WMS

Wellesley Middle School

STUDENT HANDBOOK 2025-2026

WMS SEED

social & emotional education development program

TRANSLATIONS:

2025-2026 WMS 中学生手册 - 中文 (Simplified Chinese)

2025-2026 WMS 中學學生手冊 - 繁體中文 (Traditional Chinese)

2025-2026 - 중학교를 위한 WMS 학생 핸드북 - 한국어 (Korean)

2025-2026 - Manual do Aluno WMS - Português (Portuguese)

2025-2026 - Manual del estudiante de WMS - Español (Spanish)

Reporting Absences and Tardies at WMS

Quick reference chart

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

For absences:	For tardiness:	For dismissals:	For messages:
If your child is going to be absent, a parent or guardian must fill out the Absence Reporting Form. This form can be found on our WMS website on the homepage. If you are unable to fill out this form, you can call the school at (781) 446-6250 to report an absence. If we do not receive notification, the absence will be considered "unexcused" for that day. Note: notification may not always result in an "excused" absence. **Note:** Routine medical and dental appointments should be scheduled after school. If this is impossible, students may be asked to submit a note from the doctor's office upon return in order for the absence to be excused.	If your child is going to arrive at school after 7:45 a.m. (when the school day begins), a parent or guardian must fill out the Absence Reporting Form. This form can be found on our WMS website on the homepage. If you are unable to fill out this form, you can call the school at (781) 446-6250 to report late arrival. When students are tardy they must come to the main office for a pass before returning to class. If we do not receive notification, the late arrival will be considered "unexcused" for that day.	If your child needs to be dismissed before the end of the school day, a parent/guardian must fill out the Absence Reporting Form. This form can be found on our WMS website on the homepage. If you are unable to fill out this form, you can call the school at (781) 446-6250 to report the early dismissal. Please give at least 30 minutes notice, when possible. **Note:** If someone other than a parent is picking up your child, you will need to inform us on the Absence Reporting Form or by calling the main office at (781) 446-6250. Please note that it will be necessary for the person picking up your child to come into the main office.	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. We cannot disrupt classes for non-emergency situations. Texting is not permitted between students and parents/caregivers during the school day, as phone use is not permitted in school. If your child is not feeling well while in school, they must go to the nurse. The nurse will contact you, as needed.

The Following Categories for Absences and Tardies:

EXCUSED Absences from school should be avoided, unless for the following reasons:	UNEXCUSED Absences that are not excused from school include the following reasons*:
• Illness or injury • Bereavement/family funeral • Major religious observances • Extraordinary family circumstances (excused at the discretion of the principal)	• Repetitive or chronic absence or tardiness due to illness or injury not documented by a doctor or other medical professional • Truancy • Family vacations • Undocumented absences • Non-emergency family situations * any other reason not considered "excused"

Wellesley Middle School
Student Handbook
2025-26

Published August 2025

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

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

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

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

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WMS Student Handbook 2025-26

September 2025

Dear WMS students, parents, guardians and caregivers,

We are pleased to provide you with the *WMS Student Handbook 2025-26.* All information within this book has been updated in an effort to communicate clearly our goals, policies and practices. We also formatted the book for ease of reference. Our hope is that you will find important information quickly and easily.

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

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

Welcome to the WMS 2025-26 school year!

Sincerely,

Mark T. Ito

Mark T. Ito
Principal

Cathi L. Gordon

Cathi L. Gordon
Assistant Principal

Kevin K. Hoffman

Kevin K. Hoffman
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, School and P.A.W.S. We strive to uphold these values through a strong commitment to educating our students in Wellesley.

Academic Excellence

Diversity, Equity, Inclusion and Belonging

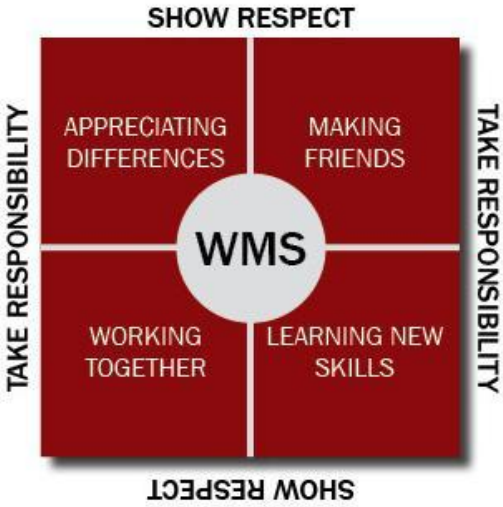
Commitment to Community

Value and Respect for Human Differences

Caring and Cooperative Relationships

WMS Core Values: Respect and Responsibility

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



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

Wellesley Middle School: Meeting the Needs of the "Whole Child"

Grouping Policy

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

Grade 6 Organization: "Houses"

In Grade 6, students work in heterogeneous groups with a "house" of 4 or more teachers or 2 for a "half house." A house ranges in size of approximately 85 students for a house or 48 for a half house. Each student is assigned to an "advisory" within their house with whom they travel for their 4 required academic subjects (i.e., math, science, English and social studies). They have an opportunity to work with their peers from other houses when they participate in their required exploratory courses: art, music, makerspace, Working on Wellness, and fitness and health. Grade 6 students also intermix with their greater sixth grade class during "priority' courses (i.e., a classical/modern language course and Literacy Workshop) which meet every other day for the full year.

Grade 7 Organization: "Clusters"

The heterogeneous grouping of students is continued for all subjects in Grade 7. Teaming is made possible by the students' participation in "clusters" (approximately 85 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. Required exploratory courses continue in Grade 7 in art, music, makerspace, and fitness and health.

Grade 8 Organization: "Teams"

The heterogeneous grouping of students is continued for all subjects *except for math in Grade 8*. Teaming is made possible by the students' participation on "teams" (approximately 85 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, from which eighth graders may choose.

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

A Student's Experience at Wellesley Middle School

Grade 6	Grade 7	Grade 8
Students are members of an advisory that is part of a four-teacher "house" or two-teacher "half house." Students stay with their advisory for math, science, English and social studies. Students intermix in their required exploratory courses. A house is comprised of approximately 85 students or 48 in a half house. All World Language classes are taught outside of the house.	Students are members of an advisory class that is part of a four-teacher "cluster." A full cluster comprises approximately 85 students. Students intermix in their clusters for math, science, English and social studies. All World Language classes are taught outside of the cluster.	Students are members of an advisory class that is part of a four-teacher "team." A full team comprises approximately 85 students. Students intermix in their teams for math, science, English and social studies. Math classes are leveled within the teams. All World Language classes are taught outside of the team.

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

Fostering a "Growth Mindset" at WMS

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

1:1 Program Initiative

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

Student Advisory

WMS supports a student Advisory within our schedule. Advisory is for 15 minutes daily during the middle of the school day. Advisory will be run by two or three educators together with the intent of creating connections for students with peers and adults. During 2021-22, we learned even more so how social and emotional health improves when our children feel connected. We aim to provide this opportunity for our students and increase our emphasis on social and emotional wellness. See Page 13 for our *WMS Daily Schedule* that includes our Advisory time.

WPS Academic Year 2025-26 Calendar

WPS 2025-26 ACADEMIC YEAR CALENDAR

August 25

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						

September 25

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				

October 25

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

November 25

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						

December 25

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			

January 26

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 26

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

March 26

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

April 26

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

May 26

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

June 26

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				

Student Scheduled Days

August	3	February	15
September	20	March	21
October	21	April	16
November	17	May	20
December	16	June	17
January	19		
Total			185

As voted by School Committee 12/10/2024

Aug 20-22 (W-F)	New Professional Staff	2025
Aug 25 & 26 (M-Tu)	All Professional Staff	
Aug 27 (W)	School Begins All Students	
Aug 27 thru Sept 5	Kindergarten Begins - *Early Release Days*	
Sept 1 (M)	**Labor Day - *Schools & Offices Closed***	
Sept 8 (M)	Kindergarten Full Days Start	
Sept 23 (T)	**Rosh Hashanah - Schools Closed**	
Oct 2 (Th)	**Yom Kippur - Schools Closed**	
Oct 13 (M)	**Indigenous Peoples Day - *Schools & Offices Closed***	
Oct 21 (T)	Diwali (School in session)	
Nov 6 (Th)	*Early Release PreK-5 Parent Conferences*	
Nov 11 (T)	**Veterans' Day - *Schools & Offices Closed***	
Nov 26 (W)	*Early Release - Schools*	
Nov 27-28 (Th-F)	**Thanksgiving Recess - *Schools & Offices Closed***	
Dec 1 (M)	**Professional Day - *Schools Closed***	
Dec 24 - Jan 2, 2026	**December Break - *Schools Closed***	
Jan 5 (M)	School Reopens	2026
Jan 19 (M)	**Martin Luther King Jr. Day *Schools & Offices Closed***	
Feb 16 - 20 (M-F)	**February Break - *Schools Closed***	
Feb 17 (T)	Lunar New Year	
Mar 20 (F)	**Eid al-Fitr - Schools Closed**	
Mar 26 (Th)	*Early Release PreK-5 Parent Conferences*	
April 3 (F)	**Good Friday - Schools Closed**	
April 20 - 24 (M-F)	**April Break - *Schools Closed***	
May 25 (M)	**Memorial Day - *Schools & Offices Closed***	
June 5 (F)	*WHS Graduation/Half Day WHS Only*	
June 19 (F)	**Juneteenth - *Schools & Offices Closed***	
June 24 (W)	Last Day STUDENTS (assumes 5 contingency days)	
June 25 (Th)	Last Day TEACHERS (assumes 5 contingency days)	

- **NO SCHOOL**
- Additional Elem. Early Release Date for Parent Conferences
- Early Release Dates for WMS & WHS
- Early Release Date *WMS Only*
- *Early Release Date **WHS Only - High School Graduation: Friday June 5***
- Opening and Closing Days

INFORMATION ON SCHOOL OPENING IN AUGUST:

PAWS follows an "orientation schedule" 8/27-8/29. Full Schedule begins 9/2.

Kindergarten follows *Early Release Day* schedule 8/27-9/5. Full Day begins 9/8.

INFORMATION ON EARLY RELEASE DAYS:

Elementary Early Release: Wednesdays at 12:00. Additional Elem. Early Release Days: 11/6/25 and 4/1/26. **Middle School (11:21 am) and High School (11:29 am)** Early release dates: 10/8/25, 11/5, 11/26 and 12/3; 1/7/26, 2/4, 3/4, 4/1, 5/6, 6/3 (WMS Only) & 6/5 (WHS Only)

INFORMATION ON SCHOOL CLOSING IN JUNE:

The last day of school is an early release day.

8th Grade Completion Ceremony takes place on the last day of school.

Elementary: If the last day of school is Thur. or Fri., then the Wed. of that final week is a full day of school.

Closing day is determined based on contingency days. (Teachers work 184 days; students attend 180 days)

Last Day Calculator	Students | Teachers
0 Contingency Days =	06-16-26 | 06-17-26
1 Contingency Days =	06-17-26 | 06-18-26
2 Contingency Days =	06-18-26 | 06-22-26
3 Contingency Days =	06-22-26 | 06-23-26
4 Contingency Days =	06-23-26 | 06-24-26
5 Contingency Days =	06-24-26 | 06-25-26

2025-2026 WPS Religious and Cultural Observances Calendar

Wellesley Public Schools values the significance of all holidays celebrated by our families. Please note that the list below may not encompass every holiday. For multi-day holidays, the date listed on the calendar is the first day of the holiday. * The observance begins at sunset the day before

2025-2026 WPS Religious and Cultural Observances Calendar

Wellesley Public Schools values the significance of all holidays celebrated by our families. Please note that the list below may not encompass every holiday. For multi-day holidays, the date listed on the calendar is the first day of the holiday. * The observance begins at sunset the day before.

Month	Holiday	Date
AUGUST	**WPS classes begin for students on Wednesday, August 27, 2025**	
	Ganesha Chaturthi	Wednesday, August 27, 2025
SEPTEMBER	Navaratri (start)	Monday, September 22, 2025
	Rosh Hashanah* (Day 1)	Tuesday, September 23, 2025
OCTOBER	Navaratri (end)	Wednesday, October 1, 2025
	Yom Kippur*	Thursday, October 2, 2025
	Dussehra/Dasara	Thursday, October 2, 2025
	MidAutumn Festival	Monday, October 6, 2025
	Chuseok (Korean Thanksgiving)	Monday, October 6, 2025
	First Day of Sukkot*	Tuesday, October 7, 2025
	Indigenous Peoples' Day	Monday, October 13, 2025
	Diwali	Monday, October 20, 2025
NOVEMBER	Thanksgiving	Thursday, November 27, 2025
DECEMBER	Chanukah/Hanukkah* (Day 1)	Sunday, December 14, 2025
	Christmas Eve	Wednesday, December 24, 2025
	Christmas Day	Thursday, December 25, 2025
	Kwanzaa (Day 1)	Friday, December 26, 2025
JANUARY	New Year's Day	Thursday, January 1, 2026
	Epiphany	Tuesday, January 6, 2026
	Orthodox Christmas	Wednesday, January 7, 2026
	Isra & Miraj*	Friday, January 16, 2026
FEBRUARY	Lunar New Year	Thursday, February 17, 2026
	First Day of Ramadan*	Wednesday, February 18, 2026
MARCH	Holi*	Wednesday, March 4, 2026
	Laylat al-Qadr	Monday, March 16, 2026
	Eid al-Fitr*	Friday, March 20, 2026
APRIL	Passover* (Day 1)	Thursday, April 2, 2026
	Good Friday	Friday, April 3, 2026
	Easter Sunday	Sunday, April 5, 2026
	Orthodox Good Friday	Friday, April 10, 2026
	Orthodox Easter Sunday	Sunday, April 12, 2026
MAY	Vesak Day	Friday, May 1, 2026
	Shavuot*	Friday, May 22, 2026
	Hajj (Day 1)*	Monday, May 25, 2026
	Eid al-Adha*	Wednesday, May 27, 2026
JUNE	Juneteenth	Friday, June 19, 2026
	The last day of classes is June 24, 2026 (with five contingency days)	

ACCOMMODATIONS FOR RELIGIOUS & CULTURAL OBSERVANCES

MCAS Schedule for 2025-2026*

Spring 2026 MCAS Tests for Wellesley Middle School

Grades 6-8 ELA and Mathematics and Grade 8 STE and Civics

Subject test	Session 1	Session 2
ELA 6, 7 and 8	April 8, 2026	April 9, 2026
Math 6, 7 and 8	May 14, 2026	May 15, 2026
Science, Technology, Engineering - Grade 8 (only)	May 19, 2026	May 20, 2026
Civics 8	June 1, 2026	June 2, 2026

Make-up dates:

Grades 6, 7 and 8:

- **ELA Make- Up: April 13, 14**
- **Math Make-Up: May 21, 22**
- **STE Make-Up: May 26, 27**

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

WMS Term Dates 2025-26

Listed below are the term dates for the 2025-26 school year. Depending on snow days, dates may change.

Term	Start	Mid-term	End	Report cards distributed
ONE	8.27.25	9.29.25	11.3.25	Wednesday, 11.12.25
TWO	11.4.25	12.9.25	1.23.26	Monday, 2.2.26
THREE	1.26.26	3.3.26	4.7.26	Wednesday, 4.15.26
FOUR	4.8.26	5.14.26	6.16.26*	Available approximately 1 week after school ends.

*Assumes no snow days and a last day for students on June 17, 2026

WMS Daily Bell Schedule

WMS Daily Schedule 2025-26

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
	ODD	EVEN	ODD	EVEN	ODD	EVEN
Period 1 7:45-8:35 a.m.	A	B	C	A	B	C
Period 2 8:39-9:24	B	C	A	B	C	A
Period 3 9:28-10:13	C	A	B	C	A	B
Advisory 10:17-10:32	ADVISORY					
Period 4 10:36-11:21	D	D	D	D	D	D
P5/Lunch 11:25-11:50 11:54-12:19 12:23-12:48	G6 G8 G7 E	G6 G8 G7 F	G6 G7 G8 G	G6 G8 G7 E	G6 G8 G7 F	G6 G7 G8 G
Period 6 12:52-1:37	F	G	E	F	G	E
Period 7 1:41-2:29 p.m.	G	E	F	G	E	F

**All lunches are 25 minutes.*

Dress Code Guidelines

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

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

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

- Clothing that displays references to any messages about alcohol, drugs, violence, sexual innuendos, racist/sexist/homophobic references, ethnically/religiously offensive material are not permitted.
- Items of clothing that adversely affect safety and/or participation in one's classes are not permitted.
- Students are expected to wear a top, bottom and footwear in keeping with health codes.
- Undergarments are to remain under one's clothes; however, visible waistbands or straps worn under other clothing are not a violation.
- Pajamas/costumes/blankets may not be worn, as they do not promote an environment associated with learning.
- Sunglasses should not be worn indoors unless medically necessary.

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

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

General Information About the School Day

Cancellation or Delayed Opening of School

When school is canceled for the day, you will receive a voice recording and email from the Superintendent notifying you that school is canceled. 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 all students at 7:30 a.m. Students must report to a waiting area until 7:40 a.m. as outlined below:

Grade(s)	Report to student waiting area…
All 6th grade students	Auditorium
All 7th grade students	Gym B
All 8th grade students	Gym A
Any student choosing to get breakfast	Cafeteria

- All students are accountable to the monitor who is supervising the area. All students need to be supervised by an adult while on campus. Otherwise, please do not drop your students off early, as the building will not be open. Note: Most doors are locked at 7:50 a.m. until the end of the school day.

Getting to WMS

Bus

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

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

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. Students being dropped off on Calvin Road will need to enter the building through either the Kingsbury Street or Donizetti Street entrances.

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 Street (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, scooters, walking

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

Skateboards and/or scooters cannot be stored in lockers and will be held in the main office.

Railroad Safety

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

Arriving at WMS

Reporting to School

All students must report to Period 1 by 7:45 a.m. Students should not arrive before 7:30 to enter the building, as it will be closed. No students should be roaming the halls or gathering with classmates. Due to potential student allergies, no food or beverages, other than water or medical purposes, can be consumed in classrooms, including drinks from coffee shops and outside vendors. Students will be asked to discard these items once they are in class. Administration reserves the right to monitor and/or hold items until the end of the day if these items cause distraction or impact student safety.

WPS PreK-12 Attendance Procedure

The Wellesley Public Schools require a high level of participation in engaged learning. Regular class attendance enables students to benefit from classroom discussions, presentations and interactive activities. These shared academic experiences are integral to the learning process and cannot be re-created or replicated.

Absence and Tardy Information

Excused vs. Unexcused Absences and Tardies

An **Excused Absence/Tardy** includes:

- Illness or injury
- Bereavement/family funeral
- Major religious observances
- Extraordinary family circumstances (excused at the discretion of the principal)

An **Unexcused Absence/Tardy** is not covered by the aforementioned definition. Examples of an unexcused absence may include, but may not be limited to:

- Repetitive or chronic absence or tardiness due to illness or injury not documented by a doctor or other medical professional
- Truancy
- Family vacations
- Undocumented absences
- Non-emergency family situations

PLEASE NOTE:

- When a student has been absent for five (5) or more consecutive days, parents must obtain a medical note and submit it to school.
- Chronic absenteeism may also lead to an impact on student learning, grade retention, or credit attainment.

Family Vacations

We strongly discourage family vacations when school is in session. In addition to compromising the attendance law, family vacations interrupt the educational process in each subject area in ways that make-up work cannot reverse. Absences due to family vacations will not be excused and teachers are not required to provide assignments in advance of a family vacation.

Students Arriving Late

PAWS and Elementary School

Students arriving late to school must report to the main office with a parent and be signed in. A student is considered late for elementary school if they are not in school by 8:30 a.m. (8:45 a.m. for PAWS) ready to begin the school day.

Middle School

Students arriving late to school must report to the main office, check in with office staff, and be issued a pass to class. A student is considered late for middle school if they are not in the classroom by 7:45 a.m. ready to begin the school day.

High School

Students arriving late to school must report to the house office, check in with office staff, and be issued a pass to class. A student is considered late for high school if they are not in their first class of the day ready to begin the school day.

Early Dismissal

PAWS

Parents/Guardians must complete the absence reporting form online or telephone the main office.

Elementary School

Parents/Guardians will communicate dismissal through PickUp Patrol.

Middle School

Parents/Guardians must complete the absence reporting form online or telephone the main office.

High School

Parents/Guardians must provide notification through a telephone call, email, or written note to the house office.

Absence Reporting

At the commencement of each school year, parents/guardians will be sent a notice instructing them to call a designated telephone number or report their student's absence through an online platform at a designated time to inform the school of the student's absence and the reason for such absence. The notice will also require such parents or guardians to furnish the school with a home, work or other emergency telephone number where they can be contacted during the school day. If the school does not receive a message from the parent/guardian by the designated time, then the school shall call the telephone number(s) furnished to inquire about the student's absence.

Student Absence Notification Program

Parent(s) or Guardians will also be notified when a student who has at least five (5) days in which the student has missed two (2) or more classes/periods (unexcused) or who has five (5) or more unexcused absences in the school year. Due to the unexcused absences, a meeting may be scheduled with the building Principal (or designee), the Parent(s)/Guardian, and the student to develop a written action plan to improve the student's attendance. (Massachusetts General Laws Chapter 76, Section 1B)*

Parent(s) or Guardians must ensure their child misses no more than 7 full days or 14 half-days in a six month period. Schools may excuse cases of necessary absences not exceeding seven day sessions or fourteen half day sessions in any period of six months. (Massachusetts General Laws Chapter 76, Section 1)

**This Absence Notification Program does not apply to students at PAWS*

Dropout Prevention (For students age 16 or over)

Massachusetts law provides that "No student who has not graduated from high school shall be considered to have permanently left public school unless an administrator of the school which the student last attended has sent notice within a period of 5 days from the student's tenth consecutive absence to the student and the parent or guardian of that student in both the primary language of the parent or guardian, to the extent practicable, and English. The notice shall initially offer at least 2 dates and times for an exit interview between the superintendent, or a designee, and the student and the parent or guardian of the student to occur prior to the student permanently leaving school and shall include contact information for scheduling the exit interview. The notice shall indicate that the parties shall agree upon a date and time for the exit interview, and that interview shall occur within 10 days after the sending of the notice." (Massachusetts General Law Chapter 76, Section 18)

Wellesley School Committee Policy File: JH - STUDENT ATTENDANCE AND EXCUSED ABSENCES
Updated December 12, 2024

Applicable Laws regarding Student Attendance

The following is a summary of some of the Massachusetts General Laws pertaining to attendance:

School Attendance

Chapter 76, section 1 of the Massachusetts General Laws states that all children between the ages of six and sixteen must attend school. A school district may excuse up to seven (7) full day sessions or fourteen (14) half day sessions in any period of six months. In addition to this law, each school may have its own attendance policy with which parents/guardians should be familiar.

Student Absence Notification Program

Chapter 76, section 1B of the Massachusetts General Laws requires that all school districts have a student absence notification program, whereby notice is sent to the parent/guardian of a student who has at least five (5) days in which they have missed two (2) periods or more unexcused in a school year or who has missed five (5) or more school days unexcused in a school year. After issuing this notice, the school principal, or their designee, will make reasonable efforts to meet with the parent/guardian and develop action steps to encourage student attendance.*

**P.A.W.S. students are not subject to this Absence Notification Program*

Supervisor of Attendance

Chapter 76, section 19 of the Massachusetts General Laws states that each school committee must employ a supervisor of attendance. A supervisor of attendance has the power to apprehend and take to school any child who is truant and is required to investigate all cases where a child in the district fails to attend school.

Parental Responsibility

Chapter 76, section 2 of the Massachusetts General Laws provides that parents or guardians are legally responsible for ensuring that a child under their control attends school daily. It is a crime for a responsible parent or guardian not to cause such a child to attend school. If a child fails to attend school for seven (7) full-day sessions or fourteen (14) half-day sessions within any six (6) month period, the supervisor of attendance may file a criminal complaint in court against the responsible parent/guardian.

51A

A 51A is a report of suspected child abuse or neglect that is filed with the Department of Children and Families . Under Chapter 119, section 51A of the Massachusetts General Laws, a report can be filed on behalf of a child under the age of eighteen for educational neglect if a child is not attending school on a regular basis.

CRA (Child Requiring Assistance) Application

Under Chapter 119, section 21 of the Massachusetts General Laws, a “CRA” (Child Requiring Assistance) application may be filed in court by a school district if a school-aged child who is “habitually truant,” that is, who willfully fails to attend school for more than eight (8) school days in a quarter, or who repeatedly fails to obey the lawful and reasonable regulations of his or her school. The Court’s authority pursuant to a CRA petition includes the power to place the child in the custody of the state agency known as the Department of Children and Families.

Inducing Absences

It is a crime to induce or attempt to induce a minor to miss school, or unlawfully to employ or to harbor a minor who should be in school.

WMS Guidelines for Extended Absences

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 school 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. Technology support will not be available during a student's extended absence.

Extended period of time for non-health related reasons

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

Protocol for Extended Absences Lasting Three School Weeks or More

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

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

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

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

Information shared at the meeting:

- Parents will be notified that their student will be considered "unenrolled" for the duration of absence and re-enrolled upon return. WMS Google Accounts can remain open but for viewing purposes only.
- School Counseling will share learning goals by term in math, science, social studies and/or English.
- Teachers will not be responsible to supply work prior to absence, grade or send work during the absence, or tutor students on missed work upon return to school. No technology integration support is provided.
- Once re-enrolled, teachers and counselors will consult with their assistant principal, who will then consult with the Principal to decide if a student needs to be graded "based on work received," or Pass/Fail or "N" for no grade.

WMS Student Withdrawal from School

If a family plans to withdraw their student from school, at the end or during the school year, a parent/guardian must contact their child's school counselor and complete the withdrawal form found on the Wellesley Public Schools website. Note: the completion of the form does not guarantee that the child is officially withdrawn. Once the form is received, it gets routed to our School Counseling Department and WMS PowerSchool coordinator who will process the request. The building Principal has the final approval for the withdrawal. Once the approval happens, the parent and/or guardian will be notified by the school that the process has been completed.

Until the withdrawal process is approved and completed, the student must remain enrolled in school and will be marked absent for any days missed. When necessary, the School Resource Officer may be asked to assist in verifying the residency status of the student. It is important that this procedure be followed because the MA Department of Secondary and Elementary Schools policy states that we must know in what school the student will be enrolled; if not, the student's name is submitted to the State and the student is considered a drop-out.

For mid-year withdrawal grading purposes, 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. All documentation will be placed in the student's cumulative file forwarded to the child's new school. Absences will be recorded on the child's report card.

Early Dismissal and Visitors

Early Dismissal

If you need to be dismissed from school early, parents should submit an *Absent Reporting Form* via Google found on our WMS website to the main office. The office staff will issue a dismissal slip to students via their school email. Before students leave, they should show their dismissal slip to their teacher and report to the main office. If the main office is not informed, the parent or guardian must call the main office. **Please be advised that without any form of communication, a parent/guardian will need to come into the main office to pick their student up.** Students are responsible for any school work that is missed. Students who are being dismissed early due to illness must be dismissed by the school nurse, not the Main Office staff (see below).

Nurse Early Dismissal

If a student is feeling ill, they must see the nurse, who will evaluate them and, if deemed necessary, will contact the parent/caregiver to pick them up from school. ***Students should not directly contact (i.e., call or text) their parent/caregiver requesting to be picked up from school.***

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 School Counseling Department. For further assistance, please call our main office.

Family Members Visiting Teachers and Students at School

At WMS, we understand that parents, guardians, caregivers or siblings may want to visit teachers, classrooms, and/or the school. Under no circumstances should a visitor go directly to a teacher's room or area of the building without making an appointment with the teacher first and checking in with the main office. When visiting, please buzz in at one of our entrances and state your purpose to the receiving secretary. If allowed to enter, please come directly to the main office, sign in and receive a visitor's tag. If further assistance is needed, a secretary can help you. The principal or their designee has the sole discretion to admit or deny visits by family members or caregivers during the school day.

Lockers, Hallways and Facilities

Locker Use and Hallways

Students will be issued lockers and will also be given the option to carry backpacks throughout the school day. Students may use the locker to store their Yondr pouches (containing their smart devices), airpods/earphones, phones, jackets, lunches, sports equipment, small instruments, extra water bottles and any

item not needed throughout the school day. Backpacks will be permitted, and can be used to carry Yondr pouches, airpods/earphones, water bottles, iPads, books and other class-related supplies.

When issued, students will need to bring a standard padlock from home for use in school. Students should memorize the combination and not share it with other students. Teachers will keep a log of combinations for their Advisory students. Also, lockers should be locked when not in use.

Wellesley Middle School does not advise that valuable items be brought to school. WMS is not responsible for lost, damaged or stolen items. We will practice due diligence in terms of investigating any incident, but cannot guarantee the recovery of these items.

Please let someone in the office know if you have an issue with your locker. The following locker/hallway rules have been instituted:

- Lockers may be used between 7:40 a.m. and 7:45 a.m., between periods, and after school. Students should plan their time well so that access between periods is minimized.
- Lockers should be kept clean, and free of excess papers, old food, and debris. School-wide locker clean out is planned for twice per school year.
- Backpacks are allowed in hallways in order to transport daily needs for classroom use.
- Passing in corridors needs to occur in an orderly and respectful manner; specifically, no running, pushing, shoving, or extremely loud noises are allowed. Students should pass to the right in the hallway to avoid congestion and ensure safe passage between classes. Students must have a pass when moving through hallways during class time.
- Lockers are for single-student use only; they should never be shared with other students.
- Students should not have an expectation of privacy in their school lockers.

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

Bathrooms, Locker Rooms and Changing Facilities

Bathrooms are available to students on every floor. Gender neutral bathrooms are available to students throughout the building. If marked on door signs, occupancy limits must be followed. Students are expected to treat bathrooms respectfully and not deface, vandalize and/or litter the space. Bathrooms should not be used as a place to meet other students or use smart devices. If excessive bathroom use is needed that impacts learning time, school administration or nursing may reach out to parents in order to understand the situation better. 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."

Aerosols and Sprays

Sprays and aerosols (e.g., body sprays, deodorants, perfumes, hair products) can cause allergic reactions, high sensitivity, and/or a disruption to learning, and shall not be used in the building.

Snacks/Drinks from Home

Eating snacks is not encouraged in classrooms, although we do realize that there are medical and health exceptions to this rule; teachers will monitor this need. Students may bring a healthy snack to eat discreetly and in a timely fashion. Students are not allowed to go to the cafeteria to buy snacks. Snacks are not to be shared with other students, nor should they be disruptive to instructional time. Drinks other than water are not allowed in classrooms due to safety and/or allergies. This policy is not determined on a classroom-by-classroom basis but rather a schoolwide policy. Students will be asked to throw these items away once they are in their classrooms. Water bottles are permissible. Note: Food consumption in science classrooms where chemicals are present, are especially subject to scrutiny and/or teacher discretion.

Shared Food in Classrooms

Due to health concerns and potential allergies, no shared food is permitted in the cafeteria or classrooms. Non-curriculum related classroom-based celebrations and parties should be food free. If shared food is required as part of the curriculum, parents would be notified and asked if their student can participate; permission is required. If a student cannot consume or come into contact with what is being offered, an alternative curriculum will be made available that accomplishes the same learning goal. For all food in classrooms, prior approval must be obtained through the nurses, department head and Principal.

WMS Cafeteria

Philosophy

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

Ideally, the lunch block is a time for students to relax, socialize and to enjoy a break from the stress of the school day. It is not time for students to complete homework, be on electronic devices, or print out assignments. If students struggle with the cafeteria setting, they should notify their school counselor or teacher to decide on an alternate lunch plan. Additionally, only students from their designated grade level are allowed in the cafeteria during their lunch block.

Breakfast is available to students prior to the start of school. All food must remain in the cafeteria and finished upon dismissal at the 7:40 a.m. bell.

Note: *Weather permitting, and as determined by school administration, students may have the option to eat outside. Students who choose to eat outside will eat in the Kingsbury courtyard. An administrator and monitors will be present. Those who choose to remain indoors to eat lunch will follow the Indoor Cafeteria rules.*

Grade 6

Arrival and Seating

Grade six students will be walked to the cafeteria by their teachers until deemed unnecessary by the Assistant Principals. Grade six students begin the year seated at tables by Advisory. 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. When determined ready by school administration, all students are given the privilege of "open seating." When students arrive in the cafeteria, they must be seated prior to the monitor calling them to the lunch lines. They will be called on a rotating basis by rows.

Duration

Grade 6 students are given additional time to eat lunch during the first week of school. Sixth grade lunch will run as noted in the *WMS Daily Bell Schedule*. 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

At the start of the year, students are picked up by their teachers from the cafeteria. Students are dismissed directly to the teachers, who walk them back to class. When students have demonstrated that they are able to transition from the cafeteria to their classrooms independently, they will walk without a teacher escort back to their classrooms.

Grade 7

Seating

Grade 7 students begin the year seated not with their Advisory, but with their full Cluster. We believe that 7th graders have earned the independence started in 6th grade to choose daily with whom (within their Clusters) they sit from the first day. As soon as students demonstrate the ability to reliably and consistently follow the cafeteria rules, they will be permitted to independently choose their seats. The decision about when the move to open seating will be made by an Assistant Principal.

Duration

Seventh grade lunch will run as noted in the *WMS Daily Bell Schedule*.

Dismissal

Grade 7 students are dismissed one table at a time after a monitor has verified the table and surrounding area is clean. Teachers should be awaiting the arrival of the students outside of their classrooms.

Grade 8

Seating

Grade 8 students begin the year seated with their Teams. As soon as students demonstrate the ability to reliably and consistently follow the cafeteria rules, they will be permitted to independently choose to sit wherever they wish in the cafeteria. The decision about when the move to free seating will be made by an Assistant Principal.

Duration

Eighth grade lunch will run as noted in the *WMS Daily Bell Schedule*.

Dismissal

Grade 8 students are dismissed one table at a time after a monitor has verified the table and surrounding area is clean. Teachers should be awaiting the arrival of the students outside of their classrooms.

Monitors

Monitors are present in the cafeteria at each lunch block. School staff are responsible for making sure that each table has initiated cleanup. 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

Towards the end of each lunch, the Assistant Principal or student supervisor will announce that it is time for clean up. All students should dispose of trash in the appropriate bins, contribute to the cleanliness of their table, and remain seated. There will be times that a student is asked by an adult to pick up an item of trash that may not “belong” to them. Students need to follow the direction of the adult monitors when asked.

Each day, an alphabetical list of students responsible for sweeping a designated row of the cafeteria will be centrally posted and the names will be announced over the cafeteria speakers by a monitor. Students are expected to satisfy their two days of sweeping duties and notify the student supervisor when they have completed the two days, so their names can be checked off the list. Students who do not complete these obligations will receive email reminders and will remain on the list until they do so. The list will continually be

updated with the next group of sweepers. Students will begin sweeping once all other students have been dismissed from the cafeteria, and will be given a pass to class identifying them as sweepers for the day.

Composting

At WMS, we are committed to promoting a healthy and sustainable environment. All students are expected to compost during their lunch period. Any questions pertaining to composting needs should be directed to an assistant principal.

Cafeteria rules

You have the opportunity to eat lunch with your friends and classmates. The school cafeteria provides a substantial and balanced hot meal. Milk, seltzer, water 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. No running to the cafeteria to be "first in line," is allowed.
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 Student Supervisor.
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/cans are allowed in the classroom.
6. iPads and other electronic devices are not to be used for any reason during the entirety of the lunch period.
7. 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. 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.
8. Students are NOT allowed to leave the cafeteria for any reason without a pass or getting an adult's permission.
9. 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.
10. 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.
11. No students are allowed in the library during their lunch period.
12. In the interest of safety and accountability, students who spend lunch with a teacher must sign in with that teacher, who will report these names to the main office.

13. A space outside of the cafeteria will be provided for students if needed for cultural or religious observances.
14. 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 training 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 Alert, Lockdown, Inform, Counter and Evacuate (ALICE).
- For fire evacuation drills, students should exit in silence. Once outside, remain silent with your class and your teacher. While students should be calm and organized upon returning back into the building, you may speak quietly, as silence is not required. For safety evacuations, find a safe place as far away from danger as possible. Remain there until help arrives.
- For fire evacuations, always stay on the sidewalk. In all situations, be aware of traffic.
- Wait for instructions from an adult 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.
- Active intruder safety protocols are communicated in an all-school training during the first months of school. For emotional support, school counselors, psychologists, administrators and Human Relations Services (Town of Wellesley) are available.

Personal Smart Devices and Airpods/Earphones

Overview

In the Spring of 2024, WMS identified the need to revise its cell phone policy as a priority. At the time, the policy was that cell phones needed to be off and put away and not used while in school. This policy remained in place throughout the school year 2024-25. However, having phones accessible (i.e., in student backpacks they carried), made the task challenging. Many students kept their phones in their pockets, and they were distracted by them. Staff found it increasingly difficult to engage with students who did not want to give up their phones. Discipline related to cell phone use increased both inside and outside of the classrooms. Additionally, social media issues between students continue to occupy a space where learning should be happening.

Simultaneously, the Wellesley Public Schools formed a community working group made up of parents, educators and students where members were educated about the impact of smart devices. Literature, experts, other schools and discussions helped the working group form its thoughts. At the middle school, we believe that an "entry to exit" strategy will serve students best. Starting next school year, all students entering the building will be required to place their smart devices in a locked pouch for the entirety of the school day. WMS will supply each student with a Yondr pouch in which their smart devices will be stored. Smart devices include phones and watches. Students will be responsible for taking care of their assigned pouches. Pouches can be kept in student backpacks or lockers.

Benefits of Yondr pouches include:

- More social interaction between students
- Better student & teacher relationships
- Fewer distractions to learning

Entering School

Students will only be permitted to enter the building through one of the three entrances; D'Auria Drive, Kingsbury Street, and Donizetti Street. Upon entrance, all students must show the monitor that they are placing their devices into their Yondr pouch and locking it for the school day. Students are not permitted to access their devices upon arrival until the school day ends.

Students who do not bring a device and/or forgot their Yondr pouch will:

- **No pouch that day.** Students who own devices but forget to bring their Yondr pouch to school will place their items in an envelope with their name on it and placed in a bin. The bin will be stored in the main office throughout the school day. Students are expected to pick up their devices at the conclusion of the school day.
- **No device that day.** Students who report that they do not have their devices will sign in with a monitor upon entering the school. In this instance, parents/guardians may be contacted to verify the location of their child's devices.
- **Device needed for medical circumstances.** Students who need access to their devices for medical purposes will need to make special arrangements in advance with a school nurse and school

administrator. Medical documentation may be requested. If determined necessary, students will receive a velcro pouch that will allow access to devices when needed.

- **Students who do not own a device.** Students who do not own a device will be given a Yondr pouch with their identification indicating that the student does not possess any devices to be locked away.

Devices During the School Day (classrooms, hallways and cafeteria)

All devices need to be powered off prior to being placed in the Yondr pouch to avoid the distractions that notifications can create, particularly as the devices will not be accessible. To ensure an effective implementation, all advisors will audit for compliance during the first week of school. Staff and administration will periodically conduct random audits to ensure further compliance.

Parent/Student Communication During the School Day

Parents wishing to reach students are asked to call the main office and leave a message for the student or ask that the student come to the office and return the message. If students need to contact their parents during the day, they may come to the main office or ask to use the phone in one of the classrooms during a time that is convenient for the teacher. No cell phone calls or text messages between families and students should occur. Furthermore, text messaging altogether during the school day is prohibited and is not allowed between students and families.

Exiting School

There are a variety of locations inside and outside of the building for students to unlock their Yondr pouches at the conclusion of the school day. These stations will be located near the Donizetti Street, D'Auria Drive, and Kingsbury Street exits. School staff will communicate the specific locations to students at the beginning of the school year.

If a personal device has been confiscated for any reason, students can pick them up at a designated location to be determined and communicated at the start of the school year. Additionally, students have until the Main Office closes for the day to unlock their Yondr pouches, or they must wait until the next day to unlock their pouches at school.

Care of Yondr Pouches

All students will be issued a Yondr pouch at the beginning of the school year. All pouches are issued by the school and one cannot be brought from home. Maintaining possession of the Yondr pouch and using it appropriately is the personal responsibility of the owner. All lost, stolen or damaged pouches will need to be replaced at a cost to the student. Stolen pouches are not the responsibility of the school. Until a replacement pouch is issued, the student will be expected to place their device in an envelope where it will be stored in the main office. If it is determined by school administration that a pouch (i.e., school property) was intentionally vandalized, further disciplinary consequences may occur.

Student Discipline Related to the Use of Yondr Pouches

To maintain a focused and respectful learning environment, all students are required to lock up their smart devices (phones, smartwatches, etc.) in Yondr pouches at the beginning of each school day. Failure to follow this expectation will result in the following progressive disciplinary steps:

First offense	Second offense	Third offense	Ongoing monitoring
1x day confiscation The student's device will be confiscated for the remainder of the school day and will be picked up by the student at the end of the school day.	**5x day confiscation with parent notification** If the student fails to comply a second time, the student's device will be confiscated for the remainder of the school day, and the student must turn the phone into the Main Office each morning for the following **5** school days. An Assistant Principal will email the student's parent/guardian to inform them of the repeated behavior and consequences.	**10x day confiscation with parent notification** If the student fails to comply a third time, the student's device will be confiscated for the remainder of the school day, and the student must turn the phone into the Main Office each morning for the following **10** school days. An Assistant Principal will discuss and/or meet with the student's parent/guardian to develop a plan in an effort to change behaviors.	**Ongoing challenges with the use of personal devices** Persistent noncompliance and an inability to follow agreed upon plans will result in a meeting with the student, parent(s) and/or guardian(s) and school administration, and a possible loss of the privilege to bring a smart device to school, and further disciplinary action as outlined in the *WMS Student Handbook*, "Guidelines for Addressing Student Conduct Issues" (p. 38).

Earbuds and Headphones

Students will be permitted to have access to their earbuds and headphones, for academic purposes only at teachers' discretion. Earbuds and headphones are not to be worn outside of the classroom at any time.

Email and Other Electronic Communications

Overarching Expectation

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

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

Detailed Guidance for Students, Parents, & Staff

- Emails are not confidential and are subject to Public Records Law. They can be requested by everyone.
- When writing/sending emails:
    - observe rules of formal English grammar, punctuation, spelling, etc.
    - avoid the use of all capitals, which many interpret as the equivalent of yelling
    - be aware: emails can be forwarded without the original sender's permission
    - limit the use of "reply all"
    - send email to only those parties directly involved with your issue/concern
    - avoid unnecessary or aggressive use of cc (carbon copy)
    - use Bcc when emailing groups to keep email addresses confidential (blind carbon copy)
- To avoid misunderstandings and/or misinterpretations, keep emails simple, direct, and businesslike (e.g. limit emails to ~100 words).
- Emails should not be used to communicate any information that is personal, or highly emotional, sensitive or contentious. In such a case, emails may be used to arrange a time to meet.
- In urgent matters and time-sensitive communications such as dismissals, please call the office and speak to someone to have the message relayed to the faculty member. Faculty members are teaching students and are not always checking email during the school day.
- For non-urgent emails, you can expect a response within 2-3 school days (excluding weekends).
- Students in Grades 6-12 should use their *WPSraiders.org account* when emailing teachers and should address email to the staff *wellesleyps.org account*.
- Student email should not be used as a form of personal messaging between students while in school.
- 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 predetermined circumstances approved by a supervisor*, texting should not be used as a means for parents and students to communicate with staff.
- Email should not be used to distribute surveys without prior approval from school administration.

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."

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. Students should not have an expectation of privacy in their school lockers, which may be searched under appropriate circumstances.

Dress and Jewelry Policies

Dress: Each student will be required to have appropriate clothing and sneakers for Fitness & Health class. Appropriate clothing and sneakers should be those that are conducive to active play, and will allow for functional and safe participation.

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.

Lost and Found Items

Lost items will be placed on the WMS Lost and Found table located in Kingsbury Street entrance. Periodically, items that remain in the Lost and Found will be donated. We highly recommend that student items be labeled with their names, particularly outerwear or items that they may use for layering in cold weather (sweatshirts, fleeces, etc.).

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.

Discipline is not 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 such as our WPD School Resource Officer. **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. However, certain instances may warrant a prescriptive/progressive disciplinary approach.

Prescriptive/Progressive	Relational/Recovery
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. 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.	Consider the reasons behind the act, and assume that poor conduct or disrespectful behavior is often the symptom of larger issues, poor decision-making, etc. Consequences may or may not be issued and they might vary depending on the circumstance, and from student to student. The goal of building trusting relationships through ongoing work is considered.

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 or additional strategies, to explore student rationale for the poor decision, 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). Teacher issued consequences can be coordinated by Houses, Clusters, Teams or departments. When issuing consequences, teachers shall communicate with parents/guardians. At any time, a school counselor or an assistant principal may provide additional support and/or consultation.

If the aforementioned strategies prove to be ineffective, students shall be referred to their Assistant Principal to further discuss the issue. **The Principal, or his designee, may speak with students even without parent/guardian consent.** At that time, further consequences may be issued. 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 suspension and expulsion until other remedies, supportive measures, and consequences have been employed.

Note: While students are in the building, behavior falls within the jurisdiction of the Principal/Assistant Principals. If conversations need to occur, administration, as determined by school law, reserves the right to speak with any student, at any time, without parents/guardian permission or presence.

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 and buses. 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 unless ordered by a court or shared with law enforcement during a health or safety emergency. It is not guaranteed that cameras can catch all incidents. Cameras are installed for the protection of our community against outside intruders in the building but could be used to verify concerns.

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 the 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. If a restricted lunch is assigned, parents/guardians shall be notified. *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.*

Restricted Lunch

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 lunch in their classroom to give extra help to a student or for a student to complete a test or other missed work. If a restricted lunch is assigned, parents/guardians may be notified. 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.

Office Detention

Office detention is assigned by an Assistant Principal and is served after school from 2:35 p.m. - 3:25 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. During this time, students should expect to have a conversation with the Assistant Principal, who may assign a community service activity, allowing students to do something positive for the school community. If an office detention is assigned, parents/guardians shall be notified.

Early Release Detention

Early release detention is assigned by an Assistant Principal and is served on an early release day from 11:30 a.m. - 2:00 p.m. Early release detention is supervised by an Assistant Principal. During this time, a variety of responses may be employed to correct unwanted behaviors and repair damage done to the school community. It is a step within the escalation process, in an attempt to provide supportive measures for positive change.

Suspensions

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 or cumulative school days in a school year. 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 (consecutively or cumulatively) shall be deemed a long-term suspension and can be appealed.

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 a 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, or 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.

Out-of-school suspension

An out-of-school 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 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 their designee has the sole responsibility for determining who is suspended and for how long, consistent with due process procedures. A re-entry meeting will be held for suspended students. Middle school suspensions do not go on a child's permanent record.

Expulsion

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.

Grounds for Suspension

Any student that creates or contributes to a hostile or disruptive environment in the school, either in person or online (e.g., social media posting) has the potential to be suspended upon the review process and determination of the Principal/Assistant Principals. This list contains possible reasons for suspensions.

- Cutting of classes
- Theft of property
- Violation of anti-hazing policy
- Violation of anti-harassment policy
- Violation of anti-discrimination policy
- Violation of anti-bullying policy
- Violation of acceptable use policy
- Using AI to impersonate, harass or bully
- Possession of a potentially dangerous/unsafe weapon or object
- Taking and/or soliciting photos and/or posting images of yourself, teachers and/or peers without knowledge or permission
- Extreme disrespect/defiance toward any adult in the building (swearing, excessive verbal "pushback," yelling, etc.)
- Unsafe behaviors
- Arson
- Fighting, altercations
- Destruction of property, graffiti
- Possession and/or use of tobacco, e-cigarettes (vaping), marijuana, and devices that allow for the inhaling of any substance
- Damaging/vandalizing a Yondr pouch locking station.

Alternative Remedies

Consistent with M.G.L. c. 71, s. 37H ¾, any principal or designee at a student meeting or hearing, when deciding the consequences for the student, will consider ways to re-engage the student in the learning process; and will not suspend a student under 37H ¾ until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, or in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include mediation or restorative justice, as described below:

Mediation

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

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 repairs. 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.

Students have due process rights prior to being suspended or expelled from school. Information about their due process rights are available at: WPS Student Due Process Rights.

Leaving WMS at the End of the Day

2:30 p.m. bus

School buses arrive for student pickup at the 2:30 p.m. dismissal. Buses are identified by a letter that corresponds to the child's route. Bus locations will be communicated at the beginning of the school year. Bus passes are required to ride the bus home to your neighborhood.

Late Bus and Afterschool Supervision

The Late Bus (3:30 p.m. pickup) 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 a classroom from 2:40 p.m. to 3:25 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 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 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 monitor will report inappropriate behavior in the late bus classroom and/or attempts to board the Late Bus without the proper passes to an assistant principal. If taking the late bus, students are not permitted to leave campus for any reason, as the student remains the responsibility of the school. Students who demonstrate inappropriate behavior after school while waiting to take the Late Bus may lose the privilege to ride it indefinitely.

Pickup by Car

For afternoon pickups, we request that the following instructions be followed:

Calvin Road (side of school):

The doors on Calvin Road are not a student entrance in the morning; they are only open for staff entry. Students being dropped off on this side of the building will need to enter through either the Kingsbury Street or Donizetti Street entrances. 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. 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 provide greater safety for our students.

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.

Afterschool Expectations

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

Please remember:

- No wandering the building, or hanging out at lockers, in stairwells or in hallways.
- No access to unsupervised areas.
- Snowball throwing is prohibited on school property.
- Cleats are not allowed in the building.
- Presence in locker rooms must be supervised by an adult/coach.

WMS Homework Policy

Homework philosophy: A "whole child" approach

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

Purpose of homework

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

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

Recording homework, test schedules and daily time frames

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

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

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

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

Role of student, teacher and parent in classroom homework

STUDENT		
Grade 6	**Grade 7**	**Grade 8**
• Works on homework independently (or collaboratively, if assigned) so that it reflects student ability; sees mistakes as learning opportunities • Documents all homework on an iPad or by writing them down • Organizes necessary materials before end of day • Avoids unnecessary screens, music, social networking, etc. to prevent potential distractions	***Build on G6 skills***	***Build on G7 skills***
• Thoughtfully completes homework before the next class • Understands the need to seek support	• Schedules time for managing thoughtful homework completion • Self-advocates with teachers to clarify homework assignments and due dates	• Manages time for effective long-term project completion and balances time needed for extra-curricular activities and thoughtful homework completion • Understands own needs to finish homework, not in comparison with peers (i.e., self-assessment and self-management)

TEACHER		
Grade 6	**Grade 7**	**Grade 8**
• Adheres to WMS "no homework" dates • Coordinates dates for major assessments with other teachers to avoid >2 on one day • Posts homework and long-term project due dates to teacher website consistent with WMS school practices. • Provides resources and guidance to students; gives clear instructions • Coordinates with other like subject-area teachers for consistency	***Same***	***Same***
• Posts homework for entire house in homeroom or online; reviews daily • Communicates with student and parent early if trouble with homework routines exists • Checks student's recording of homework	• Posts homework for entire cluster in homeroom or online • Communicates with student, then follows up with parent if a pattern exists with incomplete homework • Checks student's recording of homework as needed	• Posts homework consistently for class assignments • Communicates with student if a pattern exists with incomplete homework; Communicates with parent if pattern continues to persist • Encourages independence and self-advocacy in recording homework

PARENT		
Grade 6	**Grade 7**	**Grade 8**
• Provides a space conducive to studying; monitors "screen" time • Helps student manage time in relationship to out-of-school activities and events • Checks recording of homework and website as needed • Communicates with teacher in support of student goals • Encourages self-advocacy	***Same***	***Same***
• Allows student to work independently; provides regular discussion/support	***Same***	• Allows student to work independently; provides periodic check-ins and monitored involvement

Major assessments

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

Role of WMS administrators

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

Homework assignments

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

Consistency within grade level

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

"Drop day"

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

Posting homework assignments electronically and afterschool office hours

Teachers will post their homework assignments electronically for ease of access by students. Teachers commonly use the Google suite as a common platform. If help is needed, please contact your child's teacher. Additionally, teachers will post electronically their afterschool office hours weekly; all teachers are available at

least one day a week from 2:40-3:15 p.m. If a teacher is part time or involved in WMS after school clubs or sports, an alternate time will be made available. Please consult with the teacher and/or department head.

"No Homework"

A designated "no homework" day or days means that nothing is expected of students during this time, whether it be a single night or a week-long vacation. Long-term assignments should either be due before a break or be introduced to the students following the break. Long-term exceptions can be approved by the teacher's department head, but long-term assignments cannot be changed to require work over the vacation. Teachers should be explicit about the number of days required to complete long-term assignments and projects, and that no work is expected over a break. At times, teachers will make assignments due after a break because students like the "time management" flexibility that a break offers. If a teacher decides to "give extra time" for this reason, it needs to be clearly communicated to students and parents. Additionally, students need to take responsibility by avoiding procrastination and inform their parents of due dates. Parents need to communicate with teachers if due dates are in question.

Accommodations for religious and cultural observances and school vacation day guidelines for assigning homework

The Wellesley Public Schools District is a religiously and culturally diverse community. In keeping with the district's Diversity, Equity & Inclusion (DEI) mission statement and the state law, our moral responsibility is to welcome, respect, celebrate and affirm the full spectrum and intersections of human differences in and beyond our community. Therefore, the school district intends to be aware of and respect the religious and cultural observances of its students, families and staff.

Toward that end, any student absent due to a religious or cultural observance will have their absence excused upon notification by the caregiver. Families will be encouraged and invited to notify the school of such plans at the start of the school year.

The District expects that classroom teachers will:

- Impose no penalty or detriment on students who participate in observances of their family's major religious and ethnic holidays and treat any absence related to such observance without penalty;
- Provide ample and flexible accommodations to allow students to make up subject material, assignments, and assessments within a reasonable time (assuming students will not do schoolwork or study during their absence);

Similarly, families will be encouraged to notify coaches, advisors, club leaders, etc., of student absences for religious or cultural observances. Students will not be penalized (e.g., held out of post-absence participation) in their extra-curricular activities (e.g., sports, theater, clubs, etc.) for such absences. Open and timely communication between students, families, and educators shall ensure that the opportunity to make up work does not burden any parties. Annually, the District will notify all educators of this policy and provide a list of religious and cultural observances and their dates for the current academic year.

The guidelines outlined in this policy only apply to events and activities regulated by the district, such as school-sponsored events and activities. It is outside the district's authority to reschedule or adjust the dates for events such as MCAS, and other standardized tests. However, we strongly advocate for these entities to avoid scheduling these tests on days that conflict with major religious observances or cultural holidays to ensure access for all students.

Teachers will not assign homework or tests to be due the day after any of the religious holidays when Wellesley Middle School is not in session. Teachers will give appropriate consideration to students unable to complete homework assignments and to those who are unable to participate in other activities that interfere with religious holidays and observances.

WMS Curriculum Content

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Wellesley Public Schools, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content.

WMS Guidelines for Assigning Homework

- ***For religious and cultural observances that fall on weekday evenings***, teachers will give appropriate consideration to students unable to complete homework assignments on the dates below.
- ***For religious and cultural observances 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 the presentation of new material.
- ***For other religious and cultural observances***, 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 2025-26

WMS policy is not to assign school-wide 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.

Events that Require No Homework	School Practice
Rosh Hashanah will begin in the evening of Monday, 9/22/25 and ends in the evening of Wednesday, 9/24/25. WMS is closed on Tuesday, 9/23/25.	No homework or projects should be due and no tests/quizzes should be given on Wednesday, 9/24/25.
Yom Kippur will begin in the evening of Wednesday, 10/1/25 and ends in the evening of Thursday, 10/2/25. WMS is closed on Thursday, 10/2/25.	No homework or projects should be due and no tests/quizzes should be given on Friday 10/3/25.
Return from Thanksgiving recess on Tuesday, 12/2/25.	No homework or projects should be due and no tests/quizzes should be given on Tuesday, 12/2/25.
Return from December break on Monday, 1/5/26.	No homework or projects should be due and no tests/quizzes should be given on Monday, 1/5/26.
Return from February break on Monday, 2/23/26	No homework or projects should be due and no tests/quizzes should be given on Monday, 2/23/26.
Eid-al-Fitr begins Thursday, 3/19/26 and finishes Friday, 3/20/26. WMS is closed Friday, 3/20/26	No change to practice.
MCAS ELA 6, 7 and 8 - Wednesday, 4/8/26, Thursday, 4/9/26	No homework or projects should be due and no tests/quizzes should be given on Tuesday, 4/8/26, and Wednesday, 4/9/26.
First night of Passover is Wednesday 4/1/26.	No homework or projects should be due and no tests/quizzes should be given on Thursday, 4/2/26.
Good Friday is Friday, 4/3/26. In observance, WMS will be closed on Friday, 4/3/26.	No change to practice.
MCAS Math 6, 7 and 8 - Thursday, 5/14/26, Friday, 5/15/26	No homework or projects should be due and no tests/quizzes should be given on Wednesday, 5/13/26, and Thursday 5/14/26.
MCAS STE 8 - Tuesday, 5/19/26, Wednesday, 5/20/26	No homework or projects should be due and no tests/quizzes should be given on Monday, 5/18/26, and Tuesday 5/19/26 (Grade 8 only).
MCAS Civics 8 - Monday, 6/1/26, Tuesday, 6/2/26	No homework or projects should be due and no tests/quizzes should be given on Tuesday, 6/2/26, and Wednesday, 6/3/26 (Grade 8 only).

Other religious and cultural observances not listed on this calendar but to be aware of include:

- Ramadan 2026: begins Tuesday, 2/17/26 and finishes Saturday, 3/21/26.
- Orthodox Holy Friday: Friday, 4/10/26.

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

See the WPS Religious and Cultural Observances Calendar.

High School Graduation Requirements

The following are required for graduation with a diploma from Wellesley High School:

Earn 136 credits* in grades 9-12, Pass 4 years of English, 2 years of math (3 years beginning with the Class of 2028), 2 years of science, 2 and ½ years of social studies (1 of which must be U.S. History), 1 quarter of Physical Education in 9th, 11th and 12th grade, and a semester of Health in 10th grade.

All Massachusetts State Colleges and Universities require in-depth study in the areas of mathematics (4 years), science (3 years) and World Language (2 years) to qualify for admission. It is important that you and your school counselor consider this in your course selection and post-secondary planning.

* A student must fulfill all their graduation requirements prior to the graduation ceremony in order to participate in the ceremony.

In addition to the local graduation requirements, The Massachusetts Education Reform Law of 1993, G.L. c. 69, § 1D, requires that all students meet the Competency Determination (CD) standard by satisfactorily completing coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and curriculum frameworks in the areas measured by the MCAS high school tests described in section one I administered in 2023, and in any additional areas determined by the board.

English Language Arts

Students must satisfactorily complete (Passing, D-, 60% or better, Y1 grade) content aligned with tenth grade English Language Arts courses, regardless of the year in which the student is taking the class as follows:

121 English 10 H **122 English 10 ACP** **123 English 10 CP**
The Director of School Counseling with support from Department Heads, will determine equivalency for students transferring into Wellesley High School, with Principal approval. The Out of District Coordinator, will monitor course taking for students in out of district placements and will determine equivalency for students, in consultation with the Director of School Counseling, and Principal approval.

Courses that are not aligned to the grade level Massachusetts curriculum frameworks in the areas measured by the MCAS high school tests administered in 2023 and are **not certified** to meet the competency determination include but may not be limited to:

151 English Foundations 10 CP* Cornerstones English* Skills English*
*These courses do not count towards NCAA eligibility.

Mathematics

Students must satisfactorily complete (Passing, D-, 60%, Y1 grade) one of the pathways containing content aligned with the areas measured by the MCAS high school tests administered in 2023 in regardless of the year in which the student is taking the class as follows:

Pathway 1	Algebra 8R (WMS) Algebra 8 (WMS)	311 Geometry H 312 Geometry ACP 313 Geometry CP	321N Algebra 2 H+ 322N Algebra 2 ACP+ 333N Algebra 2 CP+
Pathway 2	301A Algebra 1 ACP 364N Algebra 1 CP+		311 Geometry H 312 Geometry ACP 313 Geometry CP
Pathway 3	Algebra 8R (WMS)	Geometry (WMS)	321N Algebra 2 H+ 322N Algebra 2 ACP 333N Algebra 2 CP
Pathway 4	309 Foundations in Mathematics 9 CP*	3010 Foundations in Mathematics 10 CP*	364N Algebra 1 CP+
Pathway 5 Class of 2025 Only	309 Foundations in Mathematics 9 CP* + Full year of Math Plus	3010 Foundations in Mathematics 10 CP* + Full year of Math Plus	364N Algebra 1 CP+

The Director of School Counseling with support from Department Heads, will determine equivalency for students transferring into Wellesley High School, with Principal approval.

The Out of District Coordinator, will monitor course taking for students in out of district placements and will determine equivalency for students, in consultation with the Director of School Counseling, and Principal approval.

+For the 25-26 School Year, the following courses had approved name changes:
364N Algebra I CP (previously: 364 Intermediate Algebra CP)
321N Algebra 2 H (previously: 321 Advanced Algebra H)
322N Algebra 2 ACP (previously: 322 Advanced Algebra 2 ACP)

333N Algebra 2 CP (previously: 333 Advanced Algebra CP)

Courses that are not aligned to the grade level Massachusetts curriculum frameworks in the areas measured by the MCAS high school tests administered in 2023 and are **not certified** to meet the competency determination include but may not be limited to:

330 Pre-Calculus H
332 Analysis ACP
344 Precalculus ACP
366 Introduction to Statistics and Personal Finance CP*
341 Advanced Placement Calculus AB H
351 Advanced Placement Calculus BC H
361 Advanced Placement Statistics H
373 Applied Mathematical Modeling ACP
374N Foundations of Calculus and Statistics ACP
371 Calculus H
360 Advanced Placement Computer Science Principles H
363 Advanced Placement Computer Science A H
368 Exploring Computer Science*
369 Python Programming
372 Advanced Topics in Computer Science H*
Skills Math*
Cornerstones Math* (evaluated on a student case by case basis with the curriculum)

*These courses do not count towards NCAA eligibility.

Science

Students must satisfactorily complete (Passing, D-, 60%, Y1 grade) one of the following courses, as aligned to the areas measured by the MCAS high school tests administered in 2023, regardless of the year in which the student is taking the class as follows:

401 Physics H
401A Physics ACP
414A Physics CP
414F Foundations of Physics CP (2 years)*
420 Conceptual Biological Chemistry (2 years)*
421 Chemistry H
422 Chemistry ACP
453 Chemistry CP
431 Biology H
432 Biology ACP
463A Biology CP

The Director of School Counseling with support from Department Heads, will determine equivalency for students transferring into Wellesley High School, with Principal approval.

The Out of District Coordinator, will monitor course taking for students in out of district placements and will determine equivalency for students, in consultation with the Director of School Counseling, and Principal

approval.

Courses that are not aligned to the grade level Massachusetts Curriculum Frameworks in the areas measured by the MCAS high school tests administered in 2023 and are **not certified** to meet the competency determination include but may not be limited to:

Skills Science
451 Advanced Placement Chemistry H
461 Advanced Placement Biology H
490 Advanced Placement Environmental Science H
492 Advanced Placement Physics C: Mechanics H
489 Advanced Topics in Physics H
495 Astronomy ACP/H
496 Anatomy and Physiology ACP/H
498 Biotechnology and Personal Genetics ACP/H
404H/404 Environmental Science ACP/H - Semester Course
486S Healthcare Science CP* - Semester Course
742 Introduction to Engineering Technology
771 Design & Technology I
751 Design & Technology II
744L Engineering Technology
773 Robotics
773I Intensive Robotics H - Semester Class
754 Wood Manufacturing
1100 Makerspace & Design Thinking

*These courses do not count towards NCAA eligibility.

Academic Integrity, 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 other sources, 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 take home exams, or asking/allowing others to take an examination for you.
- Obtaining or seeing a test, quiz, or answer key before the test without the teacher's permission.
- Discussing/providing information about a quiz/test with peers who have not completed the assessment.
- Submitting text or another's ideas from an internet source/website, AI program, book, textbook, database, or any other source as your own without proper citation.
- Using an artificial intelligence program to aid their work on an assignment unless explicitly directed to do so by their instructor.
- Allowing others to do the research and writing of an assigned paper for you.
- Allowing another person to do your work, and then submitting that work under your own name.

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

Scheduling

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.
- Any decisions about alternative placement in mathematics will not be made until the child arrives in sixth grade. The Department Head of Mathematics will use multiple measures as data to determine placement.
- In an effort to balance classes, we reserve the right to move students within a team after the semester break if necessary.

Note: In an effort to have our students participate in as many academic experiences as possible, we prioritize the placement of students in elective classes over study halls.

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. The Principal serves as the final decision-maker on all scheduling matters. Please contact your child's school counselor with any questions/concerns you might have.

Supervision of Curriculum, Instruction and Student Services

WMS Departments 2025-2026

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

Department	Administrator	Responsibilities
English	Ehrin Johnson	Supervision of English and Reading teachers grades 6-8
Math	Elizabeth Gentes	Supervision of Math teachers grades 6-8
Science, Technology and Engineering	Kate Morton	Supervision of Science, and Technology & Engineering teachers grades 6-8
Social Studies	Adam Blumer	Supervision of Social Studies teachers, grades 6-8
School Counseling	Kate Mahoney	Supervision of School Counselors and Adjustment Counselor grades 6-8
Special Education	Cristina Malinn	Supervision of Special Education teachers, Behavior Technicians, Teaching Assistants, and School Psychologists grades 6-8
World Languages	Tim Eagan	Supervision of World Language teachers grades 6-12
Visual Arts	Thom Carter	Supervision of Visual Arts teachers, grades K-12
Performing Arts	Lauren Saracino	Supervision of Performing Arts teachers, grades K-12
Fitness and Health	Joanne Grant	Supervision of Fitness and Health teachers, grades K-12
Multilingual Learner Education	Méritès Abelard	Supervision of district's MLL teachers, grades K-12
METCO	Stephanie Holland	Director of district's METCO Program grades K-12
Nursing	Ashley Hulme	Supervision of district's nurses, grades K-12
Library	Sarah Perkins	Supervision of district's Library K-12

Library

Sarah Perkins, PreK-12 Director of Libraries and Innovation
Sarah Chessman, Librarian
Amanda Tullos, Library Teaching Assistant

Hours

Monday-Friday 7:30 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
During a routine schedule, students need to sign in on the morning sign in sheet and give a specific reason for their attendance. Acceptable reasons to be in the library include:

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

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

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

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

Library 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 advisories 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 usable 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 here. On this site, you are able to check the library calendar for class visits and closures, and find links to pages created for class projects, research databases, reading lists, book suggestions, how-to sheets, and library catalogs. The library website can also be accessed from the WMS homepage.

Other Information

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

METCO

Stephanie Holland, WPS METCO Director
Dedra Moore, METCO Academic Coordinator
Carla Lumley, Secretary

The Metropolitan Council for Educational Opportunity METCO Program is a state funded, voluntary educational desegregation program designed to eliminate racial imbalance through busing. Our mission is to provide, through professional leadership and voluntary citizen action, the development and promotion of quality 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, and Hardy 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 at school between 7:15 and 7:30 am. The bus will depart from the middle school at 2:30 p.m. Students are not allowed to leave campus without written parental permission and oral permission from a METCO staff member. There is no planned late departure until further notice.

Nursing Services Department

- **Ashley Hulme, Director of Nursing**
- **Kris Gusmini, WMS Nurse**
- **Caroline Reading, WMS Nurse**

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

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

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

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

The Wellesley Nursing Department utilizes the SNAP Parent Health Portal. The health portal is an online platform that gives you direct access to your student's health record and streamlines communication and health services directly with your school nurse. The health portal is where you will upload medical documentation such as immunizations, medical notes, or send non-urgent questions or comments directly to your school nurse.

WPS Health and Wellness Guidelines

1. ***Absence*** - notify the school when your child will be absent due to illness or injury. Students receiving antibiotics for a contagious condition (such as strep throat, bacterial conjunctivitis, must stay out of school until 24 hours of antibiotic therapy has been completed.
2. ***Extended Absences*** - If your child will be absent from school for an extended period of time due to a medical procedure/condition, let the school nurses know so that they can assist with the transition process as your child returns to school. Students who are expected to be medically confined to the home or the hospital for a period of 14 or more school days in a year may obtain a Home Hospital Physician's Statement and receive education services during the period of home or hospital confinement. Please contact your student's guidance counselor for more information.
3. ***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.
4. ***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.
5. ***Contagious diagnose***s – 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.
6. ***Dismissal*** - students who become ill or injured at school will be dismissed to a parent/guardian from the nurse's office. They will not be allowed to walk home alone.
7. ***Immunizations*** - Massachusetts state law requires that students be fully immunized against DPT, Polio, Measles, Mumps, rubella, Hepatitis B; and Varicella.
8. ***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.
9. ***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.

10. ***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)
11. 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 the 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 or otherwise in a manner consistent with state law.

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

Concussion/Head Injury Protocol

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

Student in Crisis

When an administrator determines that a child is in crisis, they 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.

School Counseling Department

Kate Mahoney, Department Head
Jennifer Suttill, Secretary

Bill Craft
Danielle Caveney
Lois D'Allesandro
Ilana Feldman

Tara Dufour
Tricia Wallace
Alison Rogers

Organization

Grade 6 students are assigned to a House (a team of teachers) and an advisory. School 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.

School 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 school counselor is to encourage students in

their development as confident and caring individuals and to support them in the process of becoming committed learners and accessing school.

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 School Counselor

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

Approaches the school 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 school counselor's work include:

- Working together with teachers as members of the teacher teams
- Consulting with specialists
- Meeting and planning with parents
- Helping to facilitate Grades 6,7 & 8 SEED
- Consulting with personnel of other schools and with mental health professionals

- Registering and welcoming new students
- Helping with transitions from elementary school and to the high school
- Leading parent education workshops
- Overseeing the formulation of 504 Plans and coordinating Student Support Process

Social & Emotional (development) topic may include:

Grade 6	Grade 7	Grade 8
• Social-emotional lessons (SEED Program) • Study Skills • Responsibility • Friendship • Diversity and Identity • Communication • Social Skills • Lunch groups • Course selection • Transition planning for grade 7	• Social-emotional lessons (SEED Program) • Grade or cluster-specific specific discussions • Lunch groups • Course selection • Planning for grade 8 • Class building activities	• Social-emotional lessons (SEED Program) • Lunch groups • Course selection • Planning for high school transition

New Students

New students to Wellesley Middle School have an initial meeting with a school 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 their school 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). In accordance with the Individuals with Disabilities Education Act (IDEA 2004) and 603 CMR 28.00, the Wellesley Public Schools provides services to identify and support students with disabilities who reside within Wellesley or who are otherwise entitled under IDEA 2004. If a student is unable to progress effectively within the general education program, a student may be referred for an evaluation by a parent or any person in a caregiving or professional position who is concerned with the student's development. Upon consent of the parent/guardian, the school will arrange for the evaluation of the student by a team of specialists in the area(s) related to the suspected disability. A team meeting, including parents/guardians, is held to determine if the student has a disability and if the disability significantly affects the student's progress. If it is

determined that the student has a disability and requires specially designed instruction and/or related services, an Individualized Education Program (IEP) is developed identifying the specific type and focus of special education services necessary to support that student's progress, and special education services are implemented upon written parent consent. Information about special education in Massachusetts is available at: A Parent's Guide to Special Education in Massachusetts.

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 to assist students in successfully accessing school. Psychological assessments and evaluations are provided through the special education process.

Counseling Groups

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

Speech /Language Therapy

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

Grade 5 to 6 Transition

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

Academic Study tips

In class, try to follow these helpful hints:

- Keep your assignment notebook with you in all classes and write down your assignments
- Come to class with proper materials and your homework
- Take out your homework and be ready for class
- Be active in classroom discussion
- Listen carefully to your teachers and to other students

- Ask questions when you don't understand
- Follow directions carefully
- Think over what is taught or discussed
- Check the teachers' websites for clarification

At home:

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

Care of Books

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

Home and School Communications

Conferences

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

Report Cards, Warnings and Progress Reports

Report Cards

Students receive a report card four times during the school year. Report cards will be made available electronically after the close of each term. Letter grades are most commonly given that represent academic progress, along with an overall effort comment. Report card access will be sent to parent email addresses in PowerSchool approximately one to one-and-a-half weeks after the term closing date. Should you not have access to technology, please notify the main office, and a hard copy report will be sent to you via US Post.

Incomplete or No 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 temporarily 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 two weeks after the term closes, or it defaults to an “F” grade. Parents shall be notified by the teacher, if an “incomplete” is given. No Grade, or an “NG,” is given to students who do not have enough material, content or assessments to warrant an overall term grade. An NG is decided upon by teachers, counselors and administrators in advance of the report card being distributed. A parent will be notified if an NG is being considered. An NG typically occurs due to extenuating absences, and/or medical conditions.

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 school 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, they will be required to work with the teacher on a plan for improvement in that subject until the teacher determines that the effort is what it should be.

Phone calls, emails and websites

Students are not allowed to carry or use their smart devices during the school day. If a parent needs to reach their child, they 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 their 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, typically on their Google Classroom site. Because parents do not have direct access to a teacher's classroom site, and cannot be added as "student," parents should work with their students to gain access to classroom assignments.

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.

WMS SEED
social & emotional education development program

In Grade 6 SEED, school counselors work with students on skills primarily related to middle school transitions. In Grade 7 SEED, social-emotional topics are discussed such as: class/teambuilding, growth mindset, independence and responsibility, identity, study skills, course selection and planning for eighth grade. Grade-level assemblies are held that address social media skills and social skills (e.g., bullying). In Grade 8 SEED, 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. In all grades, SEL happens in the context of daily classroom curriculum, advisory and/or SEED designated days.

In support of social and emotional health, an Advisory is included within our schedule. Advisory is for 15 minutes daily during the middle of the school day. See Page 13 for our *WMS Daily Schedule* that includes our Advisory time. Advisory is run by two or three educators together with the intent of creating connections for a group of students with their peers and adults. Advisory time focuses on three key elements: 1) school logistics, 2) stress reduction & teambuilding and 3) social and emotional curriculum. Collectively, all three areas are meant to improve student wellbeing, health and belonging.

To enhance the social/emotional skill development of students at all grades, WMS implements a third-party curriculum, *Second Step,* endorsed by the Collaborative for Academic, Social, and Emotional Learning (CASEL). *Second Step* lessons are taught in Advisory throughout the year on an ongoing basis. A range of topics are covered, all of which are aligned with the CASEL competencies of self awareness, self management, social awareness, responsible decision-making and relationship building. Lessons are differentiated at each grade level, but cover the following common themes: Mindsets and Goals, Recognizing Bullying and Harassment, Thoughts, Emotions, and Decisions, and finally Managing Relationships and Social Conflict.

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:

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

WMS SEED Essential Questions

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

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

Field Trips

Throughout the course of the year, students in certain classes will have the opportunity to participate in field trips, which will allow them to see real-world applications of concepts that they have learned in the classroom setting. Participation in field trips is both a privilege and a right; Work completion, attendance and behavioral concerns are all factors that will be considered when granting permission to participate in a field trip. If permission to participate is not granted, an in-school, classroom-based, comparable activity will be provided. Any student leaving school grounds will require signed permission from the parent/guardian in advance of the field trip. Participation for any event is at the discretion of the Principal or designee.

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, gender identity, 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 the fall 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. 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 school counselor or the principal.

Interscholastic Sports

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

Middle School Intramural Program

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 through Thursday from 2:30-3:25 p.m.

School Dances

Arriving to the Dance

Dances begin at 7:00 p.m. and will end promptly at 8:30 or 9:00 p.m., as determined by school administration. 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 to the designated entrance by a parent/guardian and received by a staff member. 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.

Attending a Dance

Dances are periodically held during the school year as scheduled by school administrators. Dances are a privilege, not a right. All school rules, safety regulations, and the dress code policy are in effect during school dances. 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.*** We strongly encourage students to remain at the dance for its entirety.

Departing a Dance

Students attending dances must remain inside the building until its conclusion, at which time they should be promptly picked up by a parent/guardian. Students planning to leave early will be escorted to the designated exit by a staff member and received by a parent/guardian. If one parent/guardian picks up several students from the dance prior to its conclusion, permission must be obtained by the school from the child's parent/guardian in advance of the start of the dance.

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

School Plays and Musicals

We have determined that we can have no more than 100 students cast in a production due to safety reasons and space limitations. In the event that more than 100 students audition for our productions, we will prioritize casting 8th grade students in an effort that all will be able to participate. After 8th grade casting is completed, we will then cast 7th and 6th grade students. Casting will be based on the drama skills needed for the production and availability for rehearsals, as well as student focus and effort. It may mean cuts in either grade.

Waiver for Students in Need of Financial Assistance

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

Why am I seeing information for elementary and high school students in the middle school handbook?

The Wellesley School Committee regularly reviews and, when necessary, revises or creates written policies governing the Wellesley Public Schools. This section reflects WPS School Committee policies and, therefore, may contain language that is not relevant to your student's particular grade level. All current/approved Wellesley School Committee Policies can be found here.

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 their person or under their control;
3. Being knowingly in the presence of alcohol and/or drugs;
4. Transferring or distributing alcohol and/or drugs; or
5. Knowingly or willfully assisting another person in using alcohol and/or drugs.

The policy shall be in effect during the school day, on the bus and at all extracurricular 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 or referred for counseling.

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.

WHS Student/Guardian 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 their person or under their control;
3. Being knowingly in the presence of alcohol and/or drugs;
4. Transferring or distributing alcohol and/or drugs; or
5. Knowingly or willfully assisting another person in using alcohol and/or drugs.

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

Consequence: The student will not be permitted to attend the next class activity or class event. If the remaining class event is a class end-of-year activity, the student may not attend that activity. If there are no more class activities or class events held during that school year, this penalty will apply for the first class activity or class event of the following school year.

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

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

Search and Seizure

The Principal or Assistant Principal retains the right to search a student's person, property, including, but not limited to, any vehicle parked on school grounds when they have 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.

Smoking And Tobacco Use On School Premises

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

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

Anti-Discrimination Policy

The Wellesley Public School District conducts its programs and activities in conformity with Title VI, Title IX, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, MGL, Ch. 76, Sec 5 and MGL, Ch.151, Sec.3A. It is the policy of the Wellesley Public School District not to discriminate, and not to allow discrimination on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, age, handicap/disability housing status, genetic information, ancestry, marital status, military status, pregnancy or pregnancy related conditions or any other characteristic protected by state or federal law in any of it 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 Massachusetts Department of Elementary and Secondary Education, 135 Santilli Highway, Everett, MA 02149 (781-388-3300). The full policy can be found in our policy manual on the Wellesley Public Schools web page under the School Committee tab.

Nondiscrimination Policy to Protect Students and Staff from Harassment, Including Sex-based Harassment, Bullying and Hazing

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

The Committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business. No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, age, handicap/disability housing status, genetic information, ancestry, marital status, military status, pregnancy or pregnancy related conditions or any other characteristic protected by state or federal law. If someone has a complaint or believes that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation, age, handicap/disability housing status, genetic information, ancestry, marital status, military status, pregnancy or pregnancy related conditions or any other characteristic protected by state or federal law, their complaint should be registered with the School Principal or the Title IX compliance officer.

Student-to-Student Harassment

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

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, age, handicap/disability housing status, genetic information, ancestry, marital status, military status, pregnancy or pregnancy related conditions or any other characteristic protected by state or federal law. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including student suspension or expulsion or staff suspension or termination.

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

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

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

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

The District will promptly and reasonably investigate allegations of harassment. The Principal of each building will be responsible for handling all complaints by students alleging harassment.
Retaliation against a student, because a student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. A student or a staff member who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or staff suspension or termination.

Sex-based Harassment

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

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

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

Definition of Sex-based Harassment:

Sex-based harassment prohibited by Title IX is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including as described in § 106.10 of Title IX, that is:

(1) Quid pro quo harassment. An employee, agent, or other person authorized by the District to provide an aid, benefit, or service under the District's education program or activity explicitly or Impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;
(2) Hostile environment harassment. Unwelcome conduct determined by a reasonable person to be **severe, pervasive, and objectively offensive**, such that it **effectively denies a person equal access** to the school's education program or activity.
(3) Specific offenses. (i) Sexual assault (ii) Dating violence; (iii) Domestic violence; (iv) Stalking

Complaint Procedure:

Because the District takes allegations of harassment, including sexual harassment, seriously the District shall respond promptly and meaningfully to every known report of sexual harassment and shall investigate every formal complaint of harassment including sexual and sex-based harassment as well as retaliation and following

an investigation where it is determined that such inappropriate conduct has occurred, the District shall act promptly to eliminate the conduct, take steps to prevent the conduct from recurring and impose corrective action as is necessary, including disciplinary action where appropriate. Complaints made pursuant to Title IX will be handled in accordance with the District's Title IX Policy and accompanying Title IX Grievance Policy , which is available here.

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

Knowingly making false statements or knowingly submitting false information during a grievance process, including but not limited to harassment/bullying reports, may result in disciplinary action.

Prohibition of Hazing

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

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

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

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

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

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

Attendance Policy

WPS PK-12 Attendance Policy

File: JH - STUDENT ATTENDANCE AND EXCUSED ABSENCES

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee. Parents will notify the school of the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of (5) or more consecutive days of reported illness or chronic or irregular absence reportedly due to illness, the school administration may request a physician´s statement certifying such absences be justified.

Student Absence Notification Program

Each Principal or designee will notify a student´s parent/guardian within 3 days of the student´s absence in the event the parent/guardian has not informed the school of the absence.

Each Principal, or designee or designee 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 or designee, 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. c. 76, § 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 Social Services, file an application for "Child Requiring Assistance" (CRA) with the Juvenile Court or file a criminal complaint in court against the responsible parent/guardian.

Dropout Prevention (For students age 16 or over)

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student´s parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student´s parent/guardian. The notice

shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student´s parent/guardian on the detrimental effects of early withdrawal from school and the alternative education programs and services available to the student.

LEGAL REFS.: M.G.L. 76:1; 76:1B; 76:16; 76:18; 76:20
Voted: June 21, 2016

Bullying Policy, Prevention and Intervention Plan

Priority Statement

The Wellesley Public Schools (WPS) are committed to creating a supportive learning environment that fosters intellectual, social, and emotional development. In support of the WPS core value of academic excellence, and in keeping with the WPS core values of cooperative and caring relationships, respect for human differences, and commitment to community, all members of WPS will treat each other with respect, civility, and consideration so that all students can reach their highest potential.

To this end, every student, parent/guardian, and staff member in the Wellesley Public Schools community has the potential and the responsibility to have a positive effect on the school culture and should act in accordance with the following guidelines:

- Treat others with courtesy, consideration, and respect.
- Tell individuals behaving in a disrespectful manner towards you that you want them to stop.
- Tell individuals behaving in a disrespectful manner towards someone else that you want them to stop.
- Notify a WPS staff member about disrespectful or bullying behavior.
- Help create, maintain, and restore a sense of safety and respect for all.

"Bullying" is the repeated use by one or more students or school staff members including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional/teaching assistant 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 themself, or of damage to their property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature, generated with or without the assistance of artificial intelligence, and transmitted in whole or in part by a wire, radio, electromagnetic, or photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

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

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

The Wellesley Public Schools are committed to providing all students with a safe learning environment that is free from bullying and cyber-bullying. This commitment is an integral part of our comprehensive efforts to promote learning and encourage social/emotional development. We will support this work in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent/guardian involvement.

The Wellesley Public Schools community understands that certain students may be more vulnerable to becoming targets of bullying, harassment, or teasing based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have one or more of these characteristics.

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 WPS Bullying Prevention and Intervention Plan (BPIP) 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. 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 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:

- 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
- At a location, activity, function, or program that is not school-related, or 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.
- 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.

Reporting

In order to preserve the safe learning environment of the schools, all community members may report any suspected instances of bullying. A member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional/teaching assistant shall immediately report any instance of bullying they have witnessed or become aware of to the school Principal or their designee. Students who believe that they are a target of bullying, who observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are strongly encouraged to report incidents to a member of the school staff or by using an online or written form. The target shall, however, not be subject to discipline for failing to report. Each school shall have a means for students to anonymously report incidents of bullying. No formal disciplinary action against an alleged perpetrator shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents/guardians and members of the community are encouraged to report an incident of bullying as soon as possible.

Investigation Procedures

The Principal or their designee, upon receipt of a bullying report, shall promptly conduct an investigation. The principal or designee may contact the parent(s)/guardian(s) of students who have been the alleged target and alleged perpetrator of bullying. Relevant school staff and parent(s)/guardian(s) will discuss actions being taken to ensure safety pending an investigation.

The Principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student where appropriate. The details of this safety plan will be communicated to the target and their parent(s)/guardian(s).

Confidentiality and/or other necessary means shall be used to protect a person who reports bullying, provides information during an investigation of bullying, is witness to, or has reliable information about an act of bullying.

If the Principal or a designee determines that bullying has occurred, they shall consider appropriate consequences including disciplinary action. If it is believed that criminal charges against the perpetrator may be warranted, the Principal shall notify the School Resource Officer and the Superintendent to determine if local law enforcement should be notified about the incident.

Recognizing the importance of expeditious investigation, but also that such investigations can be complex and time-consuming, the Principal/designee shall endeavor to complete the investigation within fourteen school days when possible. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether a violation of this policy was found. The Principal/designee will communicate regularly with the parent(s)/guardian(s) regarding updates on the investigation and safety plan.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies, which are in compliance with federal and state law. Any disciplinary actions taken are subject to student privacy and confidentiality laws. Parent(s)/guardian(s) will only have access to information about disciplinary actions that pertain to their own student. Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

The Principal/designee shall maintain a report of each bullying investigation and shall send a report of the investigation to Central Office.

Student Assistance

In collaboration with families, the school district may provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training And Assessment

At the start of the school year, all school employees will participate in training on preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Data gleaned during the reporting process shall inform the adoption of new anti-bullying curricula.

Publication And Notice

Annual written notice of the relevant sections of the Bullying Prevention and Intervention Plan (BPIP) shall be provided to students and their parents or guardians, in the Student Handbook using accessible and age-appropriate terms.

Annual written notice of the **BPIP** shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan.

Relevant sections of the **BPIP** relating to the duties of faculty and staff shall be included in the school employee handbook.

The **BPIP** shall be posted on the school district website.

Each year, the Superintendent shall report to the School Committee an overview on bullying within the WPS community in the preceding year. To the extent possible without compromising confidentiality, these data shall be disaggregated by school and by targets' memberships in vulnerable groups as defined above. The purpose of these reports shall be to assess the efficacy of the anti-bullying training and curricula being used within the schools, and shall help determine the course of future teaching on the subject. This annual reporting does not preclude the reporting/discussion of bullying at other times in the year as deemed necessary by the administration or committee.

LEGAL REFS.: Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972
Federal Regulation 74676 issued by EEO Commission, codified in 29 CFR § 1604.11
Title IX, Education Amendments of 1972
603 CMR 26.00 (Access to Equal Educational Opportunity)
603 CMR 49.00 (Notification of Bullying or Retaliation Regulations)M.G.L. 71:37O; 265:43; 265:43A; 268:13B; 269:14A

REFERENCES: Department of Elementary and Secondary Education, Model Bullying Prevention and Intervention Plan
WPS Bullying Prevention and Intervention Plan (BPIP)

WPS Bullying Incident Report Form (Online)
WPS Bullying Incident Report Form (PDF)
Bullying Prevention and Intervention Plan Voted: February 11, 2025

Civil Rights Policies

Notification Of Rights Under The Protection Of Pupil Rights Amendment (PPRA)

The **Protection of Pupil Rights Amendment (PPRA)** gives parents/guardians and eligible students (age 18 years or older or emancipated under Massachusetts law) rights when a school conducts certain activities including the administration of student survey, analysis, or evaluation. These rights include, but are not limited to the following:

A. Parents/guardians and eligible students have the right to provide consent before students will be given a survey that concerns one or more of the following eight areas ("protected information surveys") if such survey is funded by the U.S. Department of Education:
   1. Political affiliations or beliefs of the student or student's parent;
   2. Mental or psychological problems of the student or student's family;
   3. Sex behavior or attitudes;
   4. Illegal, anti-social, self-incriminating, or demeaning behavior;
   5. Critical appraisals of others with whom respondents have close family relationships;
   6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
   7. Religious practices, affiliations, or beliefs of the student or the student's parent; or
   8. Income, other than as required by law to determine program eligibility.

B. Parent/guardians and eligible students also have a right to receive notice and an opportunity to opt-out of:
   1. Activities involving the collection, disclosure, or use of personal information obtained from students for marketing purposes ("marketing surveys");
   2. Any other protected information survey regardless of funding source;
   3. Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered by the Wellesley Public Schools or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings or any physical exam or screening permitted or required by Massachusetts law.

Wellesley Public Schools will provide parent/guardians and eligible students notice within a reasonable period prior to the administration of these surveys and activities and an opportunity to opt-out, as well as an opportunity to review the protected information surveys.

Please note that parent/guardians are not required by PPRA to be notified about the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.

Parent/guardians and eligible students who believe that their rights have been violated may file a complaint with: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202

Notification of Civil Rights and 504 Coordinators

The Wellesley Public Schools Coordinator for Title VI and Title IX is Dr. Midge Connolly, Director of Student Services. She can be reached by mail at 40 Kingsbury Street, Wellesley, MA 02481 or by telephone at (781) 446-6210. For concerns related to your child, we encourage you to first contact the Director of School Counseling.

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

The U.S. Department of Education's Office for Civil Rights has an online Complaint Assessment System available at ocrcas.ed.gov.

Washington DC (Metro) Office for Civil Rights
U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-1475

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 themselves or herself, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

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

Individuals with Disabilities Education Act (IDEA)

A student may be referred for an evaluation by a parent or any person in a caregiving or professional position who is concerned with the student's development. Students over 18 years of age may also refer themselves. Upon consent of the parent, the school will arrange for the evaluation of the student by a team of specialists in the areas related to the suspected disability. A team meeting is held to determine if the student has a disability and if the disability significantly affects the student's progress. If it is determined that the student has a disability and requires specially designed instruction, an Individualized Education Program (IEP) is developed,

and special education services are implemented upon written parent consent. Any Wellesley resident who has not graduated from high school is entitled to this process until their 22nd birthday.

Wellesley Public School Policy Regarding Animals in School

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

Wellesley Public Schools Policy Regarding the Educational Rights of Children and Youth Experiencing a Disruption in Home Status

The Wellesley Public Schools comply with federal and state laws and regulations in the identification and education of children who are experiencing a disruption in their home status. The intent of this policy is to provide each child and youth equal access to the same free appropriate public education, including public preschool, as provided to other children and youth. An overview of the requirements is provided below.
In accordance with requirements of the McKinney-Vento Act, the Superintendent has designated the Director of Student Services as the Home Status Education Liaison. The responsibility of the Liaison includes assisting the enrollment of students with a disruption in home status, working to obtain records by contacting districts of previous attendance, and ensuring these students receive the educational services for which they are eligible.

WPS is dedicated to the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other children and youth. Foster care students may continue to attend WPS as their school of origin, unless it is not in the student's best interest. Students in foster care will be immediately enrolled, even if records normally required for enrollment cannot be quickly produced.

Wellesley Public Schools Policy Regarding Pregnancies

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

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

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

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

Federal Grants

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

Title I

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

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

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

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

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

Title I Parent Involvement Policy:

The Wellesley Public Schools is committed to and encourages 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 students is a responsibility shared by the entire school community to ensure student success.

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

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

Title IIA

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

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

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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

Student Conduct, Discipline and Due Process Rights

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

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

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

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

Student Discipline

The Principal/Assistant Principal has the authority to exercise discretion in deciding the consequences for a student who has violated disciplinary rules. The Principal/Assistant Principal shall first consider ways to re-engage the student offender in the learning process, and shall avoid using expulsion until other remedies and consequences have been employed.

DETENTION (Middle School)

Detention is scheduled for 40 minutes after school from 2:35 to 3:25 p.m. When detention is assigned by the student's Assistant Principal, all other student commitments must be rescheduled (work, appointments, athletics). If a student fails to report to detention as assigned, their parent/guardian will be notified to inform them of the situation and to explain the consequences of cutting detention. If a student fails to report to detention on the second day, a Saturday School or additional consequence, as determined by the assistant principal, will be assigned and/or determined.

MEDIATION (Middle School)

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

SUSPENSION

An out-of-school suspension is a short term or long term removal from regular classroom activities and school premises. 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 their designee has the sole responsibility for determining who is suspended. A re-entry meeting will be held prior to the student's return to school.

IN-SCHOOL SUSPENSION

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

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

On the same day as the in-school suspension decision, the Principal/Assistant Principal shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in- school suspension. The Principal/Assistant Principal shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the

suspension if possible, and if not, as soon thereafter as possible. If the Principal/Assistant Principal is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
The Principal/Assistant Principal shall send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the Principal/Assistant Principal, if such meeting has not already occurred. The Principal/Assistant Principal shall deliver such notice on the day of the suspension by hand- delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the Principal/Assistant Principal and the parent.

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

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

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

Student Due Process Rights

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

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

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

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

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

Alternative Remedies

Consistent with M.G.L. c. 71, s. 37H ¾, any principal or person acting as a decision-maker at a student meeting or hearing, when deciding the consequences for the student, shall consider ways to re-engage the student in the learning process; and shall not suspend a student under 37H ¾ until alternative remedies have been employed and their use and results documented, following and in direct response to a specific incident or incidents, unless specific reasons are documented as to why such alternative remedies are unsuitable or counter-productive, or in cases where the student's continued presence in school would pose a specific, documentable concern about the infliction of serious bodily injury or other serious harm upon another person while in school. Alternative remedies may include, but shall not be limited to: (i) mediation; (ii) conflict resolution; (iii) restorative justice; and (iv) collaborative problem solving. The principal, headmaster, superintendent or person acting as a decision-maker shall also implement school- or district-wide models to re-engage students in the learning process which shall include but not be limited to: (i) positive behavioral interventions and supports models and (ii) trauma sensitive learning models; provided, however, that school- or district-wide models shall not be considered a direct response to a specific incident.

Notice and Principal's meeting:

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

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

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

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

a.) Short-term Suspension

The Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate. The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student. Based on the available information, including mitigating circumstances, the Principal shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

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

b.) Long-Term Suspension

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

Based on the evidence, the Principal shall determine whether the student committed the disciplinary offense and consider mitigating circumstances and alternatives to suspension. In determining what remedy or consequence

will be imposed, the Principal shall exercise discretion in deciding the consequence for the offense, consider ways to re-engage the student in learning, and avoid using long-term suspension from school until alternative remedies have been employed. The Principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, or email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent.

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

Emergency Removal

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

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

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

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

Superintendent's Hearing

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

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

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

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

Repeat Infractions

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

Discipline and Students with Disabilities

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

or refused special education and related services, or (2) the child has been evaluated and determined not to be a child with a disability. If a request for an evaluation is made during the time period in which the student is subject to disciplinary measures, the evaluation must be conducted in an expedited manner.

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

1. 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 their program for more than ten (10) consecutive school days in a given school year or ten (10) cumulative school days in a given school year, building administrators, the parents/guardians and relevant members of the student's IEP or 504 team will meet to determine the relationship between the student's disability and behavior (Manifestation Determination). During disciplinary exclusions exceeding ten (10) school days in a single school year, a student with an IEP 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.
2. 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 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. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension under federal law, however, state law does provide all students with the rights to receive educational services during periods of suspensions lasting longer than ten days.
3. 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.
4. 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.

Student Dress Code Policy

JICA - STUDENT DRESS CODE

The responsibility for the dress and appearance of the students will rest with individual students and parents. They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

Voted: June 21, 2016

STUDENT RECORD REGULATIONS & FERPA

STUDENT RECORD REGULATIONS & FERPA

The ***Family Educational Rights and Privacy Act (FERPA)*** 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 their parent/guardian,

or by either acting alone. If a student is 18 or older, they 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 their parent/guardian, 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/guardian. 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 or guardian has the right to see a copy of their student's academic record and can exercise this right by writing to the school counselor.

Amendment

The eligible student and their parent/guardian, 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 their 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 parents, 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 their 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:

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

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

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

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

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

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

(e) The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

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

RELEASE OF STUDENT INFORMATION:

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

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

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

The National Defense Authorization Act requires that school officials provide military recruiters with student information including names, addresses, and telephone numbers of students 17 and older. Parents/guardians and students of majority age have a right to request that their information be withheld from military recruiters. To do so, use the opt-out option in the permissions section of PowerSchool.

Technology - Acceptable Use Policy

Purpose

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

Availability

The Superintendent or designee shall implement, monitor, and evaluate the District's system/network for instructional and administrative purposes.
Access to the system/network, including external networks, shall be made available to employees and students for instructional and administrative purposes and in accordance with administrative regulations and procedures.

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

Acceptable Use

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

Monitored Use

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

Liability

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

ACCEPTABLE USE POLICY - TECHNOLOGY

1. Commercial use of the system/network is prohibited.
2. The District will provide training to users in the proper use of the system/network.
3. The District will provide each user with copies of the Acceptable Use Policy and Procedures.
4. Copyrighted software or data shall not be placed on the District system/network without permission from the holder of the copyright and the system administrator.
5. Access will be granted to employees with a signed access agreement and permission of their supervisor.
6. Access will be granted to students with a signed access agreement and permission of the building administrator or designee(s).
7. Initial passwords provided by the network administrator should be set to expire on login.
8. Passwords are confidential. All passwords shall be protected by the user and not shared or displayed.
9. Students completing required coursework will have first priority for after hours use of equipment.
10. Principals or their designee will be responsible for disseminating and enforcing policies and procedures in the building(s) under their control.
11. Principals or their designee will ensure that all users complete and sign an agreement to abide by policies and procedures regarding use of District technology. All such agreements are to be maintained at the building level.
12. Principals or their designee will ensure that training is provided to users on appropriate use of electronic resources.
13. Superintendent or designee shall be authorized to monitor or examine all system activities, including electronic mail transmissions, as deemed appropriate to ensure proper use of electronic resources.
14. Individual users shall, at all times, be responsible for the proper use of accounts issued in their name.
15. The system/network may not be used for illegal purposes, in support of illegal activities, or for any activity prohibited by District policy.
16. System users shall not use another user's account.
17. System users should purge electronic information according to District retention guidelines.

18. System users may re-distribute copyrighted material only with the written permission of the copyright holder or designee. Such permission must be specified in the document or in accordance with applicable copyright laws, District policy, and administrative procedures.
19. System administrators may upload/download public domain programs to the system/network. System administrators are responsible for determining if a program is in the public domain.
20. Any malicious attempt to harm or destroy equipment, materials, data, or programs is prohibited.
21. Deliberate attempts to degrade or disrupt system performance may be viewed as violations of District policy and/or as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creation of computer viruses.
22. Vandalism will result in the cancellation of system privileges and will require restitution for costs associated with hardware, software, and system restoration.
23. Forgery or attempted forgery is prohibited.
24. Attempts to read, delete, copy, or modify the electronic mail of other users or to interfere with the ability of other users to send/receive electronic mail is prohibited.
25. Use appropriate language; swearing, vulgarity, ethnic or racial slurs, and other inflammatory language is prohibited.
26. Pretending to be someone else when sending/receiving messages is prohibited.
27. Transmitting or viewing obscene material is prohibited.
28. Revealing personal information (addresses, phone numbers, etc.) is prohibited.
29. The District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the District's system/network. A user who violates District policy or administrative procedures will be subject to suspension or termination of system/network privileges and will be subject to appropriate disciplinary action and/or prosecution.

Guidelines For Email & Other Electronic Communication

Overarching Expectation

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

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

Detailed Guidance for Students, Parents, & Staff

- Emails are not confidential and are subject to Public Records Law. They can be requested by anyone.
- When writing/sending emails:
    - observe rules of formal English grammar, punctuation, spelling, etc.
    - avoid the use of all capitals, which many interpret as the equivalent of yelling
    - be aware: emails can be forwarded without the original sender's permission

  - limit the use of “reply all”
  - avoid unnecessary or aggressive use of cc (carbon copy)
  - use Bcc when emailing groups to keep email addresses confidential (blind carbon copy)
- To avoid misunderstandings and/or misinterpretations, keep emails simple, direct, and businesslike (e.g. limit emails to ~100 words).
- Emails should not be used to communicate any information that is highly emotional, sensitive or contentious. In such a case, emails may be used to arrange a time to meet or to have a phone conversation.
- On occasion, an email correspondence that begins cordially may start to feel contentious; when emotions start to run high, it is best to arrange a time to talk face-to-face or by phone.
- In urgent matters and time-sensitive communications such as dismissals, please call the office and speak to someone to have the message relayed to the faculty member. Faculty members are teaching students and are not always checking email during the school day.
- For nonurgent emails, it is reasonable to expect a response within 2-3 school days (excluding weekends).
- Students in Grades 7-12 should use their WPSraiders.org account when emailing teachers and should address email to the staff wellesleyps.org account.
- School email accounts should not be used for business unrelated to the work of the school (e.g. fundraising, political campaigns, advertising non-school events, etc.).
- Educators are not given a school cell phone and therefore, except in predetermined circumstances approved by a supervisor, texting should not be used as a means for parents and students to communicate with staff.

How to Communicate with WMS Staff

Here at WMS we look forward to partnering with you, and our shared goal is to support your child to reach their fullest potential. Therefore, please follow the steps listed below regarding parent-student-school communication for the most efficient and effective response time:

- For general concerns or emergencies, please call the WMS Main Office at 781-446-6250 or email WPS-MS-Main-Office-Staff.
- For academic concerns, please contact the specific classroom teacher by phone or email. Contact information can be found in the WMS Staff Directory. For general curriculum concerns, please contact the department head as listed in the Supervision of Curriculum Instruction and Student Services.
- For student wellbeing support, please contact your child's school counselor via phone or email as found in the WMS Staff Directory.
- For 504 concerns, please contact your child's school counselor via phone or email as found in the WMS Staff Directory.
- For Special Education support please contact your child's liaison/teacher or program manager via phone or email as found in the WMS Staff Directory..
- For medical and dietary matters, please contact our WMS school nurses via phone at x3611 or by email at readingc@wellesleyps.org or gusminik@wellesleyps.org.
- For daily attendance and PowerSchool issues, please contact Data Coordinator, Sammy Gradwohl via phone at x3602 or email at gradwohls@wellelseyps.org.
- For discipline, extensive attendance or truancy issues please contact an administrative assistant in our WMS Main Office via phone at 781-446-6250 x3603. Someone will direct your call.

WMS Advisories 2025-2026

WMS Advisories 2025-2026					
Grade 6 (14)		Grade 7 (16)		Grade 8 (16)	
109	Ms. Gilbert & Ms. I. McCarthy	116	Ms. Finnegan, Ms. Zhou & Ms. Sturman	105	Ms. Bourel, Ms. DiRenzo & Mr. Wachs
111	Ms. Hawkins, Mr. A. Parzivand & Mr. Martinez	118	Ms. Gentile, Ms. Borneo & Ms. Abdelmoula	103	Mr. DiCicco, Ms. Mahoney & Ms. Tai
321	Mr. Crowe & Ms. Dodge	120	Mr. Eldridge & Mr. K. Johnson	101	Ms. Hope, Ms. Michaud & Mr. Hoffman
217	Ms. Wilson & Mr. Foley	124	Ms. Ayer, Ms. Rogers & Ms. Shorr	203	Ms. Neptune, Ms. Sciera & Ms. E. Johnson
219	Ms. Lizotte & Ms. Waters	212	Ms. Stickle & Ms. McLaughlin	206	Dr. Peltier & Mr. Clarke
223	Ms. Cook, Mr. Foley & Mr. Craft	222	Ms. Driver, Ms. Mattes & Ms. Steinberg	207	Ms. Eichner & Ms. Bennett
113	TBD Science/Math 6, Mr. Thompson & Ms. Gordon	224	Ms. Jacobson & Ms. Chessman	210	Mr. Chute, Ms. D'Allesandro & Ms. Eriksen
309	Ms. Karol, Ms. Smith & Ms. Moore	226	Ms. Gabrielson & Ms. Morton	211	Ms. Berges & Ms. Blouwolff
311	Ms. Cohen & Ms. Mullen	230	Ms. Connor & Ms. Connors	216	Ms. Wasserman, Ms. Fine & Ms. Sepinuck
313	Ms. Diozzi & Ms. Frazer	234	Ms. De Groot & Ms. L. McCarthy	227	Ms. H. Johnson & Ms. Tarnauskas
319	Ms. Marquedant & Ms. Healea	318	Mr. Stanmyer, Ms. Martell & Ms. Dufour	229	Mr. Blumer & Ms. Taylor
323	Ms. Kenerson & Ms. R. Parzivand	324	Ms. Blackwill & Ms. Cannell	231	Mr. Campbell & Ms. Hannon
329	Mr. Rabinowitz, Ms. Chupka & Ms. Venditto	326	Mr. Wagner, Ms. De Oliveira & Ms. Malinn	252	Ms. Longley-Cook, Ms. Paladino & Ms. Caveney
331	Mr. Green, Ms. Cole & Ms. White	328	Ms. O'Connell & Mr. Fredericks	301	Ms. Tang & Ms. Lawrence
		332	Ms. Aceti, Mr. Bogage & Mr. Greeley	305	Ms. Hardwick, Ms. Gentes & Mr. Shepardson
		228	Mr. Nichols & Ms. Speed	307	Mr. Mazzeo & Ms. Kelleher

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WMS Teaming Structures 2025-2026

WMS Teaming Structures 2025-2026					
Grade 6 Houses		Grade 7 Clusters		Grade 8 Teams	
House W		**Cluster W**		**Team W**	
AP: K. Hoffman Counselor: L. D'Allesandro SpEd: I. McCarthy, L. Egan, C. Creane		AP: K. Hoffman Counselor: A. Rogers, TBD SpEd: S. Shorr, S. Sepinuck		AP: K. Hoffman METCO: D. Moore Counselor: D. Caveney, T. Dufour SpEd: J. Michaud	
109 Science	Ms. Gilbert	124 Science	Ms. Ayer	101 Science	Ms. Hope
319 Math	Ms. Marquedant	226 SS	Ms. Gabrielson	227 Math	Ms. H. Johnson
321 English	Mr. Crowe	230 English	Ms. Connor	229 SS	Mr. Blumer/Ms. Taylor
323 SS	Ms. Kenerson	234 Math	Ms. DeGroot	231 English	Mr. Campbell
House M		**Cluster M**		**Team M**	
AP: Hoffman METCO: D. Moore Counselor: D. Caveney SpEd: R. Parzivand, A. Cole		AP: C. Gordon METCO: D. Moore Counselor: A. Rogers, T. Dufour SpEd: E. DeOliviera, R. Couture		AP: K. Hoffman Counselor: D. Caveney, L. D'Allesandro SpEd: J. Paladino, S. Sepinuck	
217 Science	Ms. Wilson	116 Science	Ms. Finnegan	206 Math	Dr. Peltier
311 English	Ms. Cohen	318 English	Mr. Stanmyer	210 SS	Mr. Chute
309 SS	Ms. Karol	324 SS	Ms. Blackwill	216 English	Ms. Wasserman
331 Math	Mr. Green	326 Math	Mr. Wagner	252 Science	Ms. Longley-Cook
House S		**Cluster S**		**Team S**	
AP: C. Gordon METCO: D. Moore Counselor: W. Craft SpEd: A. Parzivand, R. Couture, J. Trofatter		AP: K. Hoffman METCO: D. Moore Counselor: TBD, B. Craft SpEd: S. Mattess, L. Egan		AP: C. Gordon Counselor: T. Dufour, K. Mahoney, A. Rogers SpEd: B. Shepardson, C. Creane, J. Trofatter	
223 English	Ms. Lochner/Ms. Cook	118 Science	Ms. Gentile	103 Science	Mr. DiCicco
111 Science	Mr. Martinez	212 Math	Ms. Stickle	301 English	Ms. Tang
219 Math	TBA	222 English	Ms. Driver	305 SS	Ms. Hardwick
313 SS	Ms. Diozzi	224 SS	Ms. Jacobson	307 Math	Mr. Mazzeo
House WMS		**Cluster WMS**		**Team WMS**	
AP: C. Gordon Counselor: K. Mahoney SpEd: S. Chupka, E. Babson, R. Gordon		AP: C. Gordon METCO: D. Moore Counselor: A. Rogers, T. Dufour SpEd: S. Chupka, E. Babson, R. Gordon		AP: C. Gordon METCO: D. Moore Counselor: A. Rogers, L. D'Allesandro SpEd: B. DiRenzo, E. Babson, R. Gordon	
329 SS	Mr. Rabinowitz	120 Science	Mr. Eldridge	105 Science	Ms. Bourel
329 ELA		328 Math	Ms. O'Connell	203 Math	Ms. Neptune
113 Math	Ms. Minucci	332 English	Ms. Aceti	207 SS	Ms. Eichner
113 Science		338 SS	Mr. Nichols	211 English	Ms. Berges/E. Johnson
Grade 8 non-teamed required courses:		334 -- Math Concepts -- E. Dodge			

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