

Bartlett High School

Student Information & Guidelines Handbook



2024-2025

52 Lake Parkway ~ Webster, MA 01570 ~ 508-943-8552
www.webster-schools.org

District Administration & Bartlett High School Staff

Town of Webster School Committee

Kelly Seddiki - Chairwoman
Sheila Blythe - Vice Chairwoman
Linda Millett
Nicholas Adamopoulos
Miranda Sgariglia

Webster Public Schools District Administration Office

Monique Pierangeli, Superintendent
Lisa Kontoes, Business Manager
Kathleen Baris, Director for Student Support Services
Shari Haire, Assistant Director for Student Support Services, Equity, and Inclusion/504 District Coordinator
Patricia Mackay, Assistant Superintendent for Federal Programs and Data
Debbie Rivera, Director of Curriculum
Ava Landry, Director of Operations of Adult & Community Education
Kelsey Sanders, Director of Food Services

ADA Compliance Officer: Monique Pierangeli, 508-943-0104 ext. 40011
Title IX Coordinator: Kathleen Baris, 508-943-0104 ext. 40022
Sexual Harassment Grievance Officer: Kathleen Baris, 508-943-0104 ext. 40022

Bartlett High School

Leadership

Gina Nieves, M.A., *Interim Principal*
Peter Carney, CAGS, M.M.Ed., *Interim Assistant Principal*
Ryan Renauld, M.Ed., *Dean of Students*

Guidance Department

Liz Smarra, (A-F) *Guidance Counselor*
Nancy Guiney (G-O), *Guidance Counselor*
Kimberly Granger, (P-Z) *Guidance Counselor*
Patrick Diggins, *School Adjustment Counselor*
Barbara Smalarz, *Re-engagement Specialist*

Bilingual Family School Liaison

Margarita Nieves Carvajal

Athletic Department

Anthony Paranto, *Athletic Director*

www.webster-schools.org

Acknowledgement:

With grateful appreciation to the citizenry of Webster for their support of our public schools

If you have any questions about the information contained within this document please contact the school. 508-943-8552
Jeśli Pan/Pani/Państwo mają jakieś pytania odnośnie tego zawiadomieniu. Proszę zadzwonić do szkoły. 508-943-8552
Si tiene preguntas sobre esta noticia llámé por teléfono a la escuela 508-943-8552.

Table of Contents

District Administration & Bartlett High School Staff.....	1
Table of Contents.....	2
GENERAL INFORMATION.....	5
Bartlett High School Faculty.....	5
2024-2025 School Calendar.....	6
Bell Schedules.....	7
Daily Class Rotation Schedule.....	10
Teacher After School Days.....	11
School Closing Information.....	12
Webster Public Schools Mission Statement.....	13
Bartlett High School Core Values, Beliefs, and Expectations.....	13
Accreditation.....	14
Non-Discrimination Policy.....	14
Parent/Guardian Responsibilities.....	14
School Communication Guidelines.....	15
School Advisory Council.....	15
School Day Procedures.....	15
Transportation.....	16
Attendance Policy & Guidelines.....	18
Food and Beverage Policy.....	21
Cell Phones and Technology Policy.....	22
Chromebook Policy.....	23
Personal Items (Valuables).....	25
Lost and Found.....	25
Posting of Student Names/Videos/Photographs.....	25
Fundraising.....	25
Posters.....	26
Textbooks.....	26
Parent/Guardian PowerSchool Portal: Progress Reports and Report Cards.....	27
Advisory.....	27
Title I School-Parent/Guardian Compact for School Year 2024-2025.....	28
Student Testing Protocol.....	28
STUDENT LIFE.....	29
School Attire.....	29
Physical Education Attire.....	30
Hall Passes.....	30
Hallways.....	30
Academic Marking Periods.....	30

Grading System.....	31
Grading Policy.....	31
After School Academic Support.....	32
Make-Up Policy.....	32
Attendance Policy for Final Exams.....	33
Honor Roll.....	34
Cheating/Plagiarism.....	34
School Wide Rubrics.....	35
Extracurricular Activities & Athletics Overview.....	41
Dances.....	42
Field Trips.....	42
Class Officer/Student Council.....	43
National Honor Society (NHS).....	43
Athletics.....	44
Sports Related Head Injury and Concussion Procedures.....	47
Class Dues.....	51
Trading Post.....	51
Employment/Workers Permits.....	51
Student Drivers.....	52
STUDENT SUPPORT SERVICES.....	52
Support Staff.....	52
Counseling.....	53
Student Records.....	53
Student Withdrawal.....	54
Homebound Instruction.....	54
Health/Nurse Services.....	54
BEHAVIORAL EXPECTATIONS & DISCIPLINE.....	56
Code of Conduct.....	56
PBIS - The Bartlett Way.....	58
Disciplinary Actions and their Definitions.....	59
Disciplinary Procedures.....	66
Absent/Truant/Tardy/Dismissed from School/Class.....	68
Defacing/Damage to School Property.....	70
SAFETY & SECURITY.....	70
Safety Procedures.....	70
Missing Student Procedures.....	72
Security Cameras.....	72
School Resource Officer (SRO).....	72
Hazing.....	72
Harassment/Sexual Harassment.....	73
Bullying.....	74
Webster Public Schools District Bullying Prevention & Intervention Plan Policy.....	75

Bullying Prevention and Intervention Initial Incident Reporting Form.....	89
Drug & Weapon Policy.....	99
Search Policy.....	100
Physical Restraint of Students.....	100
Discipline for Students with Special Needs.....	101
Discipline of Students under Section 504 of the Americans with Disabilities Act.....	102
Ahera Notification.....	104
Massachusetts Law Section.....	105

GENERAL INFORMATION

Bartlett High School Faculty

English

Selena Wilson
Stephanie Sanborn
Caroline Daniel
Jolene Zuk de Romero

Mathematics

Timothy Paradise
Christina Colello
Kelli-Ann Merderosian
Jessica Jones

Science

Kurt DeArellano
Robert LoPiccolo
Daniel Gutierrez

Social Studies

Daniel Riley
Sean Hansen
Robert Sharma

Health/Physical Education

Christopher Nasir
Rebecca Granger
Alexandria Grande

World Language

Raphelle Masterson
Antonia Rodriguez
Melinda Doherty

Fine/Performing Arts

TBA
Brittany Gyllenhammer
Kathleen Cadorette

Information Technology

Lee Nalewajk

English Language Development

Melinda Doherty
Mark Leonard

Project Lead The Way

Michele Bigelow
Ericka O'Connell
Artur Duque
Benjamin Jenness
Dane Laboissonniere

Special Education

Kelly O'Brien-Hartnett
Mary Foley-Powers
Melissa Arsenault
Angela Duffy
Karla Harder

Life Skills

Yvonne Lambert
Courtney Stawiecki

Instructional Coach

Samantha Beaudette

IA/ABA

Stephanie Ciaschini
Stacey Krasnecky
Patricia Bourgeois
Shaheen Baloch
Christopher Rumbaugh
Alyssa Mezzoni
Maria Gonzalez

Administrative Assistants

Beverly Grzembski
Alexandria Donnelly

2024-2025 School Calendar

2024 - School Calendar - 2025

= Student/ Teacher Days
 = PD - No School for Students

= Half Day of School for Students
 = No School - Holidays

= School Committee Meetings
 = Parent Teacher Conferences

0 days <div> <div> <div>July</div> <div>2 / 180</div> </div> <div> <div>S M T W Th F S</div> <div>1 2 3 4 5 6</div> <div>7 8 9 10 11 12 13</div> <div>14 15 16 17 18 19 20</div> <div>21 22 23 24 25 26 27</div> <div>28 29 30 31</div> </div> </div> <div> 4 Independence Day </div>	2 day <div> <div>August</div> <div>2 / 180</div> </div> <div> <div>S M T W Th F S</div> <div>1 2 3</div> <div>4 5 6 7 8 9 10</div> <div>11 12 13 14 15 16 17</div> <div>18 19 20 21 22 23 24</div> <div>25 26 27 28 29 30 31</div> </div> <div> 20-21 New Teacher Orientation 26 District Opening - PD Day 27-28 Professional Development 29 First Day of School Gr 1-12 </div>	20 days <div> <div>September</div> <div>22 / 180</div> </div> <div> <div>S M T W Th F S</div> <div>1 2 3 4 5 6 7</div> <div>8 9 10 11 12 13 14</div> <div>15 16 17 18 19 20 21</div> <div>22 23 24 25 26 27 28</div> <div>29 30</div> </div> <div> 2 No School; Labor Day 4 First Day for PreK & K students </div>
22 days <div> <div>October</div> <div>44 / 180</div> </div> <div> <div>S M T W Th F S</div> <div>1 2 3 4 5</div> <div>6 7 8 9 10 11 12</div> <div>13 14 15 16 17 18 19</div> <div>20 21 22 23 24 25 26</div> <div>27 28 29 30 31</div> </div> <div> 11 1/2 day of school for students;PD 14 No School; Columbus Day </div>	18 days <div> <div>November</div> <div>62 / 180</div> </div> <div> <div>S M T W Th F S</div> <div>1 2</div> <div>3 4 5 6 7 8 9</div> <div>10 11 12 13 14 15 16</div> <div>17 18 19 20 21 22 23</div> <div>24 25 26 27 28 29 30</div> </div> <div> 6 Evening Parent Conferences - BHS ONLY 11 No School; Veteran's Day 20 1/2 day PAE ONLY Parent Conferences 21 Evening Parent Conferences - WMS ONLY 27 1/2 day of school before Thanksgiving 28-29 Thanksgiving Holiday </div>	15 days <div> <div>December</div> <div>77 / 180</div> </div> <div> <div>S M T W Th F S</div> <div>1 2 3 4 5 6 7</div> <div>8 9 10 11 12 13 14</div> <div>15 16 17 18 19 20 21</div> <div>22 23 24 25 26 27 28</div> <div>29 30 31</div> </div> <div> 6 1/2 day of school for students; PD 23-31 Holiday Break </div>
20 days <div> <div>January</div> <div>97 / 180</div> </div> <div> <div>S M T W Th F S</div> <div>1 2 3 4</div> <div>5 6 7 8 9 10 11</div> <div>12 13 14 15 16 17 18</div> <div>19 20 21 22 23 24 25</div> <div>26 27 28 29 30 31</div> </div> <div> 1 No School; New Years Day 20 No School; Martin Luther King Jr Day 21 Full Day of PD; No School for students </div>	15 days <div> <div>February</div> <div>112 / 180</div> </div> <div> <div>S M T W Th F S</div> <div>1</div> <div>2 3 4 5 6 7 8</div> <div>9 10 11 12 13 14 15</div> <div>16 17 18 19 20 21 22</div> <div>23 24 25 26 27 28</div> </div> <div> 7 1/2 day of school for students;PD 17 Presidents' Day 18-21 Winter Vacation </div>	20 days <div> <div>March</div> <div>132 / 180</div> </div> <div> <div>S M T W Th F S</div> <div>1</div> <div>2 3 4 5 6 7 8</div> <div>9 10 11 12 13 14 15</div> <div>16 17 18 19 20 21 22</div> <div>23 24 25 26 27 28 29</div> <div>30 31</div> </div> <div> 14 Full Day of PD; No School for students </div>
16 days <div> <div>April</div> <div>148 / 180</div> </div> <div> <div>S M T W Th F S</div> <div>1 2 3 4 5</div> <div>6 7 8 9 10 11 12</div> <div>13 14 15 16 17 18 19</div> <div>20 21 22 23 24 25 26</div> <div>27 28 29 30</div> </div> <div> 9 Evening Parent Conferences - BHS ONLY 18 No School; Good Friday 21 No School; Patriots Day 22-25 Spring Break </div>	21 days <div> <div>May</div> <div>169 / 180</div> </div> <div> <div>S M T W Th F S</div> <div>1 2 3</div> <div>4 5 6 7 8 9 10</div> <div>11 12 13 14 15 16 17</div> <div>18 19 20 21 22 23 24</div> <div>25 26 27 28 29 30 31</div> </div> <div> 2 1/2 day of school for students; PD 26 No School; Memorial Day </div>	11 days <div> <div>June</div> <div>180 / 180</div> </div> <div> <div>S M T W Th F S</div> <div>1 2 3 4 5 6 7</div> <div>8 9 10 11 12 13 14</div> <div>15 16 17 18 19 20 21</div> <div>22 23 24 25 26 27 28</div> <div>29 30</div> </div> <div> 6 BHS Graduation 16 LAST DAY OF SCHOOL - 1/2 day 19 Juneteenth 24 185th Day </div>
<div> <div> <div>Bartlett High School & Webster Middle School</div> <div> <div>First Quarter</div> <div>Aug. 29 - Nov. 1</div> <div>(45 days)</div> </div> <div> <div>Second Quarter</div> <div>Nov. 4 - Jan. 17</div> <div>(44 days)</div> </div> <div> <div>Third Quarter</div> <div>Jan. 22 - April 4</div> <div>(47 days)</div> </div> <div> <div>Fourth Quarter</div> <div>April 7 - Jun 16</div> <div>(44 days)</div> </div> </div> <div> <div>Park Avenue Elementary School</div> <div> <div>Trimester 1</div> <div>Aug. 29 - Nov. 27</div> <div>(62 days)</div> </div> <div> <div>Trimester 2</div> <div>Dec. 2 - March 14</div> <div>(60 days)</div> </div> <div> <div>Trimester 3</div> <div>March 17 - June 16</div> <div>(58 days)</div> </div> </div> </div>		
Open House Bartlett High School =09/17/2024 Webster Middle School =09/12/2024 Park Ave Elementary School =09/19/2024		

School Committee Approved 1/23/2024

Bell Schedules

Daily Bell Schedule			
Block	Start	Stop	Total Minutes
Breakfast	7:10 am	7:25 am	15
Passing	7:25 am	7:30 am	5
Block 1	7:30 am	8:55 am	85
Passing	8:55 am	9:00 am	5
Block 2	9:00 am	10:25 am	85
Passing	10:25 am	10:30 am	5
All students assigned to A-LUNCH lunch go directly to the cafeteria			
A - Lunch	10:30 am	11:00 am	30
Passing	11:00 am	11:05 am	5
Block 3 A- class time	11:05 am	12:30 pm	85
Block 3 B- class time	10:30 am	11:55 am	85
Passing	11:55 am	12:00 pm	5
B - Lunch	12:00 pm	12:30 pm	30
Passing	12:30 pm	12:35 pm	5
Block 4	12:35 pm	2:00 pm	85

½ Day Bell Schedule			
Block	Start	Stop	Total Minutes
Breakfast	7:10 am	7:25 am	15
Passing	7:25 am	7:30 am	5
Block 1	7:30 am	8:10 am	40
Passing	8:10 am	8:15 am	5
Block 2	8:15 am	8:55 am	40
Passing	8:55 am	9:00 am	5
Block 3	9:00 am	9:40 am	40
Passing	9:40 am	9:45 am	5
All students assigned to A-LUNCH lunch go directly to the cafeteria			
A - Lunch	9:45 am	10:10 am	25
Passing	10:10 am	10:15 am	5
Block 4 A- class time	10:15 am	10:55 am	40
Block 4 B- class time	9:45 am	10:25 am	40
Passing	10:25 am	10:30 am	5
B - Lunch	10:30 am	10:55 am	25

2 Hour Delay Bell Schedule			
Block	Start	Stop	Total Minutes
Breakfast	9:10 am	9:25 am	15
Passing	9:25 am	9:30 am	5
Block 1	9:30 am	10:25 am	55
Passing	10:25 am	10:30 am	5
Block 2	10:30 am	11:25 am	55
Passing	11:25 am	11:30 am	5
All students assigned to A-LUNCH lunch go directly to the cafeteria			
A - Lunch	11:30 am	12:00 am	30
Passing	12:00 am	12:05 am	5
Block 3 A- class time	12:05 am	1:00 pm	55
Block 3 B- class time	11:30 am	12:25 am	55
Passing	12:25 am	12:30 pm	5
B - Lunch	12:30 pm	1:00 pm	30
Passing	1:00 pm	1:05 pm	5
Block 4	1:05 pm	2:00 pm	55

1 Hour Delay Bell Schedule			
Block	Start	Stop	Total Minutes
Breakfast	8:10 am	8:25 am	15
Passing	8:25 am	8:30 am	5
Block 1	8:30 am	9:40 am	70
Passing	9:40 am	9:45 am	5
Block 2	9:45 am	10:55 am	70
Passing	10:55 am	11:00 am	5
All students assigned to A-LUNCH lunch go directly to the cafeteria			
A - Lunch	11:00 am	11:30 am	30
Passing	11:30 am	11:35 am	5
Block 3 A- class time	11:35 am	12:45 pm	70
Block 3 B- class time	11:00 am	12:10 am	70
Passing	12:10 am	12:15 pm	5
B - Lunch	12:15 pm	12:45 pm	30
Passing	12:45 pm	12:50 pm	5
Block 4	12:50 pm	2:00 pm	70

1 Hour Advisory Bell Schedule			
Block	Start	Stop	Total Minutes
Breakfast	7:10 am	7:25 am	15
Passing	7:25 am	7:30 am	5
Advisory	7:30 am	8:25 am	55
Passing	8:25 am	8:30 am	5
Block 1	8:30 am	9:40 am	70
Passing	9:40 am	9:45 am	5
Block 2	9:45 am	10:55 am	70
Passing	10:55 am	11:00 am	5
All students assigned to A-LUNCH lunch go directly to the cafeteria			
A - Lunch	11:00 am	11:30 am	30
Passing	11:30 am	11:35 am	5
Block 3 A- class time	11:35 am	12:45 pm	70
Block 3 B- class time	11:00 am	12:10 pm	70
Passing	12:10 am	12:15 pm	5
B - Lunch	12:15 pm	12:45 pm	30
Passing	12:45 pm	12:50 pm	5
Block 4	12:50 pm	2:00 pm	70

1/2 Hour Advisory Bell Schedule			
Breakfast	7:10 am	7:25 am	15
Passing	7:25 am	7:30 am	5
Advisory	7:30 am	7:55 am	25
Passing	7:55 am	8:00 am	5
Block 1	8:00 am	9:10 am	70
Passing	9:10 am	9:15 am	5
Block 2	9:15 am	10:25 am	70
All students assigned to A-LUNCH lunch go directly to the cafeteria			
A - Lunch	10:30 am	11:00 am	30
Passing	11:00 am	11:05 am	5
Block 3 A- class time	11:05 am	12:30 pm	85
Block 3 B- class time	10:30 am	11:55 am	85
Passing	11:55 am	12:00 pm	5
B - Lunch	12:00 pm	12:30 pm	30
Passing	12:30 pm	12:35 pm	5
Block 4	12:35 pm	2:00 pm	85

Daily Class Rotation Schedule

****Dates in gray are NO SCHOOL days****

AUGUST							SEPTEMBER							OCTOBER							NOVEMBER							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5					1	2		
									A	B	A	B				A	B	A	B						A			
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12		3	4	5	6	7	8	9
									A	B	A	B	A			A	B	A	B	A			B	A	B	A	B	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19		10	11	12	13	14	15	16
									B	A	B	A	B				B	A	B	A				A	B	A	B	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26		17	18	19	20	21	22	23
									A	B	A	B	A			B	A	B	A	B			A	B	A	B	A	
25	26	27	28	29	30	31	29	30						27	28	29	30	31				24	25	26	27	28	29	30
			A	B				B							A	B	A	B					B	A	B			
DECEMBER							JANUARY							FEBRUARY							MARCH							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	2	3	4	5	6	7				1	2	3	4							1							1	
	A	B	A	B	A						B	A																
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8		2	3	4	5	6	7	8
	B	A	B	A	B			B	A	B	A	B			B	A	B	A	B			A	B	A	B	A		
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15		9	10	11	12	13	14	15
	A	B	A	B	A			A	B	A	B	A			A	B	A	B	A			B	A	B	A			
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22		16	17	18	19	20	21	22
										B	A	B										B	A	B	A	B		
29	30	31					26	27	28	29	30	31		23	24	25	26	27	28		23	24	25	26	27	28	29	
								A	B	A	B	A			B	A	B	A	B			A	B	A	B	A		
																						30	31					
																							B					
APRIL							MAY							JUNE							JULY							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7				1	2	3	4	5
		A	B	A	B						A	B			B	A	B	A	B									
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14		6	7	8	9	10	11	12
	A	B	A	B	A			A	B	A	B	A			A	B	A	B	A									
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21		13	14	15	16	17	18	19
	B	A	B	A				B	A	B	A	B			B													
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28		20	21	22	23	24	25	26
								A	B	A	B	A																
27	28	29	30				25	26	27	28	29	30	31	29	30							27	28	29	30	31		
	B	A	B						B	A	B	A																

Teacher After School Days

Monday		Wednesday		Thursday		Friday
Bigelow		Carney		Beaudette		Arsenault
DeArellano		Doherty		Colello		
Duffy		Duque		Daniel		
Guiney		Foley-Powers		Diggins		
Gyllenhammer		Grande		Gutierrez		
Harder		Jones		Hansen		
Hurton		Marderosian		Leonard		
Jenness		O'Connell		LoPiccolo		
K. Granger		Sharma		Malvar		
Laboissonniere		Wilson		Masterson		
Lambert		Wilson		R. Granger		
Nasis				Riley		
O'Brien-Hartnett						
Paradise						
Rodriguez						
Sanborn						
Smarra						
Stawiecki						
Zuk De Romero						

School Closing Information



Information concerning cancellation, delayed opening, or early release from school on inclement weather days will be provided via the following:

Telephone Notification: Webster Public Schools will use the One Call Now telephone notification system. You can sign up to receive an email and/or a text message from these sources when school closings or delays are issued for your area.

- Webster Cable Access Channel 194
- Webster Public Schools Website: www.webster-schools.org
- TV Stations:
 - WBZ Channel 4 <http://boston.cbslocal.com/closings/>
 - WCVB Channel 5 <http://www.wcvb.com/weather/closings>
 - WHDH Channel 7 <http://whdh.com/school-closings/>
 - Fox Channel 25 <http://www.fox25boston.com/weather/schoolclosings>
 - NECN Channel 77 <http://www.necn.com/weather/school-closings/>

If students are already at school, and it is necessary to have an early dismissal, this information will be available on the district website, through a One Call Now telephone notification, posted on Class Dojo, and posted on Facebook. It will also be televised over the same Cable/TV channels listed above.

Parents/Guardians, please make certain your student knows what to do or where to go from school should we need to close early due to inclement weather.

All decisions are made based on road conditions, accumulation of snow and/or ice, duration of precipitation, and school building and parking lot conditions. Also, we consult with other local school district superintendents, as well as the Webster DPW and/or Webster Police Department.

Webster Public Schools Mission Statement

Our mission is to provide a quality education and a safe learning environment for all students, and to empower them to succeed as responsible, productive citizens in an ever-changing global society.

Bartlett High School Core Values, Beliefs, and Expectations

Core Values

Responsible, resourceful and reflective citizens in a collaborative environment, working toward high successes, resulting in all students becoming career and college ready.

Beliefs

- Be persistent life-long learners
- Be independent thinkers
- Develop healthy lifestyles and make appropriate decisions
- Develop deep and enduring academic understandings
- Be exposed to a variety of equitable, intellectual, and cultural experiences
- Appreciate the fine and performing arts
- Effectively and appropriately utilize technology

21st Century Learning Expectations

- Academic
 - Write effectively
 - Read critically
 - Speak with clarity
 - Apply reasoning and problem-solving skills
 - Collaborate with others
- Social
 - Practice respect for self and others in various environments
 - Cooperate with others in and out of the classroom
- Civic
 - Be responsible and contributing members of their communities

Behavioral Expectations



	B Be Accountable	H Honorable	S Safe
Schoolwide	<ul style="list-style-type: none"> ❖ Have a pass. ❖ Report inappropriate behavior. ❖ Be timely. ❖ Use technology appropriately. 	<ul style="list-style-type: none"> ❖ Respect others and their property. ❖ Respect school property and materials. ❖ Adhere to the dress code. 	<ul style="list-style-type: none"> ❖ Follow staff directions. ❖ Use appropriate language, tone, and volume. ❖ Maintain personal space.
Classroom	<ul style="list-style-type: none"> ❖ Arrive on time and prepared. ❖ Cell phones placed in the hanging cell phone holder. ❖ Maintain a clean space. 	<ul style="list-style-type: none"> ❖ Cooperate and collaborate. ❖ Persevere and take pride in your work. ❖ Allow teaching and learning to occur. 	<ul style="list-style-type: none"> ❖ Follow classroom procedures. ❖ Use appropriate language, tone, and volume. ❖ Maintain personal space.

Accreditation

Bartlett High School is accredited by the New England Association of Schools and Colleges, Inc. (NEASC), a nongovernmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by NEASC indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the NEASC is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the NEASC should be directed to the administrative staff. Individuals may also contact the Association:

New England Association of Schools and Colleges
3 Burlington Woods Drive, Suite 100, Burlington, Massachusetts 01803
Phone: (781)-425-7700

Non-Discrimination Policy

Bartlett High School is an equal opportunity institution. According to State and Federal law, no person shall be excluded from, or discriminated against, in admission to a public school of any town, or in obtaining the advantages, privileges, or courses of study of such public school on account of race, color, sex, gender identity, religion, national origin, sexual orientation, homelessness, or disability. If someone has a complaint or feels that they have been discriminated against because of their race, color, sex, gender identity, religion, national origin, sexual orientation, homelessness, or disability, their complaint should be registered with the Title IX Compliance Officer.

Parent/Guardian Responsibilities

For the safety of individual students and emergency situations, it is important that parents/guardians keep their students' personal information up-to-date. Parents/guardians should notify the main office when there is a change in address, phone number, or custody information. Official court documentation is required in regards to custody changes. It is also the parent/guardian responsibility to be in contact with the school nurse regarding medical information that is pertinent to the student's well-being while in the care of school staff.

Bartlett High School has incorporated the use of Class Dojo into its current school-wide behavior management system. Class Dojo is an online program and free service to parents/guardians which provides administration a prompt way to update and communicate with families regarding pertinent school information, including general school announcements and updates about school and family events. This information will also be sent via Facebook, OneCall, and posted on the school's website. All of these links have been sent home in your student's welcome packet.

School Communication Guidelines

Bartlett High School works to create a school environment where parents/guardians are welcome to speak freely with school staff about questions and concerns with academics or social issues. Parents/guardians who wish to contact school staff should please use this guideline for assistance in getting needed information:

- First contact your student's classroom teacher and/or guidance counselor – this is the most direct route to finding needed information. Teachers are always ready to assist parents/guardians with immediate concerns. Please allow twenty-four hours for responses to email and phone messages.
- For further questions, contact the principal, assistant principal, or dean of students – the administration can directly assist in resolving questions/concerns once the classroom teacher has been contacted.

School Advisory Council

The Education Reform Act of 1993 requires that each school establish a School Advisory Council to promote shared decision making within the school community. The council is composed of the principal, elected parents/guardians, teachers, and community members. Its members assist the principal in the identification of the educational needs of the students, review of the budget, and the formulation of a school improvement plan. The make-up of the council encourages diverse perspectives in the formulation of a consensus plan. Please contact the principal if you are interested in being a member of this important council.

School Day Procedures

The doors of Bartlett High School open for students at 7:10am. **Students should not arrive before this time, as there is no supervision.** Parents/guardians will assume responsibility for the safety of their students who arrive at school prior to 7:10am. Classes begin promptly at 7:30am. Any student who arrives after this time is considered tardy.

Students are dismissed from school at 2:00pm. Students are expected to exit school and the campus in an orderly and timely manner. Upon dismissal, all students are required to leave campus. Students remaining for after school activities will report directly to their destination (teacher, coach, counselor, etc.) for their after school activity, sport, or extra help session at 2:00pm.

Transportation

Parent/Guardian Drop Off and Pick Up

- All students who are driven to school will be dropped off at the Main Office Entrance in front of the loop from 7:10 am-7:25 am. (There will be no parking available for parents/guardians to come into the building at this time, all appointments with school staff will need to be made **in advance** and **after 7:30 am.**)
- All vehicles waiting for students to exit school at 2:00pm will be lined up outside of the Main Office Entrance in front of the loop. As the student exits the school they will report right to the appropriate vehicle. (There will be no parking available for parents/guardians to come into the building at this time.)
- For the safety of all students, we ask that parents/guardians respect drop-off and pick-up procedures. **Students will not be permitted to enter or exit vehicles in the parking lot areas.** Administration will seek a formal meeting with parents/guardians who repeatedly disregard this expectation. Excessive disregard of this procedure will be reported to the Webster Police Department. BHS and the WPD are committed to working to keep students safe. Again, we thank you for your partnership in keeping our students safe

Students Walking to and from School

All students walking to school will enter the building at the Cafeteria Entrance. In the interest of student safety, we insist that students who walk home from school leave the school grounds promptly and not wait unsupervised for friends who remain at school after dismissal. If students are waiting for siblings that attend the Webster Middle School they must wait on the BHS side of the crosswalk between the high school and the middle school and wait for their sibling to approach the crosswalk before crossing the street.

Students Driving to and from School

All student parking is restricted to the parking lot near the tennis courts and students will enter the building at the Cafeteria Entrance. All automobiles must be registered within the first 10 days of school (or at any point if/when they obtain a vehicle during the school year) before being able to park on campus. Students must have a valid driver's license and automobile insurance coverage in order to register for use of the parking lot. Registered vehicles will be given a parking pass that must be visibly displayed hanging from the rear view mirror of the automobile at all times while on campus. Students who drive to school will lose their driving privilege when deemed appropriate by the administration. The school resource officer will be made aware of all violations.

- The school is not responsible for the automobile or its contents while parked on school grounds
- There will be no speeding over 15 miles per hour or any form of reckless driving on the school grounds
- Students may not loiter in the parking lots.
- Student automobiles may be subject to search if there are reasonable grounds to believe that drugs, alcohol, stolen property, or other contraband might be present in that automobile
- Parking regulations are strictly enforced. It is considered a privilege to park on school grounds. Suspension of parking privileges, towing of automobiles, and suspension from school may occur if violations of any of these regulations occur.

Progression of Consequences

- i. 1st Offense - Administrative conference with student and parent/guardian AND warning of parking pass being revoked
- ii. 2nd Offense - Administrative conference with student and parent/guardian AND parking pass revoked for the remainder of the current academic quarter and one additional full quarter
- iii. 3rd Offense - Administrative conference with student and parent/guardian AND parking pass revoked for the remainder of the school year

Students Riding Bicycles, Skateboards, and Scooters to and from School

In the interest of safety, students who bring bicycles, skateboards, or scooters to school must adhere to the following rules:

- The Massachusetts Bicycle Helmet Law requires students to wear an approved helmet while riding bicycles, skateboards, and scooters
- When on school property, students riding bicycles, skateboards, or scooters to school are expected to walk them on the school grounds at all times
- Bicycles, skateboards, and scooters should not be ridden on sidewalks
- Bicycle riders should use the bike rack in front of the school to park their bicycles
- Students should bring and use a bicycle lock
- Bicycles, skateboards, and scooters will not be allowed to be stored inside of the school building
- BHS is not responsible for bikes, skateboards, or scooters being lost, stolen, or damaged

Students Riding the School Bus to and from School:

- School buses are only available to students living beyond a 2 mile radius of the school building
- **Riding the school bus is an extension of the school day**, and while on or waiting for the bus, students are subject to the general rules and regulations of the school
- Due to overcrowding on buses, students may not ride on another bus for after-school social purposes
- Students must not stand on the traveled portion of the highway while waiting for the bus
- Students must be on time and cooperate at all times in keeping the bus schedule
- Students must sit immediately upon entering the bus and remain seated while the bus is in motion
- Students are to refrain from eating and drinking on the bus.
- Students shall use appropriate language and volume of voice
- The use of tobacco, nicotine products, vapes, alcohol, drugs, and other contraband is prohibited
- The throwing of objects is prohibited.
- Students shall refrain from littering.
- Students must not extend any parts of their body out of the bus windows
- Students shall refrain from damaging or defacing any part of the bus. Students/families will be held financially responsible for any damage incurred.
- When getting off the bus, students who must cross the street are to walk ten (10) feet ahead of the bus and wait for the driver's signal to cross.

Progression of Consequences

- The bus company will report all violations of the above regulations to school administration
 - 1st Offense - Administrative conference with student and parent/guardian AND warning of being forbidden, either temporarily or permanently, from riding the bus ALONG WITH possible school based consequences depending on the specific behavior
 - 2nd Offense - Administrative conference with student and parent/guardian AND temporarily forbidden from riding the bus
 - Any student who commits any violation of these regulations, following an investigation and an opportunity for due process, will be forbidden by school administration, either temporarily or permanently, from riding the bus, also they may be suspended from school, and may also be referred to the juvenile court, or subjected to such other progressive disciplinary action(s) as may seem proper by administration.

After School Late Bus

A late bus is scheduled for every full school day and provides students the ability to stay after school for academic assistance, athletics and/or extracurricular activities, or consequences. Students must present a school issued late bus pass to the bus driver when taking a late bus. Late bus passes are to be given by the teacher/tutor, coach, or club advisor for whom the student stays. **The office staff WILL NOT distribute late bus passes!** All students are expected to adhere to appropriate bus conduct. The late bus generally arrives at 3:15pm. Walkers are not permitted to take the late bus; only bus students who are assigned a bus may take the late bus.

Attendance Policy & Guidelines

Attendance is the most important first step at ensuring students are receiving the education they need and deserve. The Webster School Committee has adopted an Attendance Policy, which includes standards of attendance. The school committee does recognize that parents/guardians have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly in accordance with state law. (M.G.L. 76:1, 76:1B, 76:16, 76:18, 76:20). All Webster Public Schools follow Massachusetts General Law in regards to student attendance.

The Department of Elementary & Secondary Education tracks student attendance and identifies students who miss 10% or more of school as chronically absent. Research has shown that chronic absenteeism erodes the academic and social skills needed to succeed in school.

What does Massachusetts State law say about attending school?

- Massachusetts General Law Chapter 76 requires that all children between the ages of six and sixteen attend school daily.
- A public school district may excuse up to 7-day sessions or 14-half day sessions in any period of six months.
- The law requires that schools annually provide parents/guardians with instructions for calling a designated phone number at a designated time to inform the school of a student's absence and the reason for the absence.
- Parents/guardians must provide the school with a home, work or other emergency telephone number so that they may be contacted during the school day to inquire about said absence.

Based on this law, students may be approved for up to 7 excused absences in a 6 month period.

Excused absences are defined as follows:

1. Illness with medical documentation
2. A medical appointment that must be made during the school day
3. Observing a recognized religious holiday when the observance is during school
4. A family emergency
5. A planned absence for a personal or educational purpose that has been approved by the school
6. Educational disruption caused by a student's homelessness, unplanned hospitalization, or placement in foster care or a youth development center
7. Dismissal by the school nurse for illness

*****Note: Vacations will not be considered excused and should be avoided during days school is in session.***

Webster Public Schools uses a tiered system of intervention for addressing student learning and behaviors, which includes the development of regular school attendance. The District will implement a tiered system of support that is universal, targeted, and includes intensive levels of intervention. Based on the school's knowledge of excused or unexcused absences, the district will implement:

- 1. Universal Attendance Interventions (1-5 days by between Day 1 and 90 or between 90 and 180)**
 - a. By Day 3 of unexcused absence, two way communication by designated staff member as determined by school
 - b. By Day 5 of unexcused absence, a letter home regarding attendance by counselor
 - c. By Day 5 of unexcused absence, a two way communication by designated staff member as determined by school
- 2. Targeted Attendance Intervention (6-10 days between Day 1 and 180)**
 - a. Parent or guardian/student meeting with counselor and other support staff/administration to develop a plan for improved attendance and/or make up for missed time.
 - b. By Day 10 of absence a letter home from administration regarding attendance
 - c. Possible home visit by designated staff member as determined by school
 - d. Consideration for filing a Child Requiring Assistance (CRA) with Dudley District Juvenile Court or 51A with the Department of Children and Families.
- 3. Intensive Attendance Intervention (11 or more days between Day 1 and 180)**
 - a. Home visit by counselor and school administrator
 - b. Parent or guardian/student meeting with guidance counselor to develop a plan to make-up academic deficits resulting from absences from school - Outside support agencies may be involved in this meeting
 - c. By day 18 of absence a letter home from the superintendent's office regarding attendance
 - d. Consideration for filing a Child Requiring Assistance (CRA) with Dudley District Juvenile Court or 51A with the Department of Children and Families.

Parental/Guardian Responsibility

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

Parents/guardians who are in need of support to help improve the attendance of their child should contact the school counselor for assistance.

Student Absence Notification Program

Each Principal or designee will notify a student's parent/guardian in the event the parent/guardian has not informed the school of the absence. This notification will occur within the same day of the absence whenever possible, but no later than a minimum of three days from the student's absence.

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

Dropout Prevention

Webster Public Schools is committed to providing opportunities to assist students in completing their education through academic and behavioral support. Research indicates that leaving school without obtaining a high school diploma can have serious lifelong financial and health consequences. Regular school attendance supports academic achievement and fosters good habits for future success in college and employment.

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student and that student's parent/guardian who has been absent from school for ten consecutive days of unexcused absence. The notice shall be sent within five days of the tenth consecutive day of absence and shall offer at least two dates and times within the next ten days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of interview within a ten day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days. After the 15 day timeframe, if the student did not contact the school for the exit interview, the student will be disenrolled from the school.

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

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

LEGAL REFS.: M.G.L. 76:1; 76.1B; 76:16; 76:18; 76:20

School Guidelines

If a student is going to be absent, tardy, or dismissed on any given school day, the parent/guardian must call the main office at 508-943-8552 to report it. When calling, please state:

- Your student's name
- Reason for absence/tardiness
- Phone number where you can be reached during the day in case a return call is necessary.

A note documenting the reason for the absence, tardy, or dismissal must be sent into the main office within two (2) days of the conclusion of the absence or tardiness. However, please note that a phone call and/or note only verifies the student's absence; it does not excuse the absence. When an absence, tardiness, or dismissal can be anticipated, advance notice is requested. A student is considered truant if the school does not receive parental/guardian notification of absence. A student must be in attendance for a total of 4 hours to be considered present for a full day. **Students who are absent from school on any given day are not permitted to participate in any school or extracurricular activities on that day.**

Students may be dismissed through the main office only by their parent/guardian or emergency contact person as designated in our computer system. The person picking up the dismissed student will be required to produce proper I.D. **No student, except in emergencies, will be signed out after 1:30 pm.**

In determining whether or not a student is truant, acceptable reasons for absence or tardiness include the following:

- Absence/tardiness due to illness including doctor or dentist visits. If at all possible such visits should be scheduled to take place after school. (A note from the doctor's/dentist's office should be sent into school within two days.) In instances of chronic absences/tardiness reportedly due to illness, the school administration will require a physician's statement documenting the medical condition
- Bereavement or serious illness in the family
- Observance of religious holidays
- College visits (documented by the college) or military visits
- Mandated court appearances
- Absence from class due to suspension
- Absence from class due to in school consequences
- Absence from class due to attendance at school-sponsored events
- Absence from class due to attendance at scheduled meetings with school personnel
- Absences or dismissals by the school nurse
- Attendance-related issues may be decided at the discretion of the administration
- **Family vacations during school time will not be excused.**

Food and Beverage Policy

The school cafeteria is maintained as a vital part of the health program of the school. To encourage good nutrition, a well-balanced breakfast and lunch is offered free to every student daily.

- **Breakfast:** A free hot breakfast is available to all students. All food and/or beverages will be consumed in the cafeteria upon arrival. Students will have until 7:25 to eat their breakfast in the

cafeteria. If the student is late to school, there will be a designated area to eat breakfast. School provided breakfast is only available until 7:45 am. If a student reports late to school with food, and has missed the breakfast block, arrangements will be made for the student to eat in an area designated by the main office staff (food and/or beverages will not be allowed in the classroom).

- **Lunch:** A free hot lunch is available to all students (including half days). All food and/or beverages are to be consumed in the cafeteria. No food and/or beverages will be allowed in the foyer or any other area of the building. If a student returns from a dismissal with food, and has missed their lunch block, arrangements will be made for the student to eat in an area designated by the main office staff (food and/or beverages will not be allowed in the classroom). **We DO NOT have an open campus, students are not allowed to be dismissed to go get lunch, nor is outside food delivery from a restaurant or service (ex. DoorDash) allowed.**
- All trash will be deposited in waste containers. Students will leave their table and floor around their area in a clean condition. There will be no cutting of lunch lines. Students are to maintain an orderly single line at all times in the serving area.
- Beverages in a non-sealed container (ex. Dunkin Donuts coffee) are not permitted and the student will be required to discard the item immediately. They will not be held in the office or anywhere else in the building until lunch time.
- Food and/or beverages that are dropped off during the school day will remain in the main office until the student's lunch block. If delivered after lunch, it will remain in the main office until the end of the day.

Cell Phones and Technology Policy

Cell Phones

The unauthorized use of cell phones and other technology devices while at school is detrimental to the academic climate. School phones in the main office are available for student use if needed. Cell phones and other technology devices may be confiscated by school staff, teachers and/or administrators at any time if misused during the school day.

- We are a 1:1 school; all students are issued a school Chromebook. Therefore, there is no need for students to use personal technology devices (ex. tablets, laptops, smart watches, earbuds, speakers, game systems, etc) during the school day.
- Cell phones and other non-school distributed technology devices (ex. personal tablets, laptops, smart watches, earbuds, speakers, game systems, etc), are not to be used during academic class time unless it's specifically suggested for use by the teacher in their lesson plan for that day.
- Cell phones and other technology devices may not be used to take pictures or recordings of any teacher and/or student at any time.
- Phone calls and video calls are not allowed at any time during the school day.
- **Parents/guardians should not call or text their student via their cell phone during the school day, they will need to call the main office at 508-943-8552.**

Webster Public Schools District Internet Access Agreement

The Webster Public School educators believe that as technology becomes more prevalent and accessible, they have a responsibility and an obligation to assist students to learn and understand the power and potential of technology. Students will be able to use technology in an independent manner, accessing information, literally, from all over the world. However, with that power also comes a responsibility on the student's part to use the technology maturely and appropriately. We are committed to making the technology available, in a controlled environment, and to teaching students proper use and application of technological tools.

This letter is to make you aware that your student(s), acting independently, in and out of school, may access inappropriate information which may include hate mail, sexually explicit material and/or dialog with individuals on diverse topics. Using the Internet, as a global network, it is impossible for anyone to control all materials or filter items posted on connecting computers. Thus, parent/guardian responsibility to monitor student use away from school is of paramount importance.

In the Webster Public Schools, any student wishing to use the Internet must read and sign a permission slip and obtain a parent/guardian signature. Students lacking this permission slip will not be allowed school access to the network.

For the Student:

I understand that when I am using the Internet or any other telecommunication environment, I must adhere to all the rules of courtesy, etiquette and laws regarding access to and copying of information as prescribed by Federal, State, and/or Local governments, the host environment and all policies of the Webster Public Schools.

Deletion, examination, copying or modification of files and/or data belonging to others without their prior consent is prohibited. Use of Webster Public Schools equipment and/or facilities for outside commercial interests is also prohibited as is the installation/execution of games and/or downloading/installing of inappropriate graphics or materials.

I understand that failure to comply with these policies or failure to cooperate with teachers or assigned staff will result in loss of Internet access and other consequences which may be applicable.

Chromebook Policy

Broken/Lost Chromebooks

- During the first block, students will report any broken chromebooks to their first block teacher. That teacher will put in an IT ticket. IT will bring a loaner to the classroom and take the broken chromebook for repair. Once repaired, IT will bring the fixed chromebook to the front office to be exchanged for the loaner. The repaired chromebook will NOT be given to the student unless exchanged for the loaner.
- During any other block, the teacher for that other block will put in a ticket, and IT will message the front office with the student information and authorize them to provide that student a loaner chromebook. The student will bring their chromebook to the office **when contacted by the front office** and exchange it for a loaner. IT will come and pick up the broken chromebook and perform

any repairs or replacement. Once repaired, the front office will contact the student to come down and pick up their Chromebook. The repaired chromebook will only be released if exchanged for the loaner.

- In the rare event that the ticket needs to be put in by the front office staff, they will enter the ticket and issue the loaner to the student, while taking the broken chromebook. IT will come collect the broken chromebook, and then all the following steps will proceed as though the ticket were entered properly by the teacher.

Forgotten/Uncharged Chromebooks

- Each student will only be allowed 2 loaners per semester for having forgotten to bring or charge their chromebook for the day. During the first block, the teacher will still put in a ticket for a forgotten student device, and IT will bring the student a loaner for the day. The loaner for the day **MUST** be returned to the front office at the end of the day, or the student will be charged for the chromebook.
- During any other block, the teacher of that block will still put in a ticket. IT will notify the main office that the student will be coming down for a loaner. The main office will have the student called down to be issued a loaner for the day.
- Once a student has met their 2 forgotten/uncharged devices cap for the semester, no further daily loaners will be issued for that purpose, and the student will have to use pencil/paper for the day and/or suffer any consequences for not doing their class work for that day. Sending another student down or putting in a ticket for a different student to get a loaner chromebook other than the student in question will **NOT** be allowed.
- Loaners will be tracked by Front office staff and IT to maintain an accurate record of who has which device, and how many loaners each student has taken out during the semester.

School Issued Chromebook Guidelines include, but are not limited to:

- Do not use a chromebook to cause harm to others or their work
- Do not damage the computer or network in any way
- Do not violate copyright laws
- Do not view, send or display offensive messages, or pictures
- Do not go into another student's folder or file
- Emailing peers regarding non-academic topics and/or the use of chat apps are not allowed
- Notify an adult immediately if something inappropriate comes on the screen.

Parents/guardians will be provided with a permission slip to sign. If at any time, a parent/guardian wishes to reverse their decision, it is the parent's/guardian's responsibility to fill out and date a new card.

Parents/Guardians AND student(s) are responsible for the care of their assigned Chromebook and charger. The Chromebook is a loan from the school for educational purposes and should be well cared for while in the student's possession. If damaged due to inappropriate conduct on the student's part, an invoice will be sent to the parent/guardian for reimbursement of the repair cost. The invoice is expected to be paid or worked out with administration as the Chromebook and care is a responsibility of the student and family. Excess damage may affect the student not having the technology needed to be successful in the classroom. If damage is done in any way to the student's Chromebook, they should notify a teacher immediately to have a ticket put into the technology department regarding the damage.

Refusal to abide by these cell phone and technology expectations may result in disciplinary action, to include cell phones not being allowed at school during the school day and/or the loss of school issued chromebooks.

Personal Items (Valuables)

In the interest of maintaining minimum distraction during school hours, as well as to protect students from unnecessary hardship due to theft, students should not bring money and/or personal items (ex. tablets, laptops, smart watches, game systems, etc) to school. Please note that Bartlett High School will not be responsible for the theft of or damage to valuables brought to school by students.

Lost and Found

Lost and Found items are kept in a designated area in the main office. Any items which are found should be turned into this office. A description of any lost items should be left in the main office, and if found, every effort will be made to return these items to their owner. Unclaimed items remaining in Lost and Found for an extended period of time will be put in the Trading Post and/or donated to charity.

Posting of Student Names/Videos/Photographs

Throughout the school year, photo occasions may occur in both the classroom and during special events. These activities may include, but are not limited to, yearbook and yearbook candids, class pictures, productions, internet conferencing or activities covered by media, pictures posted on the school website, individual and group honors and awards. At such times student identification is often requested. Should you NOT want your student identified by photo, video, and/or by name, please make sure that this is noted on the permission slip that is sent home. This waiver will not take effect until your written request is received by your student's school. **Please note that the photo waiver policy must be renewed by a parent/guardian each academic school year.**

Fundraising

Student groups wishing to hold a fundraiser must have initial approval from the principal. Final approval will be given by the Superintendent. No fundraising may begin without Principal and Superintendent approval. There is to be no fundraising within the school by outside groups.

All generated funds from clubs and sports activities will be under the financial control of the Student Activities Account, and all funds generated must be used for the benefit of the student/athletes of said club and/or sports team. The financial control of the Student Activities Account will be through the Principal's Office and/or designee. Individual accounts within the Student Activities Account will be administered to clubs and/or sports teams. Individual accounts established must have an advisor who will be responsible for fundraising activities.

General Guidelines

- All fundraising activities must receive prior approval before such activities begin. Prior approval must be obtained first from the building principal and then the superintendent of schools. A Fundraising Request Form is to be completed and submitted by the advisor for approval from the Principal, and if related to athletics, the Athletic Director, to minimize conflicts with other organizations.
- Monies collected must be turned in to the Principal's Office daily to the Student Activities Account Manager accompanied by a BHS Student Activities Account Deposit Slip. No funds are to be kept by students or advisors at any time.
- Advisors/Clubs/Coaches must keep accurate records of monies collected by each member of the group.
- All transactions must have proper approval and documentation.
- Student Activity Funds are for **students only**. They may not be used to pay for any coach/advisor, guest or other staff member expenses, club or team/coach apparel, or any other items that are not directly benefiting the students.
- All fundraising activities must be documented.
- Cash payouts and/or reimbursements from fundraising accounts are not authorized.
- Monies raised may never be used as "petty cash". Advisors may never use fundraising money in the form of cash either themselves or given to students to purchase items, goods, supplies, services, etc. for any reason regardless of their association with an event or fundraiser.
- Payouts or reimbursements must have proper documentation (i.e.: invoice, bill, receipts, etc.). Payouts or reimbursements may never include any tax.
- All fundraising is to be purely voluntary.
- Gambling or other games of chance may not be used for fundraising activities.
- Any donations from a group or business must receive approval for acceptance from the School Committee via the Principal.
- Monies collected must be in the form of a bank check, cash and/or money order. **Personal checks are not accepted.**

Posters

All posters and/or announcements displayed in the building must be approved by administration before they are hung anywhere in the school. If not approved, they will be removed. Any student that hangs posters and/or announcements is also responsible for taking them down after the event is over.

Textbooks

Students may be issued textbooks during the school year. These textbooks are the property of the School Department, and it is the responsibility of the student to take care of these books and keep them from being defaced in any way. Textbooks are numbered and recorded by the teacher who issues them, and a student must return the same book as they were given.

Parent/Guardian PowerSchool Portal: Progress Reports and Report Cards

Teachers utilize an online electronic grade book via our data system, PowerSchool. The online grading program enables parents/guardians to view their student's grades through a read-only Parent/Guardian Portal. Access to the Parent/Guardian Portal is password protected with parents/guardians receiving a username and password to view grades and assignments from all of their student's classes. Use of the Parent/Guardian Portal is a shared responsibility among students, parents/guardians, and teachers. To gain the most from the Parent/Guardian Portal, keep in mind the following guidelines:

- Teachers will update their grades at least once every week. While some teachers may update the reports more frequently, avoid the temptation to monitor grades daily. Sit down periodically with your student to review what is happening in class.
- Any question about individual grades should be handled between the teacher and the student. Encourage your student to advocate for themselves and maximize the opportunity to understand for themselves where they can improve. Individual concerns can be communicated directly with the appropriate teacher.
- Often, reviewing grades and/or assignments will reveal quickly where a student is struggling. For example, look for patterns in missed homework, poor quiz grades, etc.
- Parent/Guardian usernames and passwords are available through the guidance office. This information must be picked up in person by a parent/guardian, as it allows access to confidential student information. If you have any questions regarding the Parent/Guardian Portal, please contact your student's teacher(s) or the guidance office.
- Progress Reports indicate academic achievement in each course at the midpoint of the quarter (approximately 5 weeks into the quarter). Students and parents/guardians are encouraged to view grades through the PowerSchool Portal. An announcement will be sent via ClassDojo, Facebook, OneCall, and the school website when progress reports are ready to view on the Parent/Guardian Portal.
- Report cards indicate the student's academic achievement in each course. They are issued at the end of each quarter and mailed to the mailing address on file for the student. An announcement will be sent via ClassDojo, Facebook, OneCall, and the school website when report cards are being mailed home.

Advisory

All students will be assigned to an advisory teacher. Advisory Block will be held at different times throughout the school year. This time will allow students to make connections with a trusted adult, get organized, or simply have social/emotional check-ins. There will also be a set number of blocks set aside for Social Emotional Learning that will be instructed by the school's guidance department.

Title I School-Parent/Guardian Compact for School Year 2024-2025

School Responsibilities The School will:	Parent/Guardian Responsibilities We, as parents/guardians, will support our student's learning in the following ways:	Student Responsibilities I, the student, agree to do my best to:
<ol style="list-style-type: none"> 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment. 2. Hold high standards and expectations for student achievement. 3. Hold parent/guardian-teacher conferences during which this compact will be discussed. 4. Provide parents/guardians with frequent reports on their children's progress. 5. Provide parents/guardians reasonable access to staff. 	<ol style="list-style-type: none"> 1. Making sure our child arrives at school on time and attends school every day. 2. Making sure that homework is completed. 3. Monitoring my child's progress regularly. 4. Reading to or with my child every day. 5. Attending conferences, open houses, and other school events to the best of my ability. 6. Communicating with the school by promptly reading all notices from the school or district. 	<ol style="list-style-type: none"> 1. Be at school on time unless I am sick. 2. Do my homework every day and ask for help when I need to. 3. Read at least 30 minutes every day outside of school time. 4. Give to my parents/guardians or the adult who is responsible for me all notices and information from my school.

The Webster Public Schools and the parents/guardians of the students participating in activities, services, and programs funded by Title I, agree that this compact outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership that will help students achieve the state's high standards.

Student Testing Protocol

Bartlett High School administers district and state tests for all students in grades nine through twelve at multiple times throughout the year. The results from these district testing processes are used to better plan for instruction at each grade level within the school. Additionally, Bartlett High School, like every other school in Massachusetts, conducts state testing as mandated by the Department of Elementary and Secondary Education; we use the results of this state-wide testing to better evaluate our curriculum and programming in all subject areas. Our school community takes the testing process very seriously and devotes much time and thought to ensuring that our students have the maximum opportunity to meet with success. During times which testing is being administered, please be aware that:

- All students are expected to be present and on time for all sessions of the testing program; absences are excused by a physician's note only. **Students are not exempt from state testing. Make-up sessions are scheduled.**

- Additionally, all students are strongly encouraged to get a good night's rest and eat a healthy breakfast before each testing session to ensure alertness, energy and focus, as well as to utilize test taking strategies taught during the school year to assist them in a logical and thoughtful approach to test taking.
- Parent/guardian cooperation and assistance with these expectations is greatly appreciated.
- Cell phones, earpods, Smartwatches and any unauthorized electronic devices are prohibited from testing sites. These items must be put away in the student's bag until texting is completed.

STUDENT LIFE

School Attire

We encourage our students to take pride in their personal appearances and to consider school to be their "job", as the job of learning is very important. All students are expected to dress and groom themselves neatly, cleanly and appropriately; outfits must be appropriate for the season. Students' clothing shall not disrupt, distract, or interrupt the school's educational process. Clothing must be of an appropriate length and fit regardless of gender.

The following are NOT allowed:

- Hoods, sunglasses, ski masks
- Exposed underwear, exposed bra straps
- Excessively exposed midriffs and backs, low cut shirts
- Inappropriately placed rips in jeans/clothing
- Clothing/Accessories that promote alcohol, drugs, smoking/tobacco products, sex, violence, or gang-related colors
- Clothing with rude quotes, racist remarks, obscene, vulgar, or foul language
- Excessively short shorts, skirts, or dresses
- One piece pajamas (zippered onesies), slippers, pillows, blankets

Anything not listed, but deemed disruptive to the learning environment will be addressed individually by the staff and school administration. Students who represent Bartlett High School in an official capacity or participate in school sponsored activities that involve other schools will be expected to abide by the dress code and in a manner appropriate to their position. Administration reserves the right to determine what is or is not appropriate attire at school and at school functions. Administration may waive any of these restrictions in cases involving religious purposes or documented medical circumstances.

Progression of Consequences

- Staff will call administration
- Student will be expected to amend or change attire.
- Student will be required to remain in in-school detention if attire cannot be changed or amended immediately, or if the student refuses to change or amend attire.
- Further consequences may be issued for multiple offenses.

Physical Education Attire

Students will not be asked to change for PE classes this school year, however, they will need to come to school in appropriate dress and be ready to participate in all activities assigned. Sneakers are mandatory when taking a PE class. Appropriate dress and the wearing of sneakers is required to receive full credit for participation. A note from a parent/guardian must be presented to the Nurse's Office if, for some reason, a student cannot participate in physical education class.

Hall Passes

BHS has adopted a digital hall pass system. Students will request a hall pass from a teacher from their school issued chromebook.. The pass system then automatically checks to see if the student has a pass limit, whether the requested destination is closed or full, or if there's another student in the halls that the student isn't supposed to be in contact with. School staff will then either approve or deny the pass from their computer. There will not be any paper passes (or teacher item passes) used during the school day.

Students who are issued a pass are to go from 'Point A' directly to 'Point B'. (Example: a bathroom pass does not permit you to go to your locker, to get a drink, or go to the nurse's office.) No more than two students are allowed out of class at a time. Students violating this provision will be considered to be in an unauthorized area.

Hallways

Students should go from one class to another punctually and should not be allowed to leave the classroom early, as this disturbs other classes that are in session. The usual passing time from one class to another is five minutes. When passing from one class to another, no student is to stop at the main office, the guidance office, the nurse's office, an administrator's office, or any other place in the building besides their scheduled class. Once the student has arrived at their destination, then they can speak to their teacher in regards to whether or not a hall pass will be given to the student to go to a different location.

During class time, only those students who have permission to be out of class should be in the hallways. Students should go directly to their approved destination and directly back to class. **No student should have their cell phone out while in the hallways during class time.**

Academic Marking Periods

First Quarter - August 29- November 1
Second Quarter - November 4 - January 17
Third Quarter - January 22 - April 4
Fourth Quarter - April 7- June 16 (pending snow days)

Grading System

Bartlett High School utilizes a traditional grading system that assigns a letter grade for each marking period. A student must achieve an overall average of at least a 60 for the year to pass a course.

The grading system for the middle school is as follows:

A+	98 – 100	A	93 – 97	A-	90 - 92
B+	87 – 89	B	83 – 86	B-	80 - 82
C+	77 – 79	C	73 – 76	C-	70 – 72
D+	67 - 69	D	63 - 66	D-	60-62
F	50– 59	F-	0 – 49		

Final grades of 50 - 59 are eligible for credit recovery (if class is being taught by a teacher) during summer school.

There is no minimum grade requirement for credit recovery (if class is being taught through an online platform) during summer school.

Grading Policy

Loss of Points/Credit due to absences

5-9 unexcused absences from a class

- Any student who accumulates 5 to 9 unexcused absences from a class at the end of a quarter will lose 10 points from their grade in that class for that quarter.

■ Grade/Credit Recovery Process

- Process 1** - Students can recover those lost points in the following quarter, if and only if, they have **no more than 2** unexcused absences from that class during that quarter.
- Process 2 (if last quarter of the course)** - Students can work to recover lost points as soon as they reach their 5th unexcused absence by attending a 1.5 hour administrative detention session (one missed class per session). Students may attend multiple sessions to recover for multiple courses if needed. Students opting for these administrative detention sessions (ADPs) must designate which course they are attending for.

10 or more unexcused absences from a class

- Any student who accumulates 10 or more absences will result in an automatic attendance failure for the quarter and receive a grade of a 40 (District Minimum Grade).

■ Grade/Credit Recovery Process

- Students may earn credit back by attending a 1.5 hour administrative detention session (one missed class per session). Students may attend multiple sessions to recover for multiple courses if needed. Students opting for these administrative detention sessions (ADPs) must designate which course they are attending for.
- Must attend enough ADP sessions to bring absences below 10 at which point the 10 point deduction will be enforced as noted above.

Grading Practices

Each high school course will have two grading categories entered in PowerSchool

Summative Assessments (tests, quizzes, projects) - which will count for 70% of quarterly grade

Formative Assessments (homework, classwork, entrance/exit tickets) - which will count for 30% of quarterly grade

Inside each category points will be determined by the teacher as they deem necessary. For example; a test is 100 points and a quiz is 50 points. However, when averaged the total weight of that category will be 70% of the grade. Homework, classwork, entrance/exit tickets would be placed under Formative Assessments and will again be scored according to the individual department/teacher but when the quarter grade is calculated these assessments will only be worth 30% of the quarter grade.

Participation/Engagement in class activities

Teachers can attach “engagement” scores using our “engagement rubric” for a specific assignment, but this will not affect their term grade.

Assessment Retakes

Students can earn the opportunity to retake a Summative Assessment if they fail, if and only if all previous Formative Assessments (classwork, homework, entrance/exit tickets, etc.) pertaining to this unit are completed. If they do not complete the work that led up to the Summative Assessment they will not be eligible for retakes.

After School Academic Support

Every teacher conducts an After School Academic Support session at least once a week from 2:15 pm - 2:45 pm. Teachers will share academic support schedules with students and parents/guardians at the start of the school year. The schedule will also be shared via ClassDojo, Facebook, and the school’s website. The purpose of these sessions are as follows:

- To provide an opportunity for students to obtain additional help in class work which they have been unable to master during regular class time
- To provide an opportunity for students who have been absent to make up work and assessments

Make-Up Policy

All missed assignments due to absences will be graded as a “0” (with the icons “missing” and “absent” both highlighted in Powerschool) until the assignment has been completed and submitted.

Students absent (**not truant**) for three or more consecutive days may contact the Guidance Office who will make arrangements to collect any missing assignments. Assignments will be collected on a day-for-day policy. That is, “Three days out, the following three days to make-up work; four days out, the following four days to make-up work; etc.”. In the case of an extended absence, the teacher may make modifications to this policy.

- For students absent or suspended from school for a period of more than three (3) days, school work may be requested by the parent/guardian. A twenty-four (24) hour notice for such requests is required and will be made available by teachers through the Guidance Office (508-943-8552). Students suspended from school will be allowed to make up all work as dictated by this policy.
- In the event that a student is absent on the day a long-term project/assignment is due, the project will be due immediately upon return to school. The grade for that assignment will be determined by the type of absence.
- If a test or quiz is missed because of an absence (**not truancy**), the teacher will administer a makeup test. All makeup tests will be completed within a reasonable time as determined by the teacher (no more than a two week window). Failure to make up tests or quizzes within a reasonable time will result in a grade of a zero "0".
- Any student who makes arrangements with a teacher to make up work at an arranged time and fails to do so will be assigned a zero (0) for the work in question. Please note that the maximum time allowed to make up any given assignment will be two weeks from the date it is due.
- Serious long-term illness make-up will follow the protocol listed under "homebound instruction" as noted above.

Attendance Policy for Final Exams

- All students are expected to take a final exam at the end of each of their courses. This may be at the end of a semester or full school year, depending on the length of the course.
- Seniors will qualify for an exemption from their final exam(s) if they have achieved at least an "A-" (90) average for the year with no grade lower than a "B" (83) in any quarter for a specific course. Any student qualifying for an exemption who wishes to take a final exam will be offered the opportunity to do so.
- Should a student be tardy to an exam without an excuse or prior administrative approval, they will be admitted to the exam and allowed to take the exam during the remaining time in the exam block only. **There will not be any additional time given to the student to complete the exam.**
- If a student is going to be absent from an exam and wishes to be granted the opportunity to take a makeup exam, a parent/guardian must contact the administration in writing or by phone (main office) prior to the day of the exam. However, this opportunity is only allowed for excused absences as noted by the school's attendance policy in this handbook. **Students that are absent due to a vacation, will not be allowed to make up final exams.** (Please remember that snow days may affect the end of the school year testing dates, this change will not change our final exam protocols.)
- If a student is absent from an exam and the administration has not been contacted in advance, the student will not be given a make-up exam and will receive a grade of a "0." zero.
- Make-up exams will be given at a time to be determined by an administrator.
- All students are expected to be in attendance for all scheduled exams unless they (seniors) have earned an exemption.

Honor Roll

To attain Honor Roll status, all courses a student takes in one quarter must equal the following:

- **High Honors**, all grades must be between 90 and 100 (no courses lower than an A-)
- **Honors**, all grades must be between 80 and 100 (no courses lower than a B-)

Cheating/Plagiarism

Bartlett High School fully understands the integrity of other people's work. We also expect students to produce or complete assignments using their own efforts and creativity thereby generating work entirely of their own. Therefore we take cheating and plagiarism as serious offenses. Cheating is using prohibited outside assistance to help in the completion of a test, quiz or other assignment. Plagiarism is the deliberate use of another person's work without documenting the source.

Progression of Consequences

- 1st Offense: Grade of zero (0) with no ability to make-up the assignment AND teacher calling the parent/guardian AND immediate notification to an administrator. Any student with respect to any and all leadership roles (captain and/or officer) within the school community, or any member of the National Honor Society, will be placed on probation for the remainder of the school year.
- 2nd and Subsequent Offense(s): Grade of zero (0) with no ability to make-up the assignment AND a 1-day suspension AND immediate notification to an administrator. Any student with respect to any and all leadership roles (captain and/or officer) within the school community, or any member of the National Honor Society, will be removed from their position for the remainder of the school year.

School Wide Rubrics

BARTLETT HIGH SCHOOL

ACADEMIC EXPECTATION RUBRIC

COMMUNICATE EFFECTIVELY IN WRITTEN EXPRESSION

Name: _____

Teacher: _____

Date: _____

Title of Work: _____

CRITERIA	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory	POINTS
Topic Development	<ul style="list-style-type: none"> Effective/full topic development Effective thesis 	<ul style="list-style-type: none"> Moderate topic development Moderate thesis 	<ul style="list-style-type: none"> Limited topic development Limited thesis 	<ul style="list-style-type: none"> Weak topic development Weak thesis 	
Organization	<ul style="list-style-type: none"> Effective/full organization Effective use of paragraphs Length requirement met 	<ul style="list-style-type: none"> Moderate organization Good use of paragraphs Length requirement met 	<ul style="list-style-type: none"> Limited organization Limited use of paragraphs Length does not meet requirement 	<ul style="list-style-type: none"> Weak organization No paragraphs Length does not meet requirement 	
Details	<ul style="list-style-type: none"> Effective/full details Effective/full sequence of information Effective use of transitions 	<ul style="list-style-type: none"> Moderate details Moderate sequence of information Moderate use of transitions 	<ul style="list-style-type: none"> Limited details Limited sequence of information Limited use of transitions 	<ul style="list-style-type: none"> Weak details No sequence of information No use of transitions 	
Language/Style	<ul style="list-style-type: none"> Full/Effective use of language Exceptional sentence variety 	<ul style="list-style-type: none"> Moderate use of language Moderate sentence variety 	<ul style="list-style-type: none"> Limited use of language Limited sentence variety 	<ul style="list-style-type: none"> Weak use of language No sentence variety 	
Conventions	<ul style="list-style-type: none"> No errors Effective/full sentence structure, grammar usage, and mechanics 	<ul style="list-style-type: none"> Minor errors Moderate sentence structure, grammar usage, and mechanics 	<ul style="list-style-type: none"> Errors somewhat interfere with communication Limited sentence structure, grammar usage, and mechanics 	<ul style="list-style-type: none"> Errors interfere with communication Weak sentence structure, grammar usage, and mechanics 	
Content Knowledge	<ul style="list-style-type: none"> Effective/full demonstration of content with explanations and elaboration 	<ul style="list-style-type: none"> Moderate demonstration of content without elaboration 	<ul style="list-style-type: none"> Limited demonstration of content and able to answer only rudimentary questions 	<ul style="list-style-type: none"> Weak demonstration of content; student cannot answer questions about subject 	
Additional					

Total Points:

Teacher Comments: _____

REVISED JULY 2016

ACADEMIC EXPECTATION RUBRIC

COMMUNICATE EFFECTIVELY THROUGH ORAL PRESENTATION

Name: _____
Date: _____

Teacher: _____
Title of Work: _____

CRITERIA	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory	POINTS
Topic Development/ Content Knowledge	<ul style="list-style-type: none"> Effective/full topic development Effective/full demonstration of content with explanations and elaboration 	<ul style="list-style-type: none"> Moderate topic development Moderate demonstration of content without elaboration 	<ul style="list-style-type: none"> Limited topic development Limited demonstration of content and able to answer only rudimentary questions 	<ul style="list-style-type: none"> Weak topic development Weak demonstration of content; student cannot answer questions about subject 	
Organization/Time	<ul style="list-style-type: none"> Effective/full organization Effective use of transitions Effective use of time/length requirements 	<ul style="list-style-type: none"> Moderate organization Moderate use of transitions Moderate use of time/length requirements 	<ul style="list-style-type: none"> Limited organization Limited use of transitions Limited use of time/length requirements 	<ul style="list-style-type: none"> Weak organization No use of transitions No use of time/length requirements 	
Details	<ul style="list-style-type: none"> Effective/full details Effective use of visuals to support text and presentation 	<ul style="list-style-type: none"> Moderate details Moderate use of visuals to support text and presentation 	<ul style="list-style-type: none"> Limited details Limited use of visuals to support text and presentation 	<ul style="list-style-type: none"> Weak details Visuals rarely support text and presentation; no visuals 	
Language/Style/Conventions	<ul style="list-style-type: none"> Full/Effective use of language Effective use of sentence variety Effective incorporation of risk/creativity Effective articulation of thoughts and ideas Effective grammar usage and mechanics 	<ul style="list-style-type: none"> Moderate use of language Moderate use of sentence variety Moderate incorporation of risk/creativity Moderate articulation of thoughts and ideas Moderate grammar usage and mechanics 	<ul style="list-style-type: none"> Limited use of language Limited use of sentence variety Limited incorporation of risk/creativity Limited articulation of thoughts and ideas Limited grammar usage and mechanics 	<ul style="list-style-type: none"> Weak use of language No sentence variety Weak incorporation of risk/creativity Weak articulation of thoughts and ideas Weak grammar usage and mechanics 	
Voice/Tone/Fluency	<ul style="list-style-type: none"> Consistently uses a clear voice with confidence and is passionate about the topic Uses correct pronunciation of terms Avoids all credibility downers (um, like, you know, etc.) 	<ul style="list-style-type: none"> Often uses a clear voice with some enthusiasm and passion about the topic Often uses correct pronunciation of terms Avoids many credibility downers (um, like, you know, etc.) 	<ul style="list-style-type: none"> Sometimes uses a clear voice by sounding interested at times Sometimes uses correct pronunciation of terms Avoids some credibility downers (um, like, you know, etc.) 	<ul style="list-style-type: none"> Rarely uses a clear voice, is monotone and not enthusiastic Rarely uses correct pronunciation of terms Uses many credibility downers (um, like, you know, etc.) 	
Body Language/Directness	<ul style="list-style-type: none"> Effective use of gestures and movement Effective use of eye contact with all members of the audience 	<ul style="list-style-type: none"> Moderate use of gestures and movement Moderate use of eye contact with some members of the audience 	<ul style="list-style-type: none"> Limited use of gestures and movement Limited use of eye contact with some members of the audience 	<ul style="list-style-type: none"> Rarely uses gestures and movement Rarely makes eye contact with members of the audience. 	
Additional					
Total Points:					

Teacher Comments: _____

BARTLETT HIGH SCHOOL

ACADEMIC EXPECTATION RUBRIC

READ AND LISTEN FOR INFORMATION, UNDERSTANDING, APPRECIATION, AND INTERPRETATION

Name: _____

Teacher: _____

Date: _____

Title of Work: _____

CRITERIA	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory	POINTS
Information	<ul style="list-style-type: none"> Reads/listens beyond the required material Is familiar with material and demonstrates a variety of effective information gathering strategies 	<ul style="list-style-type: none"> Reads/listens to all of the required material Is familiar with material and demonstrates appropriate information gathering strategies 	<ul style="list-style-type: none"> Reads/listens to some of the required material Demonstrates limited information gathering strategies 	<ul style="list-style-type: none"> Reads/listens to none of the required material Demonstrates poor information gathering strategies 	
Understanding	<ul style="list-style-type: none"> Analyzes information completely Demonstrates complete understanding of material 	<ul style="list-style-type: none"> Analyzes information adequately Demonstrates adequate understanding of material 	<ul style="list-style-type: none"> Analyzes information inconsistently Demonstrates inconsistent understanding of material 	<ul style="list-style-type: none"> Analyzes information poorly Demonstrates poor understanding of material 	
Appreciation	<ul style="list-style-type: none"> Demonstrates complete connections to other texts, to own experience or to cultural or historical contexts 	<ul style="list-style-type: none"> Demonstrates adequate connections to other texts, to own experience or to cultural or historical contexts 	<ul style="list-style-type: none"> Demonstrates inconsistent connections to other texts, to own experience or to cultural or historical contexts 	<ul style="list-style-type: none"> Demonstrates poor connections to other texts, to own experience, or to cultural or historical contexts 	
Interpretation	<ul style="list-style-type: none"> Effective analysis of point of view Effective understanding of author's purpose indicated through questioning and summarizing of material 	<ul style="list-style-type: none"> Moderate analysis of point of view Moderate understanding of author's purpose indicated through questioning and summarizing of material 	<ul style="list-style-type: none"> Limited analysis of point of view Limited understanding of author's purpose indicated through questioning and summarizing of material 	<ul style="list-style-type: none"> Weak analysis of point of view Weak understanding of author's purpose indicated through questioning and summarizing of material 	
Additional					

Total Points:

Teacher Comments: _____

REVISED JULY 2016

ACADEMIC EXPECTATION RUBRIC
DEVELOP SKILLS FOR PROBLEM-SOLVING AND DECISION-MAKING

Name: _____ Teacher: _____

Date: _____ Title of Work: _____

CRITERIA	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory	POINTS
Understand the problem/issue	<ul style="list-style-type: none"> Effective understanding of the problem/issue 	<ul style="list-style-type: none"> Moderate understanding of the problem/issue 	<ul style="list-style-type: none"> Limited understanding of the problem/issue 	<ul style="list-style-type: none"> Weak/no understanding of the problem/issue 	
Identify all options for possible solutions	<ul style="list-style-type: none"> Effective identification of possible solutions Effective identification of logical reasoning with supporting evidence 	<ul style="list-style-type: none"> Adequately identifies possible solutions Moderate identification of logical reasoning with supporting evidence 	<ul style="list-style-type: none"> Inconsistently identifies possible solutions Limited identification of logical reasoning with supporting evidence 	<ul style="list-style-type: none"> Poorly identifies possible solutions Weak identification of logical reasoning with supporting evidence 	
Analyze and interpret	<ul style="list-style-type: none"> Effective analysis and interpretation of information/data 	<ul style="list-style-type: none"> Moderate analysis and interpretation of information/data 	<ul style="list-style-type: none"> Limited analysis and interpretation of information/data 	<ul style="list-style-type: none"> Weak analysis and interpretation of information/data 	
Draw a conclusion	<ul style="list-style-type: none"> Provides effective conclusions Effective reflection on process 	<ul style="list-style-type: none"> Provides adequate conclusions Moderate reflection on process 	<ul style="list-style-type: none"> Provides limited conclusions Limited reflections on process 	<ul style="list-style-type: none"> Provides few/no conclusions Poor/no reflections on process 	
Additional					
Total Points:					

Teacher Comments: _____

**ACADEMIC EXPECTATION RUBRIC
DEVELOP SKILLS FOR ACADEMIC RESEARCH**

Name: _____ Teacher: _____

Date: _____ Title of Work: _____

CRITERIA	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory	POINTS
Preparation	<ul style="list-style-type: none"> Effectively identifies a workable topic using original ideas 	<ul style="list-style-type: none"> Adequately identifies a workable topic using original ideas with minimal prompting 	<ul style="list-style-type: none"> Inadequately identifies a workable topic using some original ideas with prompting 	<ul style="list-style-type: none"> Poorly identifies a workable topic using few original ideas 	
Information Gathering	<ul style="list-style-type: none"> Accesses many appropriate resources Demonstrates an effective research strategy Effectively extracts relevant data 	<ul style="list-style-type: none"> Accesses appropriate resources Demonstrates an adequate research strategy Adequately extracts relevant data 	<ul style="list-style-type: none"> Accesses some appropriate resources Demonstrates a limited research strategy Inadequately extracts relevant data 	<ul style="list-style-type: none"> Accesses few appropriate resources Demonstrates a poor research strategy Poorly extracts relevant data 	
Interpretation	<ul style="list-style-type: none"> Effectively evaluates and synthesizes relevant information 	<ul style="list-style-type: none"> Adequately evaluates and synthesizes relevant information 	<ul style="list-style-type: none"> Inadequately evaluates and synthesizes relevant information 	<ul style="list-style-type: none"> Poorly evaluates and synthesizes relevant information 	
Presentation	<ul style="list-style-type: none"> Cites sources in proper bibliographic form with no errors Effectively follows required format 	<ul style="list-style-type: none"> Cites sources in bibliographic form with minor errors Adequately follows required format 	<ul style="list-style-type: none"> Cites sources in bibliographic form with major errors Inadequately follows required format 	<ul style="list-style-type: none"> Does not cite sources Poorly follows required format 	
Additional					
					Total Points:

Teacher Comments: _____

REVISED JULY 2016

RUBRIC FOR STUDENT SOCIAL AND CIVIC EXPECTATIONS

Name: _____
 Date: _____

Teacher: _____
 Title of Work: _____

CRITERIA STUDENTS WILL...	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory	POINTS
Apply interpersonal skills and collaboration throughout the school community	<ul style="list-style-type: none"> Consistently participates in group activities 	<ul style="list-style-type: none"> Usually participates in group activities 	<ul style="list-style-type: none"> Occasionally participates in group activities 	<ul style="list-style-type: none"> Never/rarely participates in group activities 	
Develop a strong work ethic	<ul style="list-style-type: none"> Consistently attends school Consistently on time for class Completes all assignments on time 	<ul style="list-style-type: none"> Usually attends school Usually on time for class Completes majority of assignments on time 	<ul style="list-style-type: none"> Occasionally attends school Occasionally on time for class Completes minimal assignments on time 	<ul style="list-style-type: none"> Never/rarely attends school Never/rarely on time for class Completes few to no assignments 	
Develop and exhibit an awareness of their individual rights and responsibilities of citizens	<ul style="list-style-type: none"> Consistently contributes to the betterment of the school 	<ul style="list-style-type: none"> Usually contributes to the betterment of the school 	<ul style="list-style-type: none"> Occasionally contributes to the betterment of the school 	<ul style="list-style-type: none"> Never/rarely contributes to the betterment of the school 	
Demonstrate school and civic pride	<ul style="list-style-type: none"> Consistently takes pride in school surroundings Consistently contributes to a positive school atmosphere 	<ul style="list-style-type: none"> Usually takes pride in school surroundings Usually contributes to a positive school atmosphere 	<ul style="list-style-type: none"> Occasionally takes pride in school Occasionally contributes to a positive school atmosphere 	<ul style="list-style-type: none"> Never/rarely takes pride in school Never/rarely contributes to a positive school atmosphere 	
Accept responsibility for one's personal decisions and actions	<ul style="list-style-type: none"> Consistently displays the values of the Webster Public Schools 	<ul style="list-style-type: none"> Usually displays the values of the Webster Public Schools 	<ul style="list-style-type: none"> Occasionally shows the values of the Webster Public Schools 	<ul style="list-style-type: none"> Never/rarely shows the values of the Webster Public Schools 	
Demonstrate respect for self and others	<ul style="list-style-type: none"> Consistently shows respect 	<ul style="list-style-type: none"> Usually shows respect 	<ul style="list-style-type: none"> Occasionally shows respect 	<ul style="list-style-type: none"> Never/rarely shows respect 	
					Total Points:

TeacherComments: _____

Extracurricular Activities & Athletics Overview

According to State and Federal law, no person shall be excluded from, or discriminated against, for participation in any extracurricular, co-curricular, or athletic activity on account of race, color, sex, gender identity, religion, national origin, sexual orientation, homelessness, or disability.

Students representing Bartlett High School must receive a passing average (60 or above) in at least 50% of their courses in each academic marking period. Students must also meet behavioral and attendance expectations to participate in extracurricular activities and/or interscholastic sports. Please see the attendance and behavior sections for specific information pertaining to participation. At the discretion of the administration, a student may forfeit a position of leadership or have their social privileges revoked, either temporarily or permanently, based on the nature of the infraction(s) that occur in school, at school events, or outside of school. The scholastic eligibility is determined each marking period on the day that report cards are issued.

This regulation affects athletics, clubs, student council, class officers, and all other school activities where students are representing Bartlett High School. This also includes all extra-curricular school activities such as dances, the prom, non-academic field trips, etc. Students involved in co-curricular and extracurricular activities are also held to a strict code of discipline set up by these organizations. These guidelines are on file and issued to students involved in these organizations. Any student who is placed under suspension cannot participate in any activities until the suspension is completed.

All students participating in extracurricular activities/athletics are to be present at school prior to 8:00 am, or they will be ineligible to participate in any extracurricular activity, practice, or contest on that date. Any student who is dismissed for more than half of the school day or is absent is also ineligible to participate in an extracurricular activity or contest on that day unless excused by administration.

At Bartlett High School, students share the responsibility for selecting, organizing, and evaluating the activities and their outcomes. In all activities, the development of democratic leadership and cooperative attitudes is a major goal. The Administration and staff are working with students to find new opportunities to meet these goals.

A list of athletic teams that are offered to all students include, but are not limited to:

Baseball	Football	Tennis (Boys and Girls)
Basketball (Boys and Girls)	Golf	Track (Boys and Girls)
Cheerleading	Soccer (Boys and Girls)	Volleyball
Cross Country (Boys and Girls)	Softball	

A list of extracurricular activities that are offered to all students include, but are not limited to:

Acapella	Drama Club	National Honor Society
Art Club	Diversity Club	Student Council
Class Officers	Marching Band	Yearbook
DECA Club	Medical Careers Club	

Dances

All dances are held exclusively for Bartlett High School students (with the exception of Prom). Tickets are sold ahead of time during the week(s) leading up to the dance during lunches. No tickets are sold at the door. If students are absent from school on the day of the dance (or tardy past 8:00 am and/or dismissed missing more than half of the school day), they may NOT attend. If the dance is on a Saturday, students must be in school on the Friday before the day of the dance (with no tardy past 8:00 am and/or dismissal resulting in the student missing more than half of the school day). Students who are suspended during the time of the dance and/or those students on social probation are not eligible to attend the dance. Any person leaving the dance may not return. All school rules pertaining to school behavior will be consistently enforced for all students and guests.

- Prom - All of the expectations noted above will be followed. In addition, guests will be allowed at the Junior-Senior Prom only. Guests must have a Guest Permission Form filled out prior to the dance, and if not enrolled in a high school, they must submit evidence of a recent CORI check. The host student must escort the guest throughout the duration of the event at all times and is responsible for their guest's behavior. No guest may be 21 years of age or older at the time of the dance.

Field Trips

Any student who goes on a field trip which is sponsored by the school is a representative of Bartlett High School, and their behavior reflects on the entire student body. Therefore, respectable behavior is expected at all times, and all school regulations must be followed.

Students who are planning to attend a field trip must obtain a permission slip signed by their parent/guardian and then submit the slip to the trip coordinator by the given due date. Students are expected to follow the same rules and guidelines on field trips as they do in school, including dress code, unless otherwise specified. To be eligible for the trip, students must meet requirements set forth by the supervisory teacher and administration. Students must also be in good academic, behavioral and attendance standing with the school to be eligible to attend field trips. Students must be passing at least 10 credits for the previously closed marking period (i.e. if Field Trip is during the 4th Quarter, the students must have passed at least 10 credits in the 3rd Quarter), not currently on Social Probation and have fewer than 7 absences.

Students who have demonstrated ongoing or excessive disciplinary issues prior to a field trip may be held back from attending the field trip. **Students who do not participate in a field trip will be provided with an alternative assignment that will be expected to be completed during the time and day that the rest of the class is out of the building.** Any student who exhibits disruptive or dangerous behavior on a field trip will be referred to administration for disciplinary consequences, including possible exclusion from future field trips. If a field trip is happening after school, or on a day that school is not in session, students who are suspended and/or those on social probation are not eligible to attend the field trip.

Before leaving for any field trip, student's belongings will be subject to search. Open/unsealed beverage containers are not permitted, and will be confiscated and/or thrown away before leaving the school.

Prior to the field trip, parent/guardian chaperones are required to have a CORI check. Field trips vary in cost

depending upon bus rentals, fees, and admission tickets. An attempt is made to fix the cost at a “break even” point. For this reason, teachers may establish dates when money for the field trip is due. Arrangements can be made with administration if the only reason not to attend is financial.

Class Officer/Student Council

Eligibility to Run for Class Officer or Student Council:

- Candidates must not have any grade lower than a 60 from the previous quarter to be eligible to run.
- Any Student Council member who is running for re-election must have their 10 volunteer hours completed from the current year.
- All class dues must be paid in full in order to run for a class officer or student council position.

Eligibility to Remain as a Class Officer or a Student Council Member during time holding position:

- Be a good school citizen by having a 3 or 4 on their report card for citizenship.
- They must be passing all classes (grade of at least a 60). If their grade falls below a 60 at the end of a quarter, they will be placed on academic probation until the end of the next quarter to improve their overall average. If the average remains below a 60, they will be terminated immediately.
- Should a student fail a course for the year (below) and not recover the credits through summer school, they will forfeit their position and are not eligible for a position.
- If they receive a suspension, they will be terminated immediately.
- If they receive three administrative detentions, they will be on probation for one semester with an appeal with the Advisors Council.
- At the discretion of the principal/administration, a student may forfeit a position of leadership or have their social privileges revoked, either temporarily or permanently, based on the nature of the infraction(s) that occur in school, at school events, or outside of school.
- Students must have been on Student Council for one year in order to be eligible for a Student Council officer.

National Honor Society (NHS)

Current 11th and 12th grade students are eligible for induction into the National Honor Society if they have a cumulative scholastic average of B+ on a weighted quality point average of 3.5 in class rank. A student's prior academic school year final grades will be evaluated to determine eligibility, students who have achieved this average will be notified of their eligibility by an NHS advisor(s). Students who transfer into BHS from another school must have spent at least one-half year at Bartlett High School before being eligible for NHS, unless a transfer is made from the Honor Society of another school.

It is the candidate's responsibility to obtain, from the advisor, the necessary forms for admission consideration once they have been notified of their eligibility. It is also their responsibility to remain aware of their GPA, to perform the service required, and to maintain the highest standards of leadership.

Students must complete a minimum of 20 documented hours of community service each year that they are a member of NHS. Students will also be evaluated on the basis of four pillars: Scholarship, Leadership, Character, and Service.

- **Scholarship** - the student demonstrated a commitment to learning. Members of the National Honor Society must maintain a cumulative grade point average of 93 percent or higher.
- **Character** - the student of character demonstrates the highest standards of honesty and reliability. They are cooperative, show courtesy and concern for others, and uphold school regulations. Classroom, school, and peer leadership are considered for the leadership qualification. They are trustworthy, punctual, fair, and caring. They strive to make the right choices.
- **Leadership** - members of the National Honor Society are leaders. They are resourceful. They solve problems and promote school activities. They contribute ideas, they are dependable, and they exemplify positive attitudes about life. In taking initiative both in and outside of the classroom, a leader strives to train and help others reach their common goals of success. A leader will go forward when others hesitate. Classroom leadership is defined as positively influencing others to do their best and going beyond what is expected. School leadership is based on participation in extracurricular activities. A student must have documentation by the appropriate advisor that they have shown "active" participation in at least one extra curricular school or community activity (not a class).
- **Service** - members of the National Honor Society voluntarily contribute to their school and community, without monetary compensation and with a positive, courteous, and enthusiastic spirit. NHS Members are willing to work for the benefit of those in need, and they are committed to volunteering their time.

Athletics

Bartlett High School athletics provide students with an opportunity to develop, learn, and improve the following qualities:

- To recognize the value and worth of all individuals
- To respect oneself and all others as people with needs, wants, and interests
- To develop self-discipline, which will then follow the pursuit of one's interests and goals
- To feel pride and a sense of self-worth which is gained from one's confidence in their ability to adjust to the stress of competition in an acceptable manner
- To maintain personal hygiene and a proper appearance while participating on an athletic team at Bartlett High School

Any student who is dismissed for more than half of the school day or is absent is also ineligible to participate in an extracurricular activity or contest on that day unless excused by administration.

Training Rules and Regulations for Athletes

- All student athletes, while participating on an athletic team, are to be present at school prior to 8:00 am, or they will be ineligible to participate in an athletic practice or contest on that date. Any student who is dismissed for more than half of the school day or is absent is also ineligible to participate in an extracurricular activity or contest on that day unless excused by administration.
- Students that are ineligible due to tardiness may not participate but may attend practices/games on that day.
- All student athletes are under the supervision of the coach for that sport, and must comply with any additional requirements or regulations put forth by that coach.

- At the beginning of each season, coaches will provide to all team members and parents/guardians written documentation regarding expectations, team rules and regulations, practice schedules, game schedules, and any other pertinent information.
- The athletic coach has the authority to suspend or dismiss any student athlete who fails to comply with the requirements or regulations put forth by the athletic department.
- Any student athlete dismissed from a team by a coach may not participate on another sport team during that same season.
- Any student athlete who quits a team after the final roster has been selected may not participate on another team during that same season.
- A student at Bartlett High School is considered a student athlete from the date of enrollment at Bartlett until graduation. It is vitally important that they maintain a good example and abide by Bartlett High School Athletic Department guidelines on a continuing basis; both in season and out of season.
- In order to participate on a team the day of an away event, each student athlete must accompany their team on the players' bus and must also return with their team on the players' bus. Student athletes will not be allowed to travel to or from an out of town event by private vehicle, even if accompanied by a parent/guardian without prior approval of the administration.
- For absences due to school-related trips, the player will have a one game suspension. For absences due to vacations, the player will sit one game out for each game missed while away.
- Student athletes must comply with all rules of the Massachusetts Interscholastic Athletic Association.
- Chemical Health Rule: While a student athlete at Bartlett High School, in or out of season, a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product (including e-cigarettes, VAPE pens & all similar devices); marijuana (including synthetic); steroids; drug paraphernalia; or any controlled substance. This policy includes products such as "NA or near beer," inhalants (defined as any substance that produces a mind-altering effect when inhaled), and misuse of over-the-counter medications and substances used for the purposes of altering one's mental state. It is not a violation for a student to be in possession of a defined drug specifically prescribed for the student's own use by their doctor.
- Minimum Penalties
 - First Violation: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 25% of all interscholastic contests in that sport. For the student, these penalties will be determined by the season the violation occurs. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. Any fractional part of an event will be dropped when calculating the 25% of the season.
 - Second and subsequent violations: When the Principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. For the student, penalties will be determined by the current or next season of participation. Any fractional part of an event will be dropped when calculating the 60% of the season.
 - If after the second or subsequent violations the student of their own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events, provided the student was fully engaged in the program throughout that penalty period. The high school principal, in collaboration with a Chemical Dependency Program or Treatment Program, must certify that the

student is attending or issue a certificate of completion. If a student does not complete the program, the penalty reverts back to 60% of the season. All decimal part of an event will be truncated i.e. All fractional parts of an event will be dropped when calculating the 40% of the season.

- Penalties shall be cumulative each academic year, but serving the penalty could carry over for one year. Or, if the penalty period is not completed during the season of violation, the penalty shall carry over to the student's next season of actual participation, which may affect the eligibility status of the student during the next academic year. (e.g. A student plays only football: he violates the rule in winter and/or the spring of the same academic year: he would serve the penalty(ies) during the fall season of the next academic year.)

First Offense - 25%		Second Offense - 60%		Second Offense with Dependency Program - 40%	
Number of Events/Season	Number of Events/Penalty	Number of Events/Season	Number of Events/Penalty	Number of Events/Season	Number of Events/Penalty
1-7	1	1-3	1	1-4	1
8-11	2	4	2	5-7	2
12-15	3	5-6	3	8-9	3
16-19	4	7-8	4	10-12	4
20 or over	5	9	5	13-14	5
		10-11	6	15-17	6
		12-13	7	18-19	7
		14	8	20 or over	8
		15-16	9		
		17-18	10		
		19	11		
		20 or over	12		

Academic Eligibility for Athletics

- A student must pass at least 50% of their courses in each academic marking period.

- Fall Season Sports:
 - To be eligible for the fall sports season, student athletes are required to have passed at least 50% of their courses in the previous school year AND be promoted to the next grade level. Quarter grades cannot be used to determine fall eligibility. A student cannot count, for eligibility, any subject taken during the summer, unless that subject was pursued and failed during the immediate preceding academic year.
 - To remain eligible during the fall sports season, student athletes must have passed at least 50% of their courses in the first quarter.
- Winter Season Sports:
 - To be eligible for the winter sports season, student athletes must have passed at least 50% of their courses in the first quarter.
 - To remain eligible during the winter sports season, student athletes must have passed at least 50% of their courses in the second quarter.
- Spring Season Sports:
 - To be eligible for the spring sports season, student athletes must have passed at least 50% of their courses in the second quarter.
 - To remain eligible during the spring sports season, student athletes must have passed at least 50% of their courses in the third quarter.
- No student shall be eligible for interscholastic athletic competition (whether they compete or not) for more than six consecutive semesters beyond the ninth grade.
- No student may participate if they turn 19 before September of their senior year.

The above athletic eligibility requirements conform to the Massachusetts Interscholastic Athletic Association (MIAA) standards. In addition to the above rules, all participants must adhere to any additional Bartlett High School athletic rules as formulated by their coaches and approved by the administration. The Principal reserves the right to waive requirements over and above any MIAA standards.

Sports Related Head Injury and Concussion Procedures

Webster Public School Athletic Sports Related Head Injury and Concussion Protocol

Developed by: Michael Hackenson, Principal, Former Coach & Athletic Director

Rene Langevin, Athletic Director

Kathy Pepin, RN, Bartlett Jr. Sr. High School Nurse

Dr. Young-HoOH, Orthopedic Physician

Dr. Angela Beeler, School Physician

Raymond Pion, Former High Athletic Trainer

Purpose

The purpose of this procedure is to provide standardized procedures for persons involved in the prevention, training, management and return to activity decisions regarding students who incur head injuries while involved in extracurricular activities, including, but not limited to interscholastic sports, in order to protect their health and safety.

Athletic Activities

Defined as an organized school sponsored athletic activity generally occurring outside of school instructional hours under the direction of a coach, athletic director or band leader including, but not limited to; snowboarding, baseball, basketball, cheerleading, cross country, track football, golf, lacrosse, volleyball, marching band, rifle, softball, tennis track and field. All interscholastic athletics are deemed to be extracurricular athletic activities.

Signs of Concussion

At the discretion of the trainer or coach, an athlete should receive immediate medical attention for symptoms of concussion. These include any of the following:

- Loss of consciousness
- Vomiting
- Confusion
- Convulsions or seizures
- One pupil larger than the other
- Difficulty recognizing people or places
- Headache worsens, or does not go away after 24 hours

When a student athlete shows signs, symptoms or behavior consistent with the concussion, the athlete shall be removed from practice or competition and evaluated by the athletic trainer and/or the student's health care provider. It is recommended that the student be evaluated by a clinician with experience in the evaluation and management of concussions.

A student diagnosed with a concussion shall be withheld from a competition and not return to activity for the remainder of the day. The student should receive monitoring, and parents/guardians will be notified. In an acute (serious) event the student may be transported to the hospital. Instructions will be provided at the hospital setting or from the student's physician. The student should be evaluated by a concussion specialist as outlined within the concussion management plan.

Once cleared by the primary physician, an athlete must complete return-to-play scenarios in the supervised process:

Day 1	No activity, complete rest. Once symptom free, proceed to Day 2
Day 2	Light aerobic exercise such as walking, stationary cycling, no resistance training
Day 3	Sport specific training, (i.e. running in most sports, skating) the important portion of this step is the addition of one of low resistance or simple resistance training. Example: football QB's may resume sideline throwing.
Day 4	No contact training skills, a set of higher intensity resistance training. Example: football linemen walk through pass blocking
Day 5	Full contact training after medical clearance

If any post-concussion symptoms reoccur, drop back to previous level and try to progress again after 24 hours. No medications may be taken at any stop of the progression. The student athlete must check in with the athletic trainer every day prior to practice.

The most recent consensus of experts is that those athletes who have suffered multiple concussions should be held out of play for an extended period of time (1-2 weeks after symptoms have cleared). Any student who has suffered three mild/simple concussions or two moderate-severe concussions in the same season, experts advise that they not be permitted to return that season.

Prevention and Management of Sports Related Head Injury and Concussion

The Webster Public Schools understand that concussions are serious injuries and expect that all precautions will be used to minimize head injuries. The following policy is in place to ensure that students, parents/guardians, and all school employees involved in the sports program are adequately trained about the symptoms of a concussion, and all teachers, coaches, volunteers, and administrators implement the related procedures when dealing with a suspected head injury or concussion.

The school district will provide concussion training as a pre-participation requirement for all students and must be completed prior to practice or competition. The following persons annually shall complete one of the head injury safety training programs approved by the Webster public Schools:

- Coaches
- Volunteers
- School Athletic Trainers
- School Nurses
- Athletic Directors
- Parents/Guardians
- Students

This requirement will be met by: Completing an approved online program list on the Webster Public School website and pre-participation questionnaire and providing a certificate of completion to the athletic director. Signing an acknowledgement that they have read and understand written materials provided to them by the athletic director, or attend a Webster Public School sponsored training session and sign the attendance roster.

The Student and Parent/Guardian will be responsible for:

- Submitting evidence that they have taken an on-line course on concussions or have read approved written materials at least once a year. The student and parent/guardian shall complete and sign a pre-participation form which provides a comprehensive history of concussion, face, head, or spinal injuries.
- Submitting a Report of Head Injury Form if a student receives a concussion during a sports season, but not while participating in an extracurricular athletic activity.

The Athletic Director will be responsible for:

- Participating in a biannual review and revision of this policy.

- Completing annual training in concussion protocols.
- Ensuring the training for staff, parents/guardians, volunteers, coaches, and students are met, recorded, and the records maintained.
- Ensuring all students have a yearly physical exam prior to participating in any extracurricular athletic activities and that each student has completed pre-participation paperwork, including the reporting of prior head injuries before each athletic season.
- Ensuring pre-participation forms are reviewed in a timely manner.
- Ensuring that Report of Head Injury Forms are completed by the parent/guardian or coach and reviewed by the coach and school nurse.
- Ensuring athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of the athlete.
- Reporting annual statistics to the Department of Health the total number of head injuries reported from both coaches and parents/guardians.
- Keeping all certificates, signed acknowledgements and training session rosters for three years.

Members of the coaching staff will be responsible for:

- Completing annual training in concussion protocols and providing the athletic director with certification of completion.
- Reviewing pre-participation forms of all athletes provided by the parental/guardian permission forms regarding student's history and/or risk of head injury.
- Completing a Report of Head Injury Form, upon identification of a student with a head injury or suspected concussion that occurs during practice or competition and remove them from play.
- Teaching techniques aimed at minimizing sports-related head injuries and discouraging athletes from engaging in any unreasonable dangerous athletic technique that endangers the health or safety of the athlete.
- Promptly notifying (immediately after practice or competition) in person or by phone with the parent/guardian of any student removed from practice or competition for head injury or suspected concussion. The coach must then follow up in writing (paper or electronically) within 24 hours. The coach must also communicate this information to the Athletic Director and school nurse within 24 hours.
- Identifying athletes with head injuries or suspected concussions that occur in practice or competition; complete a Report of Head Injury Form, and remove them from play.
- Ensuring athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of themselves or their opponent.

The School Nurse will be responsible for:

- Participating in the development and biannual review of the Concussion Policy.
- Completing annual training in concussion protocols.
- Reviewing Report of Head Injury Forms, recording information in student's health record, and following up with the coach and parent/guardian as needed.
- Participating in the graduated reentry planning for students who have been diagnosed with a concussion to discuss both academic and athletic accommodations.
- Monitoring recuperating students with head injuries and collaborating with teachers to ensure the graduated reentry plan is being followed.
- Providing ongoing educational materials on head injury and concussion to teachers, staff and students.

Procedures developed under this policy will ensure that any student who sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion shall be removed from the practice or competition and may not return that day. These procedures will require that the student shall not return to athletic activity unless and until the student provides medical clearance and authorization. Each student who is removed from practice or competition and subsequently diagnosed with a concussion shall have a written graduated reentry plan for return to full academic and extracurricular athletic activities.

Class Dues

All students are responsible for paying class dues beginning in the year in which they enroll at Bartlett High School. It is the expectation that class dues be paid each year to the class advisor. All class dues must be paid in full in order to attend the prom and all other senior activities prior to graduation, as well as to run for a class officer or student council position.

Class dues for each class is as follows:

- Freshmen: \$15
- Sophomores: \$15
- Juniors: \$20
- Seniors: \$30

It is the hope that each grade level will be given the opportunity to hold at least one fundraiser each year to help offset the cost of their class dues. When you volunteer to sell for a fundraiser, 10% of your sales will be given towards your dues for that school year.

Trading Post

The Trading Post is a resource that provides clothes and basic school supplies for any Bartlett High School student or their family members who are in need of gently used/new clothing. NHS is responsible for organizing and staffing the Trading Post. We strive to give students confidential direct access to clothing/supplies that they need to successfully attend school. The trading post is available every day to all students.

Employment/Workers Permits

With very limited exceptions, minors under the age of 14 may not work. All minors under the age of 18 must complete an employment permit application and get their permit before starting a new job. You can download a youth employment permit application and information about the youth Permit Process at <https://www.mass.gov/service-details/youth-employment-permit-information>. You can also access these forms in Spanish, Portuguese, and Vietnamese. Youth employment permit applications are also available at the Superintendent's Office. The completed permit application and a copy of the student's birth certificate and most recent report card are to be brought to the Central District Office at 77 Poland Street to obtain the Employment Permit.

Student Drivers

All student parking is restricted to the parking lot near the tennis courts and will enter the building at the Cafeteria Entrance. All automobiles must be registered within the first 10 days of school (or at any point if/when they obtain a vehicle during the school year) before being able to park on campus. Students must have a valid driver's license and automobile insurance coverage in order to register for use of the parking lot. Registered vehicles will be given a parking pass that must be visibly displayed hanging from the rear view mirror of the automobile at all times while on campus. Students who drive to school will lose their driving privilege when deemed appropriate by the administration. The school resource officer will be made aware of all violations.

Bartlett High School Student Parking Regulations

- The school is not responsible for the automobile or its contents while parked on school grounds
- There will be no speeding over 15 miles per hour or any form of reckless driving on the school grounds
- Students may not loiter in the parking lots.
- Student automobiles may be subject to search if there are reasonable grounds to believe that drugs, alcohol, stolen property, or other contraband might be present in that automobile
- Parking regulations are strictly enforced. It is considered a privilege to park on school grounds. Suspension of parking privileges, towing of automobiles, and suspension from school may occur if violations of any of these regulations occur.

Progression of Consequences

- i. 1st Offense - Administrative conference with student and parent/guardian AND warning of parking pass being revoked
- ii. 2nd Offense - Administrative conference with student and parent/guardian AND parking pass revoked for the remainder of the current academic quarter and one additional full quarter
- iii. 3rd Offense - Administrative conference with student and parent/guardian AND parking pass revoked for the remainder of the school year

STUDENT SUPPORT SERVICES

Support Staff

Liz Smarra, (A-F) *Guidance Counselor*
Nancy Guiney (G-O), *Guidance Counselor*
Kimberly Granger, (P-Z) *Guidance Counselor*
Patrick Diggins, *School Adjustment Counselor*
Donna Hurton, *Special Education Director*
Barbara Smalarz, *Re-engagement Specialist*
Kathleen Pepin, *School Nurse*
Margarita Nieves Carvajal, *Bilingual Family School Liaison*

Counseling

The counseling department is committed to providing support services which allow students to reach their individual potential. Counseling personnel recognize the uniqueness of each student and focus on assisting students in the development of their academic, social/emotional, and personal potential. Counselors work with students, parents/guardians, and teachers to facilitate the two key transitions involving our school: middle school to high school and then high school to college and/or career readiness.

Counselors are assigned to students by alphabet at the high school. Working with students individually, in small groups and/or within classrooms, counselors provide information and support related to academics, behavioral concerns, social/emotional development, and career choices.

In addition, counselors are available to work with parents/guardians when questions/concerns arise related to adolescent development, behavior, academics, the school curriculum, standardized test results, or school sponsored activities. Counselors can also serve as a liaison between home and school, offering information to parents/guardians regarding students' academic or behavioral adjustment, and reinforcing guidelines set up by school or home. Students and parents/guardians are encouraged to contact their student's school counselor whenever they feel these services would be beneficial.

Student Records

The Department of Education has promulgated certain rules and rights concerning student records. In brief, they say that students' records are open for inspection and dissemination to students, their parents/guardians and authorized school personnel only. Student information (grades, test scores, ratings, etc.) may not be shared with any third party without the written consent of the student and/or parent/guardian.

Copies of these regulations are on file at the school and may be inspected in the school office by parents/guardians or students any time during normal working hours.

Under State Law, school records are divided into two categories: the temporary record and the transcript. We are required to keep your transcript for sixty (60) years. The temporary record, on the other hand, must be destroyed within seven (7) years. The temporary record is anything that is not in the transcript. Temporary records will be destroyed in June of each year for that year's graduating class. You are entitled to the material in your temporary record. If you wish to receive any of the material, you must pick it up in the guidance office during the two weeks before and after your graduation.

Refer to the Massachusetts School Law section for relevant legislation on the Right to Access and Privacy of Records (603 CMR 23.00).

Student Withdrawal

Students transferring to another school must present written notification from their parent/guardian signifying their intentions to the guidance office. A “leaving school” card will then be given to the student, where they will have each of their teachers sign the card stating that all obligations for their specific class have been completed. The student will meet with their guidance counselor, a parent/guardian, and the principal, and a withdrawal form will be signed. A release of records must also be completed. All books, chromebook/charger, and other school property must be returned at this time.

Homebound Instruction

If a student will miss school, or has missed school, for an extended period of time (14 consecutive days) due to physical injury, accident, or physical or emotional illness, they may be eligible for homebound instruction. Homebound instruction is designed to provide maintenance in the basic academic courses so that when a student returns to school they will not be at a disadvantage because of the illness or the hospitalization.

To qualify for the program, the student needs a written statement from a medical doctor requesting the homebound instruction, stating the reason why, and estimating the time the student will be out of school. This statement, along with the Webster Home Hospital Form, must be sent to the Director of Student Support Services, 508-943-0104.

Homebound instruction is offered in basic elementary and secondary subjects which do not require laboratories and special equipment, subject in all cases to the availability of qualified tutors. Qualified tutors are assigned to homebound instruction by the Director of Student Support Services with the approval of the Superintendent.

Health/Nurse Services

Nursing Services

If a student becomes ill or injured at school, he or she should report to the nurse's office. Students must not leave the building because of illness without authorization. **When a student is dismissed due to “illness” and was not seen by the nurse, the dismissal is not excused.** If the nurse is not available, students are to report to the main office.

Administration of Medication

- Students who require medication during the school day must bring a physician-signed order and a note from a parent/guardian giving the school nurse permission to give the medication to the student; additionally, the medication must be given to the school nurse, along with the M.D. order and the note of permission, in the **original medication bottle containing the prescription label**. Please do not send medications in plastic bags or in unmarked bottles - **no medications will be administered without the original prescription label indicating dosage and the prescribing physician**. Forms are available at the school nurse's office.
- Over the counter medication such as Tylenol, Ibuprofen, Benadryl, and Tums are available from the nurse, however written permission from the parent/guardian must be on file.. In the event a student

needs medication and there is no written permission on file, the parent/guardian will be called to obtain permission by phone for that day. No student should be carrying and self administering OTC or prescription medication unless the nurse has approved that student for that specific medication.

Health Issue Notification

Parents/guardians should notify the school nurse in writing of any current relevant health care issues, or of health care issues that develop during the course of the school year. Once notified in writing, the school nurse will work with the student and family to plan for these issues. In the interest of student care and safety, the school nurse may include educators and professionals who work directly with the student in treatment planning, per FERPA this information will be shared only on a “need to know” basis (other professionals receive only the information that they need to know in order to keep the student safe). All health care concerns are confidential in nature and will be handled confidentially, professionally and with attention and concern for the privacy of the students and their families. It is the parent’s/guardian’s responsibility to keep the school nurse informed and updated each year in writing of any health care concerns or issues.

Policy on Pediculosis (Head Lice/Nits):

The Webster Public School System has adopted a NO LIVE LICE POLICY. What this means to you is that if your student is found to have live head lice/nits, they will be dismissed from school and will continue to be excluded from school until cleared by the nurse (no live lice and less nits will clear the students). Both the American Academy of Pediatrics and the National Association of School Nurses advocate that “no-nit” policies should be abandoned. Head lice are not a health hazard or a sign of poor hygiene and are not responsible for the spread of any disease. The school nurse is available to answer any questions you may have and can provide you with accurate information. If you find that your student has contracted head lice, please notify the school nurse who will further evaluate the situation and will contact you to determine a treatment plan.

Allergies

- The Webster Public Schools is committed to providing a safe and healthy school environment for all students. Allergies can be a significant health problem or life threatening for some students. Successful allergy management is a partnership among the parent/guardian(s), the student, the prescribing physician and the school system. It is the responsibility of the parent/guardian to notify their student’s school of their student’s allergies at the beginning of each school year. The student’s physician must be involved in the diagnosis and treatment plan that the school will follow for students with diagnosed food allergies while in school or at any school-sponsored event. The plan must be reviewed annually and revised as needed. No student will be excluded from school activities based solely on their allergies.
- The Webster Public Schools are considered “peanut sensitive/peanut aware.” The purpose of this policy and guidelines is to minimize the risk of exposure to allergens that pose a threat to the student(s) in the Webster Public Schools and to provide all students, through necessary accommodations where needed, the opportunity to participate fully in all school programs and activities, and to educate the school community about life threatening allergies (LTAs). We recognize that it is not possible to eliminate all potential exposures. The focus of this district wide allergy management plan is prevention, education, awareness, communication and emergency response.
- The consumption of food on routine bus routes is prohibited. Under the appropriate supervision of school personnel for longer school trips and for students with special health needs requiring the consumption of food at non-meals, food may be allowed on school buses.

- School nurses may provide food to students when the medical status of the student indicates a need.
- Legal References:
 - MGL [71:37](#)
 - 105 CMR 210.000
 - FERPA/HIPAA
 - Legal Issues in School Health Services
 - Managing Life Threatening Food Allergies in Schools, Massachusetts Department of Education (2002)

Process for School Health Service Referrals

- Teacher will submit an epass. The nurse will determine urgency and let the teacher know if/when the student can visit. If there is an emergency please call the nurse's office.
- Students in immediate need may self-refer by walking into the Nurse's Office, but are STRONGLY encouraged to report to class and have their teacher submit an epass.

Screenings

State mandated screenings (SBIRT, vision/hearing, BMI and postural) will take place throughout the year. Opting out of any screenings must be submitted in writing, please do this by September. Yearly physicals submitted can be used in place of some screenings.

Immunizations

WPS adheres to state immunization requirements. Exclusion from school without appropriate immunization documentation will be enforced.

Elevator Usage

School elevators are reserved for faculty and staff, as well as for individual students who may require the elevator in order to access the building. Students with temporary medical issues or injuries will be granted permission to use the elevator upon the submission of a doctor's note to the Nurse's Office. A student that needs elevator access may bring ONLY one student with them if additional assistance is needed.

BEHAVIORAL EXPECTATIONS & DISCIPLINE

Code of Conduct

We believe that discipline is an important part of a student's whole educational process, and can be used as a means for all students to grow as individuals by allowing them to experience the naturally occurring consequences for their behavioral choices in a supportive setting which focuses on learning from mistakes made. We expect our students to follow the rules set forth in this student handbook, as well as to use appropriate strategies to resolve conflict with one another. Occasionally, however, students may be assigned consequences as a means for self-reflection around how their behavioral choices impact the negative outcomes that follow, as well as how poor behavioral choices could be handled differently in the future to ensure more positive results.

Any student who commits an act or offense which is not specifically set forth in this handbook, but may result in damage or injury to a person or property of the school, or which the act of offense shall result in, or be likely to result in the creation of a disorder or prejudice, the good order and/or decorum of this school, shall be subject to disciplinary proceeding. The penalties applicable will be those established by administration, and this code for an interpretation of the specified offense most closely related to the committed offense.

Bartlett High School's code of conduct is based on a system of progressive discipline with a goal of limiting the use of long term suspension as a consequence for student misconduct until other consequences have been considered, as appropriate. The administration may utilize their discretion to increase penalties in the cases of second and third offenses or for other factors. In determining the severity of the consequence, the administrator may consider all relevant facts, including but not limited to:

- Previous disciplinary record
- Severity of disruption to the educational process
- Degree of danger to self and/or others
- Degree to which the student is willing to change their inappropriate behavior
- Whether alternative consequences are appropriate to re-engage the student in learning.

Administrative Discretion

Administrative flexibility is required in any disciplinary action to account for individual cases, unusual problems not anticipated nor written in school regulation, and maintenance of effective control of behavior in a public school. The administration reserves the right to adjust actions based upon the severities of the offense or mitigating circumstances. Action taken under the prerogative must also meet the reasonableness and protection of the rights of students.

The administration is required to maintain a discipline record on all students, which includes:

- Date of Offense
- Description of Offense
- Action taken
- Continuum of Consequences (from least severe to most severe)
- Communication with the Student
- Notification to Parent/Guardian

The standards outlined above are intended to provide for consistency and fairness. However, the principal has the authority to deviate from the above standards when appropriate. In all cases of behavior requiring administrative disciplinary actions, mitigating and unusual circumstances will be considered and appropriate action taken.

Bartlett High School students will be held accountable for their actions, including violations of the school discipline code. Please be reminded that all school policies and code of conduct will be in effect in school, on school grounds, at all school events, as well as en route to and from school or school related events. Poor conduct on a student's part not only affects the education of that student but in most cases adversely affects the educational process for other students. Students will cooperate with school officials in investigations concerning the safety and well-being of students and staff.

PBIS - The Bartlett Way

The Bartlett Way is a school-wide program based on the district-wide Positive Behavior Interventions and Supports (PBIS) framework. PBIS is rooted in the behavioral or behavior analytic perspective in which it is assumed that behavior is learned, is related to immediate and social environmental factors, and can be changed. With clear expectations in place, students will learn appropriate behaviors in the same way they learn to read—through instruction, practice, feedback, and encouragement.

Key features of PBIS include:

- Administrative leadership
- Team-based implementation
- A clear set of defined positive expectations and behaviors
- Teaching of expected behaviors
- Recognition of meeting expected behaviors
- Monitoring and correcting errors in behaviors
- Using data-based information for decision-making, monitoring, and evaluating building results

School-wide PBIS is a research based framework that has been proven to improve school climate, reduce problem behaviors, and increase academic instructional time in schools. Previously, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important aspect of a student's educational experience. Teaching behavioral expectations and recognizing students for following them is a much more positive approach than waiting for misbehavior to occur before responding.

At BHS, we have three main behavioral expectations:

Be Accountable
Honorable
Safe

To do this, we have a system of incentives built into our school year. They include, but are not limited to:

Verbal Praise

One of the best rewards a student can receive is specific, verbal praise. Staff will praise students when they are observed making positive choices.

Bartlett Bucks

Students will be able to earn "Bartlett Bucks" throughout the school for exhibiting any of the 3 school-wide behavioral expectations of The Bartlett Way. Students will eventually be able to exchange their "Bartlett Bucks" for prizes/rewards, raffle tickets, and/or admission into PBIS monthly events.

Shout Outs

Teachers will submit the names of students to the PBIS team that they catch exhibiting any of the 3 school-wide behavioral expectations of The Bartlett Way. The student's name and behavior exhibited, as well as who nominated them, will be displayed on the television screen in the cafeteria for all to see.

Student of the Month

Each month, every academic department will nominate a student that they have mutually agreed on to be student of the month for that department. This student will have had to consistently exemplify, or strive to exemplify, all 3 of the school-wide behavioral expectations of The Bartlett Way for that specific month.

Monthly School-Wide Events

There will be a fun event held each month here at school. The event may be during the school day or after school. Events will be available to all students, however, those students that have "Bartlett Bucks" may be able to enter the event free of charge, where other students may need to purchase their admission ticket. Events may be things like Bingo, a staff vs. student competition, or a dance, etc.

Quarterly Celebrations

At the end of every quarterly marking period, teachers will be asked to nominate all students that consistently upheld the Bartlett Way according to the School Wide Rubric in all of their classes. Once nominated, the PBIS will examine the school-wide data regarding attendance and grades. Those students that have met the criteria will be invited to a celebration that includes food, games, music and prizes.

The ultimate goal of Bartlett High School's PBIS program is to develop a positive school culture. The staff will help teach students appropriate behavior and give them the support to sustain that behavior, increase academic performance, and increase safety.

Disciplinary Actions and their Definitions

The primary responsibility of the school and its staff is to ensure that all students receive the free and appropriate public education to which they are entitled. The school must also, therefore, assume the responsibility of promoting appropriate and responsible behavior in order to ensure that the school is an orderly, and safe learning environment free from any behavior that might interfere with the process of educating all students. Whenever disciplinary responses are required they will be administered by faculty or administration in accordance with this handbook; the ultimate goal being to replace the inappropriate behavior with an appropriate and acceptable one.

Classroom Tiered Interventions

- Classroom consequences may include any of the following:
 - Conference with the student
 - Verbal Warning
 - Parent/Guardian Communication
 - After School Detention

Conference

Teacher or administrator will speak with the student about the behavior and discuss the circumstances behind it.

Verbal Warning

Teacher or administrator will speak with the student and let them know that if the specific behavior occurs again there will be a consequence assigned.

Parent/Guardian Communication

Teacher or administrator will engage in two way communication with the student's parent/guardian to discuss the behavior that was exhibited, as well as explain any consequences that may be assigned as a result.

Detentions

- **Teacher After School Detention**

- Takes precedence over any athletic and/or extracurricular activity
- From 2:15pm - 2:45pm
- Assigned by teachers for violations of the general rules and regulations or failure to do academic assignments.
- Served **with that teacher** on the day designated by the teacher. (Arrangements for a different day to be served due to outstanding circumstances may be made only with prior approval from the teacher.)
- A minimum of 24 hours' notice will be given to the student
- Teacher will call the parent/guardian and notify them of the date, time and reason for the assigned detention.
- Students will report to the cafeteria after school, and at 2:15pm will report promptly to the appropriate classroom.
- If the student fails to report after school, as directed, the teacher will submit the student's name to administration, who will intervene to ensure that the student serves an administrative detention.

- **Administrative Lunch Detention**

- During the student's 30 minute lunch block (either 10:30am - 11:00am or 12:00pm - 12:30pm)
- Assigned by administrators for violations of the general rules and regulations.
- Served with the "in school intervention" staff on the day designated by the administrator. (Arrangements for a different day to be served due to outstanding circumstances may be made only with prior approval from an administrator.)
- Administrator will call the parent/guardian and notify them of the date, time and reason for the assigned detention.
- Students will report to the "in school intervention" room inside of the cafeteria promptly at the beginning of the lunch block.
- If the student fails to report during lunch, as directed, an administrator will assign an administrative after school detention.

- **Administrative After School Detention -**

- Takes precedence over any athletic and/or extracurricular activity
- From 2:15pm - 3:15pm
- Assigned by administrators for conduct offenses.

- Served with an administrator on the day designated by the administrator. (Arrangements for a different day to be served due to outstanding circumstances may be made only with prior approval from the administrator.)
- A minimum of 24 hours' notice will be given to the student
- Administrator will call the parent/guardian and notify them of the date, time and reason for the assigned detention.
- Students will report to the cafeteria after school, and at 2:15pm will report promptly to the "in school intervention" room.
- If the student fails to report after school, as directed, they will be subject to progressive disciplinary action. In addition, chronic refusal to serve administrative detentions may result in a Parental/Guardian Conference, as well as social probation for a length of time determined by administration.
- **Administrative In-School Detention**
 - Time dependent on exhibited behavior
 - Assigned by administrators for conduct offenses.
 - Served with the "in school intervention" staff on the day designated by the administrator. (Arrangements for a different day to be served due to outstanding circumstances may be made only with prior approval from an administrator.)
 - Administrator will call the parent/guardian and notify them of the date, time and reason for the assigned detention.
 - Students will be escorted by an administrator to the "in school intervention" room inside of the cafeteria.

Suspensions

- **In School Suspension**
 - The temporary exclusion from school by an administrator for violations of the discipline code.
 - Students will work on the classwork that they will be missing while out of the classroom.
 - Students are responsible to receive and complete any additional make up work they may have upon return from suspension.
 - Parents/guardians will receive the opportunity for a hearing and be given a date, time, and location of the hearing. They will receive both oral and written notification of the suspension. The notification will include the following items: disciplinary offense; basis for the charge; potential consequences and length of consequences.
 - A copy of the suspension documentation will be sent to the parent/guardian and appropriate school personnel.
 - The student will report to school as normal, and report immediately to the "in school intervention" room inside of the cafeteria, where they will remain for the length of the school day.
 - Students are not allowed to attend any school function, to include athletics and extracurricular activities, until the school day following the end of the suspension. Violations of this policy will result in an extension of the suspension period.
 - Students who disrupt in school suspension may serve an additional in-school or out of school suspension.
 - Snow days will not count for suspension days in the event of school cancellation.

- **Out of School Suspension**

- The temporary exclusion from school by an administrator for violations of the discipline code.
- Missed classwork will be available for pickup in the guidance office 24 hours after the beginning of the suspension.
- Students are responsible to receive and complete make up work upon return from suspension.
- Parents/guardians will receive the opportunity for a hearing and be given a date, time, and location of the hearing. They will receive both oral and written notification of the suspension. The notification will include the following items: disciplinary offense; basis for the charge; potential consequences and length of consequences.
- A copy of the suspension documentation will be sent to the parent/guardian and appropriate school personnel.
- Students are not allowed to be on school property or in attendance at any school function, to include athletics and extracurricular activities, until the completion of the suspension and a reinstatement meeting with an administrator and parent/guardian has been held (scheduled with the parent/guardian at the time of suspension). Violations of this policy will result in an extension of the suspension period.
- Snow days will not count for suspension days in the event of school cancellation.

Social Probation

- The exclusion from participation in, or attendance at, co-curricular activities, extra-curricular activities, athletic activities, or any combination of these activities. This includes, but is not limited to: dances; athletic contests; and end of the year activities including graduation, prom, and senior week events. This may also include loss of school computer access.
- Students receiving attendance letters for excessive absences may be sanctioned with loss of privileges.
- At the discretion of administration, a student may forfeit a position of leadership or have their social privileges revoked, either temporarily or permanently, based on the nature of the infraction(s) that occur in school, at school events, or outside of school.
- A student, who chronically violates any of the other rules found within this handbook, may be placed on social probation at the discretion of and for a duration determined by administration.
- The duration of social probation will be measured in calendar days, and include all events and activities scheduled on weekends, holidays, and vacations during the probation period.

Exclusion

- Only the Principal can exclude a student from school.
- A long-term suspension of more than 10 days, but no longer than 90 days (with some exceptions depending upon offense).
- A student can be excluded when it is determined that their actions are detrimental to the physical safety of others or to prevent substantial interference with the rights of others to pursue an education or because of the violations listed below:
 - Possession or use of a weapon, or any object which can be construed as a weapon
 - Assault/attack on a teacher or staff member
 - Possession of a controlled substance
 - A felony charge or felony delinquency complaint
 - Conviction, adjudication, or admission of guilt with respect to a felony

- The Principal may also exclude students from school for a psychological examination, follow-up counseling and a recommendation of the psychologist that the student can return to school. The school will be required to provide resources so the student can make academic progress.
- The principal or designee will notify the student's caretaker, in writing, of their right of an appeal. The appeal process and the suspension/exclusion will remain in effect pending the appeal.
- A re-entry meeting with caregivers and school personnel will be required prior to the student entering the building following a suspension of any length. At that time it will be determined whether the student is able to re-enter the school in a safe and appropriate manner.
 - **Prior to Exclusion for More Than 10 School Days**
 - School must provide written notice of appeal rights
 - The student has five (5) calendar days to appeal with an option to extend an additional seven (7) days.
 - The superintendent will hear the appeal within three (3) school days.
 - **Student Right to Appeal**
 - A student will be able to present oral and written testimony.
 - A student will be able to cross examine witnesses.
 - A student has a right to council at their own expense.
 - A student has a right to an interpreter if necessary.
 - A student has the right to a decision within five (5) calendar days.
 - **The superintendent's decision is final.**

Bartlett High School will partner with the School Resource Officer and/or the Webster Police Department in matters relating to exclusion.

Expulsion

- Only the Principal can expel a student from school.
- The removal from school for more than 90 days, indefinitely, or permanently.
- A student can be excluded or expelled when it is determined that their actions are detrimental to the physical safety of others or to prevent substantial interference with the rights of others to pursue an education or because of the violations listed below:
 - Possession or use of a weapon, or any object which can be construed as a weapon
 - Assault/attack on a teacher or staff member
 - Possession of a controlled substance
 - A felony charge or felony delinquency complaint
 - Conviction, adjudication, or admission of guilt with respect to a felony
- The Principal may also exclude students from school for a psychological examination, follow-up counseling and a recommendation of the psychologist that the student can return to school. The school will be required to provide resources so the student can make academic progress.
- A copy of the expulsion letter will be sent to the Webster Police Department, Superintendent of Schools, Principal, Guidance Counselor, Director of Special Education, and Probation Officer (if applicable).
- Any student expelled from school for such offenses shall be afforded an opportunity to receive educational service and make academic progress. In accordance with Mass. General Law Ch. 71 Sect. 37H:
 - Any student who is found on school premises or at school-sponsored or school-related

events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

- Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games may be subject to expulsion from the school or school district by the principal.
- Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).
- Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion. In addition: A student may be recommended for exclusion for persistently violating reasonable regulations of the school, or otherwise persistently misbehaving therein; so as to render himself a fit subject for exclusion. Expulsion of a student is recommended to the superintendent of schools by the principal. A student recommended for expulsion may have a hearing with the principal and superintendent following the appeal process as noted above.

■ **Prior to Exclusion for More Than 10 School Days**

- School must provide written notice of appeal rights
- The student has five (5) calendar days to appeal with an option to extend an additional seven (7) days.
- The superintendent will hear the appeal within three (3) school days.

■ **Student Right to Appeal**

- A student will be able to present oral and written testimony.
- A student will be able to cross examine witnesses.
- A student has a right to council at their own expense.
- A student has a right to an interpreter if necessary.
- A student has the right to a decision within five (5) calendar days.

■ **The superintendent's decision is final.**

Bartlett High School will partner with the School Resource Officer and/or the Webster Police Department in matters relating to expulsion.

Due Process Procedures

- All students have the constitutional right (Goss vs. Lopez) to receive due process procedures including notice and the right to a hearing where required in matters of suspension, transfer and expulsion.
- Due process for a student who is subject to suspension for ten days or less includes:
 - Oral or written notice of the charges against him/her;
 - An explanation of the basis of the accusation; and
 - The opportunity to present their side of the story to an impartial decision-maker (who may be a school administrator).

Notice of the suspension and an opportunity for a hearing with a parent/guardian will occur before a student is asked to leave school. In the event that a student's behavior is so egregious that school has been substantially disrupted or the student's presence represents continued harm, school leadership may conduct an Emergency Removal as described below.

Emergency Removal

- Emergency removal will follow the following guidelines concerning Due Process:
 - Will not exceed 2 school days
 - Reasonable efforts to notify parents/guardians
 - Written notice and an opportunity for a hearing
 - Administration will adjudicate the case the day of the hearing
 - Parent/guardian will be notified orally of administration's decision on the day of the hearing with a letter to follow on the following school day
 - Emergency removal days count as days of suspension

"Updated Expectations for School and District Leaders Related to Student Discipline per G.L. c. 71, s.37H3/4(b), as amended by Chapter 177 of the Acts of 2022, An Act Addressing Barriers to Care for Mental Health February 2023:

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

Re-entry Meetings

An in-person parental/guardian conference with administration, the nurse, and/or counselors is required before any student may be permitted to return to school in any case where a student has been out of school for an extended time. This includes, but is not limited to, suspensions, hospitalizations, extended illnesses, or vacations.

Safety and Support Plans/Contracts

During re-entry meetings and/or as a result of crisis situations where a student(s) may not feel safe at school, safety and support plans and/or contracts may be created. The purpose of these plans/contracts are to restore a sense of safety for the student at school or at school-related activities, programs and events and to create a supportive and comfortable learning environment for them.

Peer Mediation

There may be times when a mutually agreed upon meeting between peers may be necessary due to new or ongoing conflict. This meeting will be led and facilitated by a guidance counselor, and a specific mediation protocol will be followed. These meetings will never be forced, but will be encouraged to restore a sense of safety and sense of belonging back to all parties involved. Additional staff may be present if needed.

Disciplinary Procedures

Minor offenses

Offenses that are subject to a minimum penalty of a verbal warning by a teacher to a maximum penalty of an assigned detention by a teacher.

- Cheating/plagiarism
- Class disruption
- Defacing/damaging or vandalism to classroom property that can be corrected satisfactorily by students
- Discourteous behavior to a staff or student
- Entering a classroom without permission
- Inappropriate use of cell phone/personal technology devices in class
- Inappropriate use of chromebook in class
- Non-compliance
- Non-targeted inappropriate, offensive, or obscene language
- Public displays of affection
- Taking pictures, recordings, or videos of any staff or student
- Violation of Food and Drink Policy
- Walking out of class without permission

Referral Offenses

Offenses that are subject to a minimum penalty of an administrator's conference to a maximum penalty of an out of school suspension based upon both the evidence presented and the severity of the offense.

- Assault and/or battery on students or staff
- Blatant disruption of learning with refusal to stop
- Blatant insubordination
- Blatant refusal to put cell phone/personal technology devices away after being redirected

- Blatant refusal to stop inappropriate use of chromebook
- Contributing to, or promoting, a fight by video taping and/or distributing video of a fight
- Defacing/damaging school property/vandalism (damage that cannot be adequately repaired by the student)
- Excessive and/or aggressive horseplay
- Failure to report to a teacher detention
- Fighting with another student on school property, at any school function, or en route to or from school
- Forging a parental/guardian note or school document/Impersonating a parent/guardian
- Harassment/hazing (Any conduct, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.)
- Instigating a fight
- Intended or threatening physical assault to staff or students
- Intimidation
- Leaving building/grounds without permission
- Making false alarms or bomb threats or causing a fire
- Making racial, cultural, ethnic, or derogatory remarks or slurs toward staff or students
- Obscene and/or abusive language directed towards staff or students
- Overt displays of aggression
- Possession and/or use of drug related paraphernalia on school property
- Possession and/or use of matches, lighters, cigarettes, smokeless, electronic or battery operated cigarettes, vapes, cigars, 'blunts', rolling papers, or smokeless tobacco to school
- Possession, consumption (during school hours or prior to arrival at school), and/or passing of alcohol, illegal drugs, prescription drugs, or over-the-counter products without consent
- Possession of a firearm or any other illegal weapon(s) (to include "fake" weapons that look real)
- Possession of Pornography
- Possession, use, or distribution of an incendiary device (i.e., fireworks, smoke/stink bombs) on school premises
- Repeated/excessive violation of school rules (habitual offender)
- Retaliation
- Sexual misconduct
- Stealing or misappropriation of school or personal property.
- Threats against the school, individual students/staff, or the general school population
- Unauthorized area/skipping class/in halls without a pass
- Use of social networking sites, blogs or any other means of communication (electronic or otherwise) causing physical or emotional harm or distress to staff/students

Absent/Tuant/Tardy/Dismissed from School/Class

Absent From School

- If parent/guardian has notified the school of their student's absence, the student will be coded as **Absent** in PowerSchool
- If parent/guardian has not notified the school their student's absence, the student will be coded as **Truant** in PowerSchool

Absent from Class

- On the 5th absence from class, the teacher will engage in two-way communication with the parent/guardian to develop a plan to make-up academic deficits resulting from absences.
- All missed assignments due to absences (**not truancies**) will be graded as a "0" (with the icons "missing" and "absent" both highlighted in Powerschool) until the assignment has been completed and submitted.
- Students are required to make-up all missed assignments due to absence (**not truancy**).

Truant from School

- Students who are absent from school without a documented reason (ex. doctor note, call from parent/guardian) will be considered truant.
- Missed assignments due to truancy will receive a grade of zero (0) without the ability to make it up.

Tardy to School

Tardiness will be excused only if you have a note of acceptable explanation, such as a dentist or doctor appointment. Extenuating circumstances will be reviewed on a case-by-case basis. Tardiness to school is counted as time lost within the provisions of the Attendance Policy.

- Students arriving after 7:30 am are considered "tardy" to school.
- Students arriving tardy to school, must report to the main office to check-in WITH THEIR PARENT/GUARDIAN (**a phone call will not be accepted**). The student will then be given a green pass to their first block class. Students arriving WITHOUT THEIR PARENT/GUARDIAN will be escorted to "in school intervention" where parents/guardians will then be contacted. These students will then be given a yellow pass to class.
- **All students who are tardy will be followed up by an administrator in regards to consequences.**
- Progression of Consequences (**will reset at Semester 2**)
 - 1st - 2nd offense - documented in computer
 - 3rd offense - administrative conference
 - 4th offense - administrator two way communication with parent/guardian
 - 5th - 6th offense - administrator two way communication with parent/guardian and lunch detention in "in school intervention"
 - 7th - 8th offense - administrator two way communication with parent/guardian and administrative after school detention
 - 9th offense - In-person meeting with administrator, counselor, parent/guardian and student
 - 10th offense - administrator two way communication with parent/guardian AND in school detention (1 Block)
 - 11th offense - administrator two way communication with parent/guardian AND in school detention (2 Blocks)

- 12th offense - administrator two way communication with parent/guardian AND in school detention (3 Blocks)
- 13th offense - administrator two way communication with parent/guardian AND in school detention (Full Day)
- 14th offense - administrator two way communication with parent/guardian AND in school detention (Full Day)
- 15th offense - administrative two way communication with parent/guardian AND 1 Day out of school suspension and social probation (1 week and progressively increase by week)

Tardy to Class

Promptness to class is as important as promptness to your job is when you go to work. Good school citizens are never tardy to class because that interferes with their own education and disrupts the whole class. You have five minutes to pass between classes, and during that time you can reach any place in the school from any other place. If you are with a staff member or doing an errand that cannot be done at some other time, and if this results in your being late to class, please be sure that you get a pass from the staff member in charge before leaving that staff member. It is YOUR responsibility to get a pass whenever you are going to be late for or miss an appointment.

- Students who are not inside of the classroom when the bell rings are considered “tardy” to class.
- Students arriving tardy to class, must report to “in school intervention”. Parents/guardians will be contacted. The students will then be given a yellow pass to class, and will be followed up by an administrator in regards to consequences.
- Progression of Consequences (**will reset at Semester 2**)
 - 1st - 2nd offense - 15 minutes of “in school intervention”
 - 3rd - 4th offense - 15 minutes of “in school intervention” and teacher after school detention
 - 5th - 6th offense - 15 minutes of “in school intervention” and lunch detention in “in school intervention”
 - 7th - 8th offense - 15 minutes of “in school intervention”, administrator two way communication with parent/guardian, and administrative after school detention
 - 9th offense - In-person meeting with administrator, counselor, parent/guardian and student
 - 10th offense - administrator two way communication with parent/guardian AND in school detention (1 Block)
 - 11th offense - administrator two way communication with parent/guardian AND in school detention (2 Blocks)
 - 12th offense - administrator two way communication with parent/guardian AND in school detention (3 Blocks)
 - 13th offense - administrator two way communication with parent/guardian AND in school detention (Full Day)
 - 14th offense - administrator two way communication with parent/guardian AND in school detention (Full Day)
 - 15th offense - administrative two way communication with parent/guardian AND 1 Day out of school suspension and social probation (1 week and progressively increase by week)

Dismissals

There are times when illness or personal family business of a serious nature occurs and you need to miss part of the school day. At that time, you may request an early dismissal. To obtain an early dismissal, bring a written request from your parent/guardian to the main office as soon as you arrive at school. All notes should

include the first and last name of the student, phone numbers where the parent/guardian signing the note can be reached, time to be excused, reason for the request, and first and last name of the parent/guardian signing the note. **Eighteen year olds must also have a pre-approved note from a parent/guardian.** BHS reserves the right to verify all parent/guardian notes prior to approving student dismissals.

- Students will be called to the main office when being dismissed.
- All students, who are dismissed for any reason, must sign the dismissal log before leaving the building.
- **All** individuals dismissing students will be expected to present a valid picture ID before any student will be released from the school.
- All dismissals are counted as time lost within the provisions of the Attendance Policy.
- Students dismissed prior to 10:30 a.m. will be considered “absent” from school for that day.
- Students dismissed from school are ineligible to participate in athletics or extra-curricular activities on that day or the ensuing weekend should it occur on the day before a weekend.
- For eligibility purposes with respect to athletics or extra-curricular activities, students dismissed for medical, dental, legal appointments, etc., must have the appointment verification documentation turned in to the office or to the coach or activity advisor upon their return to be eligible to participate (parental/guardian notes will not suffice).
- Any student clinically dismissed by the nurse due to illness may not return to school and is ineligible to participate in athletics or school activities.
- If/When a student returns to school from a dismissal, they must sign back in on the dismissal log in the main office and produce their documentation for the time out of the building.
- **No student, except in emergencies, will be signed out after 1:30 pm.**

Defacing/Damage to School Property

Books, Chromebooks/Chargers, Class Materials and other School Property belong to the BHS Community. Students are allowed the privilege of using these materials and the school building, and as such are responsible for keeping these materials and their environment in good working order. It is expected that students who damage or deface school property will be required to pay for any damages, face disciplinary consequences to include possible suspension from school, and possibly perform Community Service for the BHS Community.

SAFETY & SECURITY

Safety Procedures

Building Security

In order to improve building security, our school has a locked door policy. All visitors will need to check in with office personnel at the reception window located at the main entrance where buzzers, cameras, and speaker systems are in place. All visitors who enter the building will be provided a pass that must be worn and visible during the duration of the stay.

Fire Drills/Fire Evacuation

A fire evacuation plan is posted in each room. Students should become familiar with the plans in each of their classrooms as they are all different depending on the location of the room. When an alarm sounds, students will follow the direction of the teacher in charge, and once outside remain in line with their class listening for further instructions.

Hold in Place

A hold in place will be called if/when the hallways need to be cleared for any reason. If a hold in place is needed, an announcement will be made over the intercom. Teachers will lock the windows and doors to the classrooms, but instruction will continue. If a student is in the hall, they must report to the nearest available classroom and remain there until the hold in place has been lifted. There is no imminent safety risk at the time a hold in place is called.

Lockdown

- A lockdown will be called if/when someone's safety is at risk either within or immediately outside of the school building. If a lockdown is needed, an announcement will be made over the intercom. Teachers will lock the windows and doors to the classrooms, and students and staff will stay hidden from view by reporting to the designated "safe area" in that specific room. If a student is in the hall, they must report to the nearest available classroom and remain there until the lockdown has been lifted.
- The classroom teacher becomes the absolute authority during a lockdown situation. All staff directions must be strictly followed. Parents/guardians will be notified after the situation has been resolved and the lockdown has been lifted. This information will be sent via OneCall, Class Dojo, and Facebook, as well as posted on the school's website.

Evacuation

- Should a building evacuation be required, all staff and students will evacuate to the Church on Lake Parkway. Teachers will account for all students upon arrival to the evacuation site and Webster Emergency Medical Services (EMS) will send an ambulance to the evacuation site. Parents/guardians will be notified after the situation has been resolved and the lockdown has been lifted. This information will be sent via OneCall, Class Dojo, and Facebook, as well as posted on the school's website.
- Long Term Evacuation - Should we be unable to return to the school, parents/guardians will be notified by the Superintendent to pick up their student(s) at the Church on Lake Parkway. **Students will only be dismissed to people listed in PowerSchool and MUST provide photo identification.**

Medical Response

Should there be a time where a medical situation arises, the school nurse will be contacted immediately. A hold in place will be announced over the intercom, and if needed, Emergency Medical Services (EMS) will be notified. The hold in place protocols will be followed until an announcement over the intercom is made saying that the hold in place has been lifted.

Missing Student Procedures

Bartlett High School has a protocol that will be followed in the event that a student should be reported as missing from class or from school. The protocol includes the following steps:

- A thorough and complete search of the building
- Communication to the parent/guardian following confirmation that the student is not present in the building

If applicable, additional communication will be made to:

- School personnel involved in the student's programming
- Bus Company
- School Resource Officer
- Superintendent of Schools

Local police will be contacted for assistance in locating the missing student should they not be found after making the above contacts. In cases where it has been determined that the student has left school grounds without permission, a student/parent or guardian/administrator conference will follow and appropriate consequences will be assigned.

Security Cameras

Bartlett High School recognizes its responsibility to promote school safety and foster a safe and effective learning environment for students and staff, as well as that of the general public who have occasion to visit or use school facilities. In an effort to promote safe and secure school facilities, Bartlett High School uses security cameras in its schools and on school grounds as part of an overall security plan.

School Resource Officer (SRO)

The Webster Public School District, in association with the Webster Police Department enlists the services of a Schools Resource Officer (SRO). This SRO provides services to all students in the Webster Public School System. This relationship affords immediate and clear communication between the schools and police. The SRO serves as the first point of contact between the schools and the police department.

Hazing

Hazing shall mean any conduct, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Engaging in Hazing behavior will result in no less than 3-day suspension.

Harassment/Sexual Harassment

Harassment is a major distraction from learning. The grades of victims can suffer. Fear can lead to chronic absenteeism, truancy and dropping out of school. Harassment of any type has no place in a school setting. Bartlett High School will endeavor to maintain a learning environment free of harassment.

Harassment

May include, but is not limited to, harassment on the basis of race, color, creed, national origin, age, gender identity, sex, sexual orientation, or disability, or any behavior directed at a specific person, which seriously alarms and potentially causes them to suffer substantial emotional distress.

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

- Verbal, physical or written harassment or abuse.
- Repeated remarks of a demeaning nature.
- Implied or explicit threats concerning one's grade, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

Sexual Harassment

Defined as sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

- Submission to or rejection of such advances, requests or conduct is made explicitly or implicitly a term or condition for a student's education or of a student's participation in school programs or activities.
- Such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's school performance by creating an intimidating, hostile, humiliating or sexually offensive school learning environment.
- Other sexually oriented conduct, whether it is intended or not, is unwelcome and has the effect of creating a school environment that is hostile, offensive, intimidating, or humiliating to males or females.

Examples of sexual harassment, depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness, are:

- Unwelcome sexual advances - whether they involve physical touching or not.
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life, comment on an individual's body, and comment about an individual's sexual activity, deficiencies, or prowess.
- Unwelcome leering, whistling, brushing against the body, intentionally impeding movement, sexual gestures, suggestive or insulting comments.
- Continuing to express sexual interest after being informed that the interest is unwelcome.
- Coercive sexual behavior used to control, influence, or affect educational opportunities, grades or the learning environment of the student.
- Offering or granting favors or educational benefits such as grades or recommendations in exchange for sexual favors.

Retaliation against a student because the student has filed a harassment complaint, or assisted or participated in an investigation or proceeding, is also prohibited. A student who is found to have retaliated against another in violation of this policy will be subject to disciplinary action as outlined below.

The school committee expects administrators and supervisors to make clear to students and staff that harassment and sexual harassment in the school building, on school grounds, on the bus or school sanctioned transportation, to and from school or at school sponsored functions will not be tolerated and will be grounds for disciplinary action up to and including:

- Warnings, detention, Alternative Discipline Program, suspension, expulsion
- Mediation
- Referral to the School Resource Officer for legal action
- Notification of parents/guardians
- Recommendation of counseling
- Review of school policy with involved parties

If the alleged perpetrator is an adult, the incident will also be referred to the School Resource Officer for possible police action.

Sexual/Harassment Complaint Procedure

Students are encouraged to report suspected incidents of harassment/sexual harassment to teachers, administrators, guidance counselors, other Bartlett staff, parents/guardians or any trusted adult. Anyone receiving a report should convey the report to the administration. The administration will be responsible for handling all complaints by students or adults alleging harassment/sexual harassment. The administration will promptly investigate all allegations and will make every attempt to secure the anonymity of the victim(s) and the reporter(s).

Bullying

Definition

The repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear of harm to him/herself or of damage to their property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school.

Progression of Consequences

- 1st Offense: Verbal conference AND (at administrator's discretion) two-way communication with parent/guardian, detention, "in school" intervention, suspension, referral to School Resource Officer, financial or material restitutions for all damages, etc.
- 2nd Offense: Conference with student and parent/guardian AND a 1-10 day suspension AND social probation (30 calendar days) which includes suspension from all school activities (athletics, clubs, class office, student council, dances, etc.), and possible referral to School Resource Officer.

- Student and Parent/Guardian re-entry hearing with an administrator and guidance prior to returning to school will be held.
- 3rd Offense: Conference with student and parent/guardian AND a 1-10 day suspension, social probation (30 calendar days) which includes suspension from all school activities (athletics, clubs, class office, student council, dances, etc.), and referral to School Resource Officer.
 - Student and Parent/Guardian re-entry hearing with an administrator and guidance prior to returning to school will be held.
- 4th Offense and Subsequent Offense(s): Progression following continuum of consequences.

Introduction

The goal of the Webster Public Schools District (henceforth referred to as “The District”) is to maintain a safe and secure school environment conducive to teaching and learning. This Bullying Prevention and Intervention Plan was developed in response to M.G.L. c. 71, § 370 (as added by Chapter 92 of the Acts of 2010), prohibiting bullying in schools.

This Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyberbullying. The intention of this plan is to strengthen existing protections for our students. Additionally, it serves as a tool for our faculty and administration to promote strategies that will allow our District to prevent issues of violence, bullying and other acts of aggression.

The District is committed to working with students, staff, families, law enforcement agencies and our community to prevent issues of violence. All members of the school community have a responsibility to support and promote these objectives. The District expects that all members of the school community will treat each other in a civil manner, respecting individual differences.

The District does not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in school buildings, on school buses, on school grounds, or in school-related activities. The District investigates all reports and complaints of bullying, cyberbullying, and retaliation, and takes prompt action to end that behavior. The District supports this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent/guardian involvement.

The policy applies to all members of the school community including, but not limited to: students, teaching and non-teaching staff, parents/guardians and visitors to district buildings.

Webster Public Schools District Bullying Prevention & Intervention Plan Policy

Priority Statement

The Webster Public Schools community is a safe and secure environment which provides for the education of the whole student, including healthy habits of the mind and body.

Therefore, the District is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. Toward that end, we do not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation, in school buildings, on school buses, on school grounds, or in school-related activities.

The District is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. We promptly investigate all reports and complaints of bullying, cyberbullying, and retaliation. We take prompt action to end that behavior and restore the target's sense of safety. We support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent/guardian involvement.

I. Leadership

Leadership at all levels plays a critical role in developing and implementing the Bullying Prevention and Intervention Plan ("the Plan") in the context of other whole school and community efforts to promote a positive school climate. Leaders have a primary role in ensuring all employees teach students to be civil to one another and promote prosocial behaviors. All staff are responsible for setting pro-social priorities and for staying current with up to date research and practices on ways to prevent and effectively respond to bullying. District Administrators and Principals, utilizing established council and advisory mechanisms, will involve representatives from the greater school and local community in developing, implementing and evaluating the Plan.

A. Public involvement in developing the Plan

This Webster Bullying and Prevention Plan has been developed by a cross section of educators from the Webster Public Schools. The planning team included district-level administrators, principals, counselors, and teachers, community representatives, local law enforcement agencies, students, parents/guardians. The Webster Bullying and Prevention Plan used the Model Bullying and Prevention Plan developed by the Department of Elementary and Secondary Education as a template.

As required by M.G.L. c. 71, § 37O, the original Webster Bullying and Prevention Plan approved by the School Committee in 2010, after being open for public comment, November 10, 2010 through December 3, 2010.

This plan was then amended on September 10, 2013 to extend protections to students who are bullied by a member of the school staff, who are defined to include, but are not limited to "educator, administrator, school nurse, cafeteria worker, custodian, bus driver, and athletic coach or advisory to an extracurricular activity or paraprofessional."

In 2020, the Anti-Bullying Task Force, composed of staff, counselors, administrators, updated this plan. This revised plan was open for public comment, February 11, 2020 through March 1st, 2020. It was shared with the English Language Parent Advisory Council, the Webster Special Education Parent Advisory Council, and all School Councils. During the public comment periods, copies of the Plan were available in the main office of each school, the superintendent's office, and on the district's website. This plan and policy was then approved by the School Committee.

B. Assessing needs and resources

The Webster Public Schools assesses needs and resources as part of an ongoing assessment of data in the context of analyzing resources, strengths, and gaps in the following manner:

- As a Turnaround District, each school has had several Turnaround Site and Monitoring Site visits and reviews through American Institute of Research. These site visits include surveys of staff to assess school culture and learning environments.
- Student incident data is analyzed at each school and reported to the Department of Elementary and Secondary Education.
- Social-emotional curriculum/Advisory group/WIN block data
- District Safety meetings
- Students at Risk meetings/Roundtable meetings/Child Study meetings

This ongoing process assists schools in the district in identifying needs. Based on these findings, action steps may include revising or developing protocols and procedures; expanding community partnerships including law enforcement; and setting priorities for future prevention and intervention efforts. This ongoing process helps to identify patterns of behaviors and areas of concern, and informs decision-making for prevention strategies including, but not limited to, adult supervision, professional development, age-appropriate curricula, and in-school support services.

Additionally, at least once every four years beginning with the 2020-2021 school year, the district will administer a Department of Elementary and Secondary developed student survey to assess school climate and the prevalence, nature, and severity of bullying in our schools. Similar tools to the student survey can be used with faculty, staff, parents/guardians to assist in determining school climate needs.

C. Planning and oversight

The following identifies those responsible for tasks required under the Plan:

- Any school personnel who receives a report of alleged bullying contacts a counselor and/or school administrator the same day the report is received and a prompt investigation ensues.
- Administrators, Teachers, and Support Teams collect and analyze school-wide data on bullying to assess the current climate and to create action plans for improvement.
- District Leadership Team, School Administrators, in conjunction with the Professional Development Committee, plan ongoing professional development required by law.
- School Administrators, Counselors and Staff utilize the approved forms from this Bullying Prevention and Intervention Plan for recording, tracking, and accessing information related to targets and aggressors.
- School Administrators will submit monthly bullying incidents to the Superintendent and the Superintendent will provide updates to the School Committee.
- The District and all schools make this Plan and informational materials available in order to advise parents/guardians on proper reporting procedures.
- The School Committee and the District Administrative Leadership Team annually review and amend student handbooks and codes of conduct to include the Plan and provisions under Massachusetts General Law.
- The Anti-Bullying Task Force considers input from students, parents/guardians, faculty, administrators, law enforcement and the community to make recommendations to the School Committee for revisions of current policies and protocols under the Plan.
- The School Committee supports and approves all revised policies.
- The Superintendent and the District Leadership Team reviews and ensures implementation of the anti-bullying curricula.

- School Administrators, School Psychologists, Counselors, and all Staff implement the supports to respond to the needs of targets, aggressors and by-standers.
- Director of Technology, in conjunction with the District Leadership Team, develops protocols and procedures for computer and Internet safety.

D. Developing Safe School Climates

The district expects that all members of the school community will treat each other in a civil and respectful manner, and respect individual differences. The district is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning in a safe school environment.

While we promote an environment to celebrate diversity, we are cognizant that some students may be more vulnerable to becoming targets of bullying based on actual or perceived characteristics; including, but not limited to: race, color, religion, ancestry, national origin, sex, gender identity, socioeconomic status, academic standing, physical appearance, language, and/or mental, physical and developmental disabilities. All school personnel will be responsible for monitoring and creating safe school climates and all school personnel will take specific steps to create safe and supportive learning environments that prevent bullying.

II. Professional Development and Staff Training

Training for faculty and staff will be included in the Mandated Training offered by the District at the onset of the school year. Staff members hired after the onset of the school year will complete Bullying Prevention and Intervention Training along with all Mandated Training for the Webster Public Schools as part of their orientation to the District.

A. Annual staff training on the Plan

Annual training for all school staff on the Plan will include staff responsibilities under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district.

B. Ongoing professional development

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of schoolwide and districtwide professional development will be informed by research and will include information on:

- developmentally (or age-) appropriate strategies to prevent bullying;
- developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- information regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- information on the incidence and nature of cyberbullying; and
- Internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development.

Additional areas for professional development may include:

- promoting and modeling the use of respectful language
- fostering an understanding of and respect for diversity and difference
- building relationships and communicating with families
- constructively managing classroom behaviors
- using positive behavioral intervention strategies
- applying constructive disciplinary practices
- teaching students skills including positive communication, anger management, and empathy for others
- engaging students in school or classroom planning and decision-making
- maintaining a safe and caring classroom for all students.

C. Written notice to staff

The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff responsibilities, in the school or district employee handbook and the code of conduct.

III. Access to Resources and Services

A key aspect of promoting positive school climates is ensuring that the underlying emotional needs of targets, aggressors, bystanders, families, and others are addressed. A continuum of services is available to enhance the district's capacity to prevent, intervene early, and respond effectively to bullying. Available services should reflect an understanding of the dynamics of bullying and provide approaches to address the needs of those involved.

A. Identifying resources

The District conducts a review of current staffing and programs that support the creation of positive school environments by focusing on early interventions and intensive services. After the initial mapping of resources is complete, the District develops recommendations and action steps to fill resource and service gaps. This may include adopting new curricula, reorganizing staff, establishing safety planning teams, and identifying other agencies that can provide services. The mapping of resources is conducted by members of the counseling and administrative teams. Recommendations based on mapping of resources and identification of needs are made to the Anti-Bullying Task Force.

B. Counseling and other services

The District continues its practice of connecting students and families with community service agencies as appropriate. The site-based student support team, the building principal, the school psychologist and any other appropriate staff member is responsible. The counseling team, with input from school administration, develops safety plans for students who have been targets of bullying or retaliation, provides social skills programs to prevent bullying, and offers education and/or intervention services for students exhibiting bullying behaviors. Possible interventions include but are not limited to behavioral intervention plans, social

skills groups, and individually focused curricula.

C. Students with Disabilities

As required by MGL c. 71B, §3, as amended by Chapter 92 of the Acts of 2010, when a student has a disability that affects social skills development or the student is vulnerable to bullying, harassment or teasing because of their disability, the IEP Team considers what should be included in the student's IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. This includes determining whether specific accommodations, specially designed instruction, or related services are necessary in order to meet the needs of the student.

IV. Academic and Non-Academic Activities

The District provides age appropriate instruction on bullying prevention in each grade in the school district's curricula. Curricula is evidence-based. Effective instruction includes classroom approaches, whole school initiatives and focused strategies for bullying prevention and social skills development.

A. Specific bullying prevention approaches

Bullying prevention curricula for the Webster Public Schools will be informed by current research which, among other things, emphasizes the following approaches:

- Using scripts and role playing to develop skills
- Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance
- Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance
- Emphasizing cyber-safety, including safe and appropriate use of electronic communication technologies
- Enhancing students' skills for engaging in healthy relationships and respectful communications
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

B. General teaching approaches that support bullying prevention efforts.

The Webster Public Schools promotes teaching approaches that support bullying prevention efforts. The following approaches are integral to establishing a safe and supportive school environment and they underscore the importance of our bullying intervention and prevention initiatives:

- Setting clear expectations for students and establishing school and classroom routines
- Creating safe school and classroom environments for all students, including students with disabilities, of all race, color, homelessness, sex, sexual orientation, gender identity, ethnic background, national origin, religion, economic status, and disability in compliance with all applicable state and federal laws
- Using appropriate and positive responses and reinforcement, even when students may require disciplinary action
- Using positive behavioral supports
- Encouraging adults to develop positive relationships with students
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors

- Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork and positive behavioral supports that aid in social and emotional development
- Using the Internet safely
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength

C. Curriculum Development

The Webster Public School counseling team, building principals, curriculum coordinators, district administrators, and Anti-Bullying Task Force review and support the implementation of appropriate curriculum in the following ways:

- Review existing appropriate evidence-based curriculum and methods of delivery of Bullying Prevention
- Review new materials and make recommendations for adoption of appropriate curriculum
- Support the development of lessons, referring to the stated objectives and guidelines, for consistent use at each level

D. Curriculum Implementation

The Webster Public Schools implements approved evidenced-based curricula. See Appendix A

V. Policies and Procedures for Reporting and Responding to Bullying and Retaliation

To support efforts to respond promptly and effectively to bullying and retaliation, the district has established policies and procedures for receiving and responding to reports of bullying or retaliation. These policies and procedures ensure that members of the school community – students, parents/guardians, and staff – know what will happen when incidents of bullying occur.

It is an expectation of the District that all staff members are required to report any bullying or harassment incident they see or learn about. The district promptly and reasonably investigates all allegations of harassment, including bullying. The principal or designee at each building is responsible for handling all complaints alleging harassment or bullying.

Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying, is prohibited. Gateway Behaviors such as teasing, name calling, taunting, exclusion, spreading of rumors or gossip including, but not limited to, online behaviors, staring, making faces, mimicking, rough housing and physical altercations will not be tolerated.

A. Reporting bullying or retaliation

Reports of bullying or retaliation may be made by staff, students, parents/guardians, or others, and may be oral or written. Oral reports made by or to a staff member are recorded in writing.

Extend protections are given to students who are bullied by a member of the school staff, who are defined to include, but are not limited to “educator, administrator, school nurse, cafeteria worker, custodian, bus driver, and athletic coach or advisory to an extracurricular activity or paraprofessional.

A school or district staff member is required to report immediately to the principal or designee, or to the superintendent or designee, when the principal or assistant principal is the alleged aggressor; or to the school committee or designee when the superintendent is the alleged aggressor; or to the superintendent or designee, when a member of the school committee is the alleged aggressor.

Any instance of bullying or retaliation must be reported. Reports made by students, parents/guardians, or other individuals who are not school or district staff members, may be made anonymously. A report may be made using the anonymous reporting system by going to www.webster-schools.org, or by sending an email to bullying@webster-schools.org. Anonymous reports may also be made by calling the Bullying Prevention Hotline at 508.943.0104 x40001.

Use of an Incident Reporting Form is not required as a condition of making a report. The school or district:

- Makes the Plan and reporting forms available on the website www.webster-schools.org
- Provides the Plan and reporting forms in the most prevalent language(s) or language of origin of students, parents/guardians, upon request.
- At the beginning of each school year, the school or district provides the school community, including, but not limited to, educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, paraprofessionals, students, and parents/guardians, with written notice of its policies for reporting acts of bullying and retaliation.

a. Reporting by Staff

A school or district staff member is required to report immediately to the principal or designee, or to the superintendent or designee, when the principal or assistant principal is the alleged aggressor; or to the school committee or designee when the superintendent is the alleged aggressor; or to the superintendent or designee, when a member of the school committee is the alleged aggressor. Any instance of bullying or retaliation must be reported. The requirement to report as provided does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

b. Reporting by Students, Parents/Guardians, and Others

The school or district expects students, parents/guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents/guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private, and age-appropriate ways to report and discuss an incident of bullying with a staff member, or with the principal or designee, or superintendent or designee when the principal or assistant principal is the alleged aggressor.

B. Responding to a Report of Bullying or Retaliation

a. Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee takes steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but are not be limited to:

- creating a personal safety plan
- pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus
- identifying a staff member who will act as a “safe person” for the target
- altering the aggressor’s schedule and access to the target
- contacting parents/guardians

The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

b. Obligations to Notify Others

- *Notice to parents/guardians.* Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents/guardians of the target and the student aggressor of this, and of the procedures for responding to the situation. There may be circumstances in which the principal or designee contacts parents/guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.
- *Notice to Another School or District.* If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.
- *Notice to Law Enforcement.* At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. If an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the student aggressor. In making this determination, the principal will, consistent with the Plan and with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

c. Investigation

The principal or designee will promptly investigate all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents/guardians, and others as necessary. The principal or designee will remind the

alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given their obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

Procedures for investigating reports of bullying and retaliation will be consistent with school or district policies and procedures for investigations. If necessary, the principal or designee will consult with legal counsel about the investigation. (Align this with school or district procedures.)

d. Determinations

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will:

- determine what remedial action is required, if any
- determine what responsive actions and/or disciplinary action is necessary

Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or student aggressor's parents/guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents/guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents/guardians must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent/guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

The principal or designee shall inform the parent/guardian of the target about the Department of Elementary and Secondary Education's problem resolution system and the process for accessing that system, regardless of the outcome of the bullying determination.

e. Responses to Bullying

Teaching Appropriate Behavior Through Skills-building: Upon the principal or designee determining that bullying or retaliation has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. M.G.L. c. 71, § 37O (d) (v). Skill-building approaches that the principal or designee may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-bullying curriculum
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel
- implementing a range of academic and nonacademic positive behavioral supports to help students understand prosocial ways to achieve their goals
- meeting with parents/guardians to engage parental/guardian support and to reinforce the anti-bullying curricula and social skills building activities at home
- adopting behavioral plans to include a focus on developing specific social skills
- making a referral for evaluation

Taking Disciplinary Action: If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline. Consequences for confirmed bullying will include referrals, interventions, and /or disciplinary actions as outlined by the Student Code of Conduct, School Committee policies and any collective bargaining agreements.

If a student has been found in violation of the bullying policy, the District will impose disciplinary measures and/or corrective action to end and prevent further occurrences of the action(s). The District will take into account harm suffered by the target(s) as well as any damage to school or District property. The nature of the action taken must comply with District and school disciplinary policies. Any disciplinary or corrective action shall conform to the due process requirements of federal and state law. Action concerning students may include a written warning; classroom transfer; suspension (short- or long-term); exclusion from school-sponsored functions; after-school programs and/or extra-curricular activities; limited or denied access to parts or areas of the building; exclusion, expulsion, referral to law enforcement authorities; adult supervision on school premises; parent/guardian conferences; awareness training; empathy development awareness programs; counseling or any other action authorized by and consistent with the Student Code of conduct and/or school disciplinary code. The District complies with federal and state laws and regulations pertaining to the discipline of students with disabilities.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student may be subject to disciplinary action.

Promoting Safety for the Target and Others: The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that the principal or designee may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

f. Responding to a Report of Bullying by School Staff

All incidents of bullying by school staff will be thoroughly investigated. As appropriate, disciplinary and corrective action concerning a school employee may include, but is not limited to, a written warning, suspension, transfer, demotion, removal from certain duties, employment, termination, supervision, training, and counseling.

VI. COLLABORATION WITH FAMILIES

Parent/Guardian education and resources: The school or district will offer education programs for parents/guardians that are focused on the parental/guardian components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTO,, School Councils, Special Education Parent Advisory Council, or similar organizations.

Notification requirements: Each year the school or district will inform parents/guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The school or district will send parents/guardians written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy. All notices and information made available to parents/guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents/guardians. The school or district will post the Plan and related information on its website.

VII. PROHIBITION AGAINST BULLYING AND RETALIATION

The Webster Public Schools pledges to prepare all students to be life-long learners and responsible citizens. The Webster Public Schools are committed to maintaining a safe school environment free of bullying, in accordance with the current School Committee Policy.

Bullying of students by other students, student to teacher, teacher to student, parent/guardian to teacher, teacher to parent/guardian, administrator to teacher, teacher to administrator any district employee against another district employee will not be tolerated by the Webster Public Schools.

The District has implemented strategies for protecting a person who reports bullying, provides information during an investigation of bullying, witnesses bullying or has reliable information about an act of bullying. Such strategies include but are not limited to:

- The development of a safety plan
- Check-in with counselors, administration or other staff
- Staff escorts
- Modified schedule/class assignment
- Increased supervision in high traffic areas
- Increased communication among staff

Acts of bullying, which include cyberbullying, are prohibited:

- On school grounds and property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school; or through the use of technology or an electronic device owned, leased, or used by a school district or school, and
- At a location, activity, function, or program that is not school-related through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the acts create a hostile environment at school for the target or witnesses, infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of a school.

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

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

VIII. PROBLEM RESOLUTION SYSTEM

Any parent/guardian wishing to file a claim/concern or seeking assistance outside of the district may do so with the Department of Elementary and Secondary Education Program Resolution System (PRS). That information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

IX. DEFINITIONS

Aggressor is a student or a member of school staff who engages in bullying, cyber bullying, or retaliation.

Bullying is "The repeated use by one or more students or a member of a school staff of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (i) causes physical or emotional harm to the target or damage to the target's property; (ii) places the target in reasonable fear or harm to himself or of damage to his property; (iii) creates a hostile environment at school for the target; (iv) infringes on the rights of the target at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyberbullying."

Cyberbullying is "Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyberbullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyberbullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v) inclusive of the definition of bullying."

Hostile environment, as defined in M.G.L. c. 71, § 37O, is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals. As stated in M.G.L. c. 71, § 37O, nothing in this Plan requires the district or school to staff any non-school related activities, functions, or programs.

Target is a student or member of the school staff against whom bullying, cyber bullying, or retaliation has been perpetrated.

X. RELATIONSHIP TO OTHER LAWS

Consistent with state and federal laws, and the policies of the WPS, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, gender identity or sexual orientation.

Nothing in the Plan prevents the District from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In addition, nothing in the Plan is designed or intended to limit the authority of the school or the District to take disciplinary action or other action under M.G.L. c. 71, §§ 37H or 37H½, other applicable laws, or local school or district policies in response to violent, harmful, or disruptive behavior, regardless of whether the Plan covers the behavior.

Bullying Prevention and Intervention Initial Incident Reporting Form

1. Name of Reporter/Person Filing the Report: _____

*This line may be left blank if an anonymous report
is being made*

(Note: Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report.)

2. Check whether you are the:

☐ Alleged Target of the behavior ☐ Reporter (not the target)

3. Check whether you are a:

☐ Student ☐ Staff member ☐ Parent/Guardian ☐ Other (specify) _____

4. Your email/telephone number: _____

5. Information about the Incident:

Name of Alleged Target (of behavior): _____

Name of Alleged Aggressor (Person who engaged in the behavior): _____

Date(s) of Incident(s): _____

Time When Incident(s) Occurred: _____

Location of Incident(s) (Be as specific as possible): _____

6. Witnesses (List people who saw the incident or have information about it):

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ Staff ☐ Other _____

Name: _____ ☐ Student ☐ Staff ☐ Other _____

7. Describe the details of the incident (including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional space on the back if necessary.

Staff member receiving this Report: _____

Date: _____

BULLYING REPORT INITIAL INVESTIGATION

Alleged Target: _____

Alleged Aggressor: _____

1. Investigator(s): _____ Position(s): _____

2. Interviews:

☐ Interviewed alleged aggressor

Name: _____

Date: _____

☐ Interviewed alleged target

Name: _____

Date: _____

☐ Interviewed witnesses

Name: _____

Date: _____

Name: _____

Date: _____

3. Any prior documented Incidents by the alleged aggressor?

☐ Yes

☐ No

If yes, have incidents involved alleged targets or target groups previously?

☐ Yes

☐ No

Any previous incidents with findings of BULLYING, RETALIATION

☐ Yes

☐ No

Summary of Investigation:

(Please use additional paper and attach to this document as needed)

Form Given to: _____ Position: _____ Date: _____

Signature: _____ Date Received: _____

CONCLUSIONS FROM INITIAL BULLYING REPORT INVESTIGATION

1. Finding of bullying or retaliation

☐ YES

☐ NO

If yes:

- ☐ Bullying
- ☐ Retaliation

If no:

- ☐ Incident documented as _____
- ☐ Discipline referral only _____

2. Contacts:

- ☐ Alleged Target's parent/guardian
- ☐ Alleged Aggressor's parent/guardian
- ☐ Administration
- ☐ Law Enforcement

Date _____

Date: _____

Date: _____

Date: _____

3. Action Taken: _____

4. Describe Safety Planning:

Follow-up with Alleged Target:

scheduled for _____ Initial and date when completed: _____

Follow-up with Alleged Aggressor:

scheduled for _____ Initial and date when completed: _____

Report forwarded to Principal:

Date _____

Report forwarded to Superintendent:

Date _____

(If principal was not the investigator)

Investigation completed by: _____

Title: _____

Investigator Signature: _____

Date: _____

For Administrative Use Only

Administrator receiving this Report: _____

Date: _____

Webster Public Schools
Internal Investigation Reporting Form
Bullying and/or Harassment/Discrimination
Part I: Background Information

Section I: Reporter Information

*Report made via Civil Rights/Bullying Reporting Form? ATTACH AND PROCEED TO PG.2

**If report received via other means, complete this Reporting page:

Date of Report:	
-----------------	--

School:	
---------	--

Name of Person Taking Report:	
-------------------------------	--

Name of Reporter (or Anonymous):		Relationship to Target:	
----------------------------------	--	-------------------------	--

Section II: Initial Report

Name of Target:		Grade:	
-----------------	--	--------	--

Name of Aggressor(s)/ Perpetrator(s):		Grade:	
---------------------------------------	--	--------	--

Potential Witnesses:

Name	Role (Student, Staff, Parent/Guardian, etc.)

Date & Time of Incident(s):	
-----------------------------	--

Location of Incident(s):	
--------------------------	--

Description of Incident:

Describe the details of the incident *AS INITIALLY REPORTED* to the school (including names of the people involved, what occurred and what each person did and said, including specific words used)

--

Special Considerations:

Was the reported bullying, harassment or discrimination based on the target's membership in a protected class (race/color, religion/creed, national origin, sexual orientation, sex, gender identity, age, disability, veterans status, citizenship)? (Yes/No)	
If yes, specify:	
If yes, develop Interim Measures and make Civil Rights Considerations (see below)	

Is there reasonable suspicion that a crime occurred? (Yes/No)		
Was the school resource officer notified? (Yes/No)		
Reported to:		On (Date):
Were any other law enforcement personnel notified? (Yes/No)		
Reported to:		On (Date):

Is there reasonable suspicion of child abuse or neglect? (Yes/No)		
Was DCF notified? (Yes/No)		
Reported to:		On (Date):
Specify relevant details:		

Support Plan (Bullying)/Interim Measures (Civil Rights):

Was a Support Plan/Interim Measures put into place? (Yes/No)		
If yes, specify:		
Were any Aggressors/Perpetrators removed from school or work on an emergency basis or placed on leave? (Yes/No)		

If yes, specify:	
------------------	--

Signature of person taking report: _____

Date _____

Part II: Investigation Report

Section I: Summary of Investigation

Name of Investigator(s):		Title(s)	
--------------------------	--	----------	--

Interviews: *(copy and paste blank interview sections as needed)*

Unless circumstances dictate otherwise, the Target of the alleged behavior should be interviewed first followed by any witnesses and finally the aggressor(s).

Make sure to notify ALL participants in the investigation of the District policy prohibiting retaliation.

Name	Participant Role (Target/Aggressor/Perpetrator/Witness)	Date of Interview
Summary of Interview <i>(use additional sheet if necessary):</i>		

Name	Participant Role (Target/Aggressor/Perpetrator/Witness)	Date of Interview
Summary of Interview <i>(use additional sheet if necessary):</i>		

Describe any evidence that was examined during the investigation process including documents, video footage, text messages, social media, screenshots, etc. Take steps to preserve evidence as necessary.

Has the Aggressor/Perpetrator had prior documented incidents of a similar nature? (Y/N/NA)	
If yes, have incidents involved Target or Target Group? (Y/N/NA)	
Any previous incidents with findings of harassment, bullying or retaliation? (Y/N/NA)	

Civil Rights Considerations – Investigation of School Culture/Climate

Summary of Investigation (<i>use additional sheet if necessary</i>):	
--	--

Section II: Conclusions

Findings	
Is there sufficient evidence to support a finding that there was a violation of the District's policies on: (place an 'X' in the appropriate boxes if there is a finding)	
Bullying	
Civil Rights Based Harassment/Discrimination	
Hazing	
<i>Describe any additional violations of the Code of Conduct found during the investigation below</i>	

Civil Rights Considerations	
Was the student targeted <u>due to actual or perceived differentiating characteristics</u> , such as race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability? (Y/N)	
<i>If 'YES' above, please describe below</i>	

<i>If 'Yes' above, describe ways in which the climate and culture of the school was considered to have contributed to the incident?</i>

Section III: Follow-Up

Notification of Findings:

	Notify Target of Findings (verbal and written)
	Notify Aggressor(s)/Perpetrator(s) of Findings (verbal and written)

Action(s) Taken: (Mark any actions taken as a result of this incident)

	Individual Education
	Individual Training
	Community Service
	Loss of Privileges
	Detention
	Suspension
	Other (describe):

Other responsive measures:

Is additional staff or student education/training necessary? (Yes/No)	
If so, describe:	

Follow-Up Contacts/Monitoring: *(add rows as needed)*

Name	Role (Target/Aggressor/Witness/ Parent or Guardian)	Date of Follow-up	Method (Phone/Email/ Letter)
	<i>Central Office</i>		
	<i>Law Enforcement</i>		
	<i>Special Education</i>		

Safety & Support Planning

If Bullying or Harassment/Discrimination, a Safety Plan must be developed for the Target(s) of the behavior. If there is no finding, a Support Plan may be developed for any persons involved in the investigation as appropriate.

Plan Developed for Target(s) (Safety/Support or N/A)		Follow-up Date:	
Plan Developed for Witnesses? (Safety/Support or N/A)		Follow-up Date:	

Date Report Forwarded to Principal		Principal Initials	
Date Report Forwarded to Central Office		Central Office Initials	

Investigator Signature: _____ Date: _____

APPENDIX B

Anti-Bullying Curriculum

School	Program	Grades
PAE	Second Step	PK-4
	Second Step Anti-Bullying Units	K-4
WMS	Second Step	5-8
BHS	Second Step	9-12

APPENDIX C

Additional curriculum support activities

The District supports programs and activities that promote the value of a positive school climate with healthy and respectful behaviors. Although some of these programs and activities are not evidence-based or specifically targeted to bullying prevention, they will continue to be evaluated for potential implementation.

1. PBIS - Positive Behavioral Supports and Interventions - All Buildings/District-Wide: Teaches expectations of all students to promote a safe learning environment and positive culture.
2. Behavior Intervention Plans (BIPs)
3. Diversity Club - BHS
4. Morning Meeting - PAE
5. Responsive Classroom - PAE
6. Advisory BHS and WMS
7. Service learning projects

First Reading:

Second Reading:

Third Reading and Final Approval:

Drug & Weapon Policy

Policy on possession or use of weapons, drugs and additional security measures:

1. A student shall not possess, use or attempt to use any weapon on school premises or at school-related functions.
2. In order to protect the students of the Webster Public Schools, by law, Bartlett High School will adhere to Massachusetts General Laws Chapter 71, Section 37H and all of the subsections contained therein.

Notwithstanding, any general or special law to the contrary, all student handbooks shall contain the following provisions:

- a. Any student who is found on school premises or at school sponsored or school related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in Chapter 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to exclusion from the school or school district by the principal.
 - b. Any student who assaults a staff member on school premises or at school sponsored or school related events, including athletic games, may be subject to exclusion from the school or school district by the principal.
 - c. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing, an opportunity for a hearing will be provided and that student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.
After said hearing, a principal may, in his discretion, decide to suspend, rather than exclude, a student who has been determined by the principal to have violated either paragraph (a) or (b).
 - d. Any student who has been excluded from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The excluded student shall have ten (10) days from the date of exclusion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
 - e. When a student is excluded under the provisions of this section, no school or school district within the Commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school excluding said student a written statement of the reasons for said exclusion.
3. For the purposes of this policy, a "weapon" includes but is not limited to a gun, knife, slingshot, a blowgun, black jack, metallic knuckles, including a ring intended to be worn on more than one finger ("fused rings") or knuckles of any substance which could be put to the same use with the same or similar effect as metallic knuckles, nunchaku, zoobow, also known as klackers or Kung Fu sticks of wood, plastic or metal connected at one end by a length of rope, chain, wire or leather, a shuriken or any similar pointed star-like object intended to injure a person when thrown, or any armband made with leather which has metallic spikes, points or studs or any similar device made from any other substance or a cestus of similar material weighted with metal or other substance and worn on the hand, or a manriki-gusari or similar length of chain having weighted ends. Any other device or object used or attempted to be used to inflict bodily harm on a person may be considered a weapon. "Weapon" also

includes any non-working device or devices similar to those defined in this paragraph. The principal has the ultimate authority to determine if an object is or is not a weapon.

4. All lockers available to students are the property of the Webster Public Schools. Use of lockers by students is regulated by the School Administration and all lockers are subject to inspection by administration at any time. Any weapon(s) or other contraband found in a locker in violation of school policy may be considered to be the property of the student assigned to that locker for purposes of disciplinary action under this code.
5. For security reasons, no hats or hoods are to be worn inside the school building.

This Policy will be implemented according to the process provisions of the Webster Public Schools' Discipline Code applicable to Regular and Special Education students.

Search Policy

Bartlett High School is committed to being a "Drug Free School" and maintains a zero tolerance policy on drugs and alcohol. Recognizing that this goal can only be achieved if the administration has the authority it needs to carry out the Drug/Alcohol Policy, the administration follows the principle of "reasonable suspicion" not "probable cause." Therefore, students smelling of alcohol or marijuana, or behaving in a manner that would indicate ingestion of drugs or alcohol, are subject to this policy. This policy also applies to suspicion of possession of a weapon.

The use of lockers and parking on school property are privileges and not a student's right. At the discretion of the administration, lockers and personal effects, including vehicles parked on school grounds, may be subject to search.

The school possesses a Breathalyzer which will be utilized. Also, trained dogs may be brought, unannounced, onto the grounds and/or into the building to conduct searches for illegal substances or weapons.

Physical Restraint of Students

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Webster School District. Physical restraint shall be used only in emergency situations after other less intrusive alternatives have failed or have been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind. The first goal is to administer physical restraint only when needed to protect a student and/or a member of the school community from immediate, serious, physical harm. The second goal is to prevent or minimize any harm to the student as a result of the use of physical restraint. Further, students of the District are protected by law from the unreasonable use of physical restraint. These protections are required to be reviewed by staff annually as part of other mandated training.

Discipline for Students with Special Needs

All students are expected to meet the requirements for behavior as set forth in this handbook. (M.G.L. c.76, § 5) Federal and state laws and regulations require that additional provisions be made for students who have been found by an evaluation team to have special needs and whose program is implemented under an Individualized Education Plan (IEP). The following additional requirements apply to the discipline of special needs students:

If the District has prior knowledge that the student might have a disability, that is, if the parent/guardian expressed concern in writing, the parent/guardian had requested an evaluation or district staff expressed specific concerns about a pattern of behavior directly to the special education director or other supervisory personnel, then the district will refer the student for an expedited evaluation. In this case, the student will receive protections in the same manner as a student with a disability until ineligibility is determined. If the prior knowledge such as, the parent/guardian has not consented to an evaluation of the student, the parent/guardian has refused special education services, or an evaluation of the student has resulted in a determination of ineligibility, then the district can issue discipline in the same manner as a student without a disability. When the district has no prior knowledge, but the parent/guardian requests an evaluation subsequent to the disciplinary action, district procedures include conducting an expedited evaluation for the student consistent with federal requirements.

- The Principal (or designee) will notify the Special Education Office of the offense requiring suspension committed by a student serviced by an IEP. A record will be kept of such notices.
- A suspension of 10 consecutive days or a longer series of suspensions that are shorter than 10 days but constitute a pattern of behavior may constitute a change in placement.
- Prior to a suspension of ten days or more or a suspension that may constitute a change in placement of a student with disabilities, the Team will convene for a manifestation determination meeting to determine if the conduct in question is a manifestation of the student's disability. The team will consider completing a Functional Behavioral Assessment (FBA) or reviewing/revising the Behavior Intervention Plan for a student, or create such a plan. A student's conduct is a manifestation of their disability if the conduct in question was caused by or had a direct and substantial relationship to the student's disability, or if the conduct in question was the direct result of the district's failure to implement the student's IEP.
- If the Team determines that the student's misconduct IS a manifestation of their disability, the Team may review the student's functional behavioral assessment and will create, review or modify as necessary the student's behavior plan and IEP. Under such circumstances, the student will be returned to their current placement unless the Team determines that another placement is required to provide the student with FAPE (free appropriate public education).
- If the Team determines that the student's misconduct is NOT a manifestation of their disability, then the district may suspend or exclude the student consistent with policies applied to any student without disabilities, except that the district must still offer appropriate educational services to the student with disabilities, to meet the needs of the student's IEP.
- Regardless of the manifestation determination, the district may suspend or exclude, and may unilaterally place the student in an interim alternative educational setting (as determined by the Team) for up to 45 school days under the following circumstances: 1.) if the student carries or possesses a weapon to or at school, on school premises, or at a school function; 2.) a student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a

school function; or 3.) a student has inflicted serious bodily injury upon a person while at school, on school premises, or at a school function.

- When a suspension constitutes a change in placement of a student with disabilities, district personnel, the parent/guardian, and other relevant members of the Team, as determined by the parent/guardian and the district, convene within 10 days of the decision to suspend to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents/guardians, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP—"a manifestation determination."
- Webster Public Schools will provide written notice, as required by law, to the parent/guardian of all rights to appeal and to an expedited hearing. If the parent/guardian chooses to appeal, during the appeal the student stays put in the interim alternative placement, unless the parent/guardian and district agree otherwise.

Discipline of Students under Section 504 of the Americans with Disabilities Act

Under various federal and state laws and regulations, students with disabilities may not be discriminated against in discipline matters on the basis of their disability or impairment. In addition to those rights, the following procedures will be implemented to comply with state and federal law and regulations regarding students with disabilities. Procedures for students eligible for special education services are set forth in "Discipline of Special Needs Students" in this Handbook.

- Definition: A student with a disability is a student who has had or is perceived to have a physical or mental impairment that substantially limits one or more major life activities. This category includes students who are found to have such impairment currently, have a record of having such impairment, or who are perceived as having such impairment.
- Procedure: In the event that a student is found to have violated a school rule after implementing the general due process procedures (notice and hearing) provided in this Handbook, administration shall ascertain whether the student has been identified as a student with a disability under Section 504.
 - If the student has not been identified as disabled, administration must consider whether the circumstances surrounding the disciplinary incident suggest the existence of a disability.
 - In the event that the administration concludes that there is no reason to suspect a disability, the student may be disciplined according to the regular disciplinary sanction under the student handbook.
 - If the student is identified or has previously been identified as a student with a disability under Section 504, prior to taking disciplinary action which would result in a suspension of one to ten days, administration shall determine whether the student's misconduct is a manifestation of their disability and assure that all disciplinary actions are consistent with the mandates of Section 504.
 - If the student is identified or has previously been identified as a student with a disability under Section 504 and/or is so identified upon an initial 504 evaluation and the disciplinary sanction, or cumulative disciplinary sanction could result in a suspension from school for more than ten (10) days, and the 504 Committee determines that:
 - the student is, or continues to be disabled, and;
 - their misconduct is a manifestation of their disability; or

- the violation of school rules is related to a failure to accommodate the student's disability or an inappropriate or unimplemented 504 plan.

The student will not be suspended from school; provided, however, the 504 Team may determine that the student's 504 plan should include modifications to address the student's misconduct including, but not limited to, delivery of educational services at an alternative site, behavioral modification plans, or any other appropriate modification or accommodation or disciplinary consequence consistent with Section 504.

- In the event that the student previously has been identified as a student with a disability under Section 504 and/or upon an initial 504 evaluation the 504 Team determines that the student is, or continues to be, disabled but their violation of school rules is not related to their disability, a failure to accommodate or an inappropriate or unimplemented 504 plan, regular disciplinary sanctions under the student handbook may be imposed.
- Evaluation/Re-evaluation: Initial evaluations pursuant to this policy, and re-evaluations of students with disabilities under Section 504, who may be subject to suspension or expulsion for more than ten cumulative days, shall be conducted pursuant to Section 504.

Ahera Notification

Webster Public Schools
Office of Business and Finance

Monique Pierangeli
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Office Manager
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Date: July 1, 2023

Webster Public Schools
Ahera Notification

Dear Parents/Guardians, Students, Legal Guardians, and Employees:

In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA), which requires schools to be inspected to identify any asbestos containing building materials. Schools with known asbestos conditions were inspected and suspect materials were sampled by licensed state inspectors and rated according to EPA AHERA protocols. Please find listed below the District schools and the results of their inspections. Every three years, schools containing asbestos materials must be re-inspected to determine if any known or suspected asbestos-containing buildings materials (ACBM) have changed and recommendations are made on the managing or abatement of the ACBM.

Educational Facility Name and Address:

Park Ave Elementary School (No Asbestos Present)
58 Park Avenue
Webster, MA 01570

Webster Middle School (No Asbestos Present)
75 Poland Street
Webster, MA 01570

Bartlett High School
52 Lake Parkway
Webster, MA 01570

The law further requires an asbestos management plan to be developed and implemented to monitor any known or inspected ACBM. The plan has several ongoing requirements: Publish a notification on management plan availability and the status of asbestos activities; educate and train its employees about asbestos and how

to deal with it; notify short-term or temporary workers on the locations of the asbestos containing building materials; post warning labels in routine maintenance areas where asbestos was previously identified or assumed; follow set plans and procedures designed to minimize the disturbance of asbestos containing building materials; and survey the condition of these materials every six months to assure that they remain in good condition.

It is the intention of the Webster Public Schools to comply with all federal and state regulations controlling asbestos and to take whatever steps are necessary to ensure students and employees a healthy and safe environment in which to learn and work. You are welcome to review a copy of the asbestos management plan in the school administrative office during regular business hours. If you have any questions or concerns, please contact me at the number listed below.

Monique Pierangeli
Assistant Superintendent of Business & Finance
Webster Public Schools
77 Poland Street
Webster, MA 01570
mpierangeli@webster-schools.org

Massachusetts Law Section

Chapter 622

It is the policy of the Webster School Department to comply with Chapter 622 of the General Laws of the Commonwealth of Massachusetts and Title IX of the Educational Amendments of 1972.

Chapter 622 of the General Laws of our State provides that no person shall be excluded from or discriminated against in admission to a public school, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion or national origin.

Title IX of the Educational Amendments of 1972 prohibits sex discrimination in any regard for students and employees. This means that on the basis of sex, no person can be denied participation in, denied the benefits of, or be subjected to discrimination under any educational program.

Non-Discrimination Policy

Bartlett High School is an equal opportunity institution. In accordance with federal and state law, there shall be no discrimination on the basis of race, creed, color, age, sex, religion, national origin, sexual orientation, gender identity, homelessness or disability.

Mass. Department of Education Laws and Regulations; Student Records Law (603 CMR 23.00)

*Most Recently Amended by the Board of Education: August 15, 2006

Section:

23.01: Application of Rights

23.02: Definition of Terms

23.03: Collection of Data: Limitations and Requirements

23.04: Personal Files of School Employees
23.05: Privacy and Security of Student Records
23.06: Destruction of Student Records
23.07: Access to Student Records
23.08: Amending the Student Record
23.09: Appeals
23.10: Notification
23.11: Monitoring
23.12: Severance Clause
23.01: Application of Rights

603 CMR 23.00 is promulgated to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

(1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student's parents.

(2) If a student is from 14 through 17 years of age or has entered the ninth grade, both the student and their parent, or either one acting alone, shall exercise these rights.

(3) If a student is 18 years of age or older, they alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such a student. Such students may limit the rights and provisions of 603 CMR 23.00 which extend to their parents, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c. 71, section 34E, the parent of a student may inspect the student record regardless of the student's age.

(4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a school committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

23.02: Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access shall mean inspection or copying of a student record, in whole or in part. Authorized school personnel shall consist of three groups:

(a) School administrators, teachers, counselors and other professionals who are employed by the school committee 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.

(b) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the school committee or are employed under a school committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.

(c) The Evaluation Team which evaluates a student.

Eligible student shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the school committee acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team shall mean the team which evaluates school-age children pursuant to M.G.L. c. 71B (St. 1972, c. 766) and 603 CMR 28.00.

Parent shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non-custodial parent for purposes of M.G.L. c. 71, § 34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age children with special needs shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c. 766) and 603 CMR 28.00.

School committee shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c. 71B (Chapter 766) approved private school.

Student shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a school committee maintains information relative only to that person's employment by the school committee.

The student record shall consist of the transcript and the temporary record, including all information recording and computer tapes, microfilm, microfiche, or any other materials regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The term as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party shall mean any person or private or public agency, authority, or organization other than the eligible student, their parent, or authorized school personnel.

The transcript shall contain administrative records that constitute the minimum data necessary to reflect the student's educational progress and to operate the educational system. These data shall be limited to the name, address, and phone number of the student; their birthdate; name, address, and phone number of the parent or

guardian; course titles, grades (or the equivalent when grades are not applicable), course credit, grade level completed, and the year completed.

23.03: Collection of Data: Limitations and Requirements

All information and data contained in or added to the student record shall be limited to information relevant to the educational needs of the student. Information and data added to the temporary record shall include the name, signature, and position of the person who is the source of the information, and the date of entry into the record. Standardized group test results that are added to the temporary record need only include the name of the test and/or publisher, and date of testing.

23.04: Personal Files of School Employees

The term student record does not include notes, memory aids and other similar information that is maintained in the personal files of a school employee and is not accessible or revealed to authorized school personnel or any third party. Such information may be shared with the student, parent or a temporary substitute of the maker of the record, but if it is released to authorized school personnel it becomes part of the student record subject to all the provisions of 603 CMR 23.00.

23.05: Privacy and Security of Student Records

(1) The school principal or their designee shall be responsible for the privacy and security of all student records maintained in the school.

(2) The superintendent of schools or their designee shall be responsible for the privacy and security of all student records that are not under the supervision of a school principal, for example, former students' transcripts stored in the school department's central administrative offices or student records of school-age children with special needs who have not been enrolled in a public school.

(3) The principal and superintendent of schools shall ensure that student records under their supervision are kept physically secure, that authorized school personnel are informed of the provisions of 603 CMR 23.00 and M.G.L. c. 71, § 34H and are educated as to the importance of information privacy and confidentiality; and that any computerized systems employed are electronically secure.

23.06: Destruction of Student Records

(1) The student's transcript shall be maintained by the school department and may only be destroyed 60 years following their graduation, transfer, or withdrawal from the school system.

(2) During the time a student is enrolled in a school, the principal or their designee shall periodically review and destroy misleading, outdated, or irrelevant information contained in the temporary record provided that the eligible student and their parent are notified in writing and are given opportunity to receive the information or a copy of it prior to its destruction. A copy of such notice shall be placed in the temporary record.

(3) The temporary record of any student enrolled on or after the effective date of 603 CMR 23.00 shall be destroyed no later than seven years after the student transfers, graduates, or withdraws from the school system. Written notice to the eligible student and their parent of the approximate date of destruction of the record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. Such notice shall be in addition to the routine information letter required by 603 CMR 23.10.

(4) In accordance with M.G.L. c 71, section 87, the score of any group intelligence test administered to a student enrolled in a public school shall be removed from the record of said student at the end of the school year in which such test was administered.

23.07: Access to Student Records

(1) Log of Access. A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

- (a) authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;
- (b) administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and
- (c) school nurses who inspect the student health record.

(2) Access to Eligible Students and Parents. The eligible student or the parent, subject to the provisions of 603 CMR 23.07 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents as provided in 603 CMR 23.07 (5). Upon request for access, the entire student record regardless of the physical location of its parts shall be made available.

(a) Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would effectively prevent the parents or eligible student from exercising their right, under federal law, to inspect and review the records.

(b) Any student, regardless of age, shall have the right pursuant to M.G.L. c. 71, section 34A to receive a copy of their transcript.

(c) The eligible student or the parent shall have the right upon request to meet with professionally qualified school personnel and to have any of the contents of the student record interpreted.

(d) The eligible student or the parent may have the student record inspected or interpreted by a third party of their choice. Such third parties shall present specific written consent of the eligible student or parent, prior to gaining access to the student record.

(3) Access of Authorized School Personnel. Subject to 603 CMR 23.00, authorized school personnel shall have access to the student records of students to whom they are providing services, when such access is required in the performance of their official duties. The consent of the eligible student or parent shall not be necessary.

(4) Access of Third Parties. Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for information described in 603 CMR 23.07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that they will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

(a) A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07 and allows eligible students and parents a reasonable time after such notice to request that this information

not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.

(b) Upon receipt of a court order or lawfully issued subpoena the school shall comply, provided that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance.

(c) A 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, sections 51B, 57, 69 and 69A respectively.

(d) 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 for the audit, evaluation or enforcement of federal and state education laws.

(e) A school may disclose information regarding a student to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This includes, but is not limited to, disclosures to the local police department and the Department of Social Services under the provisions of M.G.L. c. 71, section 37L and M.G.L. c. 119, section 51A.

(f) Upon notification by law enforcement authorities that a student, or former student, has been reported missing, a mark shall be placed in the student record of such student. The school shall report any request concerning the records of the such child to the appropriate law enforcement authority pursuant to the provisions of M.G.L. c. 22A, section 9.

(g) 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. Such notice may be included in the routine information letter required under 603 CMR 23.10.

(h) School health personnel and local and state health department personnel shall have access to student health records, including but not limited to immunization records, when such access is required in the performance of official duties, without the consent of the eligible student or parent.

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

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

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

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

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

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

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

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

23.08: Amending the Student Record

(1) The eligible student or the parent shall have the right to add information, comments, data, or any other relevant written material to the student record.

(2) The eligible student or the parent shall have the right to request in writing deletion or amendment of any information contained in the student record, except for information which was inserted into that record by an Evaluation Team. Such information inserted by an Evaluation Team shall not be subject to such a request until after the acceptance of the Evaluation Team Educational Plan, or, if the Evaluation Team Educational Plan is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:

(a) If such student or parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student record, either student or parent shall present the objection in writing and/or have the right to have a conference with the principal or their designee to make the objections known.

(b) The principal or their designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such student or parent a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the student or parent, the principal or their designee shall promptly take such steps as may be necessary to put the decision into effect.

23.09: Appeals

(1) In the event that any decision of a principal or their designee regarding any of the provisions contained in 603 CMR 23.00 is not satisfactory in whole or in part to the eligible student or parent, they shall have the right of appeal to the superintendent of schools. Requests for such appeal shall be in writing to the superintendent of schools.

(2) The superintendent of schools or their designee shall within two weeks after being notified of such appeal (longer should the appellant request a delay) review the issues presented and render a written decision to the appellant, stating the reason or reasons for the decision. If the decision is in favor of the appellant, the superintendent of schools or their designee shall promptly take such steps as may be necessary to put the decision into effect.

(3) In the event that the decision of the superintendent of schools or their designee is not satisfactory to the appellant in whole or in part, the appellant shall have the right of appeal to the school committee. Requests for such appeal shall be in writing to the chairperson of the school committee.

(4) The school committee shall within four weeks after being notified of such appeal (longer should the appellant request a delay) conduct a fair hearing to decide the issues presented by the appellant.

(a) School officials shall have the burden of proof on issues presented by the appellant.

(b) The appellant shall have the right to be represented by an advocate of their choosing, to cross-examine witnesses, to present evidence, to make a tape or other recording of the proceedings, and to receive a written decision within two weeks after the hearing.

(c) If the appeal concerns statements by an employee of the school committee, such person(s) shall have the right to be present and to have an advocate of their own choosing.

(5) Nothing in 603 CMR 23.00 shall abridge or limit any right of an eligible student or parent to seek enforcement of 603 CMR 23.00 or the statutes regarding student records, in any court or administrative agency of competent jurisdiction.

23.10: Notification

(1) At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

(a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.

(b) The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

(2) In those school systems required under M.G.L. c. 71A to conduct a bilingual program, all forms, regulations, or other documents regarding 603 CMR 23.00 that a parent receives or is required to receive shall be in the language spoken in the home of the student, provided that it is a language for which the school system is required to provide a bilingual program.

23.11: Monitoring

The Department of Elementary and Secondary Education may, pursuant to a request by an eligible student or parent or on its own initiative, conduct reviews to insure compliance with 603 CMR 23.00. The school committee and the specific school(s) involved shall cooperate to the fullest extent with such review.

23.12: Severance Clause

The provisions of 603 CMR 23.00 are severable and should any section be found upon judicial review to exceed the authority of the State Board of Education, the remaining sections shall not be affected.

Regulatory Authority: 603 CMR 23.00: M.G.L. c. 71, 34D, 34E.

Disclaimer: For an official copy of these regulations, please contact the State House Bookstore, at 617-727-2834 or visit <http://www.state.ma.us/sec/spr/sprinf/infocode.htm>

The Commonwealth of Massachusetts M.G.L. Chapter 269 • An Act Prohibiting the Practice of Hazing (Harassment)

SECTION 17. Whoever is a principle organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

SECTION 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than five hundred dollars.

SECTION 19. Each secondary school and each public and private school or college shall issue to every group or organization under its authority or operating on or in conjunction with its campus or school, and to every member, plebe or applicant for membership in such group or organization, a copy of this section and sections seventeen and eighteen. An officer of each such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgement stating that such group, organization or individual has received a copy of said sections seventeen and eighteen.

Each secondary school and each public or private school or college shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with the provisions of this section and also certifying that said school has adopted a disciplinary policy with regards to the organizers and participants of hazing. The board or regents and in the case of secondary schools, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Chapter 164 of the Acts of 2000
AN ACT RELATIVE TO THE CRIME OF CRIMINAL HARASSMENT

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

Chapter 265 of the General Laws is hereby amended by inserting after section 43 the following section:

Section 43A. (a) Whoever willfully and maliciously engages in a knowing pattern of conduct or series of acts over a period of time directed at a specific person, which seriously alarms that person and would cause a reasonable person to suffer substantial emotional distress, shall be guilty of the crime of criminal harassment and shall be punished by imprisonment in a house of correction for not more than two and one-half years or by a fine of not more than \$1,000, or by both such fine and imprisonment. Such conduct or acts described in this paragraph shall include, but not be limited to, conduct or acts conducted by mail or by use of a telephonic or telecommunication device including, but not limited to, electronic mail, internet communications or facsimile communications.

(b) Whoever, after having been convicted of the crime of criminal harassment, commits a second or subsequent such crime, or whoever commits the crime of criminal harassment having previously been convicted of a violation of section 43, shall be punished by imprisonment in a house of correction for not more than two and one-half years or by imprisonment in the state prison for not more than ten years.

AMENDMENTS TO THE BULLYING LAW

I. Introduction

On April 24, 2014, Governor Patrick signed into law “An Act Relative to Bullying in Schools,” Chapter 86 of the Acts of 2014, which legislation expands the protections of the 2010 anti-bullying law. The law goes into effect 90 days after April 24, that is, July 25, 2014. The new law revises certain provisions of the current anti-bullying law, G.L. c. 71, § 380, and adds several new subsections to that statute.

There are four main components of the new law: (1) it requires schools’ anti-bullying plans to recognize that certain enumerated categories of students may be more susceptible to bullying, including LGBTQ students; (2) it requires school districts to annually report bullying incident data to DESE; (3) it requires DESE to develop and school districts to administer surveys at least once every four years on the climate of the school district and prevalence of bullying; and (4) it grants DESE the power to investigate certain alleged incidents of bullying. The law also permits school districts to “adopt an anti-bullying seal to represent the district’s or school’s commitment to bullying prevention and intervention.”

The four main components of the law are discussed in turn below.

II. Identification of Categories of Vulnerable Students

The new law expands the language of the 2010 anti-bullying law by requiring schools’ anti-bullying plans to “recognize that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics.” Chapter 86 of the Acts of 2014 at Section 1 (3). The new law goes on to identify categories of “differentiating characteristics” that may make certain students more vulnerable to bullying, including:

race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, age, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.

The law also permits schools to establish separate discrimination or harassment policies that include additional categories of students.

This revision revises and expands the language of the 2010 law, which states that a school “may establish separate discrimination or harassment policies that include categories of students,” without specifically identifying categories of more vulnerable students. G.L. c. 71, § 380. Because the new law specifically recognizes that LGBTQ students generally are more vulnerable to bullying, it is being lauded by gay-rights groups.

In addition, the new law requires schools’ anti-bullying plans to include the “specific steps” the school will take to support vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.”

Practice Note: In practice, this revision to the law should not have a major impact on school districts since districts have been implementing anti-bullying plans for several years and those plans intrinsically should have addressed the needs of more vulnerable students. The only real change for most school districts will be to revise their anti-bullying plans to specifically reference the categories of more vulnerable students and to enumerate the steps for bullying prevention and to support vulnerable students. We expect DESE to revise its model plan to reflect these revisions.

III. Annual Reporting to DESE

Under the second main component of the new law, school districts will be required to report bullying incident data to DESE annually. This is an additional requirement of the current bullying law, G.L. c. 71, § 380. DESE is tasked with establishing the form and manner for reporting the data, which shall include at least the following information: “(i) the number of reported allegations of bullying or retaliation; (ii) the number and nature of substantiated incidents of bullying or retaliation; (iii) the number of students disciplined for engaging in bullying or retaliation; and (iv) any other information required by the department.” Chapter 86 of the Acts of 2014 at Section 4(k). DESE will then collect and analyze the data and file an annual report.

DESE has not yet published the requirements for reporting the bullying incident data. Therefore, the impact on school districts is not yet known. It is worth noting, however, that the new law states that DESE “shall minimize costs and resources needed to comply with said reporting requirement” and that DESE may use existing data collection and reporting mechanisms to collect this information. Given those directives, we would not be surprised if DESE instructed districts to report bullying information along with other data, such as conduct/discipline reports.

Practice Note: The new law revises the existing language of G.L. c. 71, § 380 by requiring that bullying prevention plans now include procedures for “collecting, maintaining and reporting bullying incident data” pursuant to the provision described in this section. Thus, once DESE announces the data collection and reporting requirements, Districts will have to revise their plans.

IV. Student Survey

In addition to collecting yearly data from schools, DESE is also required, under the new law, to develop a student survey to assess the climate of schools and the prevalence of bullying. DESE must develop the survey within 12 months of the effective date of the new law for its administration in the 2016 school year. Chapter 86 of the Acts of 2014 at Sections 4(1) & 5. School districts will be responsible for administering the survey at least once every four years, with the person identified in the bullying prevention plan as responsible for receiving reports also responsible for the completion of the surveys. Surveys may be done anonymously and will be forwarded to DESE. DESE will analyze the survey results, including comparing them against the bullying data collected yearly. As with the bullying data described above, DESE has not yet released any details on the survey.

V. DESE Investigations

The final main component of the new law is a provision that states DESE “may investigate certain alleged incidents of bullying.” Chapter 86 of the Acts of 2014 at Section 4(n). If, after the investigation, DESE finds that a school has not properly implemented its bullying prevention plan, DESE may require the district to properly implement the plan “or take other actions to address the findings of the investigation.” *Id.* The law does not

define precisely which alleged claims of bullying DESE may investigate or what “other actions” it may take to address the findings of its investigation.

In a similar vein, the new law revises G.L. c. 71, § 380 to add a requirement that the school principal or designee notify the parents or guardian of a victim about DESE problem resolution system, currently administered by PQA, and the process for seeking assistance or filing a claim under the problem resolution system. The principal or designee is required to provide that information when he or she notifies the parent or guardian about the bullying incident.

VI. Conclusion

The new law expands the current bullying law and creates several new requirements for school districts. Although the precise impact on these revisions to G.L. c. 71, § 380 are unclear at the present, and likely will remain nebulous until DESE implements its initial requirements under the law, the changes should have a relatively low impact on school districts that have properly implemented the bullying prevention programs under the 2010 law. At the same time we expect a positive impact on LGBTQ students who can be assured they will have access to the protections of the law.

REFERENCES:

Massachusetts Department of Elementary and Secondary Education’s Model Bullying Prevention and Intervention Plan

LEGAL REFS:

Title VII, Section 703, Civil Rights Act of 1964

Federal Regulations 74665 issued by EEO Commission

Title IX of the Education Amendments of 1972

603 CMR 26.00

MGL: 71:370

MGL 265:43:43A

MGL 268:13B

MBL 296:14A

CROSS REFSAC Nondiscrimination

ACAB, Sexual Harassment

JBA Student-to-Student Harassment

JICFA, Prohibition of Hazing

JK Student Discipline Regulations



Mr. Tony Paranto
Athletic Director