Webster Middle School



2025-2026

ROAR

Respect - Ownership - Attitude - Responsibility

TOWN OF WEBSTER SCHOOL COMMITTEE

Kelly Seddiki - Chair
Nicholas Adamopoulos
Miranda Sgariglia
Linda Millet
Lauren Koleros

DISTRICT ADMINISTRATION OFFICE

508-943-0104

Monique Pierangeli, Superintendent
Patricia Mackay, Ed.D, Assistant Superintendent
Shari Haire, Director of Student Support Services
Carol Cohen, Assistant Director of Student Support Services & 504 District Coordinator
Deborah Rivera, Curriculum Director
Lisa Kontoes, Business Manager
Ava Landry, Director of Adult Education
Kelsey Sanders, Director of Food Services

ADA Compliance Officer: Monique Pierangeli, 508-943-0104 ext. 40010
Title IX Compliance Officer: Shari Haire, 508-943-3646
Sexual Harassment Grievance Officer: Shari Haire, 508-943-3646

WEBSTER MIDDLE SCHOOL

508-943-1922

Administration
Heidi A. Peterson, *Principal*
David Moreno, *Assistant Principal*
Melissa Bergeron, *Dean of Students*

Counseling Department
TBD, *Grade 5*
Ryan Deviney, *Grade 6*
Angelica Gomes-Liddell, *Grade 7*
Meghan Costa, *Grade 8*

www.webster-schools.org

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

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Non-Discrimination Policy

Webster Middle School is an equal-opportunity institution. In accordance with the laws of the United States and the Commonwealth of Massachusetts, Webster Middle School does not discriminate on the basis of race, creed, color, age, sex, gender identity, sexual orientation, religion, national origin,ancestry, physical or mental disability, or homelessness.

WEBSTER MIDDLE SCHOOL

75 Poland Street
Webster, MA 01570
(508)943-1922
www.webster-schools.org

Dear Students and Families:

Welcome to the 2025-2026 school year! We are excited to welcome the class of 2033 to join the classes of 2032, 2031, and 2030. Middle school and adolescence bring many physical, social, emotional, and educational changes and challenges. Middle school students can learn from all they do, and their learning often comes from trial and error. It is our responsibility to work together to guide students through this. We hope to provide students with an environment where they can take advantage of as many opportunities as possible.

This handbook is intended to provide information and guidelines about our daily expectations at Webster Middle School. Please review the contents, as there have been changes and additions. Once you have read this handbook, please fill out the sign-off sheet and return it to school.

Webster Middle School strives to build school structure and accountability through PBIS (positive behavioral interventions and supports). We believe in strong relationships that shape a safe and supportive environment for all students. We continue to assess curriculum, teaching pedagogy, and scheduling, so that we promote time on learning and opportunities for growth and academic rigor.

Please feel free to reach out to any staff member if there is anything we can do to help support your child's learning. We look forward to what 2025-2026 may bring!

Sincerely,

Heidi A. Peterson
Principal
Webster Middle School

DISTRICT CALENDAR

2025-School Calendar Webster Public Schools-2026

= Student/ Teacher Days
= PD - No School for Students
= Half Day of School for Students
= No School - Holidays
= School Committee Meetings
= Parent Teacher Conferences

July

0 days | 0 /180

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

4 Independence Day

August

2 day | 2 /180

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

20-21 New Teacher Orientation
25 District Opening - PD Day
25-27 Professional Development
28 First Day of School Gr 1-12

September

21 days | 23 /180

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

1 No School; Labor Day
8 First Day for PreK & K students
19 1/2 day of school for students; PD
Open House-See Schedule below

October

22 days | 45 /180

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

10 1/2 day of school for students;PD
13 No School; Columbus Day

November

17 days | 62 /180

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

6 Evening Parent Conferences - **BHS ONLY**
11 No School; Veteran's Day
19 Evening parent conferences WMS only
20 **1/2 day PAE ONLY** Parent Conferences
26 1/2 day of school before Thanksgiving
27-28 Thanksgiving Holiday

December

15 days | 77 /180

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

22-31 Holiday Break

January

18 days | 95 /180

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

1-2 No School; New Years Day Holiday
19 No School;Martin Luther King Jr Day
20 Full Day of PD; No School for students

February

15 days | 110 /180

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

6 1/2 day of school for students;PD
16 Presidents' Day
16-20 Winter Vacation

March

21 days | 131 /180

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

13 Full Day of PD; No School for students

April

16 days | 147 /180

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

3 No School; Good Friday
8 Parent conference WMS only (Evening)
9 Parent conference BHS only (Evening)
20 No School; Patriots Day
20-24 No school-Spring break

May

20 days | 167 /180

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

8 1/2 day of school for students; PD
25 No School; Memorial Day

June

13 days | 180 /180

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

5 BHS Graduation
17 LAST DAY OF SCHOOL - 1/2 day
19 Juneteenth
25 185th Day

Bartlett High School & Webster Middle School

First Quarter	Aug. 28 - Oct. 31	(45 days)
Second Quarter	Nov. 3 - Jan 23	(45 days)
Third Quarter	Jan. 26 - April 7	(45 days)
Fourth Quarter	April 8 - June 17	(45 days)

Park Avenue Elementary School

Trimester 1	Aug. 28 - Nov. 21	(59 days)
Trimester 2	Nov 24 - March 17	(62 days)
Trimester 3	March 18 - June 17	(59 days)

Open House Bartlett High School =09/17/2025 Webster Middle School =09/11/2025 Park Ave Elementary School =09/18/2025

School Cancellations

Cancellations, Delayed Openings, and Evacuation

Information concerning cancellation, delayed opening of school on inclement weather days, or evacuation will be provided via the following:

Telephone Notification: Webster Public Schools will use the *One Call Now* telephone/text notification system in making parents and caregivers aware of school cancellations, delayed openings, or emergency evacuations.

Cable: • Channel 194 (our Webster School System Channel)

Television: • Channels 4, 5, 7, 10, Fox 25, and NECN 77

Website: • www.webster-schools.org

- If students are already at school, and it is necessary to have an early dismissal, this information will be available on the district website and given to you through the *One Call Now* telephone notification system as well as over the same Cable/TV channels.
- Parents, please make certain your child knows what to do or where to go from school should we need to close early due to inclement weather or emergency evacuation.
- Should an evacuation of the building be necessary, it will be conducted in accordance with our *Building Evacuation/ Student Dismissal Plan* (available on the school website at www.webster-schools.org – link: Webster Middle School). Once students have exited the building and are accounted for, classes will proceed to a designated area, where they will be transported home by bus at 2:10 pm or will be dismissed to parents or designated responsible people listed on emergency cards.

Webster Public Schools Vision Statement

Every student will achieve and together we can, and we will, make a difference in our students and community!

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.

Webster Middle School Core Values and Beliefs

Webster Middle School prepares students to be responsible citizens by increasing awareness of personal strengths, promoting independence, solving problems as a community and encouraging advocacy for themselves and others.

***R**esponsibility **O**wnership **A**ttitude **R**espect*

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Parent/Guardian Responsibilities

For the safety of individual students and emergency situations, it is important that parents keep their students' personal information up-to-date. Parents 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's/guardian's 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.

Webster Middle School utilizes Class Dojo as our main form of mass communication. Class Dojo is an online program and free service to parents/caregivers which provides teachers a prompt way to update and communicate with parents regarding their child's performance and gives parents a means to contact their student's teachers. For information go to: https://www.classdojo.com/

Webster Middle School utilizes PowerSchool to track student academic progress. Parents/guardians and students will receive a password the first week of school. WMS does not send home paper copies of progress reports or report cards unless requested. Families are notified via Class Dojo at mid-term and quarters' end, so they can check PowerSchool.

School Staff Communication Guidelines

At Webster Middle School we are committed to working cooperatively and collaboratively with families to provide a safe, supportive, and intellectually stimulating experience for each learner in order to prepare each student to contribute constructively in a democratic society.

We expect families to model respectful interactions with us by demonstrating:

- self control
- appropriate language
- a focus on problem solving
- a partnership
- skills that our students can use

Webster Middle School works to create a school environment where parents/caregivers are welcome to speak collaboratively with school staff about questions and concerns with academics or social issues. Parents/caregivers who wish to contact school staff should use the following guideline for assistance in getting needed information:

- *First, contact your child's classroom teacher or school counselor* – This is the most direct route to finding needed information. Teachers are always ready to assist parents/caregivers with immediate concerns. Please allow twenty-four hours for responses to email and phone messages.
- *For further questions, contact the Dean of Students, Assistant Principal, or Principal* - Administration can directly assist in resolving questions/concerns once the classroom teacher has been contacted.

Non Discrimination Policy

The Webster Middle 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, assistant national origin, sexual orientation, homelessness, or disability, their complaint should be registered with the Title IX Compliance Officer.

Discrimination/Harassment/Sexual Harrassment Compaint Porcedure

1. Report discrimination/harassment to the appropriate guidance counselor. The Principal, Assistant Principal, or Dean of Students must be notified by the counselor.
2. In those instances where an informal resolution is appropriate the investigator will advise and assist the individuals in resolving the matter.
3. If step 2 fails, report the incident to the Principal or Assistant Principal for further assistance in resolving the matter. Disciplinary action may be taken.

Students are encouraged to report suspected incidens of bullying and discrimination/harassment/sexual harassment to teachers, administrators, guidance counselors, other Webster Middle School staff, parents or any trusted adult. Anyone receiving a report should convey the report to the Principal or designee. The Principal, or designee, will be responsible for handling all complaints by students or adults alleging bullying or discrimination/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).

Student Testing Protocol

Webster Middle School administers iReady testing in Mathematics and English Language Arts for all students in grades five through eight at multiple times throughout the year. The results from this testing are used to better plan for instruction at each grade level within the school. Additionally, Webster Middle School, like every other school in Massachusetts, conducts state testing as mandated by the DESE at grades five through eight; we use the results of MCAS 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 in class 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.

- Parental cooperation and assistance with these expectations is greatly appreciated.

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, 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.

Building Security

In order to improve building security, our school has a locked door policy. All doors are locked at all times. All visitors must 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.

School Day and School Day Procedures

Doors of Webster Middle School will open for students at 7:20 a.m.. **Students should not arrive at school before 7:10 a.m., as there is no supervision until this time.** *Parents will assume responsibility for the safety of their children who arrive at school prior to 7:10 a.m.*

Food services will offer a grant funded free hot breakfast to any student who desires this. There is no breakfast on days where there is a delayed opening.

Classes begin at 7:35 a.m. Any student who arrives after 7:35 a.m. is considered tardy. Students are dismissed at 2:10 p.m. On early dismissal days, students are dismissed at 11:05 a.m. Lunch is offered on half days.

Parent Drop Off and Pick Up

All students who are driven to school in motor vehicles prior to 7:35 a.m. shall be dropped off behind the school at the gymnasium doors (door 12). Drivers should proceed past the recess/basketball court to the back of the building. After 7:35 a.m, students are considered late and should be dropped off at the main entrance to check in and obtain a late pass.

Students who are picked up from school will be dismissed at the gymnasium doors, behind the school in the designated area. Like drop off, drivers should proceed counter clockwise around the perimeter of the school property nearest to the basketball court to the back of the building. Students should enter vehicles only in the area monitored by school staff.

Traffic at the middle school is one way. All drivers are to enter by passing the high school main entrance and exiting via the Poland Street driveway, which is two lanes, left exiting left onto Poland Street and right exiting right onto Poland Street.

WMS Drop off and Pickup Route



For the safety of all students, we ask that parents respect drop-off and pick-up procedures. **Students will not be permitted to enter or exit vehicles in the parking lot areas**. It is illegal to drive past buses with stop signs out. Administration will seek a meeting with parents/caregivers who repeatedly disregard this expectation. Excessive disregard of this procedure will be reported to the Webster Police Department**.** WMS and the WPD are committed to working to keep students safe.

Walkers

WMS students should meet BHS siblings only at the crosswalk on Poland Street. In the interest of student safety, we insist that students who walk to school leave the school grounds promptly and not wait unsupervised for friends who remain at school after dismissal.

School Counseling Services

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, and teachers to facilitate the two key transitions involving our school: elementary school to middle school and middle school to high school.

Counselors are assigned to students by grade level at the middle school. Counselors also coordinate the course selection process between a variety of schools. 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.

The counselors are also the 504 coordinators for their grade level students. Please reach out to them with questions or concerns.

- Grade 5 - TBD - Webster Middle School ext. 21103
- Grade 6 - Mr. Ryan Deviney -Webster Middle School - ext. 21102 rdeviney@webster-schools.org
- Grade 7- Angelica Gomes-Liddell - Webster Middle School ext. 21108
- Grade 8 - Ms. Meghan Costa - Webster Middle School ext. 21109 mcosta@webster-schools.org
- District 504 Coordinator-Shari Haire - District Office 77 Poland Street, Webster, MA 01570 508-943-0104 ext. 40029

In addition, counselors are available to work with parents when questions or 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 regarding students' academic or behavioral adjustment, and reinforcing guidelines set up by school or home. Students and parents are encouraged to contact their child's school counselor whenever they feel these services would be beneficial.

Appointments for Students

A student must obtain a pass from either a counselor or a teacher if he/she wishes to meet with his/her counselor. The guidance office may set up an appointment and send a pass to the student's teacher within two school days if he/she cannot be seen immediately.

Schedule Changes

If a parent wishes to request a schedule change, he/she must make an appointment with the student's counselor. Requests for changes are taken under serious consideration. The reasons for the change are discussed with teachers and administration. Parents should have a legitimate reason for this request. Until the change has been approved, the student must remain on his/her present schedule.

Student Withdrawal

A withdrawal form and release of records must be completed by a parent/guardian in the main office. All books, Chromebooks , and other school property must be returned upon withdrawal.

Parents/guardians wishing to withdraw students for the purpose of home-schooling must submit appropriate documentation and curriculum to the superintendent's office on an annual basis. All books, Chromebooks, and other school property must be returned to Webster Middle School upon approval to home-school.

Employment 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 located at 77 Poland Street.

Grading System

Webster Middle 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 65 for the year to pass a course.

The grading system for the middle school is as follows:

A+	97 – 100	A	93 – 96	A-	90 - 92
B+	87 – 89	B	83 – 86	B-	80 - 82
C+	77 – 79	C	73 – 76	C-	70 – 72
D	65 – 69	F	Below 65 - Students having a final grade of an F will fail the course for the year.		

GPA Calculation Table

A+ = 4.3	A = 4	A- = 3.6
B+ = 3.3	B = 3	B- = 2.6
C+ = 2.3	C = 2	C- = 1.6
D = 1	F = 0	S/U = NA

Marking Periods and Report Cards

First Quarter - August 28- October 31
Second Quarter - November 3 - January 23
Third Quarter - January 26 - April 7
Fourth Quarter - April 8 - June 17 (pending snow days)

Promotion/Retention Policy

WMS staff believe that all children can learn, and we provide a variety of educational and social/emotional services for that goal to be reached. Staff monitors student progress continually and offers support that students and parents should take advantage of throughout the year to prevent students from being retained.

- For students to be promoted from one grade to the next, they must pass two (2) or more core subjects (math, science, social studies, ELA) for the year.
- Students who fail two (2) core subjects should attend summer school and pass at least one of the failed courses.
- Failing two (2) summer school courses may result in retention.
- Failing two (2) core classes during the year and not attending summer school may result in retention.

- Failing three (3) core classes for the year may result in retention.

Homework

Homework is an essential part of the academic experience. Students learn and practice various skills when completing work outside of the classroom. Homework introduces and reinforces concepts, teaches self discipline, and fosters independent learning.

The guidelines below are in accordance with state and national recommendations. Research supports, on average, 10-12 minutes of homework per grade level (i.e. Grade 6 - 60 minutes etc.). It is well established that the pace of student work varies and is dependent on multiple factors. Team teachers will strive to coordinate homework to meet the total number of minutes per night.

Homework Guidelines are:

- Grade 5: Approximately 50 minutes
- Grade 6: Approximately 60 minutes
- Grade 7: Approximately 70 minutes
- Grade 8: Approximately 80 minutes

After School Academic Support

Every teacher conducts an After School Academic Support session at least once a week from 2:20 - 2:55 pm. Teachers, with their teams, will share academic support schedules with students and parents/guardians at the start of the school year. 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 examinations.

Parent Portal, Progress Reports, and Report Cards

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

- Teachers will update their grades at least once every 10 school days. While some teachers may update the reports more frequently, avoid the temptation to monitor grades daily. Sit down periodically with your child to review what is happening in class.
- Any question about individual grades should be handled between the teacher and student. Encourage your child to advocate for him/herself and maximize the opportunity to understand for him/herself where he/she 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 middle school office. This information must be picked up in person by a parent/guardian, as it allows access to confidential student information (grades). If you have any questions regarding the Parent Portal, please contact your child's teacher(s) or the main office.

- At interim time and report card time (end of a quarter), a Class DoJo message will be sent to remind parents/guardians that grades have been updated and are available to view through the Parent Portal.

Honor Roll

To achieve ***HIGH HONORS***, all grades must be between 93 and 100, otherwise A- and A+.
To achieve ***HONORS***, a student cannot have a grade below an, 80, or a B-, in any course. All grades must be between an 80 and 100, or B- through A+.

National Junior Honor Society (NJHS)

Seventh and eighth grade students are eligible for induction into the National Junior Honor Society. To be considered for induction, a student must have attained a grade point average (GPA) of at least 3.3, a B+ or higher, in their prior academic school year (grade 6 or 7). A student's prior academic school year final grades will be evaluated to determine eligibility. Students must complete a minimum of 5 hours of community service during grades 7 and 8, and the supervisor must document those hours. Students will also be evaluated on the basis of character and leadership.

Character is evaluated on the following definition: The student of character demonstrates the highest standards of honesty and reliability. He/she shows courtesy and concern for others and upholds school regulations. Classroom, school, and peer leadership are considered for the leadership qualification.

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 he/she has shown “active” participation in at least one extra curricular school or community activity (not a class).

The Faculty Selection Committee considers it to be the responsibility of the individual student to be aware of his/her GPA, to perform service required, and to maintain the highest standards of leadership. Additionally, each student must complete the selection packet in accordance with the standards in order to be considered for induction.

Attendance

Absences

Administration at WMS takes attendance seriously. Excessive absenteeism, will be monitored by the nurse, counseling staff, and administration. All absences should be phoned in to the main office before 8:00 a.m (508-943-1922). When calling, please state:

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

A phone call and/or note verifies the student's absence; it does not excuse the absence. Parents should also verify absences via the main office if a One Call is received regarding a student's absence. A student is considered truant if the school does not receive parental notification of absence. A student must be in attendance for a total of 4 hours to be considered present for a full day. Students arriving after 11:00 a.m. and/or who are dismissed before 11:00 a.m. are noted absent. **Students absent or dismissed from school on any given day are not permitted to participate in any school or extracurricular activities on that day.**

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/caregivers 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 60-180)**
    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 1-180)**
    a. Parent/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)**
    a. Home visit by counselor and school administrator
    b. Parent/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 Responsibility:

Parents or guardians are legally responsible for ensuring that a child under their control attends school daily. It is a crime for a parent or 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.

Make-Up Policy

Students are required to contact teachers to make up missed work and assignments in each class. It may be necessary for a student to stay after school for extra help after absences. If a student will be absent for three or more days due to medical or other absences (vacations are not considered excused), parents/guardians may contact the WMS main office (508-943-1922) to make arrangements to collect any missing assignments. Please allow 24 hours notice for teachers to gather work. Students will be given two weeks to return make-up work to the teachers.

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, he/she may be eligible for home tutoring. Home tutoring is designed to provide maintenance in the basic academic courses so that when a student returns to school he/she will not be at a disadvantage.

Homebound tutoring 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.

To qualify for home tutoring the parent/guardian should provide a written statement from the child's doctor or counselor requesting the homebound instruction, stating the reason and estimating the time the student will be unable to attend school. This statement, along with the Webster Home Hospital Form, must be sent to the Director of Student Support Services.

Tardiness To School

Students are to be in their homeroom /class by 7:35 AM. **Students arriving to homeroom/class or to school after this time will be recorded as tardy.** A student who is tardy to school must report to the middle school office to sign-in and receive an admittance slip before going to homeroom or class. Families should make every attempt to plan appointments outside of the school day. However, if the student was seen by a physician, dentist, or counselor, please provide a note so the office may record the tardy as excused. Notes can be faxed directly to the Middle School office, 508-949-2648, or you can email the office directly at achenevert@webster-schools.org or stucker@webster-schools.org.

Being late to school disrupts a student's daily routine and causes the student to start the day behind. Therefore, like regular attendance to school, WMS administration takes tardiness seriously. Each student will be alloted four (4) tardies per quarter without consequences. Upon the fifth (5th) tardy, and every tardy thereafter, an after school detention may be issued. Saturday School may also be utilized as a consequence for excessive tardiness to school. Parent/guardian contact and meetings may also be necessary to develop an attendance plan.

Dismissals

Students and parents should make every effort to avoid dismissals during the school day. A student cannot be signed out of school without the following:

- A note from home indicating the time and reason for dismissal, as well as a phone number where a parent may be reached. This note must be signed by a parent/guardian. WMS reserves the right to verify all parent notes prior to approving student dismissals.
- A parent, guardian, or designated adult must come into the building to dismiss the student in person. For your child's safety, all individuals dismissing students will be expected to present a valid picture ID before any child will be released from the school.
- Webster Middle School will not release any student to a person if the WMS Office cannot directly confirm the request for release with the parent, caretaker, or guardian. Prior written consent must be provided for a student to be released to an individual under the age of eighteen or to an undesignated adult outside of the home. Any parent designee picking up a student will be expected to present a valid picture ID before any child will be released.
- Students dismissed from school are not eligible to participate in any school function for the remainder of that calendar day.

Missing Student

The Webster Middle 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 and grounds
- Communication to parent/guardian following confirmation that the child is not present in the building

If applicable, additional communication will be made to:

- Child care worker
- School personnel involved in the child's programming
- After school program
- Bus Company
- Superintendent of Schools

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

School Wide Expectations

PBIS

Positive Behavior Intervention Support (PBIS) is a collaborative (team-based) educational, proactive, and

functional process for developing effective interventions for inappropriate behavior as well as for recognizing positive, expected behaviors. An integral part of PBIS is its system of recognizing expected behaviors, at a classroom and schoolwide level. We believe in explicitly teaching our students what is expected in each setting both in the classroom and out, to ensure that they do make better choices. PBIS views inappropriate behavior in the same manner that problems in reading or math are viewed...as a skill deficit. When a skill deficit exists, we must teach the appropriate skill and by doing so, a unified and positive school climate forms, informing students and staff that appropriate behavior is a priority in school.



Level 0 voice: No talking

Level 1 voice: Whispering

Level 2 voice: Partner talk (only someone right next to you can hear you)

Level 3 voice: Group talk (someone across the table can hear you)

Level 4 voice: Class voice (the entire class can hear you)

Level 5 voice: Outside (recess or sports game)



HALLWAY/STAIRWAY

Rules/ Expectations

Webster Middle School

WILDCATS

R RESPONSIBLE
- Maintain cleanliness of environment
- Be mindful and quiet without disturbing others

O OWNERSHIP
- Do the right thing when no one is looking
- Report any inappropriate behavior and any graffiti
- Accept consequences

A ATTITUDE
- Use appropriate volume (level 0)
- Lead by example

R RESPECT
- Be considerate of others
- Respect others' personal space
- Respect bulletin boards / posters

CAFETERIA

Rules/ Expectations

Webster Middle School

WILDCATS

R RESPONSIBLE
- Raise your hand to get permission before leaving your seat
- Clean up after yourself
- Use a level 0-3 level voice

O OWNERSHIP
- Report any inappropriate behavior
- Finish your lunch

A ATTITUDE
- Allow others to sit at the table
- Use appropriate tone, language, and volume

R RESPECT
- Eat your own food
- Respect other students
- Line up when called

BATHROOM

Rules/ Expectations

Webster Middle School

WILDCATS

R RESPONSIBLE
- Get permission to leave your designated area before using the restroom

O OWNERSHIP
- Keep the environment clean
- Go, Flush, Wash, Leave
- Report behaviors/ issues that impact others safety or well-being

A ATTITUDE
- Use level 0-2 voice while speaking
- Be patient while waiting your turn

R RESPECT
- Respect others' privacy
- Report spills and messes

ARRIVAL/DISMISSAL

Rules/ Expectations

Webster Middle School

WILDCATS

R RESPONSIBLE
- Report directly to your designated area
- Meet expectations of bus behaviors
- Use appropriate voice level

O OWNERSHIP
- Report behaviors that impact others safety or well-being

A ATTITUDE
- Quiet/silent greetings (wave hello/goodbye, smile, nod, within close proximity level 2 verbal acknowledgement)
- Use manners ("Thank you") after someone holds the door for you

R RESPECT
- Pass the door open to the person behind you
- Walk on the right side of the hallway
- Enter/exit through doors on your right-hand side

LIBRARY

Rules/ Expectations

Webster Middle School

WILDCATS

R — RESPONSIBLE
- Keep food and drink outside of library
- Enter quietly
- Be at your designated area
- Be mindful and quiet without disturbing others
- Return borrowed materials
- Maintain a clean space

O — OWNERSHIP
- Find your book, check out, and return to class
- Do the right thing when no one is looking
- Report any inappropriate behavior

A — ATTITUDE
- Use level 0-2 voice while speaking

R — RESPECT
- Respect personal boundaries
- Be considerate of others and their property
- Look and listen to the speaker

MAIN OFFICE

Rules/ Expectations

Webster Middle School

WILDCATS

R — RESPONSIBLE
- Report to office in timely manner when directed to do so by staff
- Report to main office if you are tardy to school

O — OWNERSHIP
- Get office pass signed before reporting back to class

A — ATTITUDE
- Use level 0-2 voice while speaking

R — RESPECT
- Wait until others are finished speaking before you start talking
- Be kind when speaking with others

ASSEMBLY

Rules/ Expectations

Webster Middle School

WILDCATS

R — RESPONSIBLE
- Enjoy yourself
- Get permission before leaving the assembly
- Maintain cleanliness of the environment

O — OWNERSHIP
- Own your actions
- Set a good example
- Report inappropriate behaviors to an adult

A — ATTITUDE
- Maintain appropriate volume levels as dictated by the presenter

R — RESPECT
- Be mindful of others' ability level
- Be kind and compassionate
- Look and listen to the speaker
- Raise hand to ask/answer a question

GYMNASIUM

Rules/ Expectations

Webster Middle School

WILDCATS

R — RESPONSIBLE
- Use equipment properly
- Return all equipment to correct area
- Ask permission to leave the gym

O — OWNERSHIP
- Retrieve any lost equipment/ belongings

A — ATTITUDE
- Resolve differences with kindness
- Use good sportsmanship

R — RESPECT
- Be mindful of others' ability level
- Be kind and compassionate

LOCKER ROOM

Rules/ Expectations

Webster Middle School

WILDCATS

R RESPONSIBLE
- Change in your own area
- Use a school lock
- Keep all equipment and sports balls in a bag or hands

O OWNERSHIP
- Clean up after yourself
- Only touch your belongings

A ATTITUDE
- Use level 0-2 voice while speaking

R RESPECT
- Respect others' privacy
- Respect others' personal space
- Stay in your space

ELEVATOR

Rules/ Expectations

Webster Middle School

WILDCATS

R RESPONSIBLE
- Keep the key to yourself
- Have only one friend with you

O OWNERSHIP
- Leave the elevator clean

A ATTITUDE
- Maintain appropriate volume levels

R RESPECT
- Be considerate of others
- Respect others' personal space

CLASSROOM

Rules/ Expectations

Webster Middle School

WILDCATS

R RESPONSIBLE
- Arrive on time and be ready to learn
- Be mindful and quiet without disturbing others
- Get permission before leaving the room
- Return borrowed materials
- Maintain a clean space

O OWNERSHIP
- Stay on task
- Complete your work and be organized
- Report any inappropriate behavior
- Accept consequences

A ATTITUDE
- Use appropriate tone, language, and volume
- Persevere and take pride in your work
- Be Honest
- Show Cooperation and collaboration

R RESPECT
- Raise hand to ask/answer a question
- Look and listen to speaker
- Have Integrity
- Be kind
- Respect others' privacy and property

NURSE

Rules/ Expectations

Webster Middle School

WILDCATS

R RESPONSIBLE
- Arrive with a signed pass
- Utilize trash bins
- Use equipment as it is supposed to be used

O OWNERSHIP
- Return ice packs and other items borrowed in a timely manner
- Return to class with a signed pass

A ATTITUDE
- Be patient
- Use a soft respectable voice level (level 1)

R RESPECT
- Respect others privacy at all times

Office Etiquette

In the main office, students are expected to demonstrate respectful, quiet, and orderly behavior. Students are not to interrupt office procedures. Those entering the main office should stay behind the counter unless otherwise directed.

Assemblies

Students are required to act courteously and respectfully during assemblies. Students who do not meet academic or behavioral expectations will not attend non-academic assemblies. If a student is failing more than one class or has been suspended during the week prior to the event, they are not eligible to participate in the assembly.

Field Trips

Students who are planning to attend a field trip must obtain a permission slip signed by his/her parent/guardian and submit the slip to the trip sponsor. 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 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 meet academic or attendance expectations (students who have missed four or more days of school in the quarter) 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 of the field trip. Any student who exhibits disruptive or dangerous behavior on a field trip can be referred to administration for disciplinary consequences including possible exclusion from future field studies.

Prior to the field trip, chaperones are required to have a CORI check. Field trips vary in charge depending upon bus rentals, fees, and admission tickets. An attempt is made to fix the charge 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 the sponsoring teacher, guidance counselor, or administration if the only reason not to attend is financial.

Extracurricular Activities/Athletics

Any student who is not maintaining above a 65 average in more than one subject, including unified arts, will be ineligible to participate in extracurricular activities and/or interscholastic sports teams. Grades will be continually examined to ensure students are meeting academic requirements.

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.

Dances

Only Webster Middle School students may attend WMS dances. Tickets are sold ahead of time during the week of the dance during lunches. No tickets are sold at the door. Students must present a completed official dance permission form in order to be admitted. If students are absent from school the day of the dance, they may

NOT attend. Students who have been suspended during the week prior to the dance are not eligible to attend. Students are expected to wear school appropriate attire to dances.

Lost and Found

Lost and Found items are kept in a designated area in the cafeteria. Small and/or expensive items are kept in the main office. Unclaimed items remaining in Lost and Found for an extended period of time will be donated to charity.

Fundraising

Student groups wishing to hold a fundraiser must have initial approval from the Principal. Final approval will be given by the Superintendent. There is to be no fundraising within the school by outside groups.

Bicycles, Skateboards, and Scooters

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.
- Students violating the safety helmet law or school safety guidelines will be subject to the loss of this specific privilege and may have their bikes, skateboard, or scooters confiscated.
- 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.
- Bike riders should use the bike rack in front of the school to park their bicycles.
- Students should bring and use a bike lock.
- WMS is not responsible for bikes, skateboards, or scooters being lost, stolen, or damaged.

Bus Conduct

Safety is of the utmost importance while riding the bus. All school rules apply on the bus, just as they would in a classroom. Drivers will issue referrals for misbehavior, which will be handled by the administration. *Riding the school bus is a privilege that may be revoked at any time if a student poses a safety risk.*

Required Conduct Aboard the Bus

- Students must sit immediately upon entering the bus and remain seated while the bus is in motion.
- No body parts shall be extended out of the bus windows at any time.
- Students shall use appropriate language and volume of voice.
- The use of tobacco, nicotine products, vapes, alcohol, drugs, and other contraband is prohibited.
- Students are to refrain from eating and drinking on the bus.
- The throwing of objects is prohibited.
- Students shall refrain from littering.
- Students shall refrain from damaging or defacing any part of the bus. Students/families will be held

financially responsible for any damage incurred.

In most cases the following protocol will be followed for bus referrals:

- ***First Infraction:*** Warning
- ***Second Infraction:*** Student meets with administrator; parent/caregiver notified of bus misconduct
- ***Third Infraction:*** Probation; parent/caregiver notified of third infraction and of probation; student assigned administrative detention to perform Community Service
- ***Fourth Infraction:*** Loss of bus privileges (3 days); parent/caregiver notified; meeting held between parent/caregiver, student and administration
- ***Fifth Infraction:*** Loss of bus privileges (5 days)
- ***Sixth Infraction:*** Possible loss of bus privileges for the remainder of the school year

Please be aware that due to overcrowding on buses, students may not ride on another bus for after-school social purposes (birthday parties, sleepovers, after school visits, etc.)

The Webster Public School District respects and protects our student riders' right to privacy. Born of this respect, we acknowledge that sometimes much of a student's personal information that parents share with the school is private and of a nature that school personnel may not share with transportation services and employees. Therefore, we encourage parents to offer transportation company representatives any information that they feel may help to make their children's commute safer and more comfortable without compromising their privacy.

Late Bus

A late bus is scheduled for every full school day and provides students the ability to stay after school for approved activities. Students must present a school issued late bus pass to the bus driver when taking a late bus. Late bus passes are to be obtained in the main office. All students are expected to adhere to appropriate bus conduct. The late bus generally arrives at 3:15. Walkers are not permitted to take the late bus; only bus students who are assigned a bus may take the late bus.

School Elevators

School elevators are reserved for faculty & staff, as well as individual students who require the elevator in order to access the building. Students with temporary medical issues or injury will be granted permission to use the elevator upon the submission of a doctor's note to the Nurse's Office.

Defacing/Damage to School Property

Books, Chromebooks, Yondr pouches, materials, and school property belong to the school 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 WMS Community.

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. Individualism pursued to bizarre lengths is discouraged.

The following are NOT allowed:

- bare/exposed midriffs, bare/exposed backs
- exposed underwear, exposed bra straps
- low cut shirts
- excessively ripped or inappropriately placed rips in jeans/clothing
- pajamas, slippers
- hats, hoods, bandanas
- clothing that implies or denotes alcohol, drugs, smoking/tobacco products, sex, violence, or gang-related colors
- clothing with rude quotes, racist remarks, obscene, vulgar, or foul language
- chains, fused rings, jewelry with spikes or studs, chain wallets, etc.

Pants should hang comfortably snug around the waist (belts are encouraged) so as not to droop exceedingly exposing underwear, shorts or flesh. Skirts and shorts should be appropriate in length, falling a maximum of 3 inches above the knee, falling well below the "pinky" when hands are by one's side. T-shirts and tank tops must cover the shoulder area being no less than 3 fingers in width. Strategies such as multiple straps do not replace the expectations noted above. Translucent leggings or tights may not be worn individually in place of pants. State Public Health Laws require that footwear be worn at all times in public buildings.

Administration reserves the right to determine what is or is not appropriate attire at school and school functions. Administration may waive restriction in cases involving religious purposes, ethnic, or documented medical circumstances. Administration follows laws outlined in the Massachusetts Crown Act, signed into law on October 24, 2022.

Students dressed inappropriately:

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

Cheating/Plagiarism

Webster Middle School fully understands the integrity of other people's work. We 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 and the use of Artificial Intelligence (AI) is the deliberate use of others' work without documenting the source.

The consequences for cheating or plagiarism are:

First Offense: Teacher will contact parent/guardian. The student must participate in after-school detentions (up to 3 detentions may be assigned according to the severity of the incident) with the specific teacher. During that time the student is expected to research the appropriate topic (cheating or plagiarism) and provide, in writing, an explanation of the infraction, how it applies to their own actions and steps he or she can take to avoid instances in the future. It is at the teacher's discretion to allow a make-up opportunity of the assessment/assignment in question. This decision by the teacher will be based on the student's ownership of the action as well as the student's effort and participation during the after-school sessions.

Second Offense: The student will receive a zero on the assignment with no opportunity for make-up of the assignment and a meeting with the parent/guardian will be scheduled. The student will be placed on probation for the remainder of the school year with respect to any and all leadership roles.

Third and Subsequent Offenses: The student will receive a zero on the assignment with no opportunity for make-up. The student will be removed from all leadership roles and athletics and will be placed on social probation from any school sponsored events, clubs or extracurricular activities.

Cell Phones and Technology

Many students use cell phones to communicate with parents/caregivers at the end of the school day. Students who choose to bring cell phones to school must abide by the following rules:

- **Cell phones must be shut off and locked in their Yondr pouch** from the time that students enter the building until dismissal.
    - To ensure our school is a phone-free space to improve teaching and learning, we utilize a system called the Yondr pouch. The Yondr Program utilizes secure pouches that store a phone. Every student will secure their phone in a personally assigned Yondr pouch when they arrive at school. Students will maintain possession of their phones locked in their pouch and will not use them until their pouches are opened at the end of the school day. Students are responsible for their Yondr pouches at all times, if pouches are damaged in any way (ie: cut open, secure pin broken, repeatedly hit, etc.) families will be billed $30 for each damaged pouch. Students will leave their Yondr pouch at school at the conclusion of each day.

- Cell phones should be off and in their Yondr pouch during the school day and at all school sponsored activities.
- Students holding or using cell phones during the school day will have the cell phone confiscated. A parent/caregiver may be contacted and the cell phone will be returned to the parent/caregiver only.
- Teachers, administrators, and other staff reserve the right to collect phones from students when they are not following policy regarding the use.
- Students who need to make emergency calls between the hours of 7:30 a.m. and 2:10 p.m. may ask to use the office phone to contact a parent/caregiver; cell phones are not to be used during the school day for any reason.
- **Parents should not call or text their student(s) during the school day!**
- **If a student is to be dismissed, parents/caregivers will be contacted by school staff, not by the student.**
- Headphones/earbuds are NOT to be worn in school. These items will be confiscated when observed by

a staff member and will be returned at the end of the school day. Refusal to abide by this expectation will result in disciplinary actions.
- We are a 1:1 school; all students are issued a school Chromebook. Therefore, there is no need for students to use personal technology (phones, tablets, smart watches, etc.) during the school day.
- All students and parents/guardians must sign the Chromebook use form.

Students will follow the "STUDENT ACCEPTABLE USE POLICY" available for review in the office. Students are expected to use good judgment and immediately notify the teacher of anything which is questionable.

Technology Use Guidelines

The Webster Middle School is able to offer our students access to the Internet and students are issued individual Chromebooks. To be able to research utilizing the internet, students must have parental permission and be monitored by a teacher. Should a parent prefer that the student not have access, the student will still be allowed to use a computer for word processing and to use educational programs. Students are responsible for appropriate behavior on the computer, just as they are in the classroom or on a playground. Guidelines include, but are not limited to:

- Do not use a computer 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.
- Notify an adult immediately if something inappropriate comes on the screen.

Parents will be provided with a permission slip to sign. If at any time, a parent wishes to reverse their decision, it is the parent's responsibility to fill out and date a new card.
Users will agree to follow the above stated rules and to use the Internet in a constructive manner. Depending on the infraction, the following protocol will be followed:

- First infraction: warning
- Second infraction: up to 5 days without Chromebook and technology use
- Third infraction: up to 10 days without Chromebook and technology use with 5 days of supervised technology use when Chromebook is returned
- Fourth infraction: loss of Chromebook and technology for remainder of school year

Parents/Guardians, as well as the student(s), are responsible for the care of the Chromebook. The Chromebook is a loan from the school for educational purposes and should be well cared for while in your 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 your child's Chromebook, the student should notify a teacher immediately to have a ticket put into the technology department regarding the damage.

Valuables

In the interest of maintaining a minimum of distraction during school hours, as well as to protect students from unnecessary hardship due to theft, students should not bring electronic items (electronic devices, hand-held games or game-system games, speakers, iPods, etc.), or other items of value to school. Students using electronic devices during the school day will have the electronic device confiscated. Confiscated items will be returned following our device procedures and policies found previously in this document. *Please note that WMS will not be responsible for the theft of or damage to valuables brought to school by students.*

Disciplinary Procedures

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 behavior 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.

As of February 2023, Massachusetts General Law ch. 71, encourages school officials to be judicious in determining disciplinary actions for student misconduct and to adopt evidence-based strategies and programs to strengthen school culture and climate. The law encourages school districts to consider ways to re-engage students in the learning process and attempt strategies other than suspensions. Alternatives to suspension may include, but shall not be limited to mediation, conflict resolution, restorative justice, and collaborative problem solving. Administration continues to have the right to suspend students and must document suspension cases.

Possible Reasons for Disciplinary Action

- Bullying, harassment, retaliation
- Bus referrals
- Continual refusal to follow instructions of the teacher
- Destruction or abuse of property
    - In addition to disciplinary consequences, parents will be informed by the administration and advised of the amount to be paid to the school district.
- Disruption of a school assembly or lock down/fire drill may also result in a report to the Webster Police Department.
- Failure to attend detention(s)
- Fighting, threatening, intimidating or repeated harassment of another student
- Forging a signature
- Leaving the school building and/or grounds without permission of authority
- Lying, cheating, plagiarism
- Misuse of technology
- Noncompliance, disrespect, insults, and/or obscene or profane language directed to teachers or school personnel
- Obscene or profane language directed from one student to another.
- Possession and/or consumption of alcohol, illegal drugs, prescription drugs or over-the-counter products without consent may result in a suspension of up to ten days. This includes students who have consumed alcoholic beverages or drugs during school hours or prior to arrival at school.

- Possession, use, or distribution of an incendiary device (i.e fireworks, smoke/stink bombs) on school premises.
- Public displays of affection toward any other student which may include, but is not limited to, hand holding, kissing, hugging, excessive touching, heavy petting, or lewd suggestive behavior.
- Repeated or excessive behavior issues; chronic violation of rules/expectations.
- Smoking - Students should not bring matches, lighters, cigarettes, smokeless, electronic or battery operated cigarettes, cigars, 'blunts', rolling papers, or smokeless tobacco to school. Students who do so will be referred to administration. A student who is found involved in smoking, using smokeless tobacco, or dissolved nicotine will receive consequences determined by administration. Illegal substances will be turned over to the Webster Police Department.
- Stealing
- Tardiness to class or school.
- Threatening a staff member may result in up to ten days suspension and referral by administration to the Webster Police Department for investigation and possible prosecution.
- Threats against the school, individual students, or the general school population will be referred to guidance and administration. Police may also be notified of any potential threats or threatening behaviors.
- Truancy
- Using/carrying harmful/dangerous materials.
- Students using, possessing, or passing drugs (including marijuana, THC, CBD, or any legal unregulated and/or controlled substance, including Salvia Divinorum, and/or herbal remedies as defined by administrator's discretion) or drug related paraphernalia on school property may be referred by administration to the Webster Police Department for investigation and possible prosecution. When a student is suspended for behavior related to substance abuse or threatening behavior, whenever possible, school personnel will follow the guidelines below:

    - implementation of disciplinary consequences
    - meeting when the student returns to school involving student, parent/guardian, guidance staff, and administration
    - follow-up meeting with student and guidance counselor to conduct an informal assessment of the need for further therapeutic intervention
    - possible referral to counseling or a school related program
    - communication with parents on an as needed basis

The above is not an all encompassing list. Any student who shall commit any act or offense which is not specifically set forth in this handbook, but which shall nevertheless result in any damage or injury to the person or property of the school or of another, 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 or akin to the committed offense.

The 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 penalty or suspension, the administrator may consider all relevant facts, including but not limited to:

1) previous disciplinary record
2) severity of disruption to the educational process
3) degree of danger to self and/or others
4) the degree to which the student is willing to change their inappropriate behavior
5) whether alternative consequences are appropriate to re-engage the student in learning.

Minor offenses

The offenses listed below are subject to a minimum of a verbal warning by a teacher to a maximum consequence of an assigned detention or community service by an administrator based upon both the evidence presented and the severity of the offenses.

- Failure to attend a detention
- Lying
- Forgery
- Cheating
- Plagiarism
- Noncompliance
- PDA
- Tardiness
- Skipping class/in unauthorized areas
- Cell phone/earbuds/headphones
- Misuse of technology (using social media during school hours)
- Displays of aggression
- Videotaping/promoting a fight
- Taking pictures/videos without permission
- Repeatedly being unprepared for class/missing necessary materials such as book/pencil/pen/computer
- Continual disruption to class
- Rude/discourteous behavior to a teacher or staff member or another student
- Entering a classroom without permission
- Being out of class without a pass during class time
- Defacing/damaging or vandalism to school property that can be corrected satisfactorily by students

Referral offenses

The offenses listed below are subject to a minimum penalty of a detention to a maximum penalty of an out of school suspension, based upon both the evidence presented and the severity of the offenses.

- Disrupting school assembly, causing a lockdown, fire alarm
- Threatening/intimidation (assault and battery)
- Repeated harassment
- Leaving building/grounds without permission
- Obscene language towards staff

- Use of tobacco, alcohol, or other drugs
- Possession, use or sale of alcohol or other prescription, illegal drugs or controlled substances on school property, school buses, and field trips
- Possession of incendiary devices or smokeless device
- Repeated excessive violation of rules (habitual offender)
- Stealing
- Threatening staff
- Harmful materials
- Assault
- Battery
- Sexual misconduct
- Fighting enroute to and from school
- Three or more minor violations on the same day
- Unexcused absence from class, teacher detention, homeroom, or lunch period
- Throwing or misuse of food or excessive horseplay in the cafeteria.
- Throwing or shooting objects that may cause injury e.g. ice, snow, pens, paper clips, lasers, rubber bands, etc.
- Defacing /damaging school property/vandalism (damage that cannot be adequately repaired by the student)
- Selling goods such as candy, etc. to other students during school hours and/or on school property including the school bus, specifically at an increased cost
- Possession, use or sale of any dangerous or illegal devices e.g. fireworks, knives, or firearms etc.
- Causing a fire, false alarm, or bomb scare
- Causing a fight, fighting, or willfully causing injury to another person
- Contributing to or promoting a fight by video taping and/or distributing video of a fight
- Two major offenses on the same day
- Making racial or derogatory remarts to another student, staff person or adult in the building or on the school grounds
- Engaging in any threatening behavior directed towards any student or adult in the building or on school grounds

Possible Disciplinary Actions

Teacher Detention

Teacher detention takes precedence over all extra-curricular activities. The times of teacher detention are from 2:15 p.m. - 3:00 p.m.

- The teacher assigning detention calls home to inform the parent of the incident or a detention notice is given to the student to bring home for a parent/guardian signature.
- The parent/guardian signature indicates that the adult in charge at home is aware that the student needs to serve the detention after school on the specified day.
- Teachers must provide at least 24 hours notice prior to a detention being assigned.
- Students return the signed detention notice to the teacher or staff issuing the detention on the following

school day.

- Students are to report to the classroom of the teacher assigning the detention on the afternoon of the day arranged for their detention.
- If a student DOES NOT attend a teacher's detention an office referral will be submitted to administration. The student will then be assigned two (2) office detentions. Failure to serve office detention will result in a day of ISS. The student must also serve the previously assigned office detentions.

Lunch Detention

Students serving lunch detention will report to the main office or the assigning teacher's classroom after obtaining their lunch. Students are expected to follow all rules of detention. A student may be required to do a written assignment or reflection during this time.

Office Detention

Office detention takes precedence over extra-curricular activities and teacher detention. Office detention is held from 2:15- 3:15 p.m. Any student who is excused by administration from a detention or absent the day of a detention shall have that detention automatically rescheduled for the next day. An atmosphere of absolute silence must be maintained in the detention room. Students who disrupt the good order of detention may be assigned a second office detention. Any student who skips office detention and has not given an acceptable reason to an administrator prior to the detention may receive additional office detentions, be withheld from class trips or activities, or if warranted, may receive further consequences. The original detention should be served at the next reasonable scheduled date. Failure to do so will result in further consequences. Any staff member may recommend to administration that a detention be assigned for one or more disciplinary reasons. Office detention(s) will be assigned at the discretion of the administration. Parents will be given 24 hours notice of detention, either verbally or via a written referral to be signed by parent/guardian.

In School Detention

Students sent out of class for disruption, refusal of work, or other disciplinary reasons *may* spend classroom time in the Journey Room. Duration of in-school detention will be at the discretion of administration. During this time students may be required to do a written assignment or reflection and/or complete classroom assignments. Students are responsible for any missed classroom work.

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 his/her 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.

Emergency Removal
A student may be removed from school if the continued presence of said student poses a danger to persons or property, or materially or substantially disrupts the order of the school, and in the Principal's/designee's judgment there is no alternative available to alleviate the danger or disruption.

Emergency Removal Procedures

1. Notify the superintendent of removal and the reason in writing
2. The removal cannot exceed two full school days.
3. Oral and written notice is provided along with an opportunity for a hearing.
4. Safety and transportation will be taken into consideration prior to removal.
5. The school district will take steps to provide educational services to the student and/or the opportunity to make up missed instruction, in order not to impede academic progress, to the student during the disciplinary period.

The principal may remove a student temporarily relative to M.G.L. c. 71, section 37H, M.G.L. c. 76, section 21, and 603 CMR 53.00 when the student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or substantially disrupts the order of the school and, in the principal's judgment, there is no alternative available to alleviate the danger or disruption.

Short-Term Suspension
Students are suspended by administration only. The suspension may be an in-school suspension or out-of school suspension. Parents are informed by the administration when this occurs and are expected to attend a meeting to discuss consequences. Suspended students are deprived of all privileges and may not participate in extra-curricular activities conducted during the suspension period. Students have the responsibility to make up work assigned during his/her suspension.

Parents are notified by telephone and by letter when a student has been issued a suspension. Pursuant of MGL Chapter 71, Section 37H3/4, the Principal or designee shall provide to the student and to the parent or guardian notice of the charges and the reason for the suspension. The student and parent shall receive written and verbal notification and shall have the opportunity to meet with the Principal or a designee to discuss the charges and reason for the suspension. Interpretive services may be requested for said meeting.

The principal is responsible for the short term suspension procedures relative to (M.G.L. c. 71, section 37H, M.G.L. c. 76, section 21, and 603 CMR 53.00) the principal's hearing to determine whether the student committed the disciplinary offense and if so, the remedy or consequence to be imposed, based on available information including mitigating circumstances; and
providing the student and parent with written notification of the determination, the reason for it, and if the student is short term suspended, the duration of the suspension and the opportunity to make up assignments and other schoolwork needed to make academic progress during the period of removal.

In-School Suspension Guidelines

In-school suspension may be assigned in lieu of suspension from school. When a student receives an in-school suspension, the student's teacher(s) will be notified and will provide assignments to be completed during the in-school suspension period. A quiet atmosphere must be maintained during in-school suspension. The student will spend the entire school day separate from the general population. Students who disrupt in-school suspension may serve an additional in-school or out-of school suspension. No extracurricular activities are allowed during the suspension period.

The principal is responsible for in-school suspensions procedures relative to (M.G.L. c. 71, section 37H, M.G.L. c. 76, section 21, and 603 CMR 53.00) informing the student of the length of the in-school suspension which may not exceed ten (10) days, cumulatively or consecutively, in a school year, if the principal determines that the student committed the offense;
scheduling the meeting with the parent/guardian for the day of the in-school suspension or as soon as possible; and documenting at least two attempts to reach the parent for the purpose of orally informing the parent of the in-school suspension.

Long Term Suspension
For cases involving suspensions in excess of ten days, and/or based upon the issuance of a felony criminal complaint, ***the Principal, Assistant Principal or Dean of Students*** 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.

Due Process Rights
The principal's hearing for long-term suspensions are to include the following due process rights for students and parents relative to M.G.L. c. 71, section 37H, M.G.L. c. 76, section 21, and 603 CMR 53.00:

- The right to review the student's record and principal's documents in advance.
- The right to be represented by counsel or lay person at own expense.
- The right to produce witnesses and cross examine witnesses presented by the school.
- The right to request an audio recording of the hearing, a copy of which shall be provided to the student and parent upon request (prior to the hearing, the district must inform all parties that an audio copy will be made of the hearing).

The content of the written determination for a long-term suspension must include:
The disciplinary offense, date, and hearing participants;
Key facts and conclusions;
Length and effective date of suspension and return to school;
Opportunity for the student to receive education services during removal; and
Student right to appeal to the superintendent.

Student Right to Appeal

- The 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.
- 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.

The superintendent's hearing relative to M.G.L. c. 71, section 37H, M.G.L. c. 76, section 21, and 603 CMR 53.00 will include: timely student or parent appeals, obligation to include the parent in the hearing, audio recordings, and the availability of an audio copy.

If the student's or parent's notice of appeal is not timely, the superintendent may deny the appeal, or allow the appeal at his/her discretion;
The superintendent has an obligation to make a good faith effort to include the parent in the hearing and to send written notice to the parent of the date, time, and location of the hearing;
The superintendent will arrange for an audio recording of the hearing, a copy of which shall be provided to the student and the parent upon request; and
The superintendent will inform all parties before the hearing that an audio copy will be made of the hearing.

G.L. c.71, s. 37H3/4(b)

Based upon guidance on updated expectations for school and district leaders related to student discipline, 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.

Webster Public Schools Education Service Plan
In accordance with the Massachusetts General Laws Chapter 71, Sections 37H, 37H ½, and 37H ¾, the Webster School District must provide opportunities for students to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school.

Any student who is expelled or long-term suspended from school, for more than ten (10) consecutive days, may select one of the following education service options for the duration of the school suspension:

- ***Access to education services through online instruction:***
  Students choosing this option are expected to participate in online instruction consistent with the academic standards and curriculum frameworks established for all students under G.L. c. 69 §§1D and 1F. Students' daily schedule will be self-directed.
- ***Access to tutoring services****:*
- Students choosing this option are expected to attend tutoring sessions at a designated site where a certified teacher will assist students with their self-directed academic work. The academic work will be consistent with the academic standards and curriculum frameworks established for all students under G.L. c. 69 §§1D and 1F. Students' tutoring schedule is by appointment and prepared weekly.

Expulsion/Exclusion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law. 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:

(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 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.

(b) 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.

(c) 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).

(d) 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.

(e) 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.

Physical Management 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. Multiple staff members are trained in physical management utilizing Safety Care methods.

Searches

In order to keep the environment safe, students and their belongings may be searched pursuant to Massachusetts General Laws. School administration may conduct a search based on reasonable cause. Searches will be conducted in private and parents will be notified if a search is conducted regardless of the outcome. A search consists of checking pockets, bags, and loose clothing. Students are not "strip searched" or asked to remove clothing in a manner that will expose themselves.

Re-entry Meetings

An in-person parental conference with administration, the nurse, 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.

Health and Wellness

Health and Wellness 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 being seen by the nurse. If the nurse is not available, students are to report to the main office.

Cold/Allergies are a difficult time for a lot of students. Unfortunately, there is little that the school nurses can do to help other than education and comfort care (tissues, water, cough drops). While symptoms like nasal congestion, sore throat, or other **mild** symptoms are irritating, if they do not have a fever or other significant health concerns, there is no need for them to stay home.

Guidelines for Staying Home

- Temperature of 100 or higher. Your child must be fever free for 24 hours without medication before returning to school.

- Vomiting or diarrhea present during the past 24 hours. Your child must be free of vomiting or diarrhea for 24 hours before returning to school.
- If on an antibiotic for a contagious illness (such as strep throat or pink eye), the child must be on the medication for 24 hours before returning to school.

Administration of Medication

The school's policy on administering medication requires the following information to be provided to the nurse in order for medication to be administered in school.

- Written order for medication signed by the physician.
- Medication in a prescription container that has the student's name and a label that matches the physician's order (medication name, amount, frequency to be given). Over the counter medication must be in an unopened container.
- WMS Parent/ Guardian consent form filled out and signed

Please note that medication is NOT allowed to be transported to/from the school by the student.

Over the counter medications, acetaminophen (Tylenol), ibuprofen (Advil, Motrin), diphenhydramine (Benadryl), Calcium carbonate (Tums) can be given by the school nurse with parent permission.

Daily or twice a day medications should be administered at home by a parent or guardian outside of school hours.

Health Issue Notification

It is the parent's responsibility to 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 school accommodations. 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; 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 child 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.

Policy on Pediculosis (Head Lice /Nits)

If the nurse discovers a case of head lice by the presence of live lice or nits, the parent/guardian will be notified and the treatment information will be provided. The student will be dismissed at the end of the school day, unless the parent/guardian chooses to dismiss earlier. Siblings and other persons of close contact may be assessed for an infestation at the nurse's discretion. Parents/guardians will be advised on treatment and recommended to consult with their physician for further treatment recommendations if necessary.

Health Curriculum

Students in Grades 5-8 receive instruction in human sexuality issues as part of the health curriculum.

Summarized below are the main topics covered at each grade level:

- Grade 5:
  - "Physical and Emotional Changes" This includes an introduction to the human reproductive system.
  - "Personal Safety: Identification of Sexual Abuse"
- Grade 6:
  - "Assertive Self-Protection Skills and Sexual Abuse"
- Grades 7 & 8:
  - "Body *Systems, Changes & Healthy Choices*

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 to notify their child's school of their child'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 his/her 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)

Photo Waiver

Throughout the school year, photo occasions occur both in 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 child identified by photo, video, and/or by name, please inform the Principal in writing of your reservations as

soon as possible. This waiver will not take effect until your written request is received by your child's school. The building Principal will mail a letter to the parent/guardian confirming receipt of such request. Please note that the photo waiver policy must be renewed by a parent/guardian each academic school year.

WEBSTER PUBLIC SCHOOLS POLICIES

Title I School-Parent/Guardian Compact for School Year 2025/2026

School Responsibilities **Webster Public Schools will:**	**Parent/Guardian Responsibilities** **We, as parents/guardians, will support our children's learning in the following ways:**	**Student Responsibilities** **I, the student, agree to do my best to:**
● Provide high-quality curriculum and instruction in a supportive and effective learning environment. ● Hold high standards and expectations for student achievement. ● Hold parent/guardian -teacher conferences during which this compact will be discussed. ● Provide parents /guardians with frequent reports on their children's progress. ● Provide parents ● /guardians reasonable access to staff.	● Make sure our child arrives at school on time and attends school every day. ● Make sure that homework is completed. ● Monitor my child's progress regularly. ● Reading to or with my child every day (PAE) ● Attending conferences, open houses, and other school events to the best of my ability. ● Communicating with the school by promptly reading all notices from the school or district.	● Be at school on time unless I am sick. ● Do my homework every day and ask for help when I need to. ● Read at least 30 minutes every day outside of school time, or as assigned. ● Give to my parents or the adult who is responsible for me all notices and information from my school. ● Follow school rules and expectations for behavior and effort.

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 children achieve the State's high standards.

POLICY AC - NON DISCRIMINATION POLICY INCLUDING HARASSMENT AND RETALIATION

The Webster School Committee and Webster Public Schools (WPS) are committed to maintaining an education and work environment for all school community members that is free from all forms of discrimination, including harassment and retaliation. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Webster Public Schools.

The Webster Public Schools does not exclude from participation, deny the benefits of WPS from or otherwise discriminate against, individuals on the basis of race, color, sex, sexual orientation, gender identity, sex stereotypes, sex characteristics religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law in the administration of its educational and employment policies, or in its programs and activities. It is the policy of WPS to comply with both state and federal laws.

This commitment to the community is affirmed by the following statements. The Webster School Committee commits to:

1. Promoting the rights and responsibilities of all individuals as set forth in the State and Federal Constitutions, pertinent legislation, and applicable judicial interpretations.

2. Encouraging positive experiences in human values for children, youth and adults, all of whom have differing personal and family characteristics and who come from various socioeconomic, racial and ethnic groups.

3. Working toward a more integrated society and enlisting the support of individuals as well as groups and agencies, both private and governmental, in such an effort.

4. Using all appropriate communication and action techniques to air and address the grievances of individuals and groups.

5. Carefully consider, in all the decisions made within the school district, the potential benefits or adverse consequences that those decisions might have on the human relations.

6. Initiating a process of reviewing policies and practices of the school district in order to achieve to the greatest extent possible the objectives of this statement.

The Webster Public Schools requires all members of the school community to conduct themselves in accordance with this policy.

It shall be a violation of this policy for any member of the school community to engage in any form of discrimination, including harassment and retaliation, or to violate any other civil right of any member of the

school community. We recognize that discrimination can take a range of forms and can be targeted or unintentional; however, discrimination in any form, including harassment and retaliation, will not be tolerated.

It shall also be a violation of this policy for any school community member to subject any other member of the school community to any form of retaliation, including, but not limited to, coercion, intimidation, interference, punishment, discrimination, or harassment, for reporting or filing a complaint of discrimination, cooperating in an investigation, aiding or encouraging another member of the school community to report such conduct or file a complaint, or opposing any act or practice reasonably believed to be prohibited by this policy.

Allegations of discrimination, harassment, and related retaliation (except for Title IX) will be addressed through the District's School Committee Policy AC-R, *Civil Rights Grievance Procedure*.

*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.

LEGAL REFS: Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375

Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education Amendments of 1972

Rehabilitation Act of 1973
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
Acts of 2022, Chapter 117 - https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117
CROSS REF: ACE, Nondiscrimination on the Basis of Disability
ACAB, Sexual Harassment
GBA, Equal Employment Opportunity
IJ, Instructional Materials
JB, Equal Educational Opportunities
SOURCE: MASC August 2022 as amended January 2025

POLICY ACA - NON DISCRIMINATION POLICY ON THE BASIS OF SEX

The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school district does not and will not discriminate on the basis of sex, sexual orientation, gender identity, sex stereotypes, sex characteristics, marital status, familial status, pregnancy or pregnancy-related conditions and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment.

The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, sexual orientation or gender identity, to all of its students and employees.

The Committee will designate an individual to act as the school district's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance officer.

The Webster Public Schools shall provide a notice of non-discrimination along with the contact information for its Title IX Coordinator as set forth below. The notice shall be given to students; parents, guardians, or other authorized legal representatives of elementary school and secondary school students; employees; applicants for admission and employment; and all unions and professional organizations holding collective bargaining or professional agreements with the Webster Public Schools.

NOTICE OF NONDISCRIMINATION & RELATED TITLE IX INFORMATION

The Webster School Committee and Webster Public Schools do not discriminate on the basis of sex and prohibits sex discrimination, including sex-based harassment in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to Webster Public Schools' Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. Webster Public Schools' Title IX Coordinator is Director of Student Support Services, 77 Poland Street, Webster Ma 01570, 508-943-0104 X 40029.

The Webster Public Schools' nondiscrimination policy and grievance procedures can be located at https://www.webster-schools.org

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to https://www.webster-schools.org

The District shall prominently include all elements of its notice of nondiscrimination set out above on its website and in each handbook, catalog, announcement, bulletin, and application form that it makes available to persons entitled to notice under this section, or which are otherwise used in connection with the recruitment of students or employees.

LEGAL REFS.: Title IX of the Education Amendments of 1972
45 CFR, Part 86, (Federal Register, 6/4/75)
M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
BESE 603 CMR 26:00

REFERENCE: USDOE Notice of Interpretation –
https://www.ed.gov/news/press-releases/us-department-education-confirms-title-ix-protects-students-discrimination-based-sexual-orientation-and-gender-identity

CROSS REF.: AC, Nondiscrimination Policy Including Harassment and Retaliation
ACGA, Civil Rights Grievance Procedure
ACGB, Title IX Sexual Discrimination Grievance Procedure

SOURCE: MASC - July 2024 rev MLM PC

POLICY JICFA- E HAZING:

The Webster Public Schools is committed to uphold the Massachusetts General Laws against hazing and would pursue disciplinary action against those that either commit an act of hazing or who do not report such an act.

CH. 269, S17. Crime of Hazing: Definition; Penalty

Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, 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 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. Not withstanding any other provisions of this section to be contrary, consent shall not be available as a defense to any prosecution under this action.

CH 269, S18. Duty to Report Hazing

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 reasonable practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

CH. 269, S 19, Hazing Statutes to be provided; Statement of Compliance and Discipline Policy Required

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, pledge or applicant for membership in such group or organization, and each individual receiving a copy of said sections seventeen and eighteen shall sign an acknowledgment 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 of 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 a report.

POLICY JIC - STUDENT DISCIPLINE:

The Webster Public School Committee believes that all students deserve every opportunity to achieve academic success in a safe, secure learning environment. Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

Each Principal shall include prohibited actions in the student handbook or other publication to be made available to students and parents/guardians.

Principals and staff shall not use academic punishment of any form as a consequence to inappropriate behaviors/actions by students.

The Principal may, as a disciplinary measure, remove a student from privileges, such as extracurricular activities and attendance at school-sponsored events, based on the student's misconduct. Such a removal is not subject to the remainder of this policy, law, or regulation.

The Superintendent shall provide each Principal with a copy of the regulations promulgated by DESE and shall have each Principal sign a document acknowledging receipt thereof, which shall be placed in their personnel file.

Suspension

In every case of student misconduct for which suspension may be imposed (except for offenses referenced in the note at the end of this policy), a Principal shall consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Notice of Suspension:

Except for emergency removal or an in-school suspension of less than 10 days, a Principal must provide the student and the parent/guardian oral and written notice, and provide the student an opportunity for a hearing and the parent/guardian an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal shall provide both oral and written notice to student and parent/guardian in English and in the primary language of the home if other than English. The notice shall include the rights enumerated in law and regulation. To conduct a hearing without a parent/guardian present, the Principal must be able to document reasonable efforts to include the parent/guardian

Emergency Removal:

A Principal may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Principal's judgment, there is no alternative available to alleviate the danger or disruption. The Principal shall immediately notify the Superintendent in writing of the removal including a description of the danger presented by the student.

The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice as referenced in the applicable regulation; Provide written notice to the student and parent/guardian as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent/guardian an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent/guardian; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation.

A Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension – not more than 10 days consecutively or cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The Principal may impose an in-school suspension for a disciplinary offense under this provision,provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing – Short Term Suspension of up to 10 days

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

At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The student also shall have an opportunity to present information, including mitigating facts, that the Principal should consider in determining whether other remedies and consequences may be appropriate as set forth in law and regulation.

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the available information, including mitigating circumstances, determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The Principal shall notify the student and parent/guardian of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such

other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

Principal's Hearing – Long Term Suspension of **more than 10 days but less than 90 days (consecutive or cumulative)**

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

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

The Principal shall provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the Principal and the parent/guardian.

If the Principal decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Superintendent or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information: The process for appealing the decision, including that the student or

parent/guardian must file a written notice of appeal with the Superintendent within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent/guardian may request and receive from the Superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Superintendent decides to reverse the Principal's determination on appeal.

If the student is in a public preschool program or in grades K through 3, the Principal shall send a copy of the written determination to the Superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

Superintendent's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Superintendent.

The student or parent/guardian shall file a notice of appeal with the Superintendent within the time period noted above (see Principal's hearing – Suspension of more than 10 days). If the appeal is not timely filed, the Superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days, in which case the Superintendent shall grant the extension.

The Superintendent shall make a good faith effort to include the parent/guardian in the hearing. The Superintendent shall be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent/guardian and Superintendent to participate. The Superintendent shall send written notice to the parent/guardian of the date, time, and location of the hearing.

The Superintendent shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Superintendent shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent/guardian upon request. The Superintendent shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent/guardian upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.
The Superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Superintendent determines that the student committed the disciplinary offense, the Superintendent may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Superintendent shall be the final decision of the school district with regard to the suspension.

Expulsion

Expulsion is defined as the removal of a student from school for more than ninety (90) school days,indefinitely, or permanently as allowed by law for possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction,

or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Any student expelled from school for such an offense shall be afforded an opportunity to receive educational services and make academic progress.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other schoolwork as needed to make academic progress during the period of his or her removal from the classroom or school. The Principal shall inform the student and parent/guardian of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents/guardians of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent/guardian and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal of each school shall periodically review discipline data by selected student populations,including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

SOURCE: MASC – August 2022

LEGAL REF: M.G.L. 71:37H; 71:37H ½; 71:37H ¾; 76:17

603 CMR 53.00
Chapter 222 An Act Relative to Student Access to Educational Services and Exclusion from School
Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973 and
Questions and Answers Addressing the Needs of Children with Disabilities and the Individuals with Disabilities Education Act's (IDEA's) Discipline Provisions.

NOTE: The DESE regulations on student discipline and this policy, consistent with law, set forth the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c.71, S. 37H or 37H½. The Principal, pursuant to the previously referenced statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than 90 days in a school year except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than 10 cumulative days in a school year and to make recommendations thereon.

Chapter 222, An Act Relative to Student Access to Educational Services and Exclusion from School, addresses continuation of educational services for students when they are excluded from school.

New Federal Guidance related to Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973 that students are effectively supported when responding to behavior that is based on a student's disability that could lead to student discipline has been added as a legal reference.

WPS PROCEDURE ON DISCIPLINE FOR STUDENTS WITH SPECIAL NEEDS

All students are expected to meet the requirements for behavior as set forth in this handbook. 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:

The Principal (or designee) will notify the Special Education Office of the suspendable offense of a special needs student and a record will be kept of such notices.
A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 days but constitute a pattern are considered to represent a change in placement.

When a suspension constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, as determined by the parent 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, 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-"manifestation determination.

If the Team determines that the student's misconduct is a manifestation of his/her disability, the Team will convene to review the student's functional behavior 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 his/her 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 his/her disability, then the district may suspend or expel the student consistent with the policies applied to any student without disabilities, except that the district must still offer an appropriate education program to students with disabilities, which may be in an interim alternative setting.

Regardless of the manifestation determination, the district 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
3) a student has inflicted serious bodily harm/injury upon a person while at school, on school premises, or at a school function.
4) *on the authority of a <u>hearing officer</u> if the officer orders the alternative placement after the district provides evidence that the student is "substantially likely" to injure him/herself or others.*

Webster Public Schools will provide written notice to the parent of all rights to appeal and to an expedited hearing. If the parent chooses to appeal, during the appeal the student stay put in the interim alternative placement, unless the parent and district agree otherwise.

<u>The Rehabilitation Act of 1973-Section 504</u>:
"No otherwise qualified individual with handicaps in the United States shall, solely by reason of her or his handicap, as defined in Section 706(8) of this title, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service." (29 U.S.C. §794)

An eligible student under Section 504 is a student who (1) has or (2) has had a physical or mental impairment which substantially limits a major life activity or (3) is regarded as handicapped by others. Major life activities

include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself or performing manual tasks.

In compliance with the Webster School District's non-discrimination policy, all programs, services, courses of study, co-curricular and athletic activities are offered without regard to race, color, national origin, religion, sex, sexual orientation, or handicap. In accordance with Section 504, it is the policy of the Webster Public Schools to provide a free and appropriate public education to each handicapped student regardless of the nature or severity of the handicap.

It is the intent of the Webster Public Schools to ensure that students who are handicapped with the definition of section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be handicapped under this policy even though they do not require services pursuant to the Individuals with Disabilities Act (IDEA). Parents/guardians who would like information should contact the 504 Coordinator.

Discipline of a Student Under Section 504 & ADA:

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 laws 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 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, the principal or his/her designee shall ascertain whether the student has been identified as a student with a disability under Section 504.

If the District has prior knowledge that the student might have a disability, that is, if the parent expressed concern in writing, the parent 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 has not consented to an evaluation of the student, the parent 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 requests an evaluation subsequent to the disciplinary action, district procedures include conducting an expedited evaluation for the student consistent with federal requirements.

If the student has not been identified as disabled, the principal or his/her designee must consider whether the circumstances surrounding the disciplinary incident suggest the existence of a disability. In the event that the

principal or his/her designee 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 circumstances suggest that the student may be disabled, the principal or his/her designee shall refer the student to the 504 Committee to evaluate whether the student has a disability.

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 the principal or his/her designee shall determine whether the student's misconduct is a manifestation of his/her disability and assure that all disciplinary actions are consistent with the mandate of Section 504.

If the student is identified a student with a disability under Section 504 and/or is referred for consideration of 504 eligibility, the disciplinary sanction, or cumulative disciplinary sanction could result in a suspension from the school for more than ten (10) days, the 504 Team determines that a Manifestation Determination review be held to determine:
if the student is, or continues to be disabled, and; his/her misconduct is a manifestation of his/her disability; or the violation of school rules is related to a failure to accommodate the student's disability or implemented the 504 plan. If the team determines that these elements are met, an alternative placement may be offered. If these elements are not met, then the student can be disciplined in the same manner as any other student.

The student will not be suspended from school; provided, however, the 504 Committee 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 consequences 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 Committee determines that the student is, or continues to be, disabled but his/her violation of school rules is not related to his/her 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 consecutive days, shall be conducted pursuant to Section 504.

POLICY JICI - WPS POLICY ON POSSESSION OF WEAPONS

For the purposes of this policy, a "weapon" includes but is not limited to a gun, knife, or any other device or object used or attempted to be used to inflict bodily harm on a person. This policy will be implemented according to the due process provisions of the Webster Public Schools Discipline Code applicable to Regular and Special Education students.

A student shall not possess, use or attempt to use any weapon on school premises or at a school-related event. In order to protect students in the Webster Public Schools, the Principal may/will expel for a minimum of one calendar year any student found in possession of a gun or a knife on school premises or at a school-sponsored event. In addition, the Principal may/will expel any student who uses or is found in possession of any other weapon on school premises or at a school-sponsored event.

All lockers available to students are the property of the Webster Public Schools. Use of the lockers by students is regulated by the School Administration and all lockers are subject to inspection by the School 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.

For security reasons, students will not be permitted to wear hats, outerwear (coats and jackets) or carry large book/gym bags with them through the school day. Students must store all book bags, gym bags, hats, and outerwear (coats and jackets) in their locker during the school day.

POLICY JICG - WPS POLICY ON SMOKING OR USE OF TOBACCO PRODUCTS

Smoking, vaping and/or the use of tobacco products of any type shall be prohibited 24 hours a day, seven days a week on school property (building and grounds), at any school related events, and within any school owned contracted/leased vehicles.

WPS POLICY ON CONTROLLED SUBSTANCES

The Webster Public Schools abide by MA G.L., c94C, §32J regarding Controlled Substance Violations in, on, or near school grounds. Prescription drugs (for which the student has a valid prescription) must be delivered to the school nurse by the parent during school hours and administered by the school nurse, if necessary. No over the counter drugs are to be carried by the student. If these drugs are necessary they must be contained in the school nurse's office. The Webster Public Schools will not tolerate possession, distribution or manufacture of any illegal drugs, drug paraphernalia or alcoholic beverages in school or on school property. This policy also applies to prescription drugs when they are not turned into the school nurse. Staff members who suspect a student of being under the influence of drugs, alcohol or other controlled substances including prescription medicines are required to report that information to the building principal.

POLICY JICFB - Webster Public Schools Bullying Policy

Webster Public Schools
Bullying Prevention and Intervention Plan

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, parent/guardians and visitors to district buildings.

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 and 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, comprised 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 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 **June 30, 2020.**

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 his/her 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 child.

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

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D. Curriculum implementation

The Webster Public Schools implements approved evidenced-based curricula. **See Appendix B & C**

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, 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 are 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 or 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 or 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 or 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 or Guardians, and Others

The school or district expects students, parents or 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 or 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 or guardians.*** Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or 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 or 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 or 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 his/her 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 or 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 or 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 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 or 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 or 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 and guardians to engage parental 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 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 education and resources. The school or district will offer education programs for parents and guardians that are focused on the parental 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 or 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 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 or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or 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 to teacher, teacher to parent, 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 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.

APPENDIX A: **Forms**

APPENDIX B: **Anti-Bullying Curriculum**

APPENDIX C: **Additional curriculum support activities**

Harassment:
Harassment may include, but is not limited to, harassment on the basis of race, creed, national origin, age, 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.

Examples of harassment include, but are not limited to:

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

Sexual Harassment:
Sexual harassment is 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, that is unwelcome and has the effect of creating a school environment that is hostile, offensive, intimidating, or humiliating to males or females.

Hazing:

Hazing or initiation procedures (physical or otherwise) are prohibited in school or in connection with any school related activity.

WPS POLICY ON BULLYING, ASSAULT OR HARASSMENT (THREATS) TITLE VI/TITLE IX

Behavior directed at another student (or adult) which produces mental pressure or physical distress will be considered harassment or assault. This includes all threats to do harm, all forms of teasing, initiation, hazing, or pressure to act in a way, which is objectionable to the student. Any behavior, which causes another student or adult to be afraid to come to school or violates another's civil rights, will result in disciplinary action in the form of detention or suspension. If the situation warrants further action, the police and courts can be notified.

The following procedure can be employed to address such concerns:

- ❖ If the victim can comfortably do so, he or she may inform the person engaging in the misconduct that it is offensive and must be stopped.
- ❖ If direct communication has not taken place or brought about results, the victim will report the offense to the teacher or principal. An incident report will be filled out and given to the principal, who will take appropriate action.
- ❖ If warranted or if further review is requested the Superintendent will be informed and will review the situation.

BULLYING PREVENTION PROCEDURES

Acts of bullying, cyber-bullying and retaliation are prohibited at Webster Public School. State law requires each school system to create a detailed Bully Prevention Plan explaining how the District will handle any incidents of bullying, cyber-bullying or retaliation. To read the complete comprehensive plan please see "Bully Prevention Plan" under Webster Public Schools Policy which follows the Park Ave Policy.

Webster Public School Policy; Below you will find excerpts from this plan and how this plan is implemented at Webster.

Definition

The state law and the District plan defines bullying "as 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:

- Causes physical or emotional harm to the target or damage to the target's property
- Places the target in reasonable fear of harm to himself or damage to his property
- Creates a hostile environment at school for the target

- Infringes on the rights of the target at school OR
- Materially and substantially disrupts the education process or the orderly operation of a school

Education and Training

Staff - all employees will participate annually in professional development opportunities on their responsibilities outlined in the District Bully Prevention Plan and how to help them identify bullying and support all students involved.

Students - Webster Public School has adopted the Second Step Anti-Bullying curriculum that will be taught in all classrooms in the school. This early childhood curriculum developed by "The Committee for Children" uses stories, pictures, music, and games to practice dealing with real life situations.

Parents - We will work to supply parents with information from the Second Step program as well as evening programs and presentations to build the partnership needed between home and school to lessen the occurrence of bullying and to increase everyone's ability to support children should the need arise.

Reporting

All employees are required to immediately report any incidents of bullying, cyber-bullying or retaliation when he/she becomes aware of an incident to the principal or his/her designee. Students and parents are encouraged to report suspected incidents to the principal or his/her designee as well. These reports can be made verbally or by using the Reporting Form that is available at PAE's main office and on the district's website.

Anonymous reports may be made by placing a Reporting Form in the anonymous report box provided at the PAE office or at the Administration Building, 77 Poland Street, by going to www.webster-schools.org or by sending an email to bullying@webster-schools.org. Investigations will be initiated by anonymous reports but no disciplinary action will be taken based solely on an anonymous report.

Response to Reports

Once a report of a suspected act of bullying, cyber-bullying or retaliation has been received, the Principal or designee will conduct a factual investigation of the report. All students involved in the incident, including the target, the perpetrator and witnesses will be interviewed and any documents reviewed. Parents of the target and perpetrator will be contacted. The Principal and/or designee will make a determination based on the facts and circumstances of the incident and again contact parents of the target and perpetrator. If bullying or retaliation is substantiated then the Principal and/or designee will take appropriate steps to prevent reoccurrence and to ensure the safety of the target. These steps will include a safety plan for the target. As per the District Bully Prevention Plan, a range of disciplinary actions can be implemented for incidents of confirmed bullying, cyber-bullying or retaliation.

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 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 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."

You can also file Bullying Complaint, or pose questions or comments in any of the following ways:

- *Call the Bullying Prevention Hotline at 1-508-943-0104 ext. 40001*
- *Send an email to bullying@webster-schools.org*
- *Drop a note at your school office or at the Administration Office*

Bully Prevention Resources:
for more information on bully prevention visit these websites:
http://webhost.bridgew.edu/marc/ MARC
http://stopbullyingnow.hrsa.gov/educators/index.html
http://www.cfchildren.org/Second Step/Steps to Respect
http://www.schoolengagement.org/index.cfm/Bully%20Proof%20Your%20SchoolBullyProof

APPENDIX A: Forms

___ BHS ___ WMS ___ PAE

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 X Staff member □ Parent □ 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 back if necessary.

Staff member receiving this Report: _____ Date: _____

BULLYING REPORT INITIAL INVESTIGATION

Alleged Target:_____ Alleged Aggressor:_____ _____

1. **Investigator(s): _____ Position(s):_____**
2. **Interviews:**

X 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 target or target group 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:	**If no:**
□ Bullying	**□ Incident documented as recess squabble_____**
□ Retaliation	**□ Discipline referral only_____**

2. Contacts:

□ Alleged Target's parent/guardian Date:_____ □ Alleged Aggressor's parent/guardian Date: _____

□ Administration Date: _____ □ Law Enforcement 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: _____

_____

Administrator receiving this Report: _____ 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

AHERA Notification

Webster Public Schools
Office of Business and Finance

Lisa Kontoes
Business Manager
Email: lkontoes@webster-schools.org
Christina Radlo
Office Manager
Email : cradlo@webster-schools.org

77 Poland Street
PO Box 430
Webster, MA 01570
PH 508-943-0104
FX 508-949-2364
Mass Relay 800-439-0183

Date: July 1, 2025

AHERA NOTIFICATION

Dear Parents, 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 health 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.

Lisa Kontoes
Business Manager
Webster Public Schools
77 Poland Street
Webster, MA 01570
lkontoes@webster-schools.org