses has been developed in the context of Wellesley core curriculum, K-12. The school system's core values, respectful and caring

relationships and respect for human differences and the principles of community, guide the instruction that occurs in these classes.

You are welcome to review the content of these curricula in the school library. The Puberty and Development curriculum is taught by the grade 5 teacher. We believe that our programs help children become more knowledgeable and thoughtful in the face of unrealistic and often unhealthy messages that bombard them in our society. However, if you do not wish your child to take part in either of the above units, a brief note requesting that s/he not participate will be honored. If you have any questions, please contact your principal.

LIBRARY

The major goal of the library program of instruction and services is to support teachers and students in their teaching and learning, while helping children develop an understanding and love of literature. Students in grades K-5 attend library class once each week where the following skills are emphasized: literature appreciation, information literacy, critical thinking, and Internet safety and etiquette. In all libraries students are encouraged to check out reading materials that will challenge, inspire, engage, and interest them. The library teachers share their extensive knowledge of the literature and informational resources (texts and electronic) to match/stretch their students reading interests and capabilities. WPS libraries serve as the "hub" of each elementary school for research, reading, and equipment loans.

Forty-five minute classes for students in grades 1-4 are taught by certified library teachers while kindergarten students have a thirty minute class taught by the instructional library assistant. The library teacher and 5th grade classroom teachers collaborate/co-teach, often involving a research project or technology tool(s) applications, on a weekly basis for forty-five minutes to an hour. Again, this weekly class includes time for the library teachers to interact with students to select pleasure reading materials.

Although school library collections vary in size, all are appropriate for the population of their schools and include books, magazines, videos, ebooks, databases, and audio books, as well as a combination of desktop and laptop computers that are available to students and staff for research and exploration. Many libraries house digital still and digital video cameras for in-school use by faculty and students. Individual libraries have developed websites to help guide students to key Internet sites and the resources of the Wellesley Free Library for both curricular needs and pleasure.

Curricular resources are purchased to support the core curriculum and are regularly used by teachers to supplement materials in the classroom. There is also an emphasis on providing students with access to the most recently published quality literature in a variety of genre and formats for their reading pleasure.

EDUCATIONAL TECHNOLOGY

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

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

See [Computer Acceptable Use Policy](#) for rules and regulations for using technology in school.

HOMEWORK

Homework is designed to provide practice, reinforcement and/or application of skills and knowledge learned in the classroom. Additionally, it promotes individual initiative, personal responsibility and self-direction. There are five types of homework: practice, preparation, extension, optional and independent reading.

Each school has specific homework guidelines available to share with parents. Please contact your child's teacher with any questions.

EARLY CHILDHOOD AND KINDERGARTEN

EARLY CHILDHOOD AND KINDERGARTEN SCREENING

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

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

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

ENTRANCE AGE REQUIREMENTS

Entering kindergarten children must be five years old by September 1st. It is recommended that first grade children be six years old by September 1st.

KINDERGARTEN REGISTRATION - “Kindergarten Roundup”

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

KINDERGARTEN ORIENTATION

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

TESTING PROGRAM

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

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

STANDARDIZED TESTING

The Massachusetts Department of Education requires Massachusetts Comprehensive Achievement System (MCAS) testing in grades three, four, and five. The need for supplemental individualized testing may be determined and recommended at any time throughout the school year. It is

important to remember that standardized test scores reflect only one way to assess a child's achievement. Multiple sources of evidence, from the classroom and from testing, are needed to create an accurate picture of student progress.

A brief description of the MCAS tests follows. Should you have any questions regarding this program, please confer with the principal of your school.

MCAS tests are untimed. Copies of test questions are released on the Department of Education web site when results are sent to parents. All tests include multiple choice questions and most also include short answer and open response questions requiring one or more paragraphs to answer. These tests are designed to assess a child's achievement in each curriculum area and the school's implementation of the state's curriculum framework.

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

Grade Three: Reading

Results are reported on students' understanding of language and literature and scored at levels of proficient, needs improvement and warning.

English Language Arts – Grades Three, Four and Five

Results are reported on student's understanding of language, reading and literature, composition, and use of English grammatical conventions. Overall levels of performance are advanced, proficient, needs improvement, and warning.

Mathematics – Grades Three, Four, and Five

Results are reported on student's understanding of number sense and operations, patterns, relations and algebra geometry, measurement, data analysis, statistics, and probability. Overall levels of performance are advanced, proficient, needs improvement, and warning.

Science Technology/Engineering – Grade Five

Results are reported on student's understanding of earth and space science, life science, physical science, and technology/engineering. Overall levels of performance are advanced, proficient, needs improvement, and warning.

History and Social Science – Grade Five

Currently this test is not being administered per the Department of Elementary and Secondary Education.

REPORTING STUDENT PROGRESS

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

SPECIAL EDUCATION

In accordance with the Individuals with Disabilities Education Act (IDEA 2004) and CMR 28:00, the Wellesley Public Schools provides services to identify and support students with disabilities who reside within Wellesley or who are otherwise entitled under IDEA 2004. If a student is unable to progress effectively within the general education program, parents or school staff may request an evaluation to determine whether that student has a specific disability and whether (s)he requires specially designed instruction and/or related services to make effective progress. If a student is determined to be eligible for special education services, the TEAM, including parents, develop an Individualized Educational Program (IEP) identifying the specific type and focus of special education services necessary to support that student's progress.

Every effort is made to provide successful instructional opportunities for all learners within the context of the classroom. For students who are eligible for special education services, a variety of support services are available in all elementary schools. The implementation of these services is provided by the special education staff who are based in each school. The special education staff work closely with classroom teachers to assist with curriculum and instructional modifications, co-teach lessons and/or support small group, individualized instruction within the classroom and/or in the learning center. While most students on IEP's receive services within the classroom, some may receive services from various specialists outside the classroom.

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 sex, race, color, sexual orientation, age, religion, national origin and 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.

NOTICE OF CIVIL RIGHTS AND 504 COORDINATORS

The Wellesley Public Schools Coordinator for Title VI and Title IX is the Director of Human Resources, 40 Kingsbury Street, Wellesley, MA 02481, telephone 781-446-6200. For concerns related to your child, we encourage to first contact your principal.

The Wellesley Public Schools Coordinator for Section 504 of the Rehabilitation Act of 1973 is the Director of Student Services, 40 Kingsbury St., Wellesley, MA 02481, telephone 781-446-6200. The elementary school 504 designee is the principal.

REGULATIONS CONCERNING PREVENTION OF PHYSICAL RESTRAINT

In accordance with 603 CMR 46.00, the Wellesley Public Schools has policies and procedures concerning the use of physical restraint. Physical restraint will only be used when nonphysical intervention would be ineffective and the student's behavior poses an imminent threat of harm to self or others. School staff received training in the use of physical restraint, and only those staff members with in-depth training will be called on to implement restraint techniques. In the event that physical restraint is used with a student, parents will be notified and all state and federal regulations concerning reporting restraint will be followed. Follow up procedures will include reviewing the incident with staff and parents. Complaints and investigations concerning the restraint practices should be directed to the Director of Student Services, (781) 446-6200.

TITLE ONE FUNDING

The Federal No Child Left Behind Act of 2001 requires school districts that receive federal Title I funding to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child.

As a recipient of these funds, the Wellesley Public Schools will provide you with this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your 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.

The Wellesley Public Schools is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above for you child's teacher, please contact the Administrative Assistant to the Assistant Superintendent at 781-446-6210 x4503. If you would like to receive information for your child's paraprofessional, please contact your building principal.

In addition, the Wellesley Public Schools are committed to continued efforts to encourage 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 the Title 1 funds of the NCLB.

THE EDUCATION OF HOMELESS STUDENTS

The Wellesley Public Schools complies 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 stability in school attendance and access to a free and appropriate public education to students and their families who are homeless to the extent that is feasible and required by state and federal law.

The McKinney-Vento Homeless Education Assistance Act protects the educational rights of children and youth who are deemed homeless. It provides legal protections so that these children can enroll in school, stay in school, get transportation to school and access support services as needed. The Wellesley Public Schools complies with all aspects of this act.

The Wellesley Public Schools, in accordance with the best interests of children and youth who are homeless, will either continue the student's education in the school of origin until the end of the school year in which the student obtains permanent housing or enroll the student in a public school open to all children who live in the attendance area of the student's temporary living situation. The Wellesley Public Schools will immediately enroll these children, even if they do not have the documents usually required for enrollment, including school records, medical records and proof of residency. The liaison, or his/her designee, will assist the family and contact previously attended schools to obtain records. The Department Head of Nursing will coordinate with the Wellesley Department of Public Health in obtaining necessary physicals and immunizations once medical records are received.

The Wellesley Public Schools will also ensure that transportation is provided, at the request of the parent or guardian (or in the case of unaccompanied youth, the Liaison) to and from the school of origin. If the student lives in another city or town and is attending a school in Wellesley, the district will arrange with the receiving district to share responsibility and costs for transportation. In the absence of any other agreement, the costs will be shared equally. The Wellesley Public Schools will provide transportation to homeless students that is comparable to that provided for all Wellesley students. In addition, the Liaison or designee will ensure that the parent or guardian is fully informed of all transportation services in the language of the home.

In addition, the Wellesley Public Schools has policies and procedures regarding the identification of students who are homeless, students' rights to access service and dispute resolution.

The Superintendent has designated the Director of Student Services as the local Homeless Education Liaison. You may direct any questions or request a copy of the full policy regarding the rights of children who are homeless to the Director of Student Services.

SCHOOL HOURS

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

DISMISSALS, TARDINESS AND ABSENCES

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

SAFE ARRIVAL PROGRAM

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

BEFORE SCHOOL AND AFTER SCHOOL PROGRAMS

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

OPEN ENROLLMENT PROGRAM

Open Enrollment is an option that allows parents to voluntarily request attendance at a school other than their home school. Prior to applying for Open Enrollment, a child must be registered in the Wellesley Public Schools. Open Enrollment requests must be submitted to the Office of Student Services between March 1 and May 1st for the following school year. Application forms may be downloaded from the WPS Website and/or requested from the Central Office. A family seeking Open Enrollment for more than one student must submit a separate application for each child. Applications will be considered on an individual basis. There is no guarantee that Open Enrollment

placements for more than one child in a family will be granted for each child.

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

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

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

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

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

TRANSPORTATION

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

BICYCLE PERMISSION

The traffic and safety hazards vary at each elementary school. Each school has its own bicycle procedures, however, no youngster can ride a bike to school prior to entering grade 3, unless accompanied by an adult. Bicycle riding to any school and by any age youngster is a privilege. The right to bring a bicycle onto school grounds can be restricted by the principal for unsafe practices. The Commonwealth of Massachusetts requires children, 12 and under, to wear a helmet while either operating or riding a bicycle.

BUS TRANSPORTATION

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

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

CANCELLATION OR DELAYED OPENING OF SCHOOL

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

EMERGENCY CLOSING OF SCHOOLS

At rare times it may be necessary to close schools before the regular dismissal time i.e., power failures, pending storms. When these occur, every effort will be made to reach parents through the

school's emergency contact system. There are times, however, when contact cannot be made. When this occurs, the children will be sent to a designated person identified on the child's emergency contact information. If this procedure does not meet the parents' needs, please write a note to the school indicating an alternative. The school urges all parents to talk with their children about what they should do in the event that no one is home when they arrive. This procedure should be reviewed with children throughout the year. Two neighbors should be identified for these emergency situations.

LUNCH

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

The lunch program is a debit system. There must be a positive amount deposited in a child's account so that participation can be deducted from this amount. Students order a hot or cold lunch or milk in their classrooms at the beginning of the school day. These orders are then passed on to the Food Services Department and the transactions are then processed. There must be money in the account to cover this transaction.

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

WELLESLEY PUBLIC SCHOOLS NURSING SERVICES

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

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

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

The WPS nursing department employs registered nurses licensed to practice by both the Massachusetts Board of Registered Nurses (<http://www.mass.gov/dph/boards/rn>) and the Massachusetts Department of Elementary and Secondary Education (http://www.doe.mass.edu/educators/e_license.html).

RECORD REGULATIONS

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 five years after the student transfers, graduates or withdraws from the school system.

Access

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

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

Amendment

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

"Parent" shall mean a student's father, mother, guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother or guardian. The term, as used in these regulations, shall include a divorced or separated parent, subject to any written agreement between parents or court order governing the rights of such a parent that is brought to the attention of the school principal. (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 high 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."

Emergency Information

Please keep the emergency information on your child current to facilitate contacting you if your child is ill or injured.

School Absence

Please notify the school when your child will be absent, specify whether it is due to illness and what type of illness, injury, doctor's appointment, etc.

Guidelines for School Attendance

Illness

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

Fever

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

Chicken Pox or Undiagnosed Rash

If your child develops chicken pox or a rash please inform the school nurse.

Injury

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

Dismissal Due to Illness or Injury

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

Immunizations

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

Physical Examinations

Examinations by a licensed physician, nurse practitioner or physician's 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.

Screenings

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

Exemptions

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

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

If short-term (10 day) 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 or guardian is still required.

Medication is administered only by the school nurse and is stored in a locked cabinet. The nurse may delegate administration of student medication during a field trip.

For their own safety, students should never transport medication to and from school; or keep medicine in their possession during the school day. Students may carry their personal inhaler and/or EpiPen with permission from their Physician for self-administration of medication.

Nurses and trained non-nursing personnel can administer Epinephrine by auto-injector to students with identified severe allergic reactions.

DISTRICT POLICIES

The Wellesley School Committee regularly reviews and, when necessary, revises or creates written policies governing the Wellesley Public Schools. All current/approved policies are located under the ***School Committee Tab*** of our web page: <http://www.wellesleyps.org>.