

Belmont Public Schools

Wellington Elementary School Family Handbook

Wellington Elementary School
121 Orchard Street
Belmont, MA 02478
Phone: 617.993.5600

Principal: Allison Franke
Assistant Principal: Annemarie Stewart

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Wellington Elementary School Family Handbook
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Spanish

Si Ud. necesita ayuda para leer este documento u otras publicaciones escolares, por favor llame al director de la escuela para obtener servicios de traducción.

French

Pour obtenir une traduction de ce document ou d'autres documents de l'école, veuillez contacter le(la) directeur(directrice) de l'école de votre enfant.

Portuguese

Se você precisar assistência a ler este documento ou qualquer outra publicação escolar, por favor contatar o mestre da escola para obter serviços de tradução.

German

Falls Sie mit diesem Dokument oder anderen Schulpublikationen Verständnisprobleme haben, fragen Sie bitte beim Schuldirektor wegen eines Übersetzungsdienstes an.

Japanese

もしこの文書、あるいはその他の学校刊行物を読む際に分からない部分があれば校長に連絡して翻訳サービスを頼んでください。

Chinese

如果您在阅读本文或其它学校出版物的时候需要翻译，请与校长联系。

Korean

이 문서나 기타 학교 인쇄물을 읽는데 도움이 필요하신다면, 건물 책임자에게 부탁하여 번역 도움을 받으십시오.

Dear Wellington Elementary School Parents and Guardians:

Welcome to Wellington Elementary School! We are so happy to have you in our school.

This handbook is to be used in conjunction with the Wellington Elementary School Student Handbook that is sent home with each student on the first day of school. These two handbooks **together**, are designed to answer all questions students and parents/guardians might have about how Wellington Elementary School works, from our school-wide expectations to how to arrive to school.

Our staff works hard to maintain a school culture that is positive, inclusive, and supportive of everyone. We have high expectations and insist on respectful student choices and actions. We recognize the importance of building a community where members feel a true sense of belonging and responsibility to contribute. Our students all have the right to be in an environment which is safe, promotes learning, and enables them to achieve success. In order for our students to meet these expectations, it is vital that we all understand the expectations and responsibilities that guide our community. It is also important for a student to accept responsibility for his or her choices and actions, and to understand the consequences so that they learn from missteps or mistakes.

Please thoroughly read all pages of this Family Handbook. Please also take some time to discuss the Student Handbook with your child in the first few days of school. We hope that you will engage in dialogue with your child, not only highlighting what is expected, but why these choices and actions are expected at school. This process will help him/her to recognize the home-to-school connection and the importance of carrying over from home those positive attitudes and behaviors that you have taught. Children benefit when staff and parents/guardians partner to build a safe and positive climate at school.

Thank you for helping us to maintain a supportive and respectful community at Wellington Elementary School. Please let us know if you have any questions or concerns.

Warmly,

Ms. Allison Franke, Principal
Mrs. Annemarie Stewart, Assistant Principal
617.993.5600

Effort-Respect-Responsibility

Family Handbook Relevance:

In accordance with Belmont School Committee Policy 2008 (www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/2000/Crofts2008.pdf) this Family Handbook is designed to be a resource for parents/guardians of K-4 students in the Belmont Public Schools. It was complete and current at the time it was published. We will continue to make changes based on the school system's and individual schools' needs, new laws, regulations, and court rulings. Please note that in the event of any inconsistencies, federal or state laws and regulations prevail.

Please note: Some processes outlined in this handbook indicate that the process is a “district-wide” process while others are noted as “school-based.” District-wide means that all four of the elementary schools follow this same process; school-based means that this process is specific to Wellington Elementary School and may or may not be similar to the other three elementary schools in Belmont.

Statement of Purpose and Core Values for Wellington Elementary School:

Years ago, members of the Wellington Elementary School community worked together to develop the following core values for all of our students and community members. It is our hope that our students will further develop their appreciation for these core values of Effort, Respect, and Responsibility during the time they attend Wellington Elementary School.

- **Effort and Success:** Members of the Wellington Elementary School community support all students to have success. Effort is the first step towards achieving success in school. Each student can expect to be supported by teachers, by family members, and by other students to acquire the self-regulation, confidence, perseverance, and flexibility to develop his/her ability to apply effort in school. Effort made toward achieving success is a source of pride for all of us.
- **Respect:** At Wellington Elementary School, we respect and value each person in our school community, in our home community, and in our global community. Each of us is unique and special in physical characteristics, interests, opinions, beliefs, learning styles, and in gender, race, age, and nationality. But we also have much in common. At Wellington Elementary School, we celebrate and value both our differences and similarities. We strive to remain open to, and interested in, our distinctions. We reach out in friendship and compassion to one another and treat each other with kindness. We also create many opportunities to understand, cooperate, and grow with members of our community.
- **Responsibility:** Members of Wellington Elementary School community live responsibly and expect others to behave responsibly. We seek to develop awareness of how our personal decisions will impact others, individually and globally. We learn to behave responsibly towards ourselves, peers, school staff, family, and community by learning about and working for the communities we share: classroom, school, neighborhood, town, state, country, and world. Each person's ultimate fulfillment is tied to the success of the larger community.

- Lifelong Learning:** The Wellington Elementary School community supports and celebrates life-long learning: adults and children alike, motivated by the joy of discovering and attaining new knowledge. As inspired learners, we are open-minded and inquisitive about new cultures and disciplines. We are interested in others’ thinking and sharing our ideas when we work with others. We feel free to ask new questions and persist in seeking answers using a variety of resources. We enjoy taking risks and meeting new challenges. In the pursuit of new skills and interests, we discover and develop different learning potentials and styles within ourselves.

Absent and/or Tardy Students (Reporting of)	School-based
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All absent and tardy students need to be reported directly to the office by parents and guardians, so we do not worry about the whereabouts of our students. To report an absence or tardy, please try to call us as soon as you become aware that there will be an absence or tardy by **calling our 24 hour automated system at 617-993-5602**. Tardy students arriving **after 8:45 AM** must be checked-in at the main office by an adult. **Note: Instruction at Wellington Elementary School begins at 8:40AM each day.** The Wellington School strongly recommends that families work hard in order to consistently bring students to school on time. There are only 180 days of school and each day counts! Absent and tardy students do not achieve success at the same level and rate as their peers who consistently arrive to school, on time, and ready to learn.

Please note: By notifying the office about an absence or tardy the student will be marked “excused.” If the school staff never hears from a parent/guardian regarding a specific tardy or an absence, it is assumed to be “unexcused.” Regardless of how the absence or tardy is recorded, **students who are chronically late or absent will need to have follow-through from our school administration team if there is an attendance law/regulation violation.** Please see more below regarding attendance.

Admission to Belmont Schools	District-wide
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Students residing in the Town of Belmont are eligible to attend the Belmont Public Schools when they are age appropriate.

For the most up-to-date information on registration and admission to Belmont Public Schools, please go to: www.belmont.k12.ma.us/registration/.

Animals at School	School-based
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Help us respect the town rules and be sensitive to children’s needs by keeping pets off of the Wellington Elementary School grounds. Beyond it being a town policy, our primary interest is in maintaining the health and safety of all students. When pets leave their droppings in areas where our students play, this creates a health concern. At Wellington, there are many children who may be afraid of dogs due previous negative experiences or unfamiliarity with dogs. Even the friendliest pets can become agitated or unpredictable when many students surround and

pet them creating an unintended safety concern. We ask all families to keep their pets off of the school grounds, not because of any personal feeling about animals but because we want to keep all of our students healthy and safe.

After School Enrichment (ASE)	School-based
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The After School Enrichment program is run by Wellington PTO *parent volunteers*. These clubs provide our students the opportunity to further explore the worlds of art, culture, history, language, music, nature, physical fitness, science and more, right here at Wellington Elementary School. We have a team of dedicated instructors who are experts in various areas of interest, and are equally talented at making learning fun for elementary-age children. Our goal is to create a safe, fun environment where kids are free to learn. Clubs are one hour long, and run for multi-week sessions in the Fall, Winter, and Spring. Watch our Wellington Elementary School Newsletter for more information about our online registration processes.

Please note: This program is not licensed by the Massachusetts Department of Early Education and Care or any other state agency.

Arrival and Dismissal (Changes to set plans)	School-based
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On rare occasions, parents/guardians need to alter the previously arranged dismissal plans for their child(ren). If the change is known before the school day begins, please send a note to your child(ren)'s teacher(s), indicating the change. In rare cases when the change is known after the school day begins, call the main office at Wellington Elementary School: 617.993.5600. **Do not send last minute changes via email to ANY staff members. Staff members often do not have the opportunity to check email until after school when it is too late.**

Arrival and Dismissal Processes	School-based
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Morning Arrival: Instruction begins promptly at 8:40AM daily. There is a very short, ten minute window for our arrival process: Students should arrive **no later than** 8:35AM but **NEVER before** 8:25AM. **There is no supervision for students before 8:25AM unless they are enrolled in the morning Student Care Program.**

- ✓ **Walking:** Students may walk to school. For safety, it is recommended that adults escort walking students.
 1. Once on campus, students must enter the school through either main entrance.
 2. Students and parents/guardians “Hug and Go” at the school’s door.
 - Because our student population is so large, we cannot accommodate non-staff adults in the school during arrival. If you have a special circumstance, please see the school principal or assistant principal.
 3. Students walk into the school as adults hold open the main doors. Exterior doors remain locked at all times.
 4. Students walk to the waiting area as directed by staff.
- ✓ **Busing:** Students already registered to ride the bus, may ride the bus to school.

1. Wait at the bus stop.
2. Ride the bus to school, following all expectations for riders.
3. Exit the bus and enter the school.
4. Walk to the waiting area as directed by staff.

✓ **Dropping Students Off Without Staff Assistance:** Beginning at 8:25AM each day, students may be dropped-off in the student drop-off zones located on right-hand side of Orchard Street between the entrances to the two school parking lots.

1. Drive up Orchard Street toward Common Street.
2. As you approach the school, you will begin to see signs indicating that it is okay to drop-off students.
3. Pull as far forward in the Student drop-off zone as possible toward Common Street and leave the flow of traffic.
4. Activate vehicle's emergency flashers, stop vehicle and have students exit the vehicle.
5. Students will enter the school using the closest main door; staying on a sidewalk.
6. Once inside the building, students walk to the waiting area as directed by staff.

- **Notes:** There are no staff members available to assist with this process along Orchard Street. ***Young students or those needing assistance exiting his/her vehicle should NOT be dropped-off using this method.***
- **Please do not pull into the small lot to park and/or drop off students without prior authorization from the school. This lot must remain clear and available for students arriving by bus.**

✓ **Staff Assisted Drop-Off:** Beginning at 8:25AM and ending at 8:35AM each day, students may be dropped-off WITH staff supervision by vehicles entering the large parking lot on the turf/flagpole side of the school (see enclosed map).

1. Drive up Orchard Street toward Common Street.
2. Stay in the flow of traffic (toward the left-hand side of the street and not the right-hand side of the street).
3. Enter the second parking lot on the artificial turf/flagpole side of the school.
4. Pull vehicle all the way through the parking lot, to the NO PARKING ZONE in the LOOP that begins 20 feet past the flagpole.
5. Do not park your vehicle in the parking lot, ***even if there is a space, because these spaces are reserved for staff. This policy does not apply to motorists needing a disabled parking space.*** Do not stop your vehicle to let your child out BEFORE you get to the loop, and please do not cut through the parking

lot to access School Street. If you are unable to wait, please plan to drop your child off in the student drop-off zone on Orchard Street as described above.

6. Watch for staff directions and remain in the vehicle. Please wait in the line if cars ahead are still unloading. Going around another car when children are unloading is unsafe.
7. Staff will approach completely stopped vehicles and will open the car door. Please have your child exit the vehicle on the sidewalk-side of your vehicle.
8. Once your child has exited the vehicle, proceed by turning right onto School Street.
9. Students will enter the school using the main door near the turf/flagpole side of the school, staying on a sidewalk. As our exterior doors are locked at all times, there will be adults to hold open the main doors for students to enter into the school.

Notes: This drop-off line gets incredibly long especially when there is poor weather. We encourage motorists to plan ahead! Traffic enforcement will ticket drivers attempting to turn left onto School Street, as it is not legal to do so.

- ✓ **Parking and Escorting Students:** Some students may need to be driven to school and escorted to the doors to the school by adults. This is very challenging at drop-off because parking is so limited. We are sorry for this inconvenience.

1. Between 8:25AM and 8:35AM, find street parking as described in the “parking” section of this document. Disabled parking is available in both school parking lots.
2. Students and parents/guardians “Hug and Go” at the school’s door.
 - This is necessary because our student population is so large that we cannot accommodate non-staff adults in the school during arrival. If you have a special circumstance, please see the school principal or assistant principal.
3. Student walks into the school.
4. Students walk to the waiting area as directed by staff.

- ✓ **Morning Student Care Drop-Off:**

1. Students attending Student Care before school must be escorted into the school by an adult so they can be signed-in.
2. Adults are permitted to **briefly** park vehicles in either staff parking lot for these purposes between 7:30AM and 8:00AM.

Afternoon Dismissal:

- Students are dismissed Monday, Tuesday, Thursday, and Friday at 2:50PM.
- On **most** Wednesdays students are dismissed at 1:40PM.

- All students in Kindergarten and first grade must be collected by an escort (unless they stay for Student Care or they ride the bus).
 - Grades 2-4 students may also be collected from school by an escort, but being escorted is not required.
- ✓ **Walking Home Unescorted** (grades 2nd-4th only) ***NOTE: All students walking or biking unescorted must have a signed note from parent(s) on file with the classroom teacher.***
1. Exit building.
 2. Walk or ride bicycle directly home or to care provider's home.
- ✓ **Busing:** Students already registered to ride the bus, may ride the bus home from school (Students may not bring guests onto the bus).
1. Wait for bus in designated area inside the school.
 2. Ride bus home following all expectations for riders.
 3. Exit bus and immediately go to home or care provider's home.
- ✓ **Car pickup:** There is no designated area for students to wait to be collected from school via a moving or temporarily parked vehicle with **or** without staff assistance at the end of the school day. Students being collected from school by a person driving a vehicle must be collected by the adult parking and coming onto school grounds to wait as outlined below.
- **K-1 Students:**
 1. Park, exit vehicle and wait on the blacktop on the **grass field/blue playground** side of the school, near the first parking lot off of Orchard Street. Please do not park in this small lot without prior authorization from the school; this lot must remain clear for students who are transported via bus.
 2. If you are early, wait for your child outside. Do not enter the school to wait.
 3. Greet your child's teacher at the location where the teacher has instructed you to wait, and collect your student. Any students not picked up ten minutes after dismissal will be brought into the school to call home.
 - **Note:** Older students may join families on this playground for dismissal. Older students must have written permission from a parent to escort younger students from this area without an adult.
 - **Grade 2-4 Students:**
 1. Park, exit vehicle, and wait on the **artificial turf/flagpole side** of the school.
 2. If you are early, wait for your child outside. Do not enter the school to wait.
 3. Collect student at designated meeting spot (G2) or on the walkway (G3-4).
 4. Any G2-4 students for whom written unescorted leave permission has not been given will be brought into the school to call home 10 minutes after dismissal.
- ✓ **Afternoon Pick-Up:**

1. Adults choosing to wait for student dismissal need to wait outside for all students to be dismissed, and not inside the building. This policy is for everyone’s safety. While it would be ideal to be able to welcome parents/guardians inside, we do not have the staffing required to supervise the various comings and goings of all of the adults who wish to enter the school to wait. Adults needing to enter the school for a meeting, to sign-out a student early, or for other business should ring the bell and request entry into the building.
- ✓ **Carpools and Walking Buses:** Carpools and walking buses could dramatically reduce traffic in this area, and we encourage families to consider exploring these solutions with their neighbors. A walking bus is when a group of neighbors collaborate to walk as a group, to/from school.

Attendance	District-wide
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One of the keys to academic achievement is good attendance. Consistent participation in school and school-based activities is important for making a successful transition from youth to adulthood. Student tardiness and truancy are challenges that confront many communities in Massachusetts and the country. Often, these behaviors are the first indicators that a student may be experiencing stress or other difficulties in his or her life.

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 day sessions or fourteen 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. Students with more than five or more unexcused absences within any school year will be contacted by school officials in order to develop a plan of action.

Notification and Contact Information

Chapter 76, section 1A of the Massachusetts General Laws states that parents/guardians must be provided each year with the instructions for calling a designated phone number at a designated time to inform the school of the absence of a student and the reason for the absence. (Please see the “Absent and/or Tardy Students (Reporting of)” section above, for steps in how to report an absence at Wellington Elementary School using 617-993-5602.) In addition, parents/guardians must provide the school with a home, work or other emergency telephone number where they may be contacted during the school day so the school may call and inquire about said absence.

Who is a 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.

What is a CRA (Child Requiring Assistance) Application?

Under Chapter 119 of the Acts of 2012, Governor Patrick signed an amendment into law that changes Children in Need of Services (“CHINS”) to Families and Children Engaged in Services (“FACES”). This modification impacts schools with regard to the filing of FACES applications. A “CRA” (Child Requiring Assistance) application may be filed in court by a school district if a school-aged child is “habitually truant,” that is, who willfully fails to attend school for more than eight school days in a quarter, or who repeatedly fails to obey the lawful and reasonable regulations of his or her school. The Court’s authority pursuant to a CRA petition includes the power to place the child in the custody of the state agency known as the Department of Children and Families.

What is a 51A?

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

Parental Responsibility

Parents or guardians are legally responsible for ensuring that a child under their control attends school daily. It is a crime for a responsible parent or guardian not to cause such a child to attend school. If a child fails to attend school for seven day sessions or fourteen half day sessions within any six month period, the supervisor of attendance may file a criminal complaint in court against the responsible parent/guardian.

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.

For School Committee policies relating to attendance and absences in the Belmont Public Schools please go to

www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/5000/Crofts5003.pdf and www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/2000/Crofts2005.pdf.

Behavioral Expectations	School-based
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At Wellington Elementary School, we strive to *teach* students about taking positive actions, learning from mistakes, and making appropriate choices. We strive to be “bucket-fillers”, direction-followers, and self-managers. As a PBS school, we believe in **Positive Behavior Support**. Rather than *reacting* to behaviors after expectations have not been followed we believe in being *proactive* and also teaching, so students learn from mistakes. Therefore, we

define what our expected behaviors looks like and establish it as the target goal, and when we see success we acknowledge it.

The purpose of school-wide PBS at Wellington Elementary School is to establish a climate in which the expected behavior is the norm.

Birthdays and Classroom Celebrations	School-based
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Classroom celebrations in school are up to the discretion of individual teachers. **District policy dictates that food cannot be brought to school from home to be shared.** If parents would like to send something into their child’s classroom to celebrate a birthday or holiday, please check with the teacher and consider sending a non-food item, such as stickers, pencils, or erasers.

It is a common practice to distribute invitations to birthday parties in school. If you chose to distribute invitations at school, please include everyone in the class. If your son or daughter is having a smaller party with only a few children from his/her class, invitations should be sent privately to prevent children from feeling hurt or excluded.

Bullying	District-wide
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In May of 2010, the state of Massachusetts took steps to protect all students from unwanted, aggressive behavior by passing anti-bullying legislation. The Massachusetts anti-bullying law prohibits bullying on school grounds, buses, and activities and requires that schools take steps to report and respond to bullying. More comprehensive information is available at our Bullying Prevention and Intervention website: www.belmont.k12.ma.us/bps/Parents/Bullying-Prevention-Plan.

For School Committee policies relating to harassment in the Belmont Public Schools please go to www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/0000/Crofts0006.pdf.

Bullying Information for Parents/Guardians	School-based
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Arguments, confrontations, and fighting sometimes happen between siblings, schoolmates, teammates, and even best friends. Unkind words might be spoken. Names may be called. Sometimes conflicts turn physical. Is this bullying? In many cases, it is not. Usually, such quarrels are clashes that can be resolved with an apology and a plan for future kind actions to take place. They are a normal part of growing-up and learning social skills. Sometimes, however, these actions are intentional acts of bullying. To help distinguish bullying from routine childhood conflicts, parents/guardians should look for these hallmarks:

- 1) ***Bullying is intentional.*** The target does not knowingly provoke the bully and has made it clear that the behavior is unwelcome.
- 2) ***The behavior is often repetitive.*** Bullying generally is carried out repeatedly over time. However, it can sometimes be a single incident.
- 3) ***The incident involves hurtful acts, words, or other behavior.*** Bullying is an oppressive or negative act intended to hurt someone else.

4) **The act is committed by one or more people against another.** Bullying can be done by a single person or a group of people.

5) **There is a real or perceived imbalance of power.** A child without power cannot bully. Power can be defined as physical strength, social status, or intimidating behavior.

The above was adapted from Preventing Bullying: A Manual for Schools and Communities, U.S. Department of Education.

For more information: www.belmont.k12.ma.us/bps/Parents/Bullying-Prevention-Plan

Bus Transportation	District-wide
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Belmont School Committee policy determines the extent to which pupils in Kindergarten through Grade Four are transported by bus. The Belmont Public Schools’ policy for providing busing will follow the State guidelines, and busing for other students may be available for a fee. School Crossing Guards are provided by the Belmont Police Department to assist walkers in crossing some busy streets.

In accordance with State law, transportation is provided at no charge for students who live more than 2 miles from school for these grades. GoogleMaps is used to determine mileage. Students residing less than two miles from school in grades K-6 may purchase a bus pass subject to the availability of space and distance from school.

Pupils in special education programs are also transported if an out-of-district placement is required. Bus routes are published annually prior to the start of school in the local newspaper and are always available in the office of each elementary school.

School bus students and their parents are reminded that the privilege of being transported by bus to and from school, if abused, can be revoked. Any disciplinary action will be handled by the principal’s office and parents will be advised. Guests are not permitted to ride the bus.

For the most up-to-date information on school busses in the Belmont schools, please go to www.belmont.k12.ma.us/finance/.

Class Assignments	School-based
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The placement of students is an important aspect in preparing for the upcoming school year. A considerable amount of time, energy, and thought goes into this complex process. Many factors are considered, including (but not limited to):

- Academic needs
- Learning style
- Social and emotional development

Our goal is to create classes that are well-balanced and in which all children will thrive individually and as a group.

In order to make the placement process most effective, we provide the opportunity for all parents/guardians to submit their thoughts by completing the Placement Consideration Form

prior to April vacation. In addition to assisting us with placement, communicating your thoughts in this manner will give your child's upcoming teacher a preview of your goals and a sense of your child as a learner. **Please note: The information you submit will be shared with the entire placement team. This team includes the current classroom teacher, as well as the receiving teacher.**

We know that placement is very important to each family. In order to maintain a consistent collection of this essential placement information, the Placement Consideration Form will be the **sole form of communication regarding placement**. Each form will be carefully reviewed and all information will be considered; however, there is no guarantee all requests will be honored. Please do not attach or include personal letters or narratives to the Placement Consideration Form. We also ask that parents/guardians avoid requesting a teacher by name **or telling their child that they will be placed with their friends**. This is a thoughtful process that will involve many elements and perspectives. With your help, we will do our best to create balanced classes that ensure a highly effective learning environment for all students at Wellington Elementary School.

For School Committee policies relating to class assignments in the Belmont Public Schools, please go to www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/6000/Crofts6005.pdf.

CORI Checks (Volunteering)	School-based
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All volunteers and other individuals who may have direct, monitored, and unmonitored contact with children in the Belmont Public Schools must complete a criminal offender records information (CORI) background check with Belmont Public Schools. Applications are available in the main office of all Belmont Schools and at the Wellington Elementary School office. **Note: This school year, we're asking all parents to fill out a CORI form in September, in the likelihood that you will be volunteering in your child's classroom or on a fieldtrip at some point during the school year.** All potential Wellington Elementary School volunteers must be cleared at least one week prior to assuming a volunteer role/assignment. A CORI needs to be completed every three years.

For School Committee policies relating to CORI checks in the Belmont Public Schools please go to www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/0000/Crofts0005.pdf.

Cumulative Files/Student Records	District-wide
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The State Board of Education has adopted regulations pertaining to student records. The regulations apply to all public elementary and secondary schools. They are designed to insure parents and students the rights of confidentiality, inspection, amendment, and distribution of student records, and to assist school authorities in their responsibilities for the maintenance of students' records.

The student and parents/guardians have the right to see everything in the student's record within two weekdays from the time of the request, unless they consent to a delay. The student

and parents also have the right to copies of anything in the record. The school may charge a reasonable fee for copies, which shall not be greater than what it actually costs the school to make the copies.

Authorized school personnel who have access to the student record information are school administrators, teachers, counselors and other professionals who are employed by the school committee, an educational collaborative, or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling, and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.

The school may release information regarding a student upon receipt of a request from the Department of Social Services, a probation officer, a justice of any court, or the Department of Youth Services under the provisions of M.G.L. c. 119, ss. 51B, 57, 69, and 69A respectively.

Federal, state, and local education officials, and their authorized agents shall have access to student records as necessary in connection with the audit, evaluation, or enforcement of federal and state education laws, or programs; provided that except when collection of personally identifiable data is specifically authorized by law, any data collected by such officials shall be protected so that parties other than such officials and their authorized agents cannot personally identify such students and their parents; and such personally identifiable data shall be destroyed when no longer needed.

Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent provided that the school the student is leaving or has left gives notice that it forwards student records to schools in which the student seeks or intends to enroll.

Belmont will release student records to another school in which the student enrolls, or seeks to enroll or intends to enroll without parental consent.

The school system must keep a student's transcripts for at least 60 years after the student leaves the school system. Temporary records must be destroyed within five years after the student leaves the system. Before any records are destroyed, the student/parents WILL be given notice and an opportunity to get a copy.

Curriculum	District-wide
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Curriculum is the central scaffold on which teachers build the plans for learning in each classroom. Curriculum gives consistency and structure to the educational process and it encourages creative and innovative teaching within its framework. As our body of academic knowledge changes, and as our knowledge of the learning behavior of children changes, so must curriculum change. The Belmont Public Schools provides for that ongoing review and possible change through its Seven-Year-Plan for Curriculum Development and Improvement.

Parents and staff work together on curriculum steering committees during the seven-year-cycle which includes a needs assessment, program evaluation, and development of a plan of action and any necessary piloting of materials or training of staff. This process assures that curriculum continues to be well matched to children and the society in which they will function. For the most up-to-date information on K-4 curriculum in the Belmont schools, please go to www.belmont.k12.ma.us/benchmarks/.

Wellington Elementary School hosts a Curriculum Night each fall. The purpose of this event is to give parents/guardians the opportunity to learn more about our curricula. Please do not bring your students to this event. Thank you.

Delayed Opening/Inclement Weather	District-wide
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Inclement weather may force the closing of schools or delayed opening of up to 90 minutes. Local T.V. and radio stations are the best source of NO SCHOOL notices. Announcements are made on these stations:

- WBZ, CH 4 (www.wbz.com) and radio (www.wbz1030.com),**
- WCVB, CH 5 (www.thebostonchannel.com),**
- WHDH, CH 7 (www.whdh.com), WRKO radio (www.wrko.com)**

There will be days on which parents, particularly parents of elementary school students, might feel that their children should be kept home because of weather. Although such absences are a parental responsibility and will be recorded as absences for the child, school authorities understand such decisions provided they are implemented with discretion and care.

For the most up-to-date information on delayed opening during inclement weather in the Belmont schools, please go to www.belmont.k12.ma.us/emergency/

Discipline	District-wide
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Students are expected to conduct themselves in a manner which promotes a safe, orderly environment and does not infringe upon the rights of others. Students may be subject to disciplinary action for behavior that threatens the safety, learning environment, or rights of others. Please also see the Student Handbook for specific information.

For School Committee policies relating to conduct and discipline in the Belmont Public Schools please go to www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/5000/Crofts5013.pdf.

District Map	District-wide
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Each of the four elementary schools in Belmont serves a geographical area. Thus, a child's elementary school is most often determined by his/her residence location. In some cases, the Superintendent determines that other factors, such as a schools' enrollment numbers, will determine where a child attends school.

For the most up-to-date district map for Belmont's elementary schools, please go to www.belmont.k12.ma.us/bps/Portals/0/docs/registration/ElemStreetDistrictList.pdf.

Doors/Access to Building	District-wide
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To ensure student safety, all doors are locked during school hours. All exterior doors are monitored by security cameras and are equipped with computerized locks. If parents/guardians need to come inside the school building, they should enter through the front doors of the school. Upon arrival, visitors should push the doorbell button, state their name and business through the intercom when prompted, and sign in at the main office when buzzed in, putting on a visitor's badge. Visitors should be prepared to provide identification to verify who they are if prompted by main office staff. Those waiting for students at dismissal need to wait outside.

E-mail	School-based
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Parents/guardians can sign up to receive email news, updates, and announcements from our schools and programs. For more information about signing up for our district list-servs please go to www.belmont.k12.ma.us/subscribe/.

If parents/guardians have a message that is urgent, please do not send it via e-mail. Teachers often do not check e-mail until after school as they spend their day working with students. If you have any emergency information to pass along, please call the Wellington Elementary School's main office at 617-993-5600.

Emergency Planning	District-wide
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For the most up-to-date information on emergency planning in the Belmont schools, please go to www.belmont.k12.ma.us/emergency/.

For School Committee policies relating to emergency planning in the Belmont Public Schools please go to www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/1000/Crofts1025.pdf.

Emotional Support	School-based
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Wellington Elementary School is fortunate to have a full-time school psychologist and two guidance counselors (one full time; one part-time). These three professionals support students in several ways, including (but not limited to):

- Leading grade-level meetings and implementing our Tier 1 social competency curriculum (Second Step)
- Writing and assisting with the implementation of behavior plans with classroom teachers
- Facilitating social groups such as "lunch bunches" or affinity groups
- Helping students develop the skills critical to our student's positive development and growth such as conflict resolution, peer relationships, and self-advocacy
- Working with parents/guardians and other outside supports to foster positive school/home partnerships
- Assisting students during crisis

English Language Learners (ELL)	District-wide
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Non-English speaking students are assisted in acquiring the English language. The emphasis is on developing oral skills, comprehension, basic vocabulary and proper sentence patterns. Students are seen individually or in small groups regularly depending on their written and oral proficiency.

The Belmont Public Schools participates in the state mandated testing program. ACCESS testing is administered for ELL students in grades K-12.

To help families who are new to the United States understand the American school system and the Belmont schools, ELL in the schools, and what to do in the greater Boston area, please go to www.belmont.k12.ma.us/ele/.

For School Committee policies relating to English Language Learners in the Belmont Public Schools please go to www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/6000/Crofts6019.pdf.

Expensive Toys or Items from Home	School-based
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Please encourage your children to leave their expensive computer games, toys, or other items at home. To help us avoid the conflicts which inevitably arise from broken or missing objects, please do not allow your children to bring expensive toys or items to school. Students are not permitted to use cell phones or other such devices at Wellington Elementary School.

Family Vacations and Extended Leave	School-based
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Parents/guardians have the right to take their children out of school at their own discretion. It is important to note that extended time away from school can be difficult for children at any age and that there are state laws concerning student attendance that the school will follow. Some families travel during weeks *other than* school vacation, and sometimes there are very good reasons for it -- personal reasons, family situations, medical concerns, etc. Unless absolutely necessary, we request families follow the school's vacation calendar.

Teachers are not expected to give work that will make up for the loss of instruction due to vacations. They can, however, provide some advice on how to minimize the teaching your child will miss due to an extended time away from school for a family vacation.

Field Trips	School-based
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Students have the opportunity to extend classroom learning on field trips. These trips are planned by staff and approved by principals. Parents/guardians are always aware of such trips and children must bring in a signed permission slip prior to the day of the excursion. All rules of appropriate school behavior remain in effect on field trips.

The Wellington PTO supports arts and enrichment in the form of field trips and class visitors.

No one will be denied the opportunity to participate in field trips due to an inability to pay or for a special need, including medical consideration. Scholarships for children are available to families who present financial hardship when additional funds need to be collected. For financial assistance for a field trip, please contact your child’s teacher or the main office. If your child has a special need or medical consideration that needs to be addressed during the time of a scheduled field trip, please reach out to the classroom teacher and/or school nurse in advance of the trip to help develop a field trip plan for your child.

Kindergarten students who attend school for only a half-day can attend a full-day field trip; however, a parent or guardian would need to join the field trip at 11:55AM to officially check the student out from school. At that point that parent/guardian may stay to supervise their student (at their own expense) and then plan to transport the child home once the trip is over, or simply take the student home at check-out time.

Field Trip Chaperones	School-based
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All parents/guardians who volunteer to chaperone a field trip **must have an approved CORI on file at least ONE WEEK prior to the field trip**. Parents and guardians are not permitted to join the field trip unless they are an approved chaperone.

Please see the Wellington Elementary School secretary at **least two weeks** before the field trip to ensure your CORI is current and you can attend the field trip.

For School Committee policies relating to field trips in the Belmont Public Schools please go to www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/6000/Crofts6006.pdf.

“Flip-Flop” Days	School-based
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Elementary Schools have several scheduled “early release” days throughout the school year for parent-teacher conferences. On these days students are dismissed from school at 11:40AM; note that these early release days are *different* than the typical Wednesday schedule, where students are dismissed an hour early. Because most early release days are scheduled on Wednesday, schedule changes are made to ensure that there is equitable scheduling of special subjects (art, music, PE, library) throughout the school year.

Food in Classrooms	District-wide
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Many parents want to bring treats into school. While students should bring in a healthy snack each day for themselves, food is **not** otherwise permitted in the classroom unless there is a specific curriculum connection that is arranged through the classroom teacher. Please do not send food items to school for distribution to other students. At Wellington Elementary School, Kindergarten students will eat lunch in the classroom.

For more information on the district’s wellness policy, please go to www.belmont.k12.ma.us/bps/Home/Food-Services/Wellness-Information

Free and Reduced Breakfast and Lunch	District-wide
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Students need healthy meals to learn. All Belmont Public Schools offer healthy meals every school day. Some students may qualify for free meals or for reduced price meals (reduced price is 40 cents for lunch). The following children may qualify for free meals or for reduced price meals:

- Children in households receiving benefits from MA SNAP
- Children in households receiving benefits from the Food Distribution Program on Indian Reservations
- Children in households receiving benefits from MA TAFDC
- Children living in households with a gross income that is within the free limits on the Federal Income Eligibility Guidelines
- Foster children that are under the legal responsibility of a foster care agency or court are eligible for free meals
- Children who meet definition of homeless, runaway, or migrant qualify for free meals
- Children in households participating in WIC

Parents/guardians or children do not have to be U.S. citizens to qualify for free or reduced price meals.

For the most up-to-date information regarding free and reduced breakfast or lunch for Belmont’s elementary schools, please go to www.belmont.k12.ma.us/food/

Gifts for Staff Members	District-wide
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The state’s laws and regulations prohibit school employees from accepting any gift that has a value in excess of \$50—whether in the form of cash, gift cards, event tickets, meals, or goods. The sole exception to the \$50 limit is a class gift or gifts from a group of students, parents, or colleagues, but only if the value of the gift or gifts do not exceed \$150. Furthermore, recipients of gifts have an obligation under state ethics regulations to report to a supervisor each gift received and its value.

If there are individuals and groups who do wish to recognize a teacher or group of educators, they might want to consider a contribution in the name of the teacher or group of employees to the school’s PTA or PTO, or to the Foundation for Belmont Education (FBE). Donations to the Foundation are tax deductible, and Foundation grants support programming and needs of the Belmont Public Schools. At Wellington, teachers really love the STAR Awards from the FBE because they are acknowledged during staff meetings. The Foundation is happy to receive gifts in the name of a teacher or group of educators. (Foundation for Belmont Education, PO Box 518, Belmont, MA 02478: www.fbe-belmont.org).

Donations to Wellington PTO are also tax-deductible and can be made in recognition of a teacher or group of employees. (Wellington PTO, 121 Orchard Street, Belmont, MA 02478: www.tinyurl.com/WellingtonPTODonations).

For School Committee policies relating to gifts to public employees in the Belmont Public Schools please go to www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/1000/Crofts1016.pdf.

Harassment	District-wide
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The Belmont Public Schools are committed to maintaining a school and work environment free of harassment based on any protected category as defined by state or federal law.

For School Committee policies relating to harassment in the Belmont Public Schools please go to www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/0000/Crofts0002.pdf.

Health Requirements/Immunizations	District-wide
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Complete information with regard to required immunizations and physical examinations, medication administration during the school day, and when a child should be kept home due to illness, etc. can be found in the Belmont Public Schools Health and Nursing Department on the BPS website www.belmont.k12.ma.us/health/.

Holidays	District-wide
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For School Committee policies relating to holidays and celebrations in the Belmont Public Schools please go to www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/6000/Crofts6011.pdf.

Homework	School-based
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At Wellington Elementary School we believe that homework is important. Developing a regular routine of doing homework is important to prepare students for success as they move to middle school.

Beyond grade-level guidelines for homework, students at all grade levels at Wellington Elementary School should spend time at home on independent reading and/or reading with a parent/guardian.

For School Committee policies relating to homework in the Belmont Public Schools please go to www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/6000/Crofts6014.pdf.

Hours	School-based
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Wellington Elementary School's instructional hours are:

- Mondays, Tuesdays, Thursdays, Fridays: 8:40AM-2:50PM
- *Regular* Wednesdays: 8:40AM-1:40PM
- *Early Release* Wednesdays: 8:40AM -11:40AM
- Kindergarten ½ Day: 8:40AM-11:55AM

Before-school supervision begins promptly at 8:25AM. In the interest of your child's safety students should *not* arrive before 8:25AM; **there is NO adult supervision at school before**

8:25AM. Students enter the building upon arrival and will go to their designated waiting area as directed by staff. Instruction begins promptly at 8:40AM.

Parents/guardians must come to the main office and sign-in students who arrive late to school (after 8:40 AM), rather than dropping them off and letting them enter alone. Important to note: teachers begin *instruction* at 8:40AM every morning, which means that if students are *entering* school at 8:40AM they are missing instruction.

For School Committee policies relating to school hours in the Belmont Public Schools please go to www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/6000/Crofts6002.pdf.

Instrumental Music	District-wide
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Q: Which instruments are available for study in each grade?

A: Students in Grade 4 have the option of beginning a string instrument (violin, viola, cello).

Q: When do lessons take place? How long is each lesson?

A: 30-minutes during school once each week.

Tuesday/Wednesday – Wellington

Q: Are there any performances during the year?

A: There will be some performances scheduled over the course of the year in each building during the school day.

Q: What if my child chooses not to play an instrument?

A: Students who do not play an instrument will stay in their classrooms for small group activities and instruction.

Q: What is *Saturday Morning Music School*?

A: SMMS is an **optional program** intended to supplement our in-school instrumental music program. Students at SMMS receive a one-hour lesson in a group with other students playing the same instrument. They also get a one-hour ensemble rehearsal (band or orchestra). SMMS ensembles perform at “*String-a-rama*” or “*Band-a-rama*” in the fall and at the All-Town Elementary Concert held at BHS each spring. In order to participate in SMMS, students must be enrolled in their school’s instrumental music program. Additional SMMS info is available here: chenerybands.weebly.com/general-information.html

Q: How do I register my child for Instrumental Music and/or Saturday Morning Music School?

A: You should register online at www.belmont.k12.ma.us/payonline/. If you encounter difficulty with this process, email feeforms@belmont.k12.ma.us.

Q: What are the fees associated with the Instrumental Music Program?

A: Information regarding fees – including the process of applying for a fee waiver – is available at www.belmont.k12.ma.us/payonline/

Elementary Instrumental Music - \$250 **(Fee does not include cost of instrument rental.)**
Choral Ensemble alternative – No fee
Saturday Morning Music School - \$185

Q: How do I apply for a fee waiver?

A: Obtain a registration form by e-mailing feeforms@belmont.k12.ma.us or by visiting your school's main office. Complete the form and return it *with a copy of your 2012 IRS 1040 Tax Return* to:

Belmont High School
Department of Fine & Performing Arts
221 Concord Avenue
Belmont, MA 02478

Q: How do we go about renting an instrument?

A: David French Music Company handles instrument rentals for the Belmont Public Schools. They visit our schools each week to deliver supplies and to pick up/drop off instruments for repair. One day each September David French Music (DFM) holds a "Rental Day" in the Belmont High School cafeteria from 3:00-7:00 pm. Parents can bring their children during this time to enter into a rental contract with DFM and to pick up their instrument. Parents can also complete the rental contract online at www.davidfrenchmusic.com ahead of time, and then pick up their instrument at Rental Day.

Q: How much does it cost to rent an instrument?

A: This varies from instrument to instrument. Please visit www.davidfrenchmusic.com for detailed rental information, or call David French Music at (800)366-5993. David French Music also offers scholarship instruments to families in need of assistance. If you need help in funding the cost of an instrument, please contact a Wellington Elementary School guidance counselor for assistance.

Q: What if I can't come to Rental Day?

A: Complete the rental agreement online at www.davidfrenchmusic.com. Your instrument will be delivered to your school the following Monday. *Please be aware that students who do not have an instrument by the second lesson will be placed in the choral ensemble for the remainder of the year.

Q: Should I just buy an instrument instead of renting?

A: In the vast majority of cases, renting an instrument is the best option, because:

- Young string players will quickly outgrow the instrument they start on in Grade 3. Included in your rental are free upgrades to larger instruments when needed – you can't do this if you purchase a ½ size violin.
- Any repairs you need will be taken care of by David French Music (most at no additional cost). All you will need to do is call their office to schedule a pick up and request a repair loaner to use while your child's instrument is being repaired. DFM will pick up the instrument at your child's school and return it when the repair work is completed.

- These are high-quality instruments, which you pay for in monthly installments with no interest. You can find very inexpensive instruments for purchase online and elsewhere, but as is always the case, “you get what you pay for.” Providing your child with a high-quality instrument is one of the most important steps to set them up for a successful instrumental music experience.

Q: Can I rent an instrument from another store?

A: Yes, you can acquire an instrument any way you would like, but David French Music is the only vendor that visits our district. If you choose to enter into an agreement with another vendor, you will be responsible for picking up/dropping off your instrument for repairs and for obtaining any other materials that you may need. It is highly recommended that you rent your instrument from DFM.

Q: Who should I contact with questions?

A: Questions about the Elementary Instrumental Music program should be directed to Arto Asadoorian, Director of Fine and Performing Arts for the Belmont Public Schools – aasadoorian@belmont.k12.ma.us. Questions regarding online registration and fees should be directed to feeforms@belmont.k12.ma.us.

Insurance	District-wide
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Belmont Public Schools offers Student Accident Medical Insurance Protection. This is a fee-based service for those families interested in such purchasing this type of insurance coverage. If you are interested in purchasing this type of insurance coverage, please visit the Wellington Elementary School main office for a pamphlet.

Kindergarten	District-wide
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Belmont offers a full-day, fee based Kindergarten program; parents/guardians may opt for a cost-free morning program of three hours and fifteen minutes. A child, who is five years old on or before September 1, and has a proof of residency for Belmont, is eligible for Kindergarten in September of that year. The Belmont Public Schools’ early childhood program encompasses a broad range of developmentally-appropriate learning activities. Parent/guardians are encouraged to enroll their children in Kindergarten when they are age appropriate. In the spring, a packet of information is sent to all parents known to have eligible children.

This year, Registration for Kindergarten will be centralized at Belmont’s Central Office. More information will be forthcoming on the Belmont Public Schools website. Once the Central Office has all of the documents from registration, the student will be assigned a date and time for Intake Screening Day which occurs during the first week in May. Kindergarten Intake Screening Day includes a conference with the school nurse and guidance counselor, student assessments, and a classroom visit.

Kindergarten Screening	District-wide
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Once your child is enrolled in Kindergarten we conduct a Kindergarten Screening in October. This is a state mandated screening of all Kindergarten students in the areas of:

- Personal and social development
- Speech and language skills
- Eye/hand coordination
- Small and large muscle control
- Hearing and vision

Most students develop in these areas at a rate which is within the usual range for their age.

Public schools are required by Chapter 766 (Special Education Law) to conduct an annual screening of all Kindergarteners. The screening is free to all town residents. Screening helps identify young children who may require further evaluation to determine the need for specialized services. **Students are screened by October 31st** during the fall of their Kindergarten year during the regular school day.

Kindergarten students are screened by certified school personnel who are trained in the screening process. The personnel include:

- Kindergarten teachers
- Resource teachers
- Speech and language pathologists
- School nurses
- Guidance counselors
- School psychologists

All parents/guardians are notified in writing of the results of the screening. In the vast majority of cases, they will receive the reassurance that their child is developing normally. When the results indicate a reasonable likelihood that a child has a need for further evaluation, the school staff will contact the parents/guardians to discuss the results of the screening. Should the parents/guardians and school staff agree that more in-depth evaluation take place, then a referral for a special needs evaluation under Chapter 766 will be made. If a special need is determined by the evaluation, school staff will work with parents/guardians to develop an appropriate educational plan for the child.

LABBB Program	School-based
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At Wellington Elementary School we are proud to be the home for two LABBB classrooms for students who are residents of Lexington, Arlington, Burlington, Bedford, and Belmont. This program is staffed with teachers who are unaffiliated with the Belmont Public Schools student services (Special Education) department. The LABBB Collaborative helps students with special needs reach their full potential through high quality programs that integrate academic, social, recreational and vocational services and enable participation in the least restrictive environment.

For the most up-to-date information on LABBB, please go to www.labbb.com/

List-Serv	School-based
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See: *E-mail*

Lost and Found	School-based
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Please check our lost and found throughout the year, located outside of the cafeteria at Wellington Elementary School. Our PTO takes care of checking for overflow and will announce dates when items need to be retrieved before they are donated to a local shelter. We recommend that parents/guardians check our Lost and Found for items on a consistent basis.

Lunch (please see below about snacks)	District-wide
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All elementary school students in grades 1 – 4 and full day K have a thirty-five minute lunch and recess period combined. Students are supervised by lunch aides during this period. Parents/guardians may elect to have their son/daughter bring lunch prepared at home, purchase lunch as part of the School Lunch Menu Program, or purchase milk only.

All the schools have kitchens allowing us to prepare meals on site. The school lunch program offers milk, vegetables (fresh or frozen) and fresh fruit on a daily basis. We do not offer any caffeinated or carbonated beverages. Entrée items are baked. We do offer various baked potato items such as tater tots and oven fries. We have no means of deep frying at any of the school locations.

On a daily basis the elementary menus offer the meal of the day, and alternatives that include chicken nuggets, yogurt cup tray, PB&J, plus the sandwich rotation. The majority of students opt for the meal of the day.

We work in collaboration with parents/guardians and the community in order to provide an environment that promotes and protects lifelong, healthy habits that support good nutrition and physical activity.

For the most up-to-date information on school lunches and online lunch payments for Belmont’s elementary schools, please go to www.belmont.k12.ma.us/mealpayments/.

For School Committee policies relating to food services in the Belmont Public Schools please go to www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/7000/Crofts7007.pdf

Parents or guardians wanting to visit school during lunch at Wellington Elementary School needs to make arrangements to do so by calling the Principal’s office.

Moving	District-wide
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When a family moves, regardless of when this occurs during the school year, they MUST notify the school office. Families staying within their same school boundaries in the town of Belmont must **resubmit a new Proof of Residency** to all impacted school offices. Families who move into another school’s boundaries within the town of Belmont must also contact the OLD and NEW

school offices, provide a new Proof of Residency form, and request permission from the Superintendent to stay in the current school, if that is what they desire.

When families move outside the town of Belmont, they must notify their school office immediately. Students are not permitted to stay within the Belmont school unless permission is granted by the Superintendent.

Moving within the district	District-wide
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The policy of the Belmont School Committee enables a student to attend a school **out** of his/her district of residence, with the approval of the Superintendent. Such requests must be presented to the Superintendent in writing. This means that if a family moves within another schools' boundaries within Belmont, families must notify the Wellington School office and also submit a request to stay at Wellington by contacting the Superintendent's Office at 617.993.5400.

For School Committee policies relating to admission and transfer in the Belmont Public Schools, please go to www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/5000/Crofts5002.pdf

Non-discrimination information	District-wide
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The Belmont Public Schools does not discriminate on the basis of race, color, religion, national origin, age, gender, sexual orientation or disability in admission to, access to and treatment in its programs and activities or in employment. The following person has been designated to handle inquiries regarding our nondiscrimination policies:

Janice Darias, Assistant Superintendent for Curriculum and Instruction
Belmont Public Schools
644 Pleasant Street
Belmont, MA 02478
617-993-5410

The Belmont School Department complies fully in the implementation of Chapter 622 of the Acts of 1971 of the General Laws of the Commonwealth, Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, and Section 504 of the Rehabilitation Act of 1964.

The following people have been designated to handle inquiries regarding these laws and may be contacted at 644 Pleasant Street, Belmont, MA 02478.

Coordinator of Title VI and Title IX: Janice Darias
Assistant Superintendent
617-993-5410

Coordinator of Section 504 for Students: Kenneth Kramer
Director of Student Services
617-993-5440

Coordinator of Section 504 for Employment: Mary Pederson
Human Resources Manager
617-993-5425

Regional Office for Civil Rights: U.S. Dept. of Health and Human Services
Government Center, JFK Building, Rm. 1875
Boston, MA 02203
Tel: 617-565-1340
Fax: 617-565-3809

Commonwealth of MA Commission Against Discrimination: One Ashburton Pl., Boston,
MA 02108
Tel: 617-994-6000
Fax: 617-994-6024

For School Committee policies relating to non-discrimination/equal opportunity in the Belmont Public Schools please go to
www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/0000/Crofts0001.pdf

Nurse/Medications at School	School-based
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Each school has a health clinic operated by a registered nurse whose time may be shared with other schools for emergencies should the need arise.

When students visit the clinic, calls home are made at the discretion of the nurse; there is no “standard” nursing response. If the nurse has any concerns about a child, a call will be made home to the parent/guardian.

Medications may be dispensed to students at school by our registered nurse. Parent/guardians must complete the "Parent Authorization Form for Medication Administration". In addition, the student's licensed prescriber must complete the "Medication Order Form." Both forms are available from the school nurse or can be found on the website noted below. All medications must be brought to the school nurse in either the original pharmacy labeled container or original manufacturer container. **Do not send medications to school with your student.**

All Kindergarten Students: We ask that all Kindergarten students have one complete set of extra clothing (including socks and shoes) at school. This clothing will be used in the event that your child has a toileting accident or other incident requiring a change of clothing during the school day. Parents and guardians are asked to send this set of clothing to school on the first day of school.

For the most up-to-date information on the Belmont Public School’s Health and Nursing Services, including medication dispensing, please go to: www.belmont.k12.ma.us/services

Outdoor Recess and Appropriate Attire	School-based
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In winter parents/guardians should send appropriate clothing with their children to school each day. Our goal is for students to go outside for recess as often as possible. On extremely cold, rainy, or snowy days, unless students have snow boots and snow pants or appropriate rain gear, they will need to stay on the blacktop area or inside the school for their own safety during recess.

While we do not have an *absolute* threshold, our general approach is to hold outdoor recess for any day 20 degrees or above in temperature. Of course, we will always consider things like wind chill and will act in the best interests of our students’ safety. As a general rule please dress your children for going outside at some point during the day, rather than staying inside all day.

Parent/Guardian Participation	District-wide
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Each school has an active parent-teacher organization that meets periodically during the school year. Parents are urged to join the organization and give it support and assistance. Notices concerning meetings and activities will be sent home.

In addition to fund raising, these volunteer programs sponsor special performance and educational enrichment programs for students, as well as a number of child care programs: before school program and after school care programs in each elementary school. Specific information on these programs can be obtained from the individual building PTA/PTO Officers. See PTO section on pages 35/36.

The Belmont Special Education Advisory Council welcomes parents/guardians. In addition, parents/guardians are involved in the review of curriculum and are often asked to serve on a curriculum steering committee.

There are many volunteer opportunities in the elementary schools: assisting students with computer use, working in the library media center; sharing travel experiences or speaking about one’s career. Parents/guardians who are interested and available should let their principal know. Each principal works with an elected School Advisory Council whose members include parents, teachers, and community members.

Anyone interacting with children needs to have a CORI on file. Please see the Wellington Elementary School secretary for more information. For School Committee policies relating to volunteering and parent participation please go to:

www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/1000/Crofts1008.pdf
www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/1000/Crofts1011.pdf

Parking	School-based
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To say that we have a parking challenge at Wellington Elementary School is an understatement! Please abide by the following parking restrictions and refer to the enclosed map for more detail.

- No vehicles are permitted to park, stop, or wait in either FIRE ZONE or NO PARKING ZONE (loops) on either side of the school, unless it is under the supervision of staff during AM drop-off.
- The large parking lot will be coned-off to non-emergency vehicles from 9:00AM-3:00PM, daily.
- The smaller parking lot is for staff parking and is only available to families on a case-by-case basis for visitors between 9:00AM and 3:00PM, daily.
- **Disabled parking spaces are accessible at all times in the smaller parking lot.**

Street Parking is permitted:

- On the right hand side of Cottage Street & Myrtle Street (one way streets)
- On the Wellington-side of School Street past the “Stop Ahead” sign (Sign is on your right opposite Myrtle Street as you drive away from Common St.)
- On the right hand side of Orchard Street in the student drop-off zone, **after 9:00AM**, for remainder of day
- In school parking spaces once the cones have been removed at 3:05PM daily
- On the right hand side of Orchard Street before the entrance into the first Wellington Elementary School parking lot any time of day
- On the right hand side of Orchard Street after the entrance into the second Wellington Elementary parking lot any time of day

Parking is NOT permitted:

- ***In ANY of the numbered spaces in the large Wellington Elementary School parking lot between 8:00AM and 3:05PM*** (These spaces are reserved for staff even, if they are empty.) ***Disabled spaces are NOT reserved and are open to any motorists or passengers needing these spaces.***
- ***In ANY of the spaces in the small Wellington Elementary School parking lot. Disabled spaces are NOT reserved and are open to any motorists or passengers needing these spaces.***
- On the right hand side of Orchard Street in the student drop-off zone (between the two Wellington parking lot entrances) ***from 8:00AM-9:00AM***
- At St. Joseph’s Church
- On the LEFT-HAND side of Orchard Street, from Goden Street all the way to Common Street, at any time of day

- On either side of School Street from Common Street until the “Stop Ahead” sign (Sign is on your right opposite Myrtle Street as you drive away from Common Street.)
- In cross walks, in front of fire hydrants, or neighbors’ driveways

Playground Use-Equipment	School-based
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Students will follow our school-wide code of conduct: Effort, Respect, and Responsibility outlined in the Student Handbook. Bikes, razors, skateboards, and “heeleys” are not permitted on the playground at any time (this includes younger siblings). While we do not explicitly encourage bike riding to school for a number of safety reasons associated with our parking and traffic issues, for those riding bikes in town, please be aware that there is a bicycle helmet law in Massachusetts for children 16 years old and younger. Specific pieces of playground equipment or areas of our playground carry their own rules to ensure safety. Please review these with your Wellington Elementary School student.

The play structures on both playgrounds are to be used with caution. Students must adhere to all rules associated with using the play structures ***before, during, and after school***. Parents/guardians supervising play during non-school hours should help students adhere to the school expectations and should also make note that the play structure on the turf-side of the school is designed for older/larger children. The play structure on the other side of the school is designed for younger and smaller children. Below are our rules:

Basketball Court

- Keep basketball hoops at the set level- only adults can adjust them
- Do not hang from the rim
- Balls should not be thrown or bounced around a crowd of students
- Equipment must be returned to designated areas by the student who borrowed it
- For the game Knock Out:
 - Form a line with all of the players
 - Shoot the baskets from behind the foul line
 - The first and second person in line, shoots the basketballs
 - If the first person makes the basket, they both keep shooting
 - If the second person gets the ball in the basket before the first person does, then the first person in front is “out” and returns to the end of the line
 - It is not okay to show poor sportsmanship when you get out

Turf

- Share the turf down the middle if two different games are happening
- When playing kickball, kick away from the parking lot

- Shoes must be kept on
- If a ball goes over the fence, ask an adult for help
- Tackle football is not permitted; flag and touch football are okay
- Food cannot be consumed while sitting or standing on the turf. The turf has small pellets that should not be ingested.

Play Structure

- One person on a swing at a time
- Stand away from the front and back of the swings, so as not to get hit
- Go DOWN the slides; never crawl or walk up the slides
- Stay on the play structure; never jump off play structure or sit on top of the “spider web”
- Hang upside down only on the solid circular bars using two hands; never swing or flip off of the bars or hang upside down on the low, curvy bars
- Walk on the play structure; never run on or jump from the play structure

Acceptable Activities:

• Basketball	• Swings
• Four square	• Catch
• Hopscotch	• Kickball and “touch” football

Playground Use and Policies

School-based

Students cannot be left on the playground before or after school without adult supervision for any length of time or for any reason. Please read below to learn more about how this works at Wellington Elementary School:

Students on the Playground Before School Begins: When Wellington Elementary School students arrive to school, they enter the school building by 8:35AM but never before 8:25AM. This process is the most effective way we can welcome children to school, keep them safe, and maintain a positive start to each school day.

We understand, though, that some parents/guardians prefer for their children to play outside before school. **Individual parents/guardians who choose to supervise their own children or children they are authorized to supervise through pre-arranged communications, before school, may do so.** *To keep all children safe, we ask that all adults to please respect this policy. If you notice an unattended child joining the play being supervised by you, please check-in with that child in order to determine that they are not being supervised and then direct that child into the school.*

Students on the Playground After School is Over: When Wellington Elementary School students leave school, K&1 students are dismissed to a parent or guardian on the lower school playground. Students in grades 2-4 are dismissed to the upper school playground at 2:50PM.

We understand, though, that parents/guardians often want to stay and play with their sons and daughters at the end of the day. **Just as with the arrival process, individual parents/guardians who choose to stay may supervise their own children or children they are authorized to supervise through pre-arranged communications, no longer than one hour past dismissal** or until: 3:50 PM Mondays, Tuesdays, Thursdays, and Fridays; 2:40PM on most Wednesdays; and 12:40PM on Early Release Wednesdays. *Again, if you notice an unattended child joining the play being supervised by you, please check-in with them to determine that they are not being supervised and then direct them to return inside the school. **One hour after school dismisses (see above times) until 6:00 PM each day, the Wellington Elementary School playground is reserved ONLY for children enrolled in the Wellington Student Care Program.***

Adults/Care Providers Waiting for Student Dismissal: Adults and care providers choosing to wait for student dismissal need to wait near either entrance for all students to be dismissed, and not inside the building. Please do not cut through the school. This policy is for everyone’s safety. While it would be ideal to be able to welcome parents/guardians inside the school, we do not have the staffing required to supervise the various comings and goings of all of the adults who wish to enter the school to wait. Adults needing to enter the school for a meeting, to sign-out a student early, or for other business should ring the bell and request entry into the building.

Non-Wellington Students Using the Playground: Because of our playground’s turf, many older children are attracted to play at Wellington Elementary School. Each non-Wellington student is a guest and we ask that they check-in with the principal or designee before beginning play between the hours of 7:00AM-6:00PM Monday-Friday to ensure rules and expectations are followed. Parents and guardians of Wellington Elementary School students are encouraged to welcome our guests and to inquire with them about their registration in the office. Non-Wellington Students will be asked to leave school grounds if the playground is too crowded or if it becomes too chaotic.

Important Note: Parents and guardians may authorize any adult to assume responsibility as a care provider for his or her child, for arrival and/or dismissal processes at anytime, by communicating these child care plans with the school.

PTO Events	School-based
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The Wellington PTO sponsors a variety of family-oriented and community-building events, including:

- Fall/Spring Picnics
- Family Movie Night
- Multicultural Night
- Sue Tudisco Skate Night
- Staff Appreciation Luncheon
- Fourth Grade Send-Off

PTO Involvement	School-based
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The Wellington PTO is a volunteer organization that supports your child(ren)’s education. The Wellington PTO funds field trips and enrichment programs to enhance, elevate, and diversify each Wellington Elementary School student’s school experience. The Wellington PTO welcomes parents & guardians to contribute in a variety of ways such as volunteering at events, making donations, and volunteering in the library.

The Wellington PTO also funds teachers’ instructional expenses, textbooks, and library books.

Publicity Guidelines	District-wide
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At times, we have newspaper and cable coverage or other publicity about school events and our school newsletter is posted on our website. We may also periodically videotape students for a variety of reasons including filming of class/school performances, for assessment purposes and possibly for staff development.

Under Department of Education regulations, the school may release for publication certain information concerning you and/or your child without first obtaining your consent, unless you inform us otherwise. The information, which may be released for publication includes only the student’s name, class participation in officially recognized activities and sports, degrees, honors, awards, videos, photographs, and post-high school plans.

Report Cards/Reporting Student Progress	District-wide
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A student’s progress is reported to parents/guardians by written report and scheduled conference. In January and June, a written report is provided and accessible to parents/guardians electronically. In November and March a scheduled conference will take place to discuss student progress. In addition, teachers provide informal feedback to students and to parents/guardians on a regular basis. Parents/guardians are encouraged to contact the school when concerns or questions arise.

For School Committee policies relating to reporting pupil progress in the Belmont Public Schools please go to www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/5000/Crofts5006.pdf

Response to Intervention (R.T.I.)	School-based
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At Wellington Elementary School, we are committed to teaching all children. This commitment begins with the firm belief that all students are capable of learning our curriculums, and that all students belong in our classrooms. We recognize, however, that not all students will learn at

the same time, at the same pace or as the result of the same type of instruction. Therefore, we use a multi-tiered model of teaching known as Response to Intervention (R.T.I.).

The purpose of R.T.I. is to identify and support students with learning needs, primarily in the areas of literacy, mathematics, and behavior. Intervention is provided as soon as possible in order to help students address any gaps we have identified in his/her learning. Our identification process for students begins with high-quality core instruction that occurs within the general education classroom. In addition to that classroom instruction several assessments are conducted to ensure that students are mastering what is being taught. We call this “Tier I” instruction and most of our students demonstrate progress in this level.

Students who do not demonstrate mastery of the curriculum are provided with interventions that include more targeted instruction. When a student struggles, we assume that we need to teach differently. Research on how students learn, as well as our own experience, shows that this kind of support assists students in reaching proficiency. These “Tier II” interventions are still part of the regular education program, in addition to classroom instruction, and are provided primarily by classroom teachers, classroom assistants, and professional aides.

If a student continues to struggle despite the classroom instruction and does not respond to the intervention instruction they receive, we begin to look towards more specialized instruction by specialist teachers. Tier III (a) is generally provided by specialists. Tier III (b) is provided by special education teachers.

Room Parents	School-based
<p>Each classroom has 1-2 assigned PTO Room Parent(s), who serve(s) as a liaison between parents/guardians and teachers. Room Parents are provided with parent/guardian contact information. The Room Parent will communicate with you using phone or email. These communications usually include information about classroom needs, coordinating class gifts, and coordinating parent field trip volunteers. Room Parents are not permitted to use the email distribution or telephone lists for any personal/or political reasons. Room Parents at Wellington Elementary School must attend a short training and also must adhere to the expected PTO and school communication processes and policies. At least one room parent per grade is encouraged to attend Wellington PTO meetings (usually 3-4 meetings per year).</p>	

School Advisory Councils	District-wide
<p>A school council is a representative, school building-based committee composed of the principal, elected parents, elected teachers, appointed community members and, at the secondary level, students, required to be established by each school pursuant to Massachusetts General Laws Chapter 71, Section 59C.</p>	

Councils are to assist principals by reviewing the school building budget and developing the school improvement plan. Councils' school improvement plans are submitted to the local school committee for review and approval.

The law outlines four major areas of responsibility for councils. School councils are to assist principals in:

1. Adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards
2. Identifying the educational needs of students attending the school
3. Reviewing the annual school building budget
4. Formulating a school improvement plan

For information on School Councils as they pertain to Massachusetts state laws, please go to www.doe.mass.edu/lawsregs/advisory/schoolcouncils/.

School Improvement Plans	District-wide
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A school improvement plan, as described in the legislation, has the following elements:

1. An assessment of:
 - The impact of class size on student performance
 - Student-to-teacher ratios
 - Ratios of students to other supportive adult resources
2. A scheduled plan for reducing class size, if deemed necessary
3. Professional development for the school's staff and the allocation of any professional development funds in the school budget
4. Enhancement of parental involvement in the life of the school
5. School safety and discipline
6. Establishment of a school environment characterized by tolerance and respect for all groups
7. Extra-curricular activities
8. Means for meeting, within the regular education programs at the school, the diverse learning needs of as many children as possible, including children with special needs currently assigned to separate programs
9. Any further subjects the principal, in consultation with the school council, shall consider appropriate

In addition, in school systems with language minority populations, the professional development component of the council's plan shall address the need for teachers' professional development on second language acquisition and on working with culturally and linguistically diverse student populations. The spirit of the law calls for collaboration between the council and the principal. The principal needs to create an environment of openness, collegiality, and respect for all participants.

Plans are submitted annually to the School Committee. As reviewing and approving authorities, School Committees have the discretion to set their own schedule and timelines for the submission and review of the improvement plans. School Committees are strongly encouraged to support the efforts of councils and work collaboratively with them.

For information on School Improvement Plans as they pertain to Massachusetts state laws, please go to www.doe.mass.edu/lawsregs/advisory/schoolcouncils/part2e.html.

Snacks	School-based
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All students should bring a healthy snack to school every day. In addition to recess in the morning and afternoon, every classroom has a daily 10 minute snack time during the morning. In the case of an emergency or for students receiving free or reduced meals, we offer fruit to students needing a snack.

We ask that parents/guardians help us maintain food allergy safety and awareness by avoiding snack food items other children in your son or daughter’s classroom may have allergies to. ***Please be alert to information that may come home from our school nurse concerning specific food allergies in your child’s classroom.***

Special Education	District-wide
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The Massachusetts Comprehensive Special Education Act, commonly called “Chapter 766” requires local school systems to:

1. Find and evaluate children with special needs and problems
2. Develop individual programs for each child with special needs
3. Provide the required services for children with special needs within the school system, if possible. If not, then the services will be provided by another institution or special program.

Under Chapter 766, parents have certain rights and responsibilities. Among those are the right to request an evaluation of their child if it seems necessary, to share in the evaluation process, to ask for further evaluation including an outside opinion, and to have explained the results of the evaluation and the proposed individual education plan (IEP).

Students with possible special needs are assessed by a team which will include the child’s teacher, guidance counselor, and a special education teacher. From the assessment and with input from the student’s parents, an educational plan may be developed. It may include services such as speech and language therapy, resource teacher instruction and/or counseling.

For the most up-to-date information regarding Special Education for Belmont’s elementary schools, please go to www.belmont.k12.ma.us/bps/Home/Student-Services/Special-Education

For School Committee policies relating to Special Education in the Belmont Public Schools please go to www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/6000/Crofts6015.pdf

Standardized Testing	District-Wide
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The Belmont Public Schools participates in the state mandated testing program. ACCESS testing is administered for ELL students in grades K-12. The MCAS is administered in grades 3 through 10.

Standardized test results are reviewed in concert with other measures of pupil performance to describe a student’s strengths. They are never used as a sole source of student information. Classroom teachers are encouraged to use performance observations, writing folders and projects as part of the assessment of student learning.

If a child is absent during parts or the entire standardized test administration, they must participate in a make-up session when they return to school. For questions about make-up sessions, please contact the classroom teacher.

For the most up-to-date information regarding MCAS for Belmont’s elementary schools, please go to www.belmont.k12.ma.us/mcas/.

Technology	District-wide
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Technology services are provided to every aspect of the Belmont Public Schools. Our technology department’s services enable the district to function efficiently and collaboratively.

For information on the Student Network Acceptable Use Policy (Grades K-12) please go to www.belmont.k12.ma.us/bps/it/Student-AUP

For School Committee policies relating to technology in the Belmont Public Schools please go to www.belmont.k12.ma.us/bps/Portals/0/Docs/SCPolicies/0000/Crofts0004.pdf

Title I	District-wide
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Two Belmont elementary schools are Title I schools, with Targeted Assistance Programs supporting literacy:

- Daniel Butler Elementary School
- Roger Wellington Elementary School

In both schools, Title I funds are used to provide supplemental literacy instruction for students identified for Title I services.

The Belmont Public Schools, in compliance with state and federal guidelines for the use of grant funds, do not use Title I funds to supplant existing positions that should be supported by the operating budget. Title I funds may not supplant public education services that are to be provided to all students. As noted in BPS Policy 3003 (enclosed), the use of grant funds will be in accordance with all federal, state, and local laws and regulations.

School District-Level Criteria for Selection of Students

Students are assessed and identified for Title I services by a process that includes the following:

- Current classroom performance
- Assessment by either the Title I teacher, the ELA Teacher, or a Resource Teacher
- Standardized test results
- Parent recommendation

English/Language Arts support staff work with classroom teachers to assess students who are identified by classroom teachers, E/LA support staff, or parents.

In addition to the students identified by the criteria above and any additional school selection criteria, the following students are automatically eligible for Title I services:

- A student who, at any time in the preceding 2 years, participated in a Head Start, Even Start, or Early Reading First program, or in Title I preschool services.
- A student who, at any time in the preceding 2 years, received services under Title I, Part C, Migrant Program.
- A student in a local institution for neglected or delinquent children and youth or attending a community day program for such children.
- A student who is homeless and attending any school in the district.

Title I Program Staffing

The district will maintain records that the Title I program receives staff services commensurate with the staff payment. The principal will oversee schedules to ensure that fully funded staff are providing only Title I services, and split-funded staff are providing the services required by the portion of salary funded by Title I, and that there is a clear delineation of time spent on the Title I program.

Title I Program Professional Development

The district will maintain a description of the professional development provided at the district level that is funded with Title I funds. The professional development does not duplicate that which the district provides for non-Title I purposes that, in the absence of Title I funds, would be provided to all staff. (Descriptions of all other professional development will be available). Schools will maintain or provide to the district a description of the school-level professional development paid for by Title I funds.

Title I Program Parent/Guardian Involvement

The district will maintain a description of the district-level parental involvement activities paid for by Title I funds. Evidence will include: A description of how parental involvement activities are aligned with the needs of Title I students and a list of participants (district staff will review to ensure they are parents of Title I students, although others may be invited to participate). The parental involvement activities do not duplicate those that the district provides for non-Title I parents that, in the absence of Title I funds, would be provided to all parents. (Descriptions of all other parental involvement activities will be available).

Schools will maintain a description of school-level parental involvement activities paid for by Title I funds. Evidence will include: A description of how parental involvement activities are aligned with the needs of Title I students and parents and a list participants (district staff will review to ensure they are parents of Title I students, although others may participate).

Title I Program Procedure for Dissemination

The Assistant Superintendent will disseminate this written policy and procedure to all principals in Title I buildings in the district. Following such dissemination, the principals will meet with all Title I-involved staff to ensure clear understanding of the concept of Supplement, Not Supplant and the procedures enacted to follow this policy.

Traffic	School-based
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We understand the busy nature of arrival and dismissal times at Wellington Elementary School. Please take a moment in your hectic travels to follow these and other general traffic precautions to ensure everyone's safety.

- Neighbors have noted speeding cars near the school. The school zone speed limit in Massachusetts is 20 MPH, and the minimum speeding fine is \$100.
- Idling is not permitted in any parking lot at Wellington Elementary School or along Orchard or School Streets for any length of time.
- Always obey the school crossing guards when they are stopping traffic at the intersections around Wellington Elementary School.
- When parking, please do not block any portion of driveways or crosswalks. Parking is not permitted within 10 feet of a fire hydrant.
- When crossing the street, please use designated crossing points, as they are the safest areas to cross the street. Crossing guards will have a reflective traffic vest and a stop sign paddle to make themselves visible to motorists. The three locations for crossing guards around Wellington Elementary School are as follows:
 - Common & School
 - Common & Orchard
 - School & Cottage
- Use blinkers to indicate exit/ entry from traffic flow.
- When pulled over for student drop off, use emergency flashers to indicate the vehicle is stopping and dropping off students. Please do not stop in the travel lane (double-parking) for this purpose; for everyone's safety, please pull into a parking spot before letting anyone in or out of your vehicle.
- **Orchard Street is a ONE WAY street from 8:00 AM to 4:00PM**; only turn right, from the main school parking lot onto School Street.
- Be mindful of other drivers dropping children off and entering and exiting from the traffic flow. Please wait in the line if cars ahead are still unloading. Going around another car when children are unloading is unsafe.
- Enter the main parking lot from Orchard Street. Do not enter from School Street as the flow of traffic into the parking lot is one-way.
- Watch for pedestrians both large and small!

Valentine's Day	School-based
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Some classrooms will celebrate Valentine's Day and others will not; it is a celebration that is up to the discretion of the teacher. If a classroom chooses to recognize this holiday, it is important that costs be maintained to a minimum. For example, students should not be expected to buy big, fancy Valentine's Day gifts or cards for each other. As with birthday invitations, if a child chooses to distribute Valentine cards during the school day, we request that every child be included to prevent hurt feelings. As with all classroom celebrations, Valentine's Day is a food-free celebration. If parents would like to send something in to celebrate Valentine's Day, please consider a non-food item, such as cards, stickers, pencils, or erasers.

Walking Home	School-based
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Students in Grades 2, 3, and 4 who have parent permission may walk home by themselves. Parents/guardians must submit a written note giving permission to the school to release a student to walk home at dismissal. All notes will be kept on file with classroom teachers, and cover only one school year.

Because we do *not* provide after school supervision once the school day ends at 2:50PM, walking students are expected to go directly home. Walking students may not stay at school on the playground to play without a parent/guardian present. Please read "playground use and policy" section.

504 Plans	District-wide
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The Belmont Public School District will ensure that no student with a disability as defined by Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Amended Act (ADAA) within the District's jurisdiction will be denied, because of his/her disability, participation in curricular, intramural, or interscholastic activities or any of the services offered or rendered regularly to the students of this District.

No otherwise qualified person shall, solely by reason of his/her disability, be subjected to discrimination under any program or activity sponsored by the Belmont Public School District. The District is committed to ensure that students with Section 504 disabilities be identified, evaluated, and provided with a free appropriate public education. The District does not discriminate on the basis of disability with regard to admission, access to education services, treatment or employment in its programs and activities.

BELMONT PUBLIC SCHOOLS



Student Acceptable Use and Internet Safety Policy

Grades K-12

I. Introduction

The Belmont Public Schools offers network access to its students, faculty, and staff. Access to the school network and the Internet is a privilege, not a right. The intent of this policy is to ensure that students utilize this access in a manner consistent with the purpose of providing this service. This policy also serves to educate students about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms. This document represents a summary of internet safety guidelines. The Belmont Public Schools also has an internet safety curriculum which addresses the requirements of the Children’s Internet Protection Act and the Broadband Data Improvement Act. The Belmont Public Schools reserves the right to amend this policy.

II. Purpose

The primary purpose of the Belmont Public Schools Computer Network (“the Network”) is to support the educational objectives of the Belmont Public Schools and Belmont's educational community in general. Network use provides valuable opportunities for research, curriculum support, and career development. The Network is not a public forum, and the Belmont Public School system reserves the right to place reasonable limits on materials posted or accessed through this network.

Additionally, this policy outlines the roles and responsibilities of students in a digital world through the norms of appropriate, responsible behavior with regard to technology use called Digital Citizenship. The themes of Digital Citizenship are: etiquette, communication, literacy, access, commerce, law, rights and responsibilities, health and wellness, and security¹.

To use the Network, students must take full responsibility for their own actions. While the network's possibilities are tremendous, it also has potential for abuse. The Belmont Public Schools shall not be liable for the actions of anyone accessing the network. Students assume full responsibility for any costs, liabilities, or damages arising from the way the student chooses to use their access to the Network. A student's use of the Network constitutes their agreement to abide by this policy as set forth below, or as modified in the future.

III. Network Usage Guidelines

Use of the Network must be consistent with its purpose as stated in Section II. This policy outlines acceptable use of the Network. However, it does not attempt to articulate all required or proscribed behaviors by students of the network. Students are expected to conform their actions with the purpose, spirit, and examples set forth in this policy and to abide by the rules of acceptable use, which include, but are not limited to, the following:

1. It is the policy of Belmont Public Schools to maintain a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, disability, or any other characteristic protected by law. Students shall observe this policy in the use of the Network. Employ digital etiquette by using appropriate, non-abusive language, refrain from making defamatory remarks or racial slurs, bullying, and from the use obscene or profane language.
2. When using the Network, students shall identify themselves by their first names only. Do not reveal personal information such as last names, addresses, phone numbers, photos, etc. that could identify yourself, another student, or a staff member, except when required by a teacher to complete school-related work. You must immediately disclose to a teacher or other school staff, any message you receive that you believe is inappropriate or makes you feel uncomfortable.
3. Do not use the Network in such a way as to disrupt its use by others. Students must not vandalize school computers by causing physical damage, reconfiguring the computer system, or introducing malicious programs into the Network (for example, computer viruses).

¹ Ribble, Mike. "Nine Elements of Digital Citizenship." *Digital Citizenship; Using Technology Appropriately*. 2010. Web. 5 April 2010

4. Network IDs and passwords are provided for each user's personal use only. Passwords should not be shared with anyone. Students must not use another person's password. If you suspect that someone has discovered your password, you must have it changed immediately.
5. Any use for, or in support of, illegal purposes or activities is prohibited. This includes, but is not limited to, gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene material, or attempting to do any of the above.
6. Any use for commercial purposes is prohibited. Students may not create web pages to advertise or sell products or services and may not offer, provide, or purchase products or services through the Network.
7. Any use for political purposes is prohibited except for using the Network to communicate with elected officials.
8. Students should assume that most materials available on the Internet are protected by copyright. Unauthorized copying of copyrighted materials is prohibited. Additionally, any material obtained from the Internet and included in one's own work must be properly cited regardless of copyright status.
9. Not all material accessible through the Internet is of educational value. Students are expected to refrain from seeking, accessing, uploading, downloading, transmitting, or distributing material that is not relevant to their assignments or course work. No student may upload or download material to or from Internet sites without permission from their teacher.
10. Students shall not access, upload, download, transmit, or distribute material that is pornographic, obscene, sexually explicit, threatening, discriminatory, intimidating, abusive, harassing, or offensive.
11. Students must not access chat rooms or social networking sites. Students are also prohibited from using the Network to blog or to send or received instant messages. Games must not be played, accessed, or downloaded. The Belmont Public School System will take reasonable precautions to filter out inappropriate materials; however, it is impossible to monitor all content.

12. Students shall neither download nor install any commercial software, shareware or freeware onto network drives or disks without prior permission of the Director of Technology. Students shall not change settings on the browser or any other application.
13. Students shall not access, receive, upload, download, transmit, or distribute information pertaining to dangerous instruments such as bombs or other explosive devices, automatic weapons or other firearms, or other weaponry.
14. Students must not attempt to gain unauthorized access to any file servers or data in the Belmont Public Schools system, outside file servers or data, or go beyond the user's authorized access. This includes logging in through another person's account and/or accessing another person's files. Students shall not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other students.

IV. Privacy

Students should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received and/or stored on the school computer network. Students should be aware that the data they create, receive, or send on the Network is the property of the Belmont Public School system, and that the data may be recovered and reviewed, even after it has been deleted. The Belmont Public School system also reserves the right to monitor use of the Network and to examine all data stored on district servers. All communications, regardless of content or purpose, are public and are not private. All communications including text and image may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that students are using the system in a responsible manner.

All network activities are logged. These logs may be disclosed to law enforcement or other third parties.

V. Violations

The system reserves the right to deny, revoke or suspend, without prior notification, specific user privileges and/or to take other disciplinary action, including suspension or expulsion from school, for violation of this policy. Additionally, all handbook regulations apply to use of the Network. In the event that there is a claim that a student has violated any of the guidelines in this policy, he or she will be provided an opportunity to be heard. The system will advise appropriate law enforcement agencies of illegal activities conducted through the Network. The Belmont Public School system also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the Network.

VI. Acceptance

This policy does not require a signature as it is referenced in each school's student handbook.

Original adopted by the Belmont School Committee, November 7, 2000

Adopted by the Belmont School Committee, May 4, 2010

Revised form adopted by the Belmont School Committee, January 18, 2011

**Elementary Early Release Day “Flip Flop” Schedule
2018-2019**

Date	Reason for Release Day	Schedule to Follow
Wednesday, Sept 5, 2018	Professional development	Wednesday
Wednesday, October 24, 2018	Conferences	Tuesday
Wednesday, October 31, 2018	Conferences	Friday
Wednesday, November 7, 2018	Conferences	Thursday
Wednesday, November 21, 2018	Thanksgiving	Wednesday
Wednesday, March 6, 2019	Conferences	Tuesday
Wednesday, March 13, 2019	Conferences	Wednesday
Wednesday, March 20, 2019	Conferences	Thursday
Wednesday, May 29, 2019	PLT Conference	Friday

Since most early release days are scheduled on Wednesdays, this schedule ensures that students with special subject classes on Wednesday afternoons do not miss a large number of classes over the course of the year. (There are no Monday “flip-flops” because quite a bit of time on Mondays is missed due to holidays.)

Wellington Map of Drop Off and Pick Up Parking Locations



- * Drop off with staff assistance, 8:25 – 8:35
- * Drop off without assistance, 8:25 – 8:35
- * Parking allowed at all times
- * Parking allowed starting at 9am
- * No drop off or parking allowed